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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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Theme:

“SHORT VIDEOS AND VOCABULARY LEARNING”

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I, Ximena Alexandra Calero Sánchez, holder of the I.D No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: **“SHORT VIDEOS AND VOCABULARY LEARNING”** investigated by Denis Lisbed Paz Arcos with I.D No. 175092560-2, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

To my favorite person in my life, my mother, Piedad Arcos, who has always supported and motivated me to fulfill my dreams and goals in this life. I want to express my gratitude because thanks to you I am achieving what I want. Also, for giving me confidence and security in each of my steps, for having a lot of patience with me when I've been stressed. She has been with me giving me words of encouragement and courage to never let myself down.

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Denis P.

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TABLE OF CONTENTS

SUPERVISOR APPROVAL	ii
DECLARATION PAGE.....	iii
APPROVAL OF THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION	iv
COPYRIGHT REFUSE	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
INDEX OF TABLES	x
INDEX OF FIGURES.....	x
ABSTRACT	xi
RESUMEN.....	xii
CHAPTER I: THEORICAL FRAMEWORK	1
1.1. Investigative background	1
1.2. Theoretical framework.....	7
1.2.1. Independent variable theoretical support	7
1.2.2. Dependent variable theoretical support.....	11
1.3. Objectives.....	16
1.3.1. General objective:	16
1.3.2. Specific objectives:	16
CHAPTER II: METHODOLOGY.....	17
2.1. Resources	17
2.2. Methods.....	19
CHAPTER III: RESULTS AND DISCUSSION.....	21
3.1. Analysis and discussion of the results.....	21
3.2. Verification of hypotheses	27

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS.....	30
4.1. Conclusions.....	30
4.2. Recommendations.....	30
REFERENCE MATERIALS.....	34
Bibliography references.....	34
Annexes.....	39

INDEX OF TABLES

Table 1. Pre-test results	22
Table 2. Post-test results	24
Table 3. Pre and post test average scores over 20	26
Table 4. Normality test.....	27
Table 5. Mean T-student test.....	28
Table 6. T-student test.....	29

INDEX OF FIGURES

Figure 1. Pre-test results.....	23
Figure 2. Post-test results	25
Figure 3. Pre and Post Test Average Scores over 20	26

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: SHORT VIDEOS AND VOCABULARY LEARNING

AUTHOR: Denis Lisbed Paz Arcos

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ABSTRACT

The use of short videos is an innovative learning strategy to learn English as a foreign and second language. This research aimed to analyze how the use of short videos influences students' vocabulary learning. This study was pre-experimental in that it was applied to an experimental group, and both qualitative and quantitative approaches were used. The participants of this study were 10 students of the 10th EGB "D" from Unidad Educativa "Baños". Seven interventions were applied online through Zoom application. The first and last sessions were used for the application of a pre-test and a post-test while in the five sessions the application of the use of short videos was developed. The instruments of this research were a pre and post-test that were taken from the Cambridge Key English Test (KEY) level A2, each test had 20 multiple-choice questions, which were answered by the students and then analyzed by the researcher. The findings showed that the use of short videos had an influence on the learning of vocabulary in English since the initial average of the students was 13.9 points out of 20 and the final average was 16.9. In addition, the students presented a positive attitude during the experimentation process of this strategy.

Keywords: short videos, vocabulary, English learning, strategy.

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THEME: VIDEOS CORTOS Y APRENDIZAJE DEL VOCABULARIO

AUTHOR: Denis Lisbed Paz Arcos

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RESUMEN

El uso de videos cortos es una estrategia de aprendizaje innovadora para aprender el idioma inglés como segunda lengua. Esta investigación tuvo como objetivo analizar como el uso de los videos cortos influyen en el aprendizaje de vocabulario de los estudiantes. Esta investigación fue de tipo pre-experimental ya que se utilizó un solo grupo el cual fue el grupo experimental además se combinó los enfoques cualitativos y cuantitativos. Los participantes de este estudio fueron 10 estudiantes de 10mo EGB "D" grado de la Unidad Educativa "Baños" del cantón Baños de Agua Santa. Se aplicaron siete intervenciones en línea a través de la aplicación de Zoom. La primera y última sesión se utilizó para la aplicación de la prueba previa y posterior, mientras que en las cinco sesiones se desarrolló la aplicación del uso de los videos cortos. Los instrumentos de esta investigación fueron una prueba previa y posterior que fueron tomadas de Key English Test (KEY) nivel A2 de Cambridge, cada prueba tuvo 20 preguntas de opción múltiple los mismos que fueron respondidos los estudiantes y luego analizado los resultados por el investigador. Los resultados demostraron que el uso de videos cortos tuvo influencia en el aprendizaje del vocabulario en Ingles, ya que el promedio inicial de los estudiantes fue 13,9 puntos sobre 20 y el promedio final fue 16,9. Finalmente, los estudiantes presentaron actitud positiva durante el proceso de experimentación de esta estrategia.

Palabras clave: videos cortos, vocabulario, aprendizaje de inglés, estrategia.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative background

For the present research, several articles, magazines digitals were investigated to study the relationship between the use of short videos and vocabulary learning. The studies provided relevant aspects to carry out this research. In fact, the research papers were found in different scientific research networks such as google academic, dialnet, eric, academia, and researchgate. Therefore, most research were taken from the last five years from magazines such as Arab World English Journal, ITL - International Journal of Applied Linguistics, Language Learning & Technology, EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English, and Journal on English Language Teaching. Moreover, these investigations were from Argentina, Indonesia, Norwegian, United Kingdom, USA, and Brazil.

Masruddin (2018) led an investigation whose main aim was determine the efficacy of short videos in teaching Indonesian students, English as a Foreign Language (EFL). About twenty-five students from eleventh grade of Senior High School participated in this study. There were eight meetings in which the researcher used two meetings for applying a pre-test and a post-test of this investigation. After that, the findings show that short videos improves speaking skills as well as other areas of English as fluency, accuracy, vocabulary, and comprehensibility, thus facilitating the learning of the English Language. Therefore, students can acquire vocabulary using the short videos corresponding to their level of English.

Lialikhova (2014) aimed to find out how videos in English lessons helped to achieve the goals of the LK06 English curriculum. The participants for this research were 105 students from two 8th grade and two 10th grade classes of Norwegian lower secondary school. The researcher applied the mixed method: qualitative, in the form of teacher interviews and lesson observations, and quantitative, in the form of student Likert-type questionnaire. In addition, the researcher applied different types of videos to teach English classes, for example, feature films, YouTube clips, and documentaries. In addition, the results obtained were that the use of videos in English lessons developed mainly oral and written communication skills. The results of this research found that,

the use of videos can be utilized to introduce the topic of the new lesson as well as increase the vocabulary of the students.

Rodgers and Webb (2020) aimed to examine the L2 incidental vocabulary learning that focuses on short videos of genres that may be conducive to vocabulary learning. The research provides evidence that L2 incidental vocabulary learning can occur using short videos and it can have positive effects on student learning. The participants for this research were 260 students learning English as a foreign language at a university in Japan. The authors applied two questionnaires as instruments: the informative questionnaire and the evaluation questionnaire. Therefore, for the purposes of this study, learners were divided into two groups. In the first group, there were participants from nine classes assigned to an experimental group, while in the second group were participants from three classes assigned to a control group. The authors applied a post-test and a pre-test to the students to measure receptive knowledge of the form-meaning in connection with 60 word families. The results indicated that television viewing in the form of short videos contributed to a significant improvement in vocabulary knowledge and that there was a positive relationship between frequency of occurrence and vocabulary learning. The information and results provided by this study demonstrated that the process of vocabulary learning can be enhanced through the use of short videos.

Martinez et al. (2015) carried out a study to focus on the pedagogical inclusion of audiovisual media in the classroom as tools that are integrated into the teaching and learning processes of students. Teachers who belonged to the Innovation Schools Plan in Argentina were the sample of this study. The researchers used an experimental design to analyze how students can learn better with audiovisual resources. They applied short videos, PowerPoint, images, and audio as resources to develop the experiment. In addition, the results showed that the students were able to increase the potentiality of learning since they had the facility to manipulate the audiovisual media. In addition, this study contributed to the implementation of technological tools that go beyond traditional learning models. The authors conclude that the inclusion of audiovisual materials allows teachers to improve their classroom activities.

Jiménez (2019) aimed to analyze the influence of educational videos on teaching the English language. The author worked with the experimental research design, a bibliographic study. Likewise, the researcher used different techniques such as the survey, the interview, the observation, a pre-test, and a post-test for data collection. There were thirty-three student participants from fifth grade of Unidad Educativa Saint Patrick School. The researcher tested between two groups which were the experimental group consisting of students from the English classroom, as well as the control group made up of the institutional psychology teachers. Furthermore, the results revealed that the educational videos used for teaching the English language facilitated the understanding of the new topics. In addition, the results demonstrated that the students in the experimental group were able to obtain rewarding results, and the teachers perceived that the students feel more motivated to learn English. Finally, the educational videos influenced the learning process of the students since it allows them to be motivated and interested in the subject.

Karami (2019) carried out a study to investigate the effects of vocabulary learning through audiovisual materials by reviewing research studies. The author selected three research studies from different international journals to develop the investigation which were: Computer-assisted language learning, Language learning and technology as well as Studies in the acquisition of a second language. The participants were 227 language students. The author applied the quantitative method since it had a dependent variable and two independent variables. Additionally, the results showed that audiovisual materials have the ability to improve the vocabulary learning process in language students. Finally, the researcher focused on finding new vocabulary learning strategies to improve language learners' vocabulary knowledge.

Arndt and Woore (2018) aimed to compare the acquisition of vocabulary in a second language from interaction with two different online media: written blog posts and video blogs. The study took a quantitative experimental approach, but this study did not use a pre-test and a post-test to assess learning gains. Therefore, the participants completed the study using a browser-based web survey. The participants who volunteered to develop the study online were 84 students of various backgrounds from the English as a Foreign Language class. Additionally, the results showed that incidental vocabulary learning occurred in roughly equal amounts when reading blog

posts and watching video blogs. Consequently, the use of videos makes it easier for learners to acquire new vocabulary and use it in real life. Similarly, audiovisual resources such as short videos help learners develop their second language as technological advances offer the opportunity to practice the L2 with different types of dynamic activities that may include music, TV series, short videos on YouTube.

Lutviana and Mafulah (2018) aimed to implement video teaching techniques and TPR (Total Physical Response) to improve students' vocabulary mastery. Thirty-one first graders of high school students participated in this study. Two cycles were applied to develop this study. In the first cycle, the students felt less motivated to learn vocabulary using this technique and obtained a 75% over 100%, while cycle two obtained 82%. Therefore, the researchers used a vocabulary test and a questionnaire as study instruments. Interactive videos were presented for vocabulary lessons in which students did vocabulary exercises while singing and moving their bodies. The author concluded that TPR and video teaching techniques could improve students' vocabulary mastery. Finally, the author suggested that teachers implement the use of videos when teaching vocabulary to students so that they adapt to class and feel more comfortable learning the English language.

Grégis and Carvalho (2019) carried out an investigation to find if students were able to learn and retain vocabulary just by watching videos. The participants for this research were nine students. The authors applied a pre-test and a post-test. The tests contained 25 multiple questions with four options that were chosen from the videos presented. The questions were about the vocabulary meaning, for instance, phrasal verbs, expressions, acronyms, slangs, and idioms. In the pre-test, most of the students did not know the vocabulary presented, because the teachers tried to use a vocabulary less familiar to them. Whereas, in the post-test, students obtained better results after explaining the vocabulary with videos. Finally, the results show that learners have the possibility of acquiring the English language using educational videos. However, the students need additional activities to practice what they have learned from the videos. On the other hand, the authors stated that technology positively influences students' learning because they experienced a new type of learning through audiovisual media.

Blázquez and Peña (2020) aimed to focus on the students' attitudes towards the audio and video authentic segments in the identification of phonological processes in spoken English. Sixty-six English Phonetics and Phonology I students from the Teacher Training and Translation course at Comahue University (UNCo) participated. A quasi-experimental design was applied for this study. The participants were divided into two groups: the audiovisual group and the audio group. The first group was thirty-two students who used short videos to develop the phonological process. The second group were thirty-four students who used short audio. The authors applied two questionnaires as instruments: the informative questionnaire and the assessment questionnaire. As result, the students demonstrated a more positive attitude with the use of short videos than with short audios in the phonological process. In fact, this study reveals that with the use of short videos, students feel more comfortable learning a language, so this online resource facilitates the improvement of English language skills and subskills, including vocabulary.

Wijayanti and Gunawan (2021) aimed to identify whether students learn English vocabulary better when exposed to short YouTube videos. Participants were 48 students from grades 5A and 5B SDN Bakalan Bantul, Yogyakarta. This study was performed in four sessions of 40 minutes. The authors applied a pre-test and a post-test, the tests had an outcome between 0 to 100. In the two tests the students obtained good grades, the lowest score was 50 in the pre-test, while in the post-test it was 70. In addition, the short videos were created by one of the researchers. The videos were based on themes according to the level of the students, and the videos were uploaded to YouTube. Finally, this study showed that learning vocabulary using short YouTube videos had a positive impact on students.

Mahdiloo and Izadpanah (2017) aimed to examine the effects of humorous movie clips on English vocabulary learning. The participants were 48 intermediate language learners from Iran. The researchers employed quantitative method with quasi-experimental design. The students were divided into two equal groups, the experimental group with 24 students as well as the control group with the same number of students. Both groups gave a pre-test and a post-test to evaluate their vocabulary knowledge, it had 30 multiple questions and was adapted from PET test. The experimental group watched the humorous movie clips but the participants in the

control group were taught in a conventional way. The researchers applied ten interventions to the experimental group, each session lasted for 15 minutes, and they used 15 clips of instructional humorous movie clips. The results showed that the experimental group outperformed the control group since humorous movie clips had a positive effect on developing vocabulary learning.

Sari (2016) aimed to describe the teaching and learning vocabulary by using video clips. This research involved 38 students of the second semester from the seventh grade. The researcher applied qualitative research method. Also, the author used three kinds of instruments to develop the study, they were observation, a questionnaire, and an interview. The researcher used the observation technique to take notes and analyze the student's learning objective. The questionnaire obtained information about students' problems in the vocabulary learning through short videos. An interview was applied with the teachers to find out their opinions about the activities applied in the teaching-learning process and the vocabulary learning problems of the students. As result, the researcher identified some difficulties that the students presented with the use of the short videos, some of them were problems with pronunciation, spelling, and memorization. These problems were due to the teachers not being able to handle the students during the vocabulary learning process by using short videos. Finally, this research showed that there are teachers who have teaching problems when they apply this type of technological tool.

Finally, some authors considered learning vocabulary as a main point of learning a new language as well as the use of short videos as a resource that facilitates the learning process. In addition, researchers applied this technique to all levels of primary, secondary, university students and university professors, in order to improve the vocabulary learning and use of the technology in special the short videos. Furthermore, the researchers request that support materials or activities be used when students watch short videos since this helps improve learning retention.

