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SEMINARIO DE GRADUACION

Use of video clips as a Multimedia Resource for teaching English vocabulary

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Carta de recomendación del tutor

Por medio de la presente hago constar que **Luis Amado González Espinoza Sughey del Carmen Murillo Alaniz** estudiantes de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés** han llevado a cabo la investigación **Use of video clips as a Multimedia Resource for teaching English vocabulary**, la que ha cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura **Seminario de Graduación**.

Por lo anterior se autoriza para que realicen la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los 13 días del mes de febrero del dos mil veinte.

Atentamente,

Israel Ramón Zelaya, Ph.D.

Docente

UNAN-Managua/FAREM-Estelí

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Abstract

The teaching of vocabulary in the English foreign language is part of one element involved in education; taking into account the different learning techniques to teach, instruct, and train the student. In recent times, technological resources have emerged that are very beneficial in the educational environment. In this investigative work, we base ourselves on multimedia resources in which express truthfulness such as images, audios, videos, etc.; that contains a different but interesting menu to the eye and the ear of the one who teaches and the one who is learning.

Video clips derived from multimedia resources are one tool that paves the way for enriching the language desired to learn. In our findings, each educational video gets satisfactory achievements. So, we realize that thanks to multimedia resources; new words are learned by reading, writing, thinking, and expressing ourselves in English.

As Krashen mentions in his comprehensible input theory, it aims to understand our environment and to be understood. However, this requires good listening and language acquisition to have a good pronunciation and a better command of the language. For this reason, this paper is focused on the communicative approach and teachers can use video clips to get the best out of their students and get better learning.

Keywords: video clips, vocabulary, comprehensible input, language acquisition.

1 Introduction

This research project is about the use of video clips for teaching English vocabulary. We adopted a perspective according to the use of video clips in educational programs. Education is an improvement in intellectual, formal, and moral formation; characteristic of teaching and learning that are the key points focused on this study. The styles of teaching other students' or teacher-centered have different effects to make teaching more accessible, entertaining, and strategic. Part of successful teaching is the use of materials that guarantee the quality and students' pleasure. One of these teaching materials is video clips.

A video clip is a short film or recording of an event, using digital technology and viewed on a device. By video clips, we mean a footage that is a high rank in quality, resolution, and graphics alluding to a certain subject. Besides, it is a very important key to develop a memorable and advanced technique. Video clips belong to multimedia resources (Bravo, 2000). Using video clips is an essential tool to grab students' attention. It is a didactic source that can be applied in the classroom (Berk, 2009).

However, the potential inconvenience of video as a medium for instruction include: there is currently a very limited amount of high quality educational video free for downloading, because the cost of developing high quality educational video that exploits the unique characteristics of the medium is still relatively high. Students often reject videos that require them to perform an analysis or interpretation; they often prefer direct instruction that focuses primarily on comprehension. So, students need to be trained to use video differently, which requires time to be devoted to developing such skills (Bates, 2016).

Regarding this study, we classify the videos into two types. Animated videos have the power to leave viewers in a feel-good frame of mind; this means, they have the power to create images, and awake more creativity in the students' mind (HQ, 2020). On the other side, several meta-analyses have shown that technology can enhance learning and we call this educational video. Educational videos have the purpose to be used in a classroom, and they have the facility to be managed by the teachers because they are easy to find in social platforms (Brame, 2015).

In this study, we want to turn our attention to the use of video clips to teach vocabulary. Vocabulary is one element included in a didactic plan which strengthens and widens students' lexicon. How students use video clips to learn vocabulary in English is the core of our investigation.

So, it requires useful information to write a good investigation report, which describes details from where it was conducted, who was involved, and how much time it took for the specific job. With the previous ideas in mind, we chose the Sunrise Bilingual School. It was an ideal place to investigate our theme and experience within a particular situation. We worked with second-grade elementary students in the morning shift.