1.2. Theoretical framework

1.2.1. Independent variable theoretical support

Audiovisual media

Nicolaou and Kalliris (2020) mention that the use of audiovisual media communications presupposes a new way of approaching effective teaching, which requires the educators on all educational levels and disciplines to display with competence many advanced skills and abilities. In addition, the use of audiovisual media in education plays an important role in the teaching of a new language since it causes a different teaching methodology.

Moreover, audiovisual media allow students to acquire new vocabulary in a dynamic way that captures the interest of the student. Also, teachers must know the way of learning to avoid learning delays. There are two forms of vocabulary learning associations which are audiovisual and auditory only to clarify how the added coviewer auditory input impacts the learning of vocabulary associations in different modalities (Samudra et al., 2019).

The prominence of educational audiovisual content, its formats adapted for mobile devices and the consolidation of the web as a formal or non-formal learning system are realities that have been reinforced by the COVID-19 pandemic (Aguaded & Ortiz, 2021). The pandemic has allowed teachers and students to become familiar with audiovisual media as tools and resources that facilitate the teaching and learning process in the virtual modality.

Online resources

According to Anas and Musdariah (2018) state that the teacher can also provide digital resources for the students, for instance the e-books, digital images, videos, sounds, and podcasts. These resources help student learning as well as are useful tools for teachers when teaching.

Nowadays, these resources are being widely used for teaching and learning the English language. In addition, these influence the skills and subskills of the English language.

On the other hand, the author mentioned that it is useful to provide web links since learners and teachers can freely access them to practice or, in the case of teachers, they can use them as extra material for their classes.

Videos

Putri (2020) exposes that from a teacher's perspective, the media can be employed to teach materials accelerate students to reach the goal. One of which is video. In fact, the author states that video is a teaching aid in which the teachers may have the opportunity to engage students' interest, facilitate students in facing troublesome materials, or enhance long-term retention of knowledge. Moreover, video is exclusively utilized to be the medium for improving students' vocabulary due to its benefits. The use of animation video can increase students' motivation, enthusiasm, focus, and make the materials become easier.

The use of videos within the teaching-learning process improves the transmission of information. Also, today, it is very common for educators to use videos as tools that facilitate this process. The videos can be used from different applications, for example, using educational videos that are on YouTube. The use of videos in education can improve the learning of teachers and students, however they need to be aware of the effects they can have when using this didactic resource. (Christ et al., 2017).

Özkan and Funda (2019) argue that learners could learn the vocabulary before class by the video and get clarification about the problematic areas from the teacher or other students in class discussions. They thought the in-class activities helped them master the new vocabulary in an engaging way. In addition, the use of this resource helps the student to become familiar with a new vocabulary.

Types of videos

In the learning process, the teacher uses different types of videos that help the student improve learning. Also, the types of videos used in education have been investigated years ago. Case-based learning with videos can center on clips from one's own or another teacher's classroom. The suitability types of videos have been investigated in several studies (Frommelt et al., 2019).

Hajhashemi et al. (2018) affirm that Adam, an expert educator, uses three main types of videos including the weekly *overviews/introductory*, *instructional*, and *content-supplementary videos*.

- **The introductory videos** are short YouTube videos of him speaking about the week's work in general, some of the important things that students need to look at, and also a means of transferring important messages.
- The second type of videos is **instructional videos** which show students how to use a particular software.
- The third type of videos is **supplementary videos** those supporting students' content for that week. As an example, it may be regarding their learning about the use of interactive whiteboards.

Of the three types of videos, introductory videos are the most common in education, facilitating the teaching and learning process for the student and the teacher. In addition, these videos improve the four main English skills, as well as the sub-skills. Unlike long videos, short videos allow students to focus on the main message, that is, they are directly interested in the class topic without creating confusion.

Short videos

Beheshti et al. (2018) mention that in their research that instructional videos can make a considerable impact in a short period. Short video lectures involve a shorter amount of attention, hence, there is fewer load of cognitive on students, as well as the information can be recall, retain, and absorb more conveniently. This is more appropriate for youth workers.

Short videos are more interactive and interesting because they more often engage the attention of students than long videos that get boring and make students lose interest in continuing the activity. In addition, short videos for children are more effective. There are some benefits of using short videos, for example, it facilitates problem solving through critical thinking, motivates students to active participation, helps to develop autonomous work in a better way as well as allows a change in routine that positively affects the learning of new vocabulary.

Steps for using short videos in teaching

Kamelia (2019) stated that there are to use short videos and they are classified into three phases to provide a more meaningful way for teachers to disseminate video. The phases are pre-activity, main activity, and post activity.

- *Pre-Activity*, in this phase teacher should have preparation before starting the lesson such as greeting, asking condition, checking absent, giving motivation to students and give warming up.
- *Main activity*, in this phase teacher start do a presentation about the material using video but before playing video teacher asking students about what their know about the material because of that warming up related to the topic is also important to make student can prediction about what their want to learn in the video.
- *Post Activity*, in this step as a part activity before close the lesson, after students watch the video hopes understand and conclude the material, teacher give some test and will correcting together in order to make students more active and then teacher also give expansion before close the lesson such as give students homework related about the material and teacher give concluding too.

On the other hand, Feria (2019) mentions that the teaching strategy for the implementation of the video includes three moments: *previsualization*, *during viewing* and *post visualization*, which have clear objectives within the process. The *previsualization* is a preparation for the material, the *during viewing* is the exposure to the theme and meanings, including simple tasks that can be done while watching and listening to the video; the *post visualization* is the reflection of the previous ones with evaluation or revision activities. Moreover, this is how a didactic strategy becomes a pedagogical tool that accompanies the learning path from one point to another, considering the objective of the task or process for its effective design in its achievement.

Benefits of the use of short videos

Wardaya (2017) mentions that using videos as a way to teach and learn vocabulary has some positive impacts:

- increasing students' motivation in teaching learning process.
- increase their focus on how to use it properly.
- short videos have the same vocabulary materials as in writing materials.
- videos teach new vocabulary and recall the vocabulary.
- the students will know how to use them in the correct way.

The use of short videos and audiovisual material in the classroom enhances the creativity and attention of the students and has direct results in learning. When it comes to getting students involved and participating in-class activities, these could be a perfect tool. However, if the teacher does not choose an appropriate video as an aid 'in terms of students' age, schemata, and interests', this could lead to problems in learning vocabulary.

1.2.2. Dependent variable theoretical support

English language learning

Matras (2020) mentions in his book of language contact that language is found in a great variety of domains, including language acquisition, language processing, and production, conversation and discourse, social functions of language and language policy, typology, and language change, and more. This makes it a special challenge to compile an overview of the subject.

Oktaviani and Fauzan (2017) established that the teachers consider it important to support the process of teaching and learning. The teachers who know that English is important for young learners will realize to teach more enthusiasm and try to be a good teacher for their students. It impacts to the increasing of teaching and learning process, finally upgrades the national education system.

Yue (2017) states in his journal that there are many aspects of English teaching reform. This paper mainly studies the reform of English vocabulary teaching. English

vocabulary is the basis of English learning. However, the rote memorization in traditional English teaching is the only way of vocabulary learning. Moreover, the student learning is passive because interest in learning is very low, and the learning process is boring. In addition, there are different types of learning that teachers could apply in learning English in such a way that tutors stimulate the interest of students.

Learning styles

There are different learning styles that students use for the process of learning the English language. Rahmah (2017) states that the three leaning styles most popular are visual, auditory, and kinesthetic which easy to student to accept the information. Some students are visual learner, while another is auditory or kinesthetic educative participant. Whereas student use all their sensory to accept information, they seem to have preference in the way they learn best.

Juárez and González (2018) conceptualize learning styles as follows:

- **Visual learning**

Visual learners learn through sight, that is, they use images or videos to see and learn something new or interesting to them.

- **Auditory learning**

Auditory learners prefer sounds to learn. They can distinguish pitch, time, volume, rhythm, timbre, and resonance.

- **Kinesthetic learning**

Kinesthetic students are those who learn through movement. They are characterized by learning using gross motor skills such as movement of the hands, legs, and entire body.

In addition, Rahmah (2017) mentions that the Visual Auditory Kinesthetic learning (VARK) style in the teaching process is effective to be implemented in improving the students' vocabulary achievement and the students have high interest toward Visual Auditory Kinesthetic learning styles in teaching English vocabulary. The use of short videos contains these three types of learning styles so they could generate an improvement in vocabulary learning. One of the reasons is because the short videos

avoid boredom and disinterest in learning new vocabulary and the other reason is that it contains images, sounds, colors that generate interest in students.

Ways to learn English language

There are several fun ways to learn the English language using the different online resources. According to (Rohmawati, n.d.) mentions three ways:

Firstly, English can be learnt through **online games** since nowadays people are familiarized with smartphones. Smartphones can serve more than one purpose, such as allowing people to communicate easily with others, and it can also be used as a tool to learn English.

Secondly, the **song** is another way to learn the English language. Through the song make it easier for students to remember the vocabulary, in addition of course to improve students' self confidence in speaking English and the learned skill is to train students' listening skills.

The third way is learning English through **movies or videos**. Before teachers used a movie or video to be watched for the students in order to learn English, teachers must determine which aspects of English skills you want the students to learn. For example, the teachers want the students to learn vocabulary or reproduce vocabulary. Meaning, you should pay attention to listening to word per word in conversations related to a particular topic. In addition, it is necessary to know the type of pronunciation that the film has because there are British and American pronunciations.

These forms of learning are more related to online learning and teaching because people are in a technological age. Moreover, these three forms allow students to develop skills such as writing, speaking, reading, and listening, and sub-skills as vocabulary, pronunciation, and grammar of the English language.

English language skills and sub-skills

Mahdi (2017) argues that there are four basic skills required to master a foreign language. However, language learners need enough vocabulary to master each one of these skills. Moreover, the English language has subskills that is considered important

for the acquisition of a language. English skills are divided into two groups, the receptive skills are reading and listening, as well as the productive skills are writing and speaking, while grammar, pronunciation, and vocabulary are the sub-skills.

Different types of technology are used to facilitate the learning of English, for example, PowerPoint, the Internet, games, and audiovisual devices. These technological tools influence all the skills and sub-skills of the English language. (Ghanizadeh et al., 2015).

Vocabulary learning

Al-Khresheh and Al-Ruwaili (2020), vocabulary refers to the set of words a person knows in a particular language. It develops with age and is a fundamental and useful communication tool which aids knowledge acquisition. In addition, vocabulary is one of the three elements of language, the building material and the basic of language. To communicate with others fluently, the first premise is that we must have a certain number of vocabularies. Similarly, Arjmandi and Aladini (2020) mentions that vocabulary is the main building block of language learning which acts as the kernel for all language skills

According to Mahdi (2017), vocabulary learning can occur in two environments (i.e., technology-based and traditional). Technology-based refers to the use of new technologies for vocabulary learning such as TV, computer, personal digital assistants (PDA), and mobile devices. The other environment is the traditional ways such as word cards, dictionaries, and word lists. The technology-based environments improve the vocabulary learning, since it can be presented in different modes such as video captioning, subtitling, and annotations. Therefore, vocabulary learning is an essential component of language learning.

Vocabulary learning strategies

According to Bai (2018), vocabulary learning strategies can be defined as ‘behaviors or actions which learners use to make vocabulary learning more effective’. Also, vocabulary learning not only refers to mastering a certain number of words or phrases, but also includes the ability to use vocabulary correctly.

Nation (2005) states that there are three ways to learn words: knowing their meaning, form, and use. Regarding the meaning, the author comments that the technique of literal translation or the relationship with synonyms or images would be one of the most common. Learning the form of a word involves knowing its spelling and intonation. Finally, understanding the use of the word includes its role in the sentence and in the context.

On that basis, the meaning of the word in the videos should be presented by the relationship of an image with a context. As for the form of the word, it is presented in written text, accompanied by its pronunciation. Also, the use of word is represented by a phrase or sentence that makes it evident within a certain context.

Factors of vocabulary learning

Bai (2018) mentions that there are two kinds of factors that influence the learners' vocabulary learning strategies which are the *individual factors* and *social environmental factors*.

Individual factors

The differences between learners perform in several aspects, which include concepts, attitudes, personal emotion, and so on. Likewise, the age, learning motivation, character, and personality differences of students, as well as the differences of genders, also can influence vocabulary learning strategies.

- *Age.* - Young learners tend to rely more on specific learning tasks to use strategies. However, adult learners can use strategies neatly.
- *The learning motivation.* - The motivation determines how much attention the learners would love to pay, how to complete a learning task and how much sense of accomplishment it will take.
- *The personality difference among students.* - The different personality of students will have different degrees of influence on the English vocabulary learning. The researchers also found that some personality traits are related to the learner's strategies choice.

- *The differences of gender.* - Gender differences will lead to male learners and female learners use different vocabulary learning strategies. They reported that Female learners use more social strategies and more frequently than male learners

The social environmental factors

As a language is a social phenomenon in human communication, it is close related to the society, so the using of learning strategies in vocabulary learning is restricted by social environment.

Finally, the video should allow students to make discoveries for themselves in the processes of prediction, connection, and interpretation of the use of vocabulary as well as offer opportunities to identify the scope and limitations of the learning process.

1.3. Objectives

1.3.1. General objective:

- To analyze how the use of short videos influences the vocabulary learning of the 10th "D" EGB students at Unidad Educativa “Baños”.

1.3.2. Specific objectives:

- To evaluate students’ vocabulary learning through a standardized pre-test and post-test.
- To determine the effectiveness of the use of short videos as an online resource to develop vocabulary learning.
- To identify the benefits of the use of short videos on vocabulary learning.

CHAPTER II

METHODOLOGY

2.1. Resources

Several resources were used during this research such as human resources, technological resources, and materials. For human resources, the research tutor, the review tutors, the researcher and the students were necessary. Then, the technological resources integrated computers, laptops, online books, and internet connection. Finally, the materials that were used in the seven sessions were slides presentations, authentic texts, online platforms (Zoom, Google, Padlet, Socrative, Wordwall, YouTube, and liveworksheets), online activities, and short videos.

2.1.1. Population

The population of this study was the 10th-grade students from Unidad Educativa “Baños”. Learners are between 14 and 15 years old. The participants were 12 women and 8 men in total 20 students who had online classes through Zoom. They received seven sessions of 40 minutes.

2.1.2. Instruments

The instruments used were a pre-test and a post-test to evaluate the vocabulary learning of the students. These tests were taken from level A2 of the Key English Test (KET) of the Cambridge Assessment. The vocabulary pre-test was applied at the beginning of the experiment and the vocabulary post-test was applied after the interventions.

The two tests contained 30 questions on different vocabulary topics, such as weather and clothing, description of people and places, accommodation, and family/relationships. In addition, the questionnaires were created in Google Forms and each with a score of 30 points.

2.1.3. Procedure

Due to the Covid-19 pandemic, the educational system adapted to virtual education. For that reason, the researcher conducted synchronous sessions using the zoom platform.

In the first session, the researcher introduced the pre-test such as the purpose, time, and instructions to develop the test. Afterward, a vocabulary pre-test was applied to determine the level of English vocabulary of the students. At the end of the session, the author presented the schedule of activities and the content to be developed during this experiment.

Prior to the application of this learning strategy, the researcher carried out a search and selection of A2 level vocabulary topics, which were taken from Cambridge. The author chose five topics for each class and some short videos related to the subjects. In addition, some criteria were considered for the choice of the videos, such as appearance, i.e., they should be interactive and attractive to the students, the time in which the videos should not exceed 10 minutes, and the content of the videos should be clear and concise with English language skills and sub-skills.

For each session, some activities were included to introduce the class topic and remember the previous vocabulary using the online platforms. In addition, the researcher used some short videos to present the vocabulary topic of the classes and the videos lasted from 2 to 5 minutes. In this part, it was important to manage the students' attention since the author asked them questions in the middle or at the end of the video. Additionally, individual and collaborative activities were carried out that contributed to the learning of vocabulary. There were activities repetition, writing, reading, speaking, and listening exercises. Various online tools and applications were used for developing those activities, such as Padlet, Socrative, Liveworksheets, and WhatsApp. At the end of each session, homework was assigned for students to practice the vocabulary learned in class with the short videos.

Furthermore, the short videos were used in the following way: the researcher presented the video to them two or three times. The first time the students watched the entire video without pauses, while the second and third times the author paused by asking them questions or asking them to repeat some vocabulary words to improve pronunciation. At the end of the video, the researcher asked them to write and read words or sentences using the new vocabulary. The videos had images and sounds that helped students learn about the meaning, pronunciation, usage, and context of vocabulary words. In fact, the short videos were used to introduce the topic and as an

extra resource for the explanation of the topic. Consequently, this allowed students to be focused and motivated to learn something new.

At the end of the experiment, a KET post-test was applied to learners to analyze if the short videos impacted vocabulary learning.

2.2. Methods

This research applied two approaches which are qualitative and quantitative approaches. Qualitative research explores attitudes, behavior, and experiences (Dawson, 2009). This study was qualitative because it analyzed the attitudes of the students to learn new vocabulary by using short videos in the students of the tenth level from Unidad Educativa "Baños". Quantitative research generates statistics through the use of large-scale survey research (Dawson, 2009). This work was quantitative because the collected data was obtained through a pre-test and a post-test of vocabulary. In addition, the statistical program SPSS was used to verify the hypothesis.

2.3. Research modality

Field based research

Field research involves the activities of the researcher on the researched, the practices and procedures of doing research, and the method of data collection and data analysis (Burgess, 2003). This study was carried out with 10th-grade students from the Unidad Educativa "Baños". It was applied in seven virtual classes. In addition, this research allowed students to face real situations that they experienced when they acquired new vocabulary through the use of short videos.

Bibliography research

It was applied some bibliographic resources to identify the effects of the use of short videos and vocabulary learning. The author considered some books and online articles taken from the Internet. This allowed this study to be focused on the subject through research resources related to the development of knowledge about short videos for the teaching of English as a foreign language.

2.4. Type of research

Exploratory research

Experimental research is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables (Kothari, 2004). It was an exploratory investigation as the purpose was to fully understand the problem of this study. Furthermore, few investigations referred to short videos and vocabulary learning. Furthermore, this work was experimental because it analyzed the two variables and the behavior of the participants during the research.

Pre-experimental research

Single-group design with a minimal degree of control. It is generally useful as a first approach to the research problem in reality (Hernández et al., 2010). It was pre-experimental research since the experiment was carried out with a single group denominated “experimental group” and this group was formed by 10th-grade students from Unidad Educativa "Baños". For that reason, it applied a pre-test at the beginning of the study, the use of short videos as a tool of vocabulary learning, and a post-test at the end of the experiment. Finally, this evaluated and analyzed the students’ improvement in vocabulary learning.

2.5. Hypothesis

Null hypothesis

The use of short videos does not have a positive impact on vocabulary learning of the students at Unidad Educativa “Baños”.

Alternative hypothesis

The use of short videos does have a positive impact on vocabulary learning of the students at Unidad Educativa “Baños”.

2.6. Variable identification

Independent variable: short videos

Dependent variable: vocabulary learning

CHAPTER III

RESULTS AND DISCUSSION

- **Analysis and discussion of the results**

This chapter shows the results and the information gathered during the seven sessions of the experiment. The findings are interpreted using some tables and figures to synthesize the results obtained from the treatment.

The research was carried out with 20 students from 10th “D” EGB in English subject at Unidad Educativa "Baños", the interventions were online due to the pandemic. For this investigation, the researcher used five interventions to apply the use of short videos to enhance vocabulary learning. Also, it used the first and the last sessions to apply a pre-test and a post-test of the experiment.

The first analysis is focused on a pre-test and a post-test. Then, it shows the results of the perceptions of students. Finally, the verification of the hypothesis through the SPSS software is presented in detail.

3.1.1. Student's pre-post test

A pre-test and a post-test from the KET exam (Level A2) of Cambridge were used for the experiment. Each test had 20 questions about vocabulary of accommodation, family & relationships, description of people and places, and weather & clothes scored over 20 points.

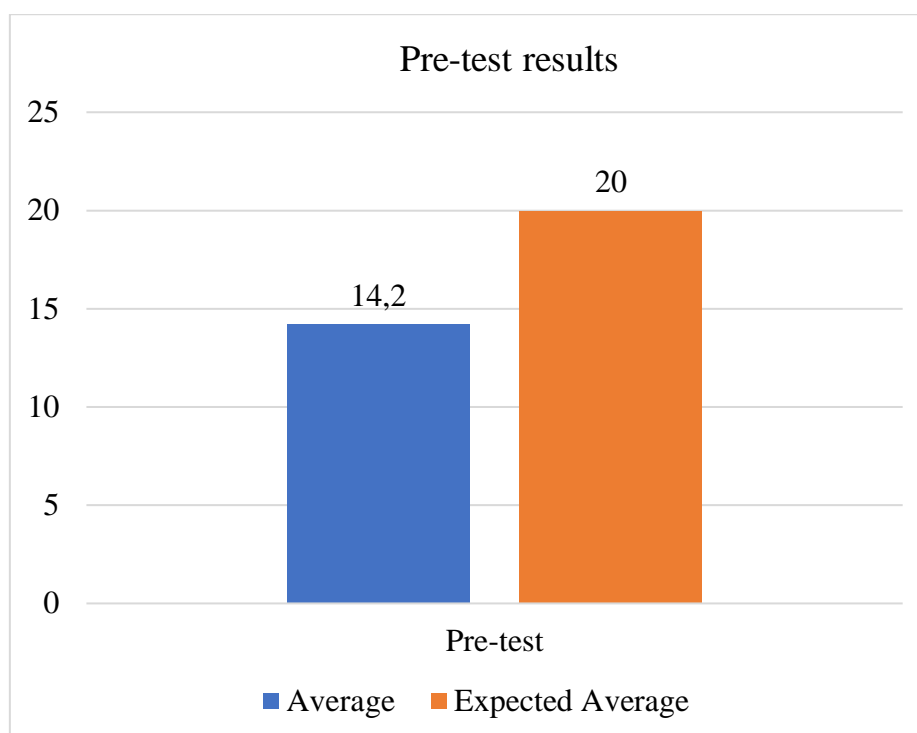
Table 1. Pre-test results

Students	Average	Expected Average
Student 1	18	20
Student 2	18	20
Student 3	6	20
Student 4	12	20
Student 5	14	20
Student 6	11	20
Student 7	19	20
Student 8	13	20
Student 9	12	20
Student 10	16	20
Student 11	15	20
Student 12	12	20
Student 13	14	20
Student 14	17	20
Student 15	16	20

Student 16	13	20
Student 17	12	20
Student 18	15	20
Student 19	16	20
Student 20	15	20
Total	14,2	20

Source: Student's Pre-test
Author: Paz, D. (2022)

Figure 1. Pre-test results



Source: Student's Pre-test
Author: Paz, D. (2022)

Analysis and interpretation

Figure 1 demonstrates that 20 students took the pre-test which was evaluated with a score over twenty points. Most of the students obtained low scores which ranged from

score 6 to 16. Three students obtained high scores that ranged between 18 and 19 points. Learners obtained an average of 14,2 points over 20 points which were equal to 71%.

Table 2. Post-test results

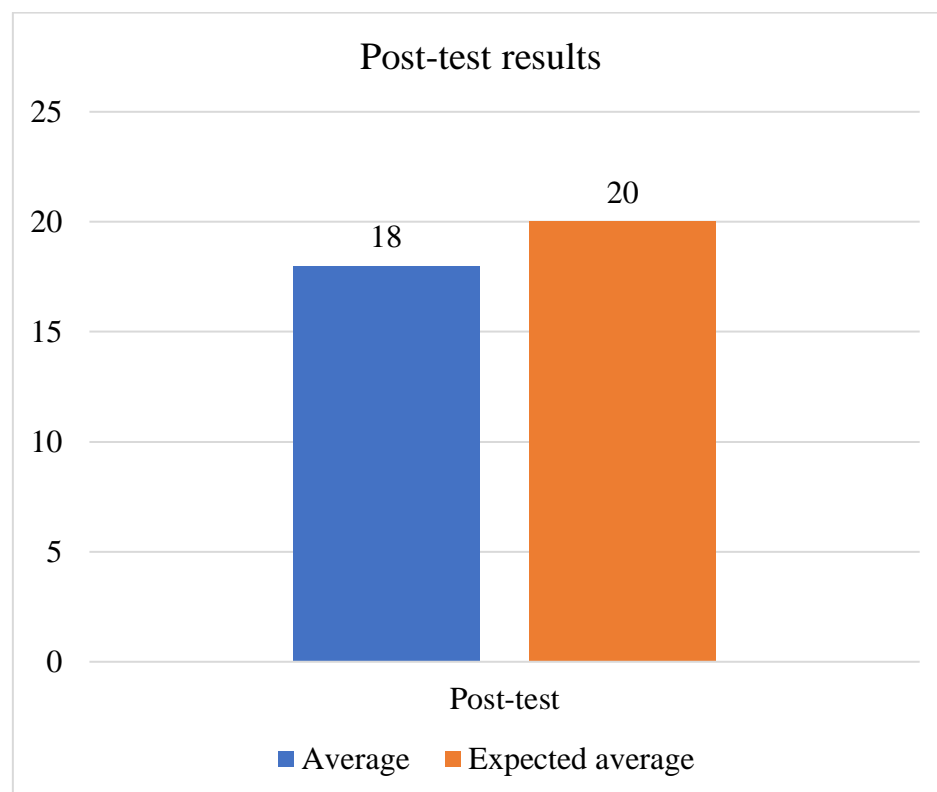
Students	Average	Expected Average
Student 1	19	20
Student 2	16	20
Student 3	13	20
Student 4	19	20
Student 5	17	20
Student 6	18	20
Student 7	19	20
Student 8	18	20
Student 9	17	20
Student 10	17	20
Student 11	19	20
Student 12	19	20
Student 13	19	20
Student 14	18	20
Student 15	19	20
Student 16	19	20

Student 17	18	20
Student 18	20	20
Student 19	18	20
Student 20	18	20
Total	18	20

Source: Student's Pre-test

Author: Paz, D. (2022)

Figure 2. Post-test results



Source: Student's Pre-test

Author: Paz, D. (2022)

Analysis and interpretation

According to Figure 2, the post-test shows that 20 students completed the post-test which was evaluated with a score over twenty points. Two students obtained scores of

13, and 16 which were the lowest marks of the group, while three students got regular scores of 17 points. Fifteen students acquired high scores of 18 and 20 points. The post-test obtained an average of 18 points over 20 points which were equal to 90%. Consequently, it is notorious that most of the students obtained good grades, which means that the students improved their vocabulary learning, unlike the pre-test results.

3.1.2. Pre-test and post-test comparison

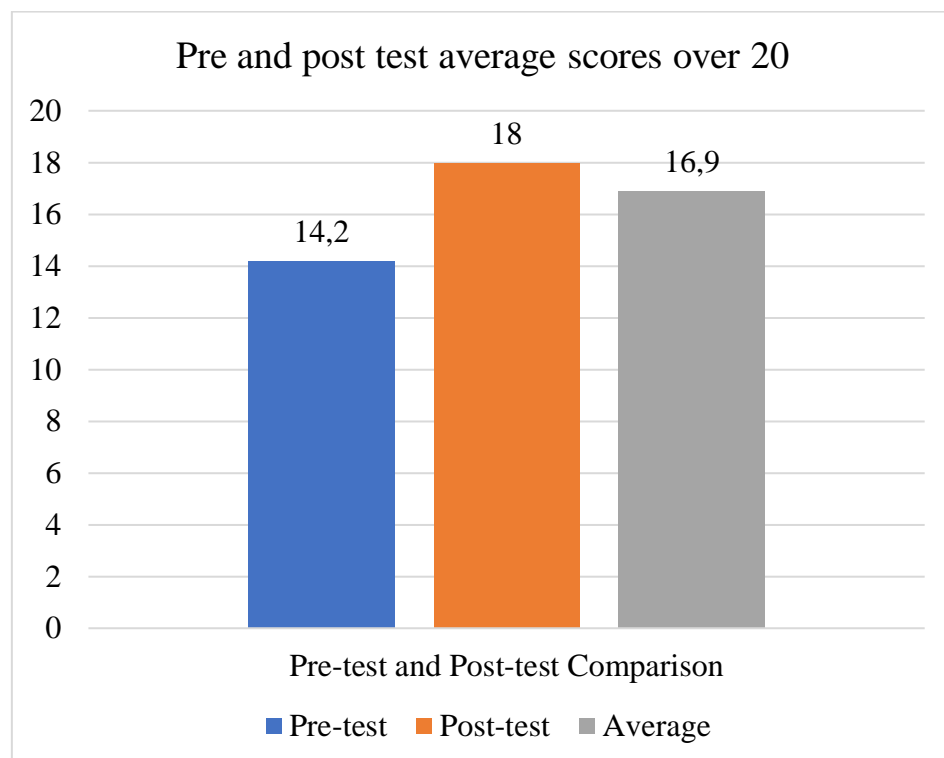
Table 3. Pre and post test average scores over 20

Vocabulary Pre-test and Post-test over 20			
Pre-test	Post-test	Average	Expected Average
14,2	18	16,9	20

Source: Student's Pre-test

Author: Paz, D. (2022)

Figure 3. Pre and post test average scores over 20



Source: Student's Pre-test

Author: Paz, D. (2022)

Analysis and interpretation

Figure 3 shows the results obtained before and after using the short videos. In the pre-test, 20 students obtained an average of 14,2 over 20 points which represents 71%. While in the post-test, students improved their grades and the average obtained was 18 over 20 that representing 90%. Hence, the participants enhance their vocabulary using the short videos as a didactic resource. In addition, there was a significant difference among the tests. The difference was 3,8 points which represents 19%. In conclusion, the short videos contributed to improving vocabulary in the English Language.

3.2. Verification of hypotheses

In this process, the researcher used the SPSS software to verify the hypothesis. The first step was to demonstrate if the data had a normal distribution. Then, Shapiro Wilk test was used to know the normality test. Also, the author applied the T-student statistical test to verify whether the hypothesis was accepted or rejected.