As investigators, we analyzed previous research in which we found some alternatives as a point of departure for this investigation. In the first place, the study of learning vocabulary through authentic video and subtitles supports that, we learn foreign language words better when words are directly associated with appropriate nonverbal referents (e.g. Objects, professions, emotions, context, etc.). It is possible to say that words can only find their efficient association with objects in real life when we have a clear picture of that object in mind. Authentic videos can help teachers all kinds of objects into the classroom so that students visualize the item; the name of which the teacher wants students to learn (Talavan, 2007).

Talavan agrees with ours because it has factors that back up our approach to this issue. Those factors are video, active vocabulary, and English teaching. This project was also very useful because it not only gave us proper information but also we took this project to make a comparison with ours and to be capable to find similarities between the two research projects.

Second, teaching English vocabulary through audio material. This study shows that the use of video might lead to better vocabulary learning in language classrooms when compared to the use of audio material only. We can consider this study a contribution to the overall discussion of the use of video in the classroom. The results show that if it uses these devices with the right materials, they can be useful for teaching and learning. This document also provided us with useful data for our investigation. First, this document is about the video, second, it refers to vocabulary too, and third it focuses on audio material (Bal-Gezegin, 2014).

1.1 Problem Statement

Teaching vocabulary in a second language creates significant knowledge, which awakens an interest among those we learn and those we plan to innovate something. Therefore, many studies have been conducted on how to improve our language in both; oral, body, and written communication. It acquires a fundamental piece of a head breaker gained, which is the language of acquisition; that is a subconscious process that proposes to know and identify unknown words and investigate levels with more difficulty but with a satisfactory response.

Nowadays, we live in a century where the teaching process has improved significantly compared to previous years. Today, the teachers have access to many resources in which they can learn and can teach vocabulary such as the Internet, textbook, book, etc. However, many teachers are still focused on teaching vocabulary with old techniques which consist; teaching vocabulary using the blackboard. As a result, they still prefer to give their lessons with tedious drills. Although, not all students can memorize it and the students cannot gain a meaningful vocabulary as the teacher wanted.

According to the linguist Stephen Krashen, the educational system is very concerned with how students are different, not how students are similar. If students want a meaningful interaction, they need to be exposed to what he calls “comprehensible input”. This is to expose students to interesting and understandable listening and reading material. For that reason, if teachers want an important acquisition for their learners, students need to be exposed to sufficient quantities of comprehensible input.

1.2 Research Questions

In line with the problem above, we seek to answer the following research questions:

- What are the reasons to use video clips in the classroom?
- What kind of vocabulary learning techniques can be implemented to learn vocabulary?

1.3 Organization of this research paper.

We have organized the current paper into five chapters. The current chapter introduces the study and poses the problem statement. Chapter 2 conceptualizes the different terms that we used in our investigation. It also describes the approach to language teaching that underpin the strategies we implemented. Chapter 3 outlines the research method. It defines the population and sample of this research. Chapter 4 presents the analysis and discussion of the findings of this investigation, and it states the conclusion and suggestions for this research. And finally, Chapter 5 presents the references and the annexes.

2 Theoretical Framework.

The present theoretical framework contains information and definitions of the key terms in our research. It gives us an overview of what we mean by vocabulary, its importance, and techniques in language learning. Second, we also define listening as a skill and the techniques to practice it. Third, we turn our attention to comprehensible input as an educational construct in language teaching. Finally, we describe some elements of the Communicative Approach, which frame our pedagogical use of videos in language learning.

2.1 Vocabulary

The Oxford dictionary defines the term vocabulary as the words or phrases of a language, technical field, usually arranged in alphabetical order and defined (p.1662). This is an enrichment word for people because humans never stop learning.

2.1.1 Importance of vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners, because a limited vocabulary in a second language impedes successful communication. The importance of learning vocabulary is meaningful because it helps the English beginners' students to exchange ideas. When the listeners have the facility to decode the messages coming from the speakers, they are getting language acquisition (Alqahtani, 2015).