Null hypothesis (H0): The short videos does not have a positive influence on Grammar of English language.

Alternative hypothesis (H1): The short videos does have a positive influence on Grammar of English language.

3.2.1. Test of normality

Table 4. Normality test

Tests of normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre_test	,941	20	,252
Post_test	,789	20	,010

Source: IBM SPSS Statistics

Author: Paz, D. (2022)

Analysis and interpretation

Table 4 shows the use of Shapiro-Wilk for the normality test, which is useful when the sample is less than 30 participants. In this research, 20 students from 10th “D” EGB of the Unidad Educativa “Baños” were part of the experiment. There are two criteria to determine if normality is null or alternate, which are: $H_0 = \text{Sig} > 0.05$ when the distribution is normal and $H_1 = \text{Sig} < 0.05$ when the distribution is not normally. The significance in pre-test is ,252 and in post-test is ,010, both are $> 0,05$. Therefore, the null hypothesis (H_0) was accepted because the data were normally distributed. Subsequently, the parametric T-student test was applied to verify the hypothesis.

3.2.2. Mean T-student test

Table 5. Mean T-student test

Paired samples statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	14,20	20	3,002	,671
	Post_test	18,00	20	1,522	,340

Source: IBM SPSS Statistics

Author: Paz, D. (2022)

Analysis and interpretation

Table 5 demonstrates the results obtained in the pre and post-test. The mean score from the pre-test was 14,20. In contrast, the mean score in the post-test was 18,00. Consequently, both tests have a significant difference between them. The post-test has a highest mean score than the pre-test.

3.2.3. T-Student test

Table 6. T-student test

Paired samples test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test - Post_test	-3,800	2,248	,592	-5,039	-2,561	-6,418	19	,000

Source: IBM SPSS Statistics

Author: Paz, D. (2022)

Analysis and interpretation

In table 6, the P-result shows the value of 0,000 that indicated to be lower than 0,05. The researcher rejected the null hypothesis (H0) and accepted the alternative hypothesis (H1). Therefore, the value is in favor of the alternative hypothesis.

H1: The short videos do have a positive influence on Grammar of English language.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are based on the results obtained from the collection and data analysis of this study "Short videos and vocabulary learning", which are detailed below:

4.1. Conclusions

- Short videos are used in classes as an online resource that some teachers rely on to teach new vocabulary, they also function as another method for students to learn in an easier and more interactive way. In fact, Lutviana and Mafulah (2018) state that teachers implement the use of videos when teaching vocabulary to students so that they adapt to class and feel more comfortable learning the English language. Additionally, teachers can create engagement through the use of this material to introduce the topic of the class, since it allows students to get ideas regarding the lesson.
- The standardized pre-test and post-test of the Cambridge Key English Test (KET) at level A2 were applied successfully to the students to assess the vocabulary learning of students before and after the interventions. The results of the experimental group in the pretest showed that the students presented some complications in their vocabulary. Consequently, the average of the pretest was 14,2 points out of 20 that represents 71%. For its reason, the average after the test was 18 points that are equivalent to 90%. Therefore, these tests showed a difference of 3,8 points that represents 19%. It is stated that the use of short videos as online resources was significant for 10th grade "D" EGB students because this type of material contributed to the acquisition and learning of new vocabulary.
- The effectiveness of using short videos as an online resource was determined through the interventions that the students received virtually to develop vocabulary learning. This material was used as an introduction and presentation of the new topic of the class. For instance, the introductory video allowed students to think

and create their own ideas about the topic, while the video as a presentation gave way to the acquisition of vocabulary and the improvement of English skills and sub-skills. In fact, Anas and Musdariah (2018) mentioned that it is useful to provide web links since learners and teachers can freely access them to practice or, in the case of teachers, they can use them as extra material for their classes. Therefore, the students used extra online resources such as worksheets and carried out activities in Padlet, Wordwall, and Socrative to practice what they learnt with short videos. This type of resource contributes to vocabulary learning but it is also necessary for students to use supporting materials to complement the learning process.

- During the development of the research, some benefits of using short videos for vocabulary learning were identified. According to Wardaya (2017) established some benefits about this strategy generate a lot of impact on vocabulary learning. For example, one of the benefits is the concentration displayed by students when something is being presented in the video as there are moving images, audio, and words. Consequently, learners are interested in learning vocabulary and increasing their memory, and understanding of the content, from which they are motivated to express their ideas freely. Furthermore, the use of short videos in learning benefits students to improve their vocabulary as well as English skills and sub-skills.

4.2. Recommendations

- It is recommended that teachers implement new online resources such as short videos that allow students to facilitate their vocabulary learning process. In fact, (Ghanizadeh et al., 2015) mentioned that there are different types of technology are used to facilitate the learning of English, for example, PowerPoint, the Internet, games, and audiovisual devices. These technological tools influence all the skills and sub-skills of the English language. However, the opinions, needs, and interests of learners must be considered according to their level, age, and educational environment. This gets students interested in learning vocabulary or English as a second language. In addition, the use of short videos as online teaching material should be considered, as this allows students to learn in a different and entertaining way than traditional teaching.
- It is recommended that teachers consider the way students learn since some of them have their own learning styles. Rahmah (2017) stated that the three leaning styles most popular are visual, auditory, and kinesthetic which easy to student to accept the information. However, in this study was used two types in which learners develop their learning, visually, whereby moving images are involved as well as auditory, whereby different sounds are involved. In addition, this allows the teacher to get to know their students and, in this way, the appropriate class materials are chosen. Finally, it can be affirmed that the short videos comply with the use of these two types of learning, which is why they influence the improvement of vocabulary learning in English.
- It is suggested to apply the short videos as an introduction to the lessons of the English classes because they permit students to develop their critical thinking and they also generate ideas about the class topic. Furthermore, teachers can use them as an extra resource for the development of their class. Nevertheless, it is necessary that when the short videos are applied, extra activities are used, so that the pupils practice what they have learned. The professors could also solve doubts or problems that learners present in the learning process.

- Learning vocabulary using online resources such as short videos have many benefits, one of which is that students practice and improve their English skills in a more entertaining and free manner. According to Musdariah (2018) stated that the teacher can also provide digital resources for the students as e-books, digital images, videos, sounds, and podcasts. These resources are being widely used for teaching and learning the English language. these resources are being widely used for teaching and learning the English language. Therefore, it is recommended to make more frequent use of various online resources, such as short videos that improve the acquisition and learning of vocabulary and avoid the boredom of watching long videos. On the other hand, this allows the student to show an interest in learning English as an additional language. Finally, this type of resource contributes to virtual education since students need to reinforce themselves with technology.

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Annexes

Annex 1: Authorization document



Ministerio de Educación

CARTA DE COMPROMISO

Doctor Mag.
Marcelo Núñez Espinoza
PRESIDENTE DE LA UNIDAD DE TITULACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Baños

De mi consideración:

En mi calidad de Rectora de la Unidad Educativa "Baños" expreso un cordial saludo a la vez que me permito poner en su conocimiento la **aceptación y respaldo** para el desarrollo del Trabajo de Titulación bajo el Tema: **"SHORT VIDEOS AND VOCABULARY LEARNING"**, **propuesto por la estudiante DENIS LISBED PAZ ARCOS**, portadora de la cédula de ciudadanía 1750925602, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,


Lic. María Freire Gallegos
RECTORA (Enc.)

Cédula Identidad: 1801671304
No. Teléfono convencional: 032 740408
No. Teléfono celular: 0985463953
Correo electrónico: mariam.freire@educación.gob.ec



Dirección: Av. Amazonas N34-451 y Av. Atahualpa.
Código postal: 170507 / Quito-Ecuador
Teléfono: 593-2-396-1300 / www.educacion.gob.ec



Annex 2: Pre-test



CAMBRIDGE ASSESSMENT

ENGLISH

KET Exam (Level A2)

Vocabulary Section

PRE -TEST

TIME Approximately 30 minutes

OBJECTIVE: To measure the English level

INSTRUCTIONS TO CANDIDATES

Write your name.

Listen to the instructions.

Answer all the questions.

You will have 30 minutes to complete the vocabulary section.

At the end of the test, check your answers.

VOCABULARY PART 1

This test contains 20 questions which focus on vocabulary and language used at KET Level (A2). Visit the [Vocabulary](#) section for more exercises.

Choose the correct answer

1. Can you _____ Spanish?

- A. talk
- B. tell
- C. speak
- D. speak

2. All the children at that school have to _____ a uniform.

- A. wear
- B. carry
- C. put

D. use

3. My father's brother is my _____.

A. uncle

B. aunt

C. cousin

D. nephew

4. My favorite subject at school was _____ because I love learning about numbers.

A. art

B. history

C. science

D. mathematics

5. Could you _____ the situation to me again?

A. tell

B. explain

C. talk

D. excuse

6. Joe _____ his bicycle to work every day.

A. drives

B. rides

C. goes

D. gets

7. I'm going to go to bed now. _____ ! See you in the morning.

A. Good morning

B. Good evening

C. Good night

D. Goodbye

8. I'd like to work _____ and learn about a different country.

A. foreign

B. abroad

C. strange

D. another

9. Can I have a _____ ticket to Oxford, please, coming back today?

A. return

B. round

C. double

D. long

10. A large and important church
- A. cathedral
 - B. gallery
 - C. pub
 - D. Moor
11. It's cold outside today you should take a _____ with you.
- A. belt
 - B. sock
 - C. scarf
 - D. glove
12. Be careful not to _____ your passport.
- A. loose
 - B. loss
 - C. lose
 - D. lost
13. Are you ready to _____ your meal now, sir?
- A. demand
 - B. ask for
 - C. order
 - D. explain
14. We had a very good football _____ last night.
- A. game
 - B. play
 - C. kick
 - D. time
15. Can you help me _____ a new dress for the party?
- A. try
 - B. choose
 - C. look
 - D. decide
16. I bought some milk at the little shop on the _____.
- A. bus stop
 - B. traffic lights
 - C. corner of our street
 - D. end of the road

17. For dinner we had _____ and rice.
 A. chicken
 B. cow
 C. pig
 D. sheep
18. I'm very tired. I'm going to go to _____.
 A. bath
 B. bed
 C. shower
 D. chair
19. You need _____ to make an omelet.
 A. fish
 B. eggs
 C. potatoes
 D. apples
20. My sister earns 200 _____ a week.
 A. money
 B. cash
 C. dollars
 D. notes

ANSWERS:

1. D	2. A	3. A	4. D	5. B	6. B	7. C	8. B	9. A	10. A
11. C	12. C	13. C	14. A	15. B	16. C	17. A	18. B	19. B	20. C

Taken from: https://www.examenglish.com/KET/KET_vocab.htm

LINK OF THE PRE-TEST: <https://forms.gle/4q2FDnxtfX7hd3A99>

Annex 3: Post test



CAMBRIDGE ASSESSMENT

ENGLISH

KET Exam (Level A2)

Vocabulary Section

POST -TEST

TIME Approximately 30 minutes

OBJECTIVE: To measure the English level

INSTRUCTIONS TO CANDIDATES

Write your name.

Listen to the instructions.

Answer all the questions.

You will have 30 minutes to complete the vocabulary section.

At the end of the test, check your answers.

VOCABULARY PART 2

This test contains three part and 20 questions which focus on vocabulary and language used at KET Level (A2). Visit the [Vocabulary](#) section for more exercises.

PART I

In each question, there is a photo and four sentences. Which sentence does NOT match the picture?

1. Choose the correct answer.



- A. The man has blonde hair.
- B. He is wearing a blue shirt.

- C. He isn't wearing glasses.
- D. He's got a beard and a moustache.

2. Choose the correct answer.



- A. She's wearing braces.
- B. She's got long, straight hair.
- C. She's a middle-aged woman.
- D. Her skin is quite dark.

3. Choose the correct answer



- A. It's a picture of a teenage boy.
- B. He's wearing a blue sweater.
- C. He is black.
- D. He has short, black hair.

4. Choose the correct answer.



- A. She's got blonde hair.

- B. She's wearing a striped top.
- C. She has long, straight hair.
- D. She's wearing a white skirt.

PART II

Choose the word which matches the definition

- 5. A large and important church
 - A. cathedral
 - B. gallery
 - C. pub

- 6. A religious building where monks lived
 - A. abbey
 - B. castle
 - C. tower

- 7. A tall, thin part of a building
 - A. tower
 - B. abbey
 - C. Gallery

- 8. The place where the land meets the sea
 - A. coast
 - B. waterfall
 - C. countryside

PART III

Choose the correct word to complete the sentences.

- 9. Our ____ rooms contain three single beds.
 - A. twin
 - B. double
 - C. triple

- 10. Accommodation at the youth _____ is in dormitories with bunkbeds.
 - A. hostel
 - B. caravans

C. cottages

11. There is a laundry room with a ____ and tumble drier.

A. washing machine

B. dishwasher

C. bath

12. I'm afraid our hotel is ____ booked.

A. very

B. totally

C. fully

13. The hotel is ____ just 50 meters from the beach.

A. included

B. located

C. surrounded

14. We wear t-shirt, short, sandals, and sunglasses when the weather is _____.

A. Winter

B. Rainy

C. Spring

D. Sunny

15. We wear coat, wool hat, and scarf when the weather is _____.

A. Cold

B. Windy

C. Fall

D. Spring

16. My sister's daughter is my _____.

A. Cousin

B. Niece

C. Uncle

D. Sister

17. My brother's son is my _____.

- A. Uncle
- B. Father
- C. Grandfather
- D. Nephew

18. My aunt's son is my _____.

- A. Nephew
- B. Brother
- C. Cousin
- D. Son

19. My grandmother's mother is my _____.

- A. Great-grandmother
- B. Aunt
- C. Cousin
- D. Daughter

20. When it rains, we use an _____.

- A. Umbrella
- B. Boots
- C. Short
- D. Sunglasses

ANSWERS:

1. A	2. C	3. A	4. D	5. A	6. A	7. A	8. A	9. C	10. A
11. A	12. C	13. B	14. D	15. A	16. B	17. D	18. C	19. A	20. A

Taken from: https://www.examenglish.com/KET/KET_vocab.htm

LINK OF THE PRE-TEST: <https://forms.gle/vL9adiQTZ9QcTwCf9>

Annex 4: Lesson plans

Lesson Plan			
Teacher: Denis Paz	Date: November 25, 2021	Grade: 10mo EGB	
Topic: Pre-test		Lesson N.1	
Objective: To collect data of vocabulary learning.			
Teacher' activities	Students' activities	Materials	Time
The teacher introduces herself and shows the previous test. The professor gives instructions on how to complete the test, as well as the time and the objective. At the end of the test, the educator explains the purpose of the interventions and the activities that will be carried out this week.	Students complete the test and ask questions if there are any questions. Also, they ask the teacher some questions about the classes.	Zoom https://us04web.zoom.us/j/74185275445?pwd=MUtUQnROeTJwdkZyUEJ6d0tPaTNUUT09 Google Forms https://forms.gle/4q2FDnxtfX7hd3A99	40'

Resources

Google Forms Link

<https://forms.gle/4q2FDnxtfX7hd3A99>



Vocabulary Test (Pre-Test)

Instructions:

- Write your name.
- Listen to the instructions.
- Answer all the questions.
- You have 30 minutes to complete the vocabulary section.

Source: Field research

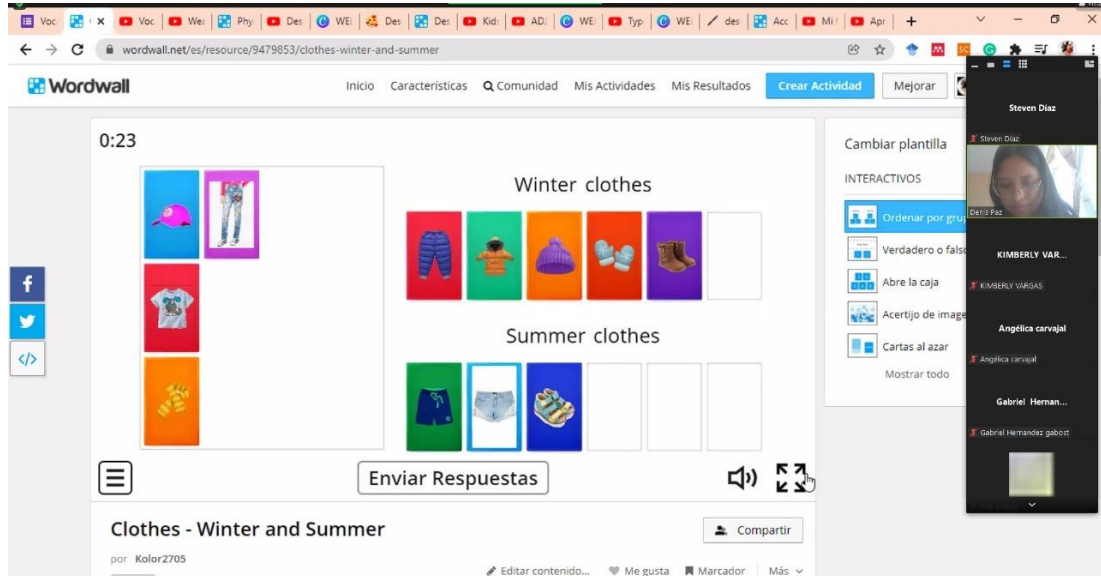
Elaborated by: Paz, D. (2022)

Lesson Plan			
Teacher: Denis Paz	Date: November 26, 2021	Grade: 10mo EGB	
Topic: Weather and clothes		Lesson N.2	
Objective: Ss will be able to recognize the vocabulary of weather and clothes through the short videos.			
Teacher' activities	Students' activities	Materials	Time
T. presents the topic of the class. T. shares a game about it.	Ss. participate in the game.	Wordwall https://wordwall.net/es/resource/9479853/clothes-winter-and-summer	5'
T. presents a short video about the vocabulary of clothes and accessories. T. asks students to name five vocabulary words that they saw in the video. T. shows a short story about "weather story"	Ss. watch the video. Ss. mention five vocabulary words. Ss. pay attention to the video.	YouTube https://www.youtube.com/watch?v=a2kzkXIWaMg https://www.youtube.com/watch?v=cDc0SuZlIWU	25'
T. shares a worksheet to practice the vocabulary learned. T. gives the feedback of the previous activity done.	Ss. complete the activity. Ss. check the activity.	Liveworksheets https://es.liveworksheets.com/gx2519305ka	5'
Homework: T. gives the instructions for the homework and shares the document.	Ss. complete the worksheet and send the teacher.	Assignment: https://es.liveworksheets.com/2-ri1178862yt	5'

Resources

Wordwall link

<https://wordwall.net/es/resource/9479853/clothes-winter-and-summer>

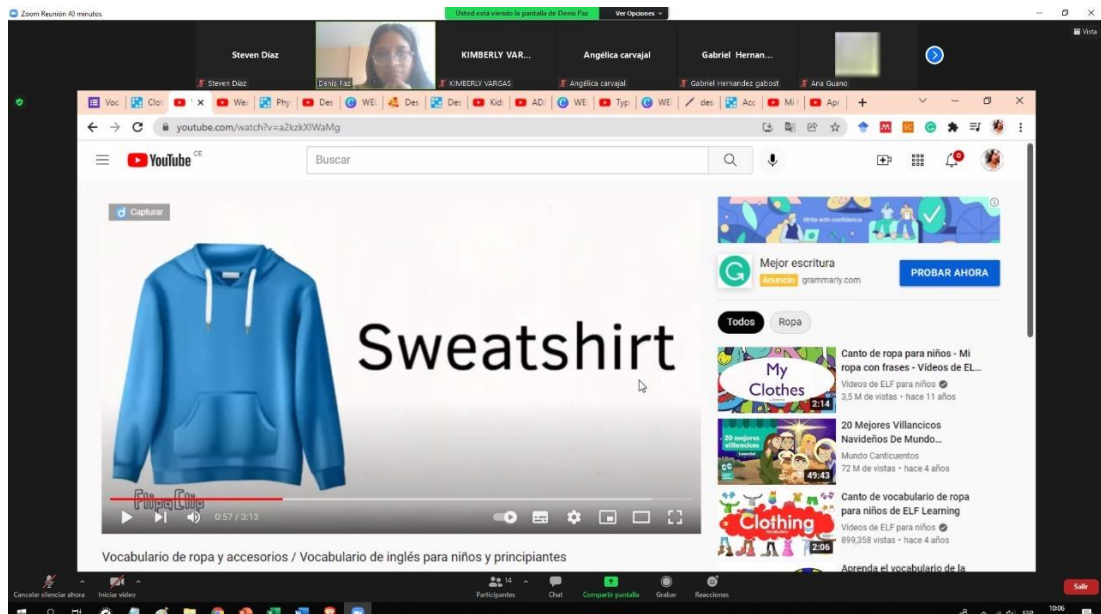


Source: Field research

Elaborated by: Paz, D. (2022)

YouTube link

<https://www.youtube.com/watch?v=a2kzkXIWMg>

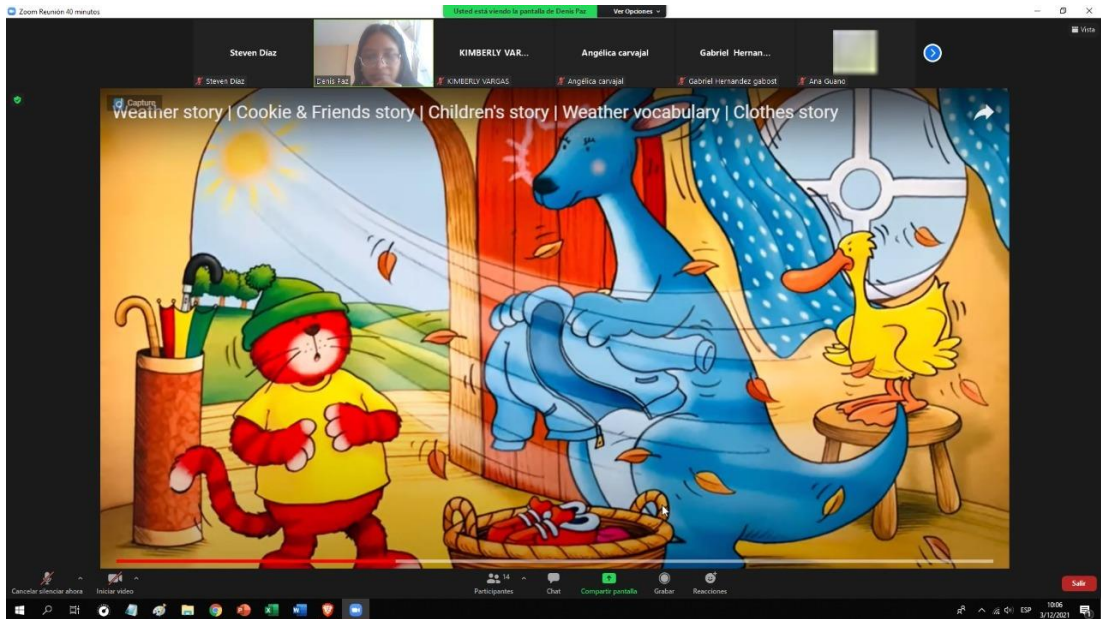


Source: Field research

Elaborated by: Paz, D. (2022)

YouTube link

<https://www.youtube.com/watch?v=cDc0SuZIIWU>

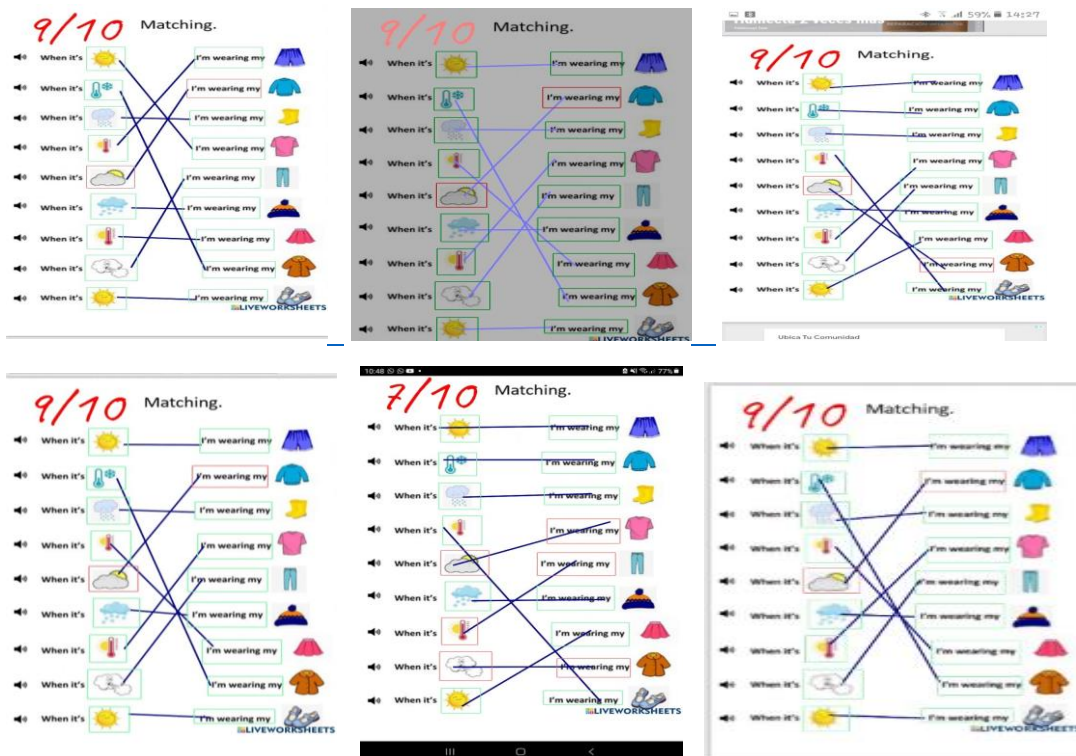


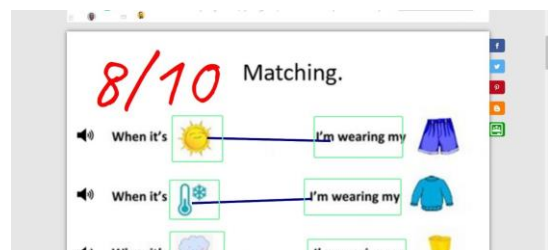
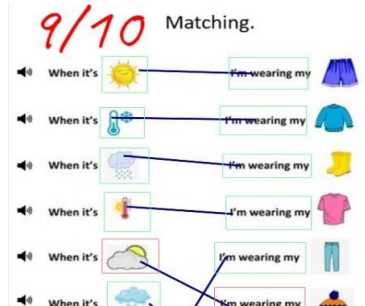
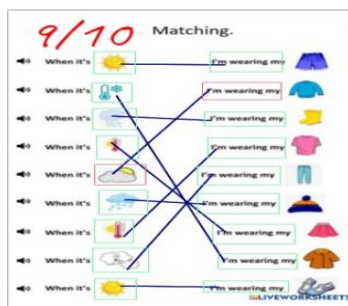
Source: Field research

Elaborated by: Paz, D. (2022)

Liveworksheets link

<https://es.liveworksheets.com/gx2519305ka>

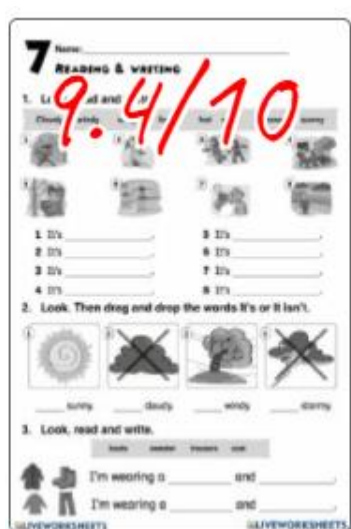
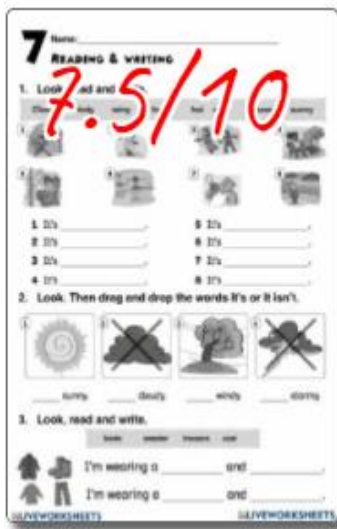




Source: Field research
 Elaborated by: Paz, D. (2022)

Assignment link

<https://es.liveworksheets.com/2-ri1178862yt>



7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

8.8/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

9.4/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

5.6/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

3.8/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

9.4/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

9.4/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

8.1/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

9.4/10

7 Name: _____
READING & WRITING
 1. Look, read and write.
 2. Look. Then drag and drop the words it's or it isn't.
 3. Look, read and write.