Kaufmann suggests that vocabulary can be divided into two kinds: passive and active vocabulary. Passive vocabulary refers to those words that the learners can understand, but they do not use in their daily life. On the other hand, active vocabulary has to do with those words that the learners know and use daily in speaking and writing to transmit their ideas to other members of society (Kaufmann, 2017).

2.2 Techniques in learning vocabulary.

Studying a foreign language is, for students, like a new planet that needs to be explored. To get everything you want in life requires casting out all cowardice and empowers oneself with an attitude of love, power, and self-control. We say this because to learn a language one has to explore the different techniques; among them, understand the ideas by the context that allows us to understand what the sender transmits to the receiver. In a few words, they socialize each other making each one understand their ideas. One way to understand a language is the acquisition of vocabulary in context and the use of certain methods (For example: watching TV series with subtitles, listening to music. These allow us to become familiarizes with another language). These ideas are line with the teaching theory of comprehensible input developed by linguist Krashen that we will explain later.

Definitely, another technique is to read in English. This leads to learning new words and understanding new stories as long as it is the reading of cartoons, novels, and stories based on real life. In addition, there is another very prominent and easily accessible tool, which is the notebook used by students; where it is very useful in writing, expression and a wide memory in unknown vocabulary.

2.3 Listening skills.

Listening can be considered as a complementary skill of speaking because without understanding the input at the right level, learning cannot begin. Listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages. In fact, listening is an active and interactional process, in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to oral communication (Solak, 2016).

2.3.1 Techniques to learn -practice listening.

Listening skills require much practice time; however, you need good attention and a positive attitude to see some achievements. As the Bible says, “There is a time for everything,” we need to understand that learning English is time demanding. This means that you need to have discipline and commitment. Each teacher and student should dedicate time to the language and make a daily habit until they can express themselves relatively.

Another important feature is patience because many people have given up because they do not express themselves very well. Patience is very fundamental since it gives us the perseverance to continue and the hope of learning. At the end but not least, to develop the sense of hearing, being the key to success that distinguishes the color of the voice and the sweetness of the expression that is the fundamental piece that arms the head breaker of the different human abilities. This is where the concentration has the responsibility of absorbing and analyzing until you get to understand each word through educational videos and audios of different genres.

2.4 Comprehensible input.

Comprehensible input is the language that listeners are exposed to and they can understand despite that they do not understand all the words and structures in it. It is described as one level above that of the learners if it can only just be understood. According to Krashen's theory of language acquisition, giving learners this kind of input helps them gain language naturally, rather than learn it consciously (Council, 2019).

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. So, the Input hypothesis is only led with language acquisition, not 'learning'. According to Krashen, the learner improves and progresses following with the "natural order" when he/she receives a second language input that is one step beyond his/her current stage of linguistic competence (Krashen, 2008).

Krashen expressed that good input facilitates the process of language acquisition; while improving aspects such as learning English naturally. This means to do not condition the learning English vocabulary strictly to grammatical structures but; we can learn English through the environment that surrounds us. In order of importance, we need good input if we want to improve one's listening. For this reason, good input is essential if we want the communication process to be effective. Transmit clear and understandable messages; thus, the receiver can keep fluency and constantly communicate. At the same time, our listening ability is exercised.

2.5 Communicative Approach.

Communicative Language Teaching focusses on developing the ability of communication in learners in real-life situations. It emphasizes on meaning rather than accuracy. Moreover, language is a system for the expression of meaning, and its primary function is interaction and communication (Johnson, 1979). In the same way, activities that involve real communication promote learning. Lastly, Stephen Krashen has developed theories compatible with the principles of communicative language teaching that we previously mentioned above.

2.6 Communicative activities.

The communicative activities are divided into two main categories: "functional communicative activities and social interaction activities". Functional communication activities require many strategies such as observing the easiest way to implement it to the learner; this method is very basic and functional because this type of communication gets one's basic wants and needs known. Besides, it encourages learners to improve their language in a personalized way and helps them to interact in English in real life situations rather than just learning English grammar rules and word lists.