9.4/10

Source: Field research
 Elaborated by: Paz, D. (2022)

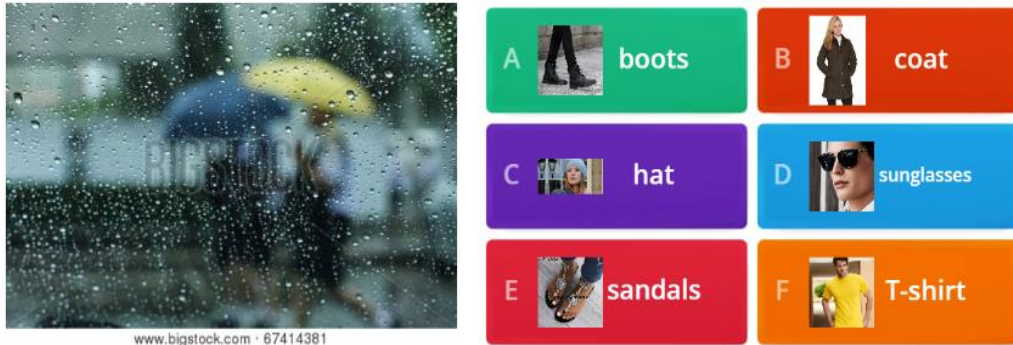
Lesson Plan			
Teacher: Denis Paz	Date: November 29, 2021	Grade: 10mo EGB	
Topic: Description of people		Lesson N.3	
Objective: Ss will be able to learn the vocabulary of description of people through the short videos.			
Teacher' activities	Students' activities	Materials	Time
T. presents a game to remind the last vocabulary. T. introduces the new topic. T. shares an online activity.	Ss. participate in the activity.	Wordwall https://wordwall.net/es/resource/1864688/weather-and-clothes	5'
T. presents a short video about the description of people. T. explain how to describe people. T. share the link of padlet. T. ask students to describe an important person in their life.	Ss. watch the video. Ss. pay attention. Ss. complete the activity. Ss. check the activity.	YouTube https://www.youtube.com/watch?v=CkwcvqqEO3E Canva https://www.canva.com/design/DAEwnLe73BU/Kz3mTtso8o9nt43pY5EySQ/edit?category=tACFasDnyEQ	25'
Homework: Students will complete an online activity in which they have to choose the correct word of the vocabulary of description of people.		Padlet: https://es.padlet.com/denislisbed878/qocusrpfkfquecc8 Assignment: https://wordwall.net/play/25576/998/973	10'

Resources

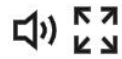
Wordwall link

<https://wordwall.net/es/resource/1864688/weather-and-clothes>

It's raining. I'm wearing



◀ 2 de 2 ▶



weather and clothes

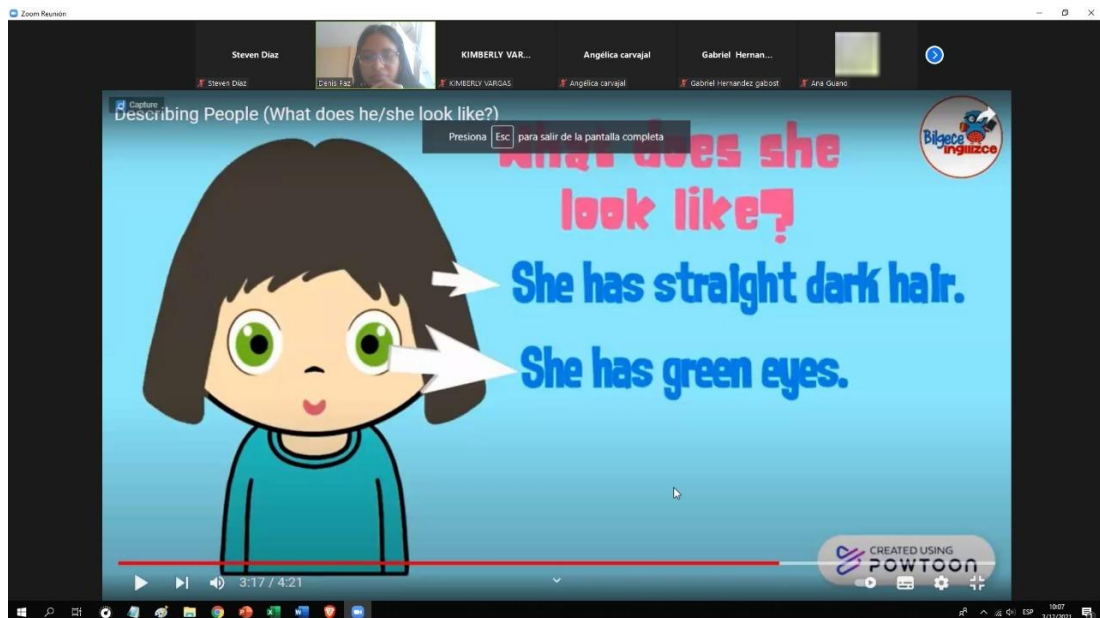
Compartir

Source: Field research

Elaborated by: Paz, D. (2022)

YouTube link

<https://www.youtube.com/watch?v=CkwcvqqEO3E>



Source: Field research

Elaborated by: Paz, D. (2022)

Canva link

<https://www.canva.com/design/DAEwnLe73BU/Kz3mTss08o9nt43pY5EySQ/edit?category=tACFasDnyEQ>

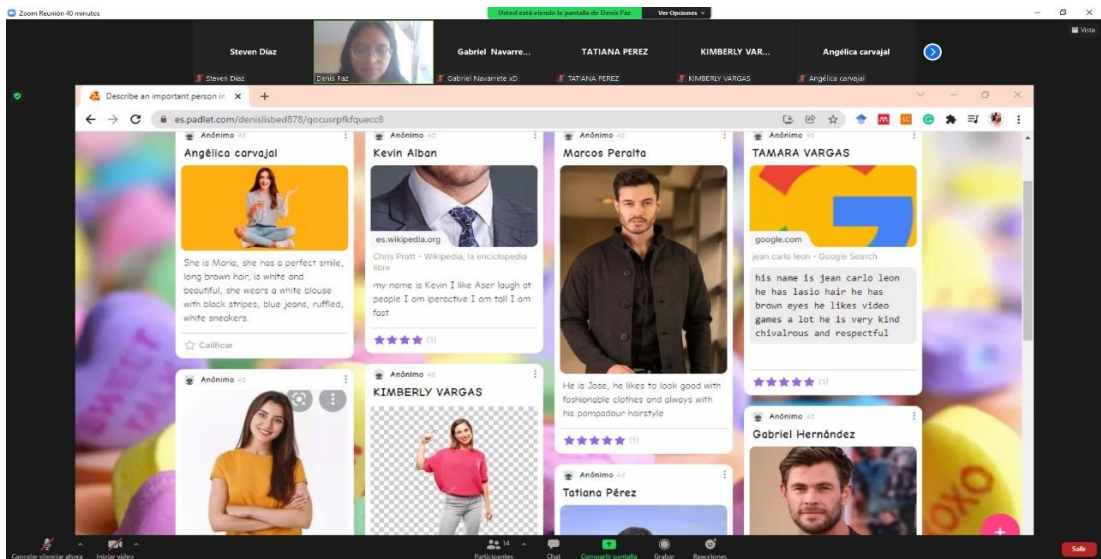


Source: Field research

Elaborated by: Paz, D. (2022)

Padlet link:

<https://es.padlet.com/denislisbed878/qocusrpfkquecc8>



Source: Field research

Elaborated by: Paz, D. (2022)

Assignment link

<https://wordwall.net/play/25576/998/973>

Choose the correct sentence



A She has short black hair.

B She has long black hair.

C She have long black hair.

D She is short black hair.



◀ 4 de 10 ▶



DESCRIPTION OF PEOPLE

Compartir

✎ Editar contenido... Asignar tarea Más ▾

Source: Field research

Elaborated by: Paz, D. (2022)

Resultados por estudiante

ORDENAR POR Envío Nombre y apellido Correcto + hora

	Estudiante	Enviado	Correcto	Incorrecto	hora
▶	Melanie Moreta	10:43 - 29 nov. 2021	8	2	3:06
▶	Jair :3	10:44 - 29 nov. 2021	3	7	3:25
▶	Sherlin Hernández	10:47 - 29 nov. 2021	10	0	3:50
▶	Gabriel Hernández	10:54 - 29 nov. 2021	10	0	42.6
▶	SARA FERNANDA CHANGO JEREZ	10:58 - 29 nov. 2021	10	0	4:45
▶	KIMBERLY VARGAS	11:05 - 29 nov. 2021	9	1	2:32
▶	TATIANA PEREZ	11:06 - 29 nov. 2021	10	0	1:58
▶	Angélica carvajal	19:24 - 29 nov. 2021	5	5	2:53
▶	Kevin Alban	21:35 - 29 nov. 2021	9	1	7:05

Source: Field research

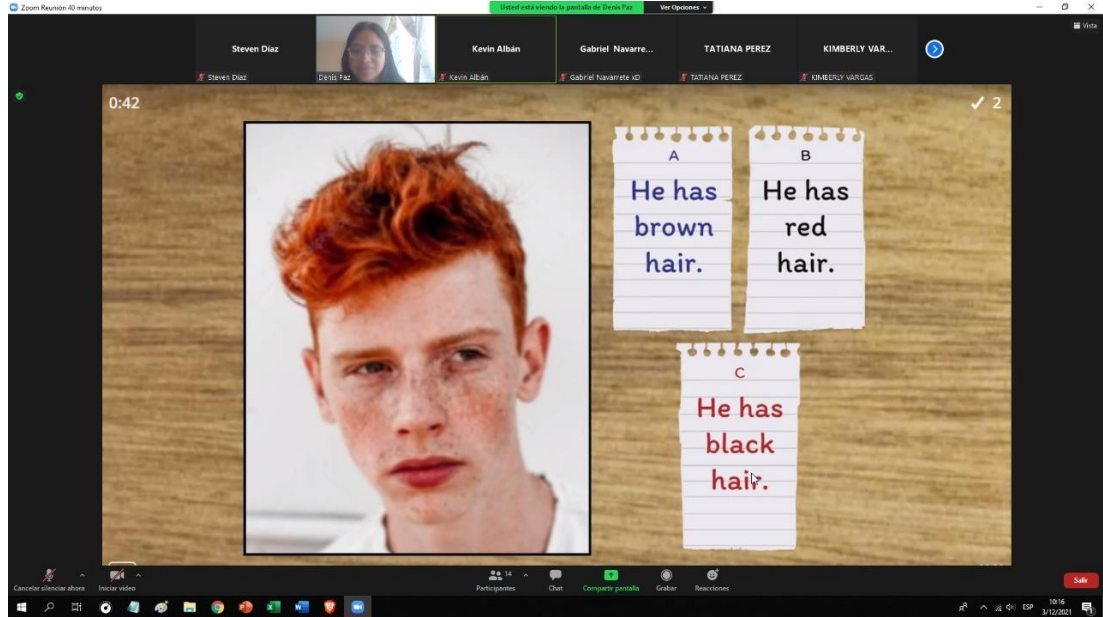
Elaborated by: Paz, D. (2022)

Lesson Plan			
Teacher: Denis Paz		Date: November 30, 2021	Grade: 10mo EGB
Topic: Description of places			Lesson N.4
Objective: Ss will be able to identify the vocabulary of description of places through the short videos.			
Teacher' activities	Students' activities	Materials	Time
T. uses a game to remember the last vocabulary.	Ss. participate in the game.	Wordwall https://wordwall.net/es/resource/10479517/describing-people	5'
T. shares an activity to introduce the new vocabulary.		YouTube https://www.youtube.com/watch?v=EfD2k9beP-4	25'
T. presents a short video about the vocabulary of places of the city. Then, shows another video about adjectives to describe the places.	Ss. watch the videos. Ss. answer the questions. Ss. complete the activity.	ADJECTIVES https://www.youtube.com/watch?v=btc2CidM6OQ	
T. makes some questions about the video.	Ss. check the activity.	Canva https://www.canva.com/design/DAEwntMD2aQ/JQlgVxeSKbf78t6acLQ3NQ/edit	10'
T. explain about some adjectives and places.		Liveworksheets https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adjectives/Interesting_Places_-_Adjectives_rf1555763gv	
T. shares a worksheet to practice the vocabulary learned. Also, asks students that work in groups.		Assignment: https://b.socrative.com/teacher/#import-quiz/62952079	
T. gives the feedback of the previous activity done.			
Homework: Students will complete an activity of ten multiple choice questions.			

Resources

Wordwall link

<https://wordwall.net/es/resource/10479517/describing-people>

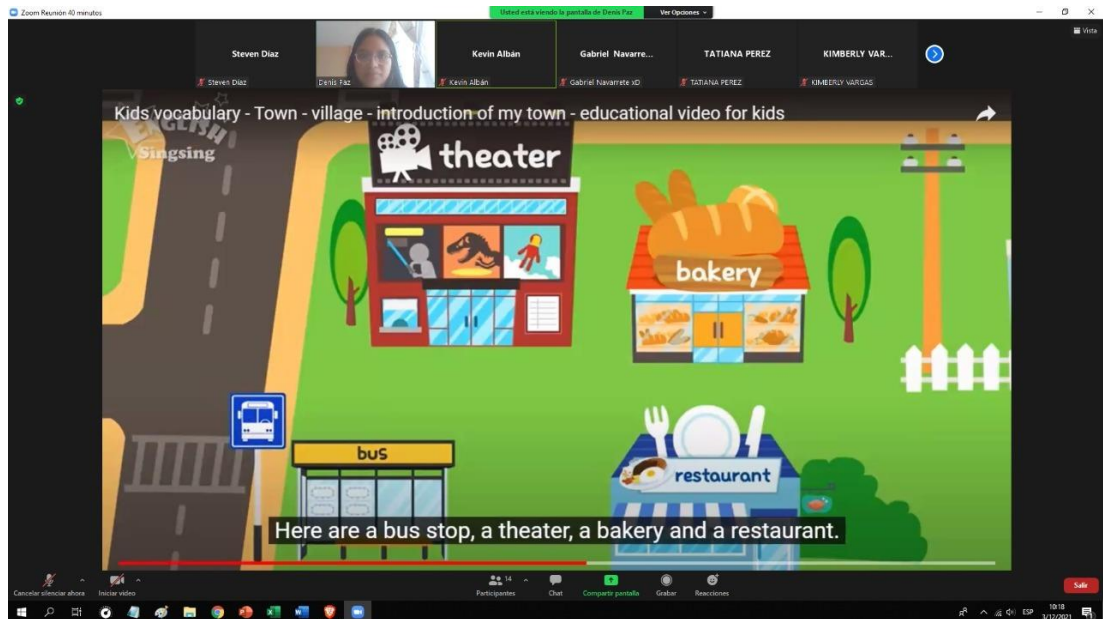


Source: Field research

Elaborated by: Paz, D. (2022)

YouTube link

<https://www.youtube.com/watch?v=EfD2k9beP-4>

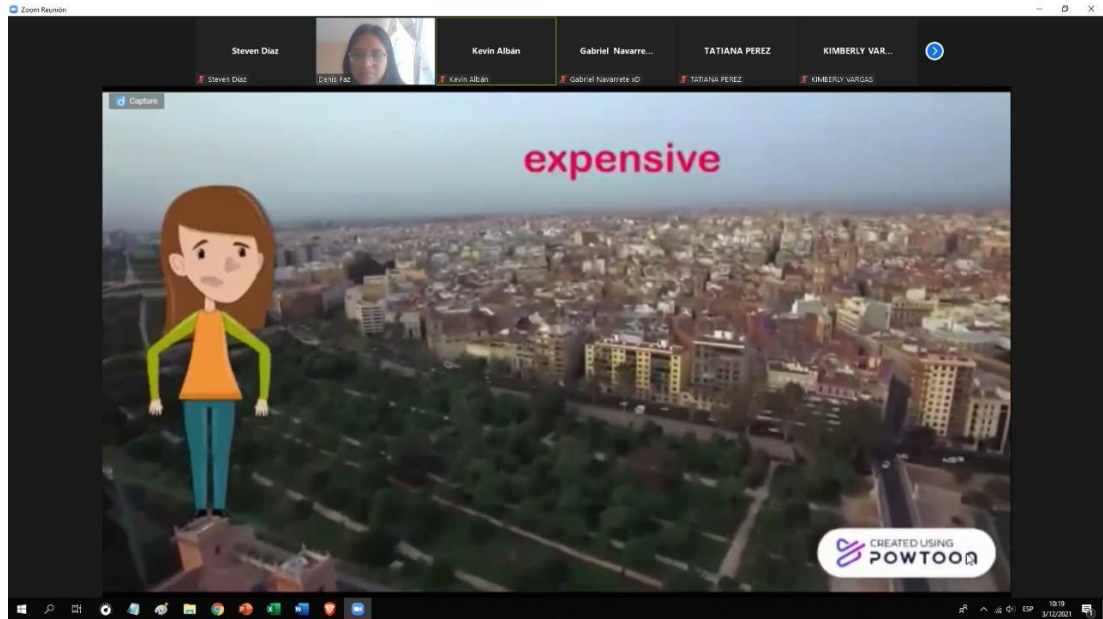


Source: Field research

Elaborated by: Paz, D. (2022)

YouTube link

<https://www.youtube.com/watch?v=btc2CidM6OQ>

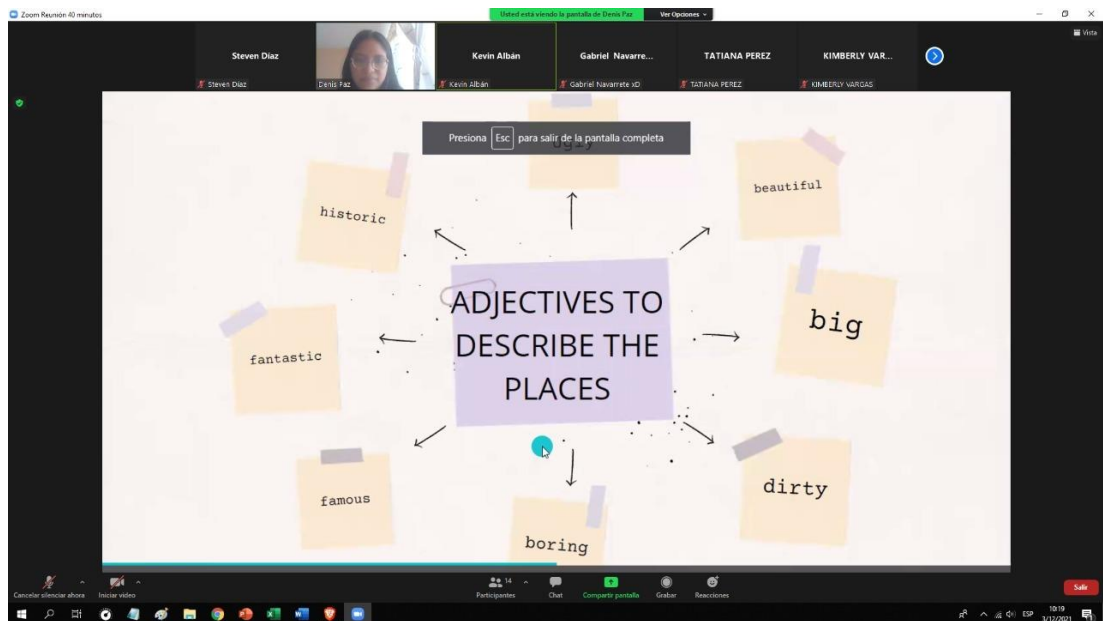


Source: Field research

Elaborated by: Paz, D. (2022)

Canva link

<https://www.canva.com/design/DAEwntMD2aQ/JQlgVxeSKbf78t6acLQ3NQ/edit>



Source: Field research

Elaborated by: Paz, D. (2022)

Liveworksheets link

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Adjectives/Interesting_Places_-_Adjectives_rf1555763gv](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adjectives/Interesting_Places_-_Adjectives_rf1555763gv)



We visited Venice last year. It's a city with lots of buildings.

We sailed in a gondola on the canals. That was but .

We drank coffee in St Mark's Square too. It cost £20! That was very .

My sister loves shopping at this market. It can be and but she finds lots of clothes and scarves that are really .

She likes the street food too, especially curry sauce and chips. Yum!

There is often a busker singing with a guitar and his dog.



Ac
Ve




I would love to go to this Kite Festival in Guatemala on 1st November. The kites are so and . I think it would be in the mountains but it would be to see this festival.

Source: Field research
Elaborated by: Paz, D. (2022)


Assignment link

<https://b.socrative.com/teacher/#import-quiz/62952079>

Description of places 

Save and Exit

Align Quiz to Standard Share

1. This is 

- A Hospital
- B Pet shop
- C Restaurant

2. Where do you find medicines?

- A In the fire station
- B At school
- C In the drugstore
- D In the park

3. Where do you play?

- A In the library

Source: Field research

Elaborated by: Paz, D. (2022)

NAME	SCORE #	1	2	3	4	5	6	7	8	9	10
Tatiana Pérez	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
Steven	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
Sherlin Hernández	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
Sara Chango	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
Melanie Moreta	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
Marcos Peralta	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
KIMBERLY VARGAS	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
KEVIN Alban	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
Irene barrera	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
genesis bonilla	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
GABRIEL HERNANDEZ	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
Denis	0										
Angélica Carvajal	10	✓ B	✓ C	✓ D	✓ A	✓ A	✓ C	✓ B	✓ C	✓ B	✓ D
13 Class Total		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Field research

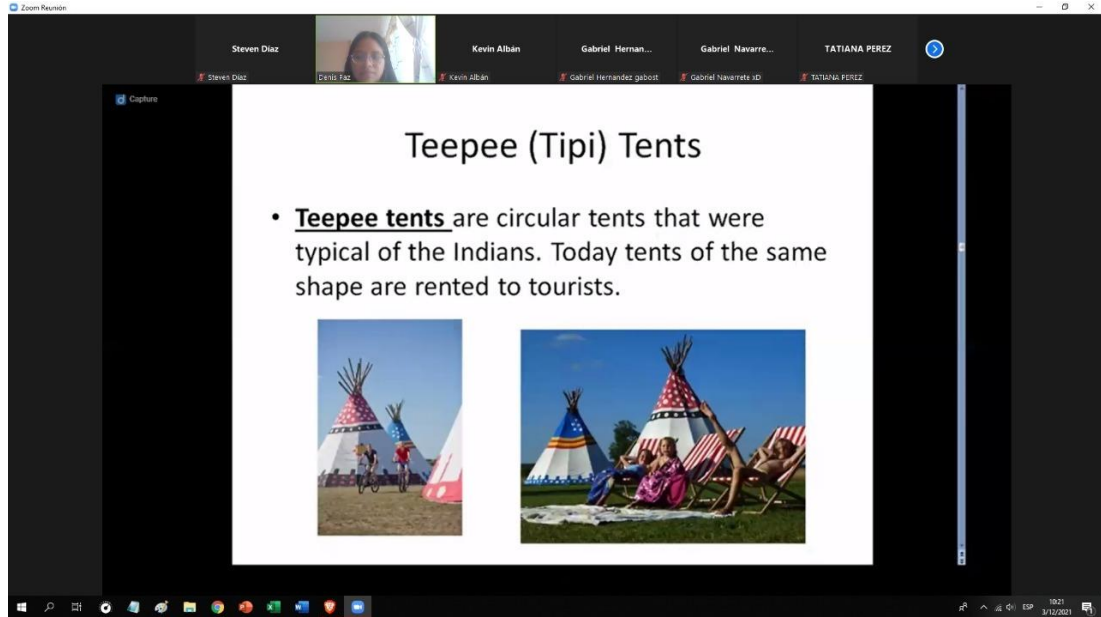
Elaborated by: Paz, D. (2022)

Lesson Plan			
Teacher: Denis Paz	Date: December 1, 2021	Grade: 10mo EGB	
Topic: accommodation		Lesson N.5	
Objective: Ss will be able to recognize the vocabulary of accommodation through the short videos.			
Teacher' activities	Students' activities	Materials	Time
T. checks the homework. T. shares a game about it. So, teacher describes places.	Ss. guess the place.		5'
T. asks some questions to introduce the new topic. T. presents a short video about the vocabulary of accommodation. T. asks students that repeat the words. T. shares a link of padlet and asks students that describe a place using the vocabulary of places and accommodation.	Ss. try to answer the questions. Ss. watch the video. Ss. repeat the words. Ss. complete the activity.	YouTube https://www.youtube.com/watch?v=a2DQH4NK368 Canva https://www.canva.com/design/DAEwn7ZrBGQ/emXK Kx3FMJ8mrRuz9hVryQ/edit	25'
T. asks students that repeat the words. T. shares a link of padlet and asks students that describe a place using the vocabulary of places and accommodation.	Ss. check the activity.	Padlet https://padlet.com/denislisbed878/mlgdkuq7dkh0zchg	10'
T. gives the feedback of the previous activity done.			
Homework: Students will send an audio reading the padlet activity			

Resources

YouTube link

<https://www.youtube.com/watch?v=a2DQH4NK368>

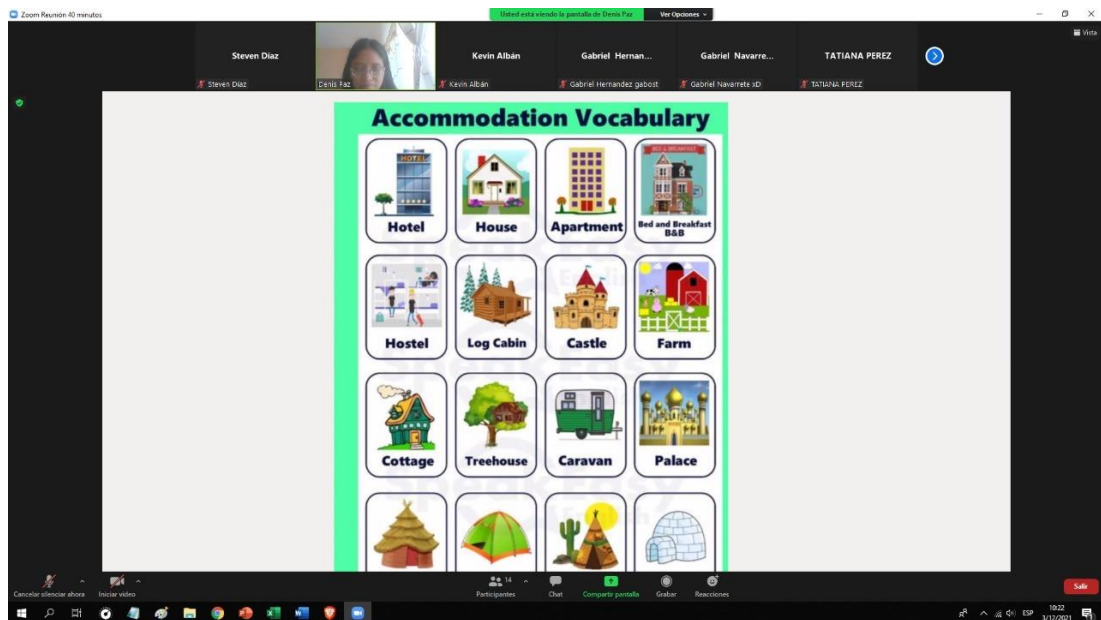


Source: Field research

Elaborated by: Paz, D. (2022)

Canva link

<https://www.canva.com/design/DAEwn7ZrBGQ/emXKKx3FMJ8mrRuz9hVryQ/edit>

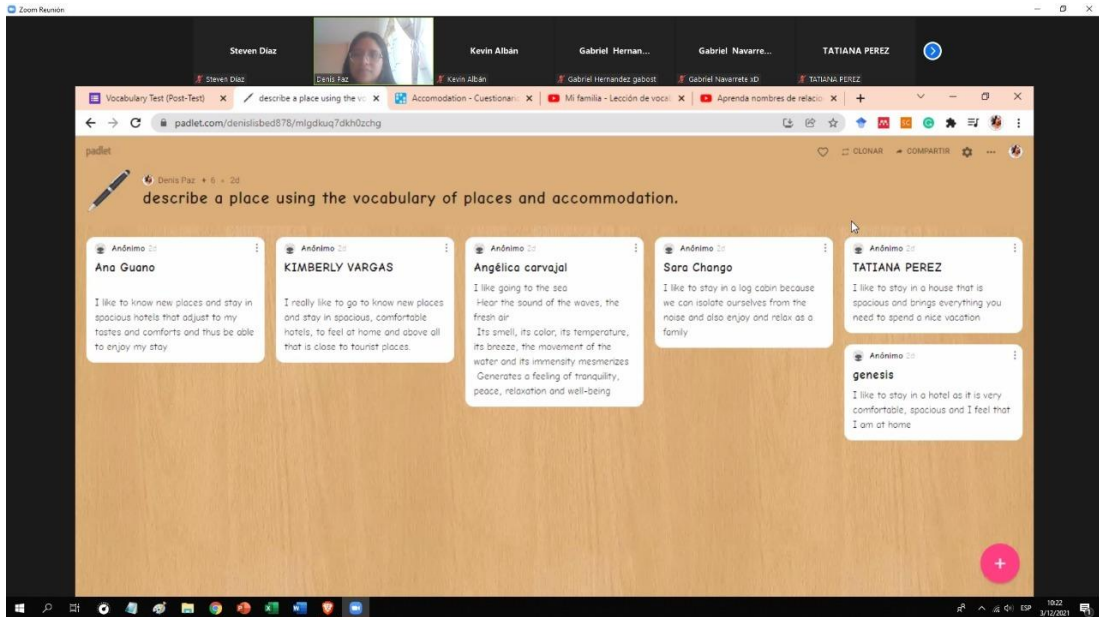


Source: Field research

Elaborated by: Paz, D. (2022)

Padlet link

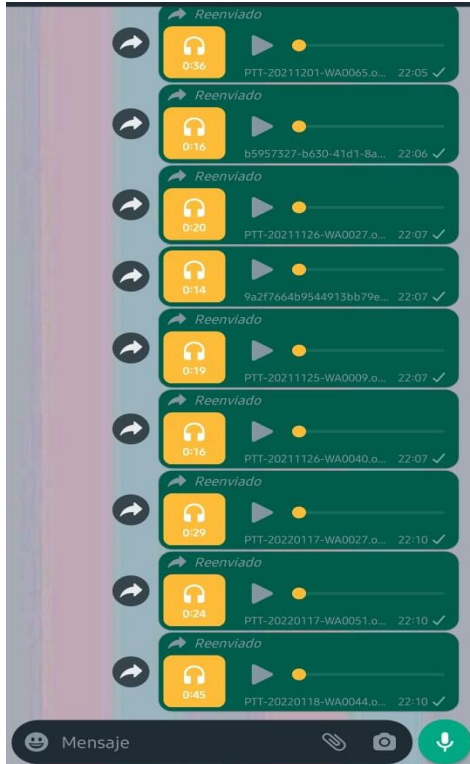
<https://padlet.com/denislisbed878/mlgdkuq7dkh0zchg>



Source: Field research

Elaborated by: Paz, D. (2022)