Regarding social interaction activities, students not only have to pay attention to the aim of communication, to convey messages effectively, but also to focus on the social context in which the interaction takes place. Social interaction plays an important role in people's life, starting from early childhood as infants learn their first words. In the same way, when these little ones gain their first phrases where they absorb and show what they have learned. To illustrate, in the way of learning students face a challenge is to hear, write, and pronounce it in the best way but the most important thing is to understand and understand us and every day it helps us to learn more.

Therefore, social interaction activities are the activities that give students the opportunity to simulate communication or interaction most likely to be in the real world outside the classroom. Such activities may include: games, conversations, debates, dialogues, role plays, debates, and improvisations (Heng, 2014).

2.7 Teaching styles.

Teaching styles are organized into two parameters. First, in a student-centered approach to learning, where the potential of their abilities and weaknesses is identified through knowledge gained during the teaching process. Teachers and students associated with the approach interact equally. This can be beneficial for students because group work and learning experiences of educational programs are encouraged. Therefore, communication and collaboration are used and encouraged. However, the teacher-centered approach is a teaching method where the teacher is actively involved in teaching while the learners are in a passive, receptive mode listening as the teacher teaches (Bohren, 2019).

3 Materials and method.

To begin with this chapter, we explain the method we work in this project; this is a qualitative approach. Besides, the population and study sample where we mention the amount of students in the school and the amount of students that were our sample in the instruments. Furthermore, in order to interpret data and to elicit information; we interacted with participants to observe the teaching process, behaviors, and interview individuals.

This research uses a qualitative approach because it provided the researchers with several contexts for understanding individuals. We chose a qualitative approach since it is flexible in the procedures to collect and analyze data (Claire, 2010).

3.1 Location of this study.

We carried out this study at Sunrise Bilingual School, in an urban zone of Estelí city. This is a private elementary school, and at the present time, this school has thirty-five students and six English teachers.

3.2 Population and study sample.

In this research, a population must be understood as a group of people with a specialized set of characteristics (Kluwer, 2010). In this case, we worked with students of second grade “A” at Sunrise Bilingual School in the second semester of 2019. We chose thirty-five individuals as our population. These corresponded to the total number of students in the grade’s attendance.

A sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. The sample is a subset of the population. We took out only eight students as a sample of the primary school (Kluwer, 2010).

3.3 Data Collection.

There are forms to elicit data. On the first hand, a structured interview using verbally administered questionnaires with little or no variation. Alongside a list of predetermined questions (P. Gill, 2008). We followed all the steps of one structured interview. We interviewed the teacher.

We also observed some classes. To do so, an observation guide may take place in natural settings and involve the researcher taking lengthy and descriptive notes of what is happening (Dodman, 2009). Through observation, it is possible to get more reliable information in your research project according to the circumstance. It can also serve as a technique for verifying or nullifying information provided in face-to-face encounters.

Once finished the application of the instruments, we processed the information using our research questions, the theoretical support for them and our personal interpretation and comments. In this part, we realize if the research process answered our research questions. Doing this procedure for each question, we could see the similarities and the findings during the field work; allowing us to observe the problem and to suggest solutions.

4 Analysis and Discussion.

It is firstly organized by the analysis and discussion of the outcomes from our research instruments. We present the data collected during the research process; here, the teachers' answers. After this, we give our personal interpretation.

Data analysis is a process of interpretation about information found. Researchers have to read all the information, interpret it and then organize and prepare the data for being analyzed; it is the process to analyze the essential part of results and reflect if the research process answered research questions (Creswell, 2009). In our research, we found out about some important facts which support this study to contrast data collection. As stated in Chapter 3, we used the interview and observation as instruments to collect data.