Audios of the students



Source: Field research

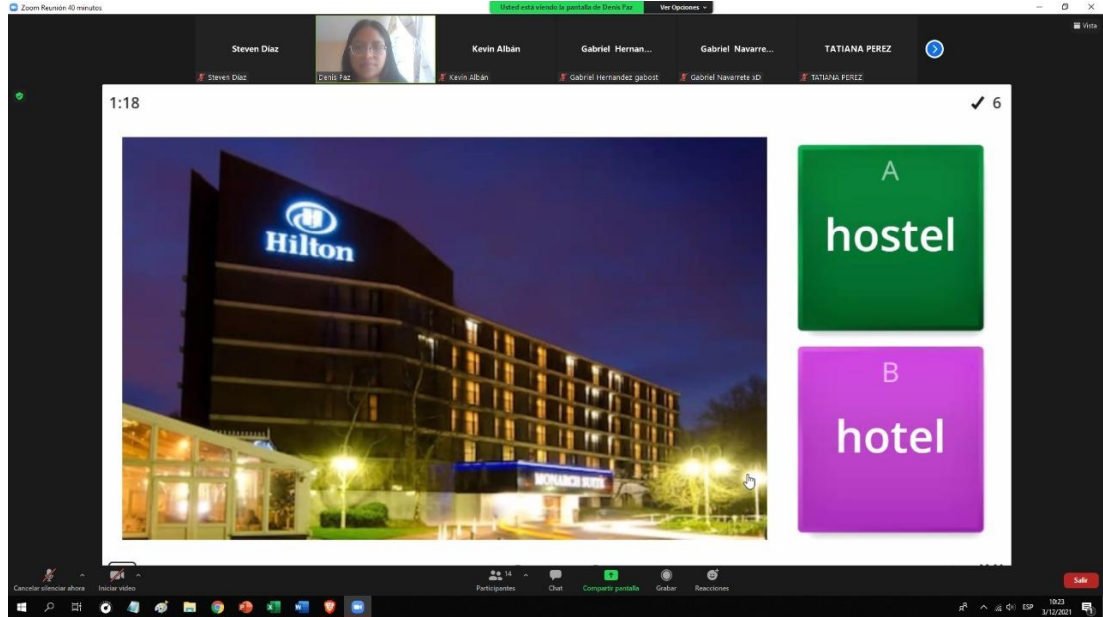
Elaborated by: Paz, D. (2022)

Lesson Plan			
Teacher: Denis Paz	Date: December 2, 2021	Grade: 10mo EGB	
Topic: Family and relationships		Lesson N.6	
Objective: Ss will be able to recognize the vocabulary of family and relationships through the short videos.			
Teacher' activities	Students' activities	Materials	Time
T. reviews the vocabulary. T. interacts with the student to present the new topic.	Ss. do the activity.	Wordwall https://wordwall.net/es/resource/8156010/angielski/accomodation	5'
T. presents a short video about the vocabulary of family. T. makes some questions about the video. T. shows examples using another short video.	Ss. watch the video. Ss. answer the questions. Ss. complete the sentences	YouTube https://www.youtube.com/watch?v=uVYP8U2I8NA EXTRA https://www.youtube.com/watch?v=wNiq24tqEP4 canva	20'
T. presents some sentences to complete and practice the vocabulary learned. T. gives the feedback of the previous activity done.	Ss. check the activity.	assignment: https://es.liveworksheets.com/yi810495ku	5'
Homework: Students will complete an activity and make a screenshot of the grade.			

Resources

Wordwall link

<https://wordwall.net/es/resource/8156010/anglielski/acomodation>

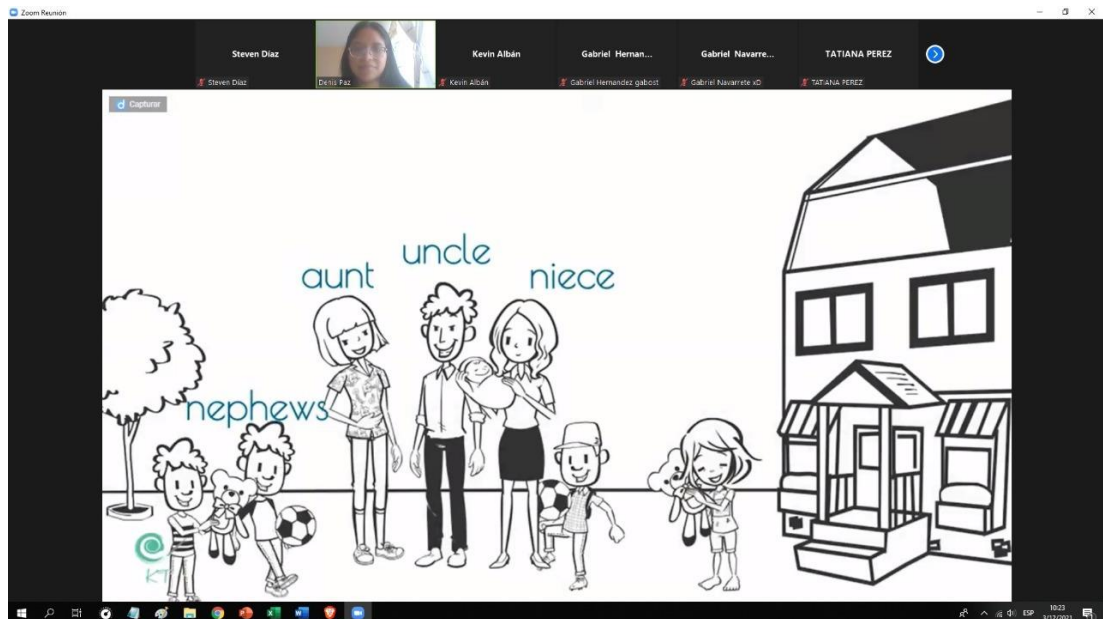


Source: Field research

Elaborated by: Paz, D. (2022)

YouTube link

<https://www.youtube.com/watch?v=uVYP8U2I8NA>



Source: Field research

Elaborated by: Paz, D. (2022)

YouTube link

<https://www.youtube.com/watch?v=wNiq24tqEP4>



Source: Field research

Elaborated by: Paz, D. (2022)

Assignment link

<https://es.liveworksheets.com/yi810495ku>

Three screenshots of a worksheet titled "Family relationships - Possessive Case" showing scores of 10/10 and 9/10. Each screenshot includes a table of family relationships and a list of 18 sentences to be completed.

Family relationships - Possessive Case

Complete the sentences with the correct family relationship. Look at the vocabulary given. (Completa las oraciones con la Relación Familiar que correspondo.)

GRANDFATHER	GRANDMOTHER	GRANDPARENTS	FATHER	MOTHER	PARENTS
GRANDSON	GRANDCHILDREN	COUSIN	COUSINS	NEPHEW	NEPHEWS
BROTHER	SISTER	SON	DAUGHTER	UNCLE	AUNT

1. My mother's father is my
2. My father's sister is my
3. My daughter's son is my
4. My parents' son is my
5. My uncle's children are my
6. My parents' daughter is my
7. My sister's son is my
8. My aunt's husband is my
9. My brother's daughter is my
10. My parents' parents are my
11. My father's mother is my
12. My sister's mother is my
13. My siblings' parents are my
14. My children's children are my
15. My brother's father is my
16. My wife's son is my
17. My husband's daughter is my
18. My sister's cousin is my

Family relationships - Possessive Case

Complete the sentences with the correct family relationship. Look at the vocabulary given. (Completa las oraciones con la Relación Familiar que corresponda)

GRANDFATHER	GRANDMOTHER	GRANDPARENTS	FATHER	MOTHER	PARENTS
GRANDSON	GRANDCHILDREN	COUSIN	COUSINS	NEPHEW	NIECE
BROTHER	SISTER	SON	DAUGHTER	UNCLE	AUNT

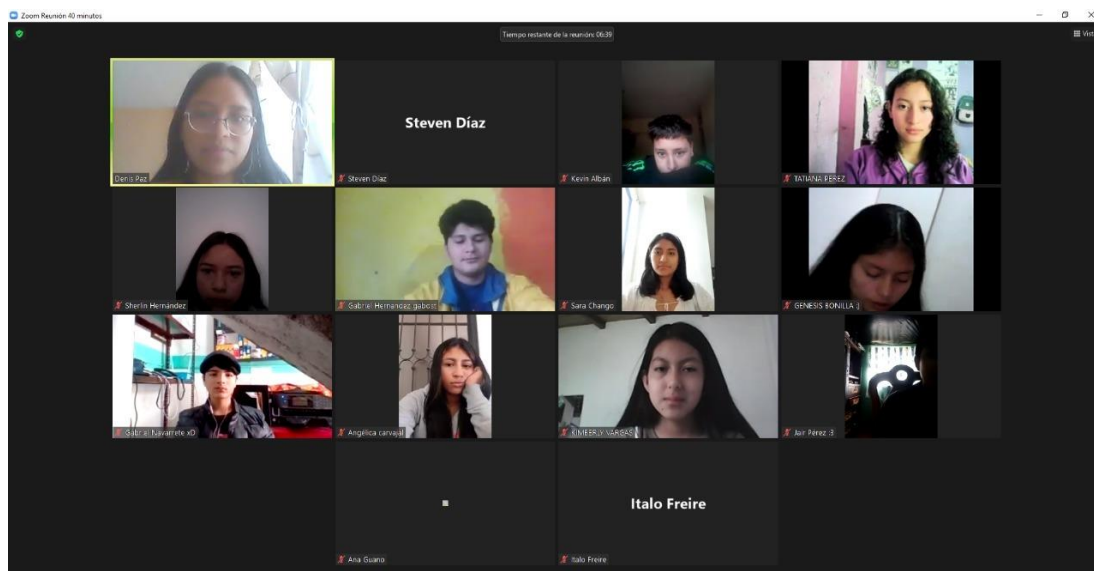
1. My mother's father is my grandfather
2. My father's sister is my aunt
3. My daughter's son is my nephew
4. My parents' son is my son
5. My uncle's children are my nephews
6. My parents' daughter is my daughter
7. My sister's son is my nephew
8. My aunt's husband is my uncle
9. My brother's daughter is my niece
10. My parents' parents are my grandparents
11. My father's mother is my grandmother
12. My sister's mother is my aunt
13. My siblings' parents are my parents
14. My children's children are my grandchildren
15. My father's father is my grandfather
16. My wife's son is my son
17. My husband's daughter is my niece
18. My sister's cousin is my cousin

Source: Field research
Elaborated by: Paz, D. (2022)

Sentences

Guess who they are

1. My father and my mother are my **parents**
2. My mother's daughter is my **sister**
3. My father's mother is my **grandmother**
4. My father's brother is my **uncle**
5. My mother's sister is my **aunt**
6. My aunt's son is my **aunt**
7. My sister's daughter is my **niece**
8. My brother's son is my **nephew**
9. My grandmother's mother is my **great-grandmother**
10. My grandfather's father is my **great-grandfather**



Source: Field research

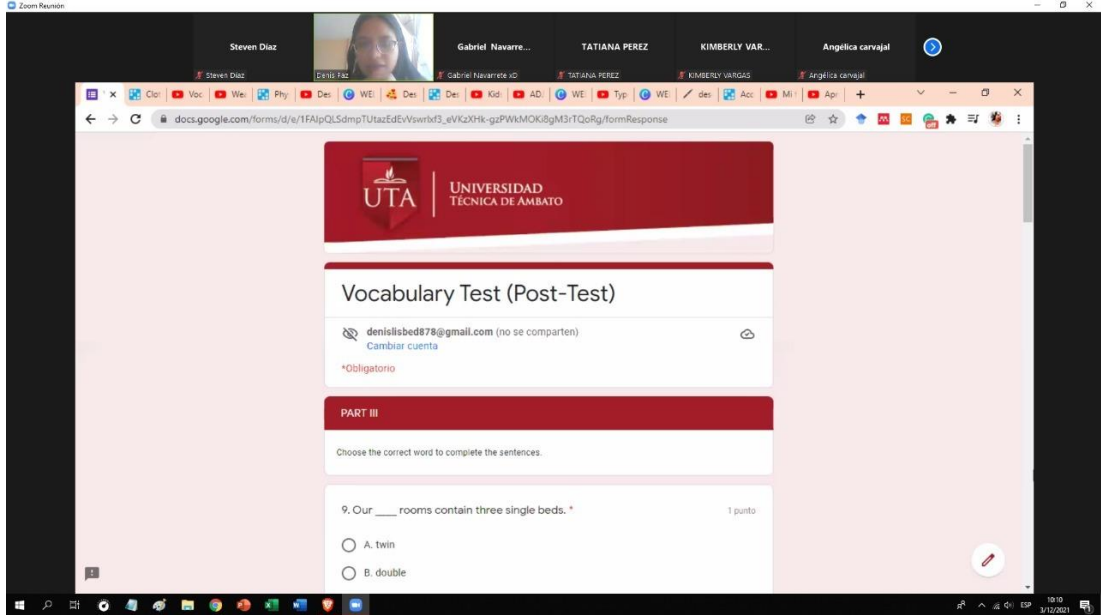
Elaborated by: Paz, D. (2022)

Lesson Plan			
Teacher: Denis Paz		Date: November 25, 2021	Grade: 10mo EGB
Topic: Pre-test			Lesson N.7
Objective: To collect data of vocabulary learning.			
Teacher' activities	Students' activities	Materials	Time
<p>T. presents and gives instructions on how to complete the post-test. T. send the link.</p> <p>At the end of the test, the educator thanks the students for their collaboration, participation, and time they invested.</p>	<p>Ss. complete the test and thanked the teacher.</p>	<p>Zoom https://us04web.zoom.us/j/74185275445?pwd=MUtUQnROeTJwdkZyUEJ6d0tPaTNUUT09</p> <p>Google Forms https://forms.gle/4q2FDnxtfX7hd3A99</p>	<p>40'</p>

Resource

Google Forms link

<https://forms.gle/4q2FDnxtfX7hd3A99>



Source: Field research

Elaborated by: Paz, D. (2022)

Document Information

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Analysis address	xcalero.uta@analysis.orkund.com



Firmado electrónicamente por:
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 CALERO SANCHEZ**

Sources included in the report

W	URL: https://doi.org/10.25112/rpr.v1i0.1738 Fetched: 2022-02-07T05:50:00.0000000		2
W	URL: https://doi.org/10.3390/ejihpe10040069 Fetched: 2022-02-07T05:50:00.0000000		2
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W	URL: https://files.eric.ed.gov/fulltext/EJ1159095.pdf Fetched: 2022-02-07T05:50:00.0000000		3
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W	URL: https://doi.org/10.17561/reid.n24.4 Fetched: 2022-02-07T05:50:00.0000000		1
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W	URL: https://www.academia.edu/35322882/SEVERAL_FUN_WAYS_TO_LEARN_ENGLISH_IN_MODE_RN_ERA Fetched: 2022-02-07T05:50:00.0000000		1
W	URL: https://www.examenglish.com/KET/KET_vocab.htm Fetched: 2022-02-07T05:50:00.0000000		2