In the first place, we wanted to research the reasons to use video clips in the classroom; being this one of our questions. Second, we wanted to find answers for RQ2: What kind of vocabulary learning techniques can be implemented to learn vocabulary? These two questions set the structure of this chapter.

4.1 RQ1: What are the reasons to use video clips in the classroom?

According to the definition of video clips presented in the introduction, we may say that video clips are an excellent didactic tool to teach vocabulary due that video clips have the chance that students might gain a new language through the images and the target language.

Regarding to the data we elicit in our research instruments, through the observation guide to the students and an interview to the teacher; we found that the teacher does not count with technological resources such as a projector nor a personal computer to teach vocabulary; in the same way, she has some previous knowledge about video clips and comprehensible input too.

As a result, we can state some reasons to use video clips in the classroom, such as the ones that are presented below.

Stimulate students' learning process. This is because learners can be shy, reticent, afraid of making mistakes, fearful of appearing foolish in front of their classmates, and unwilling to take risks. Because of this, teachers should treat errors as a natural part of the learning process. Another important reason, teachers create an environment where students can share the ideas and thoughts; and also create a class-room environment in which learners feel safe and willing to take risks. Besides, students can interact in their educational environment through the use of English video clips. Last of all, video clips apart from using it to teach vocabulary; improve the intonation, the listening skill, and the ability of remembering (See annex 5).

4.2 RQ2 What kind of vocabulary learning techniques can be implemented to learn vocabulary?

Sampieri claims that the investigative observation is not limited to the sense of sight; but to all the senses. In the second place of this study, we wanted to know the possible learning techniques that the teacher can implement to learn vocabulary using them for language acquisition in a Spanish-speaking context. During the observation process, we went to observe aspects like students' behavior, a kind of vocabulary, the use of multimedia resources, and the process of language acquisition.

From our perspective, a learning technique is a tool in which you can get more benefit than an ordinary technique like to read and to memorize. A learning technique is something usual and common; however, of little use in most of the students. It has the purpose to make the learning process easier as well as more relevant, instead of boring.

According to the outcomes from our research instruments, we mention a list of learning techniques that can improve the learning of English vocabulary, such as creating a learning environment where children can understand what the teacher says and can interact with each other. Second, learning from real-life situations; this implicates learning from realia. Third, to make an interactive class through video clips; we mean that the educator has to focus on

communicative approach and activities that get students into communication. And lastly, we relate this with the idea that the teacher may focus on active vocabulary.

One of the introductory classes, the educator used a multimedia resource to introduce new vocabulary; then, pupils listen, repeat, and chain. This gives an essential step to get involved in the language acquisition process.

In our research findings, we observed that video clips as a means of learning vocabulary is a workable learning technique that might involve within it other independent techniques as we also said at chapter 2 in the subchapter 2.3. The teacher through the interview confirms that video clips and comprehensible input is not something weird for her; what gives us guidelines that this learning technique can be experimented as an innovative learning vocabulary and it would not be called strange for teacher and students. Last, this learning technique is focused on student-centered.

4.3 Recommendations

We suggest some aspects in which the teachers can help themselves make a better language acquisition process. So, we share some links of educational videos where the educators can implement while he/she is teaching a vocabulary lesson. However, the teacher can adapt a video to his/her needs. (To see annexes). Furthermore, we may recommend activities post video; these activities can help to complement the purpose of video clips. These communicative activities can be: asking questions, puzzle, crosswords, dialogs, interviews, etc.

4.4 Limitations of this study.

Along this research, we faced some limitations for this project. In which, the limitations caused a little deficit to elicit data. The semester was short of hours from the current semester; due that, we could not have our study in the real time. Complementary activities about video clips were not carried out (e.g. communicative activities, asking questions, dialog, puzzle, and spelling.)

4.5 Learning from the experience.

The experience during the investigation process was very important as investigators. This is because, we could get great knowledge about the formulation for writing skills for further research; and, we learned how to work in a group, and also we were giving the opportunity to have a closer relation with the students.

4.6 Recommendations for further research.

We present an useful recommendation for the future academic generation that it would be satisfactory for the next investigation. The coming generation might research inclusive teaching for students; no matter the historical clinic because in our study field there were children that present attention deficit disorder and hyperactivity. For instance, the observed classroom; the teacher shared with us that those students get a great advance in learning vocabulary to express, but they have some weaknesses in the other skills as writing.

4.7 Final comments.

In conclusion, to our project about the use of video clips for teaching English vocabulary. We comment that it is an attractive technique to apply in the classroom where students are getting more vocabulary to express their ideas. Also, they can interact in their educational environment. Through our research instruments, we could verify that there are reasons to use video clips to teach English vocabulary. Among them, we have that it is a workable technique because it can be done, because sophisticated equipment such as data show it does not demand.

The technique to use video clips is easy to manipulate, since it is a resource within our reach. That is to say, both teachers and students use cell phones in their daily lives, doing this an usual process. On the other hand, it is a challenge for the educator to improve and invest in themselves in their way of teaching. Which it gives as a dynamic teacher; dynamic student. As a foundation in our data collection, we found that active vocabulary is paramount in classrooms. Since its frequent use makes it easy to memorize and express. However, we cannot ignore the importance of passive vocabulary because we are constantly growing and we will not be in the same context.

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5.1 Annexes

Annex # 1



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Estelí – Nicaragua

Teacher's Interview

Primary School: _____

Grade: _____ Section: _____ Date: _____

We are students of V year of English major at FAREM ESTELI. We have the privilege to be in this place with the main purpose to carry research processes; according to the line of investigation settle by the university, in which we want your support to take part in this instrument getting results about our research.

Aim: Collect data about the use of video clips as a multimedia resource for teaching English vocabulary

Questionnaire

What do you know about multimedia resources?

What do you think about the use of video clips to teach vocabulary in your English -class?

What are the positive and negative effects using video clips in your classroom?

How can you deduce comprehensible input with your students?

Would you be willing to apply this strategy in your English class? Justify your answer.

Annex # 2



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Observation guide

School: _____

Date: _____ Period: _____ Number of students: _____

Objective: Observe the English class teaching vocabulary to the students in which, we gather information that we will use in our English research project.

Aspects to observe

Introduce ourselves: Yes () No ()

Initial Activity

Descriptive notes

Multimedia resources

Text () image () map () diagram () sound () video () other _____

Kind of vocabulary

Passive vocabulary () Active vocabulary ()

Lesson vocabulary about

Greetings () body parts () sports () places () workers () other _____

Descriptions

Particular activity for teaching English vocabulary

Student's reaction

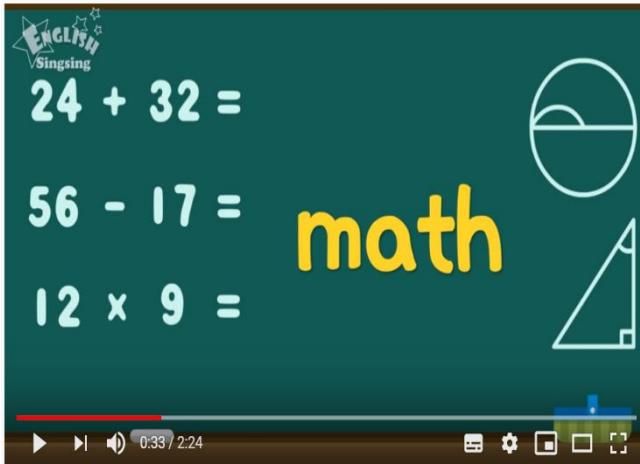
Exercises from technique applied

Annex 3



Annex # 4

https://www.youtube.com/watch?v=AnZxeX_8mVk



<https://www.youtube.com/watch?v=R9intHqlzhc>



<https://www.youtube.com/watch?v=2i4CbCINjWA>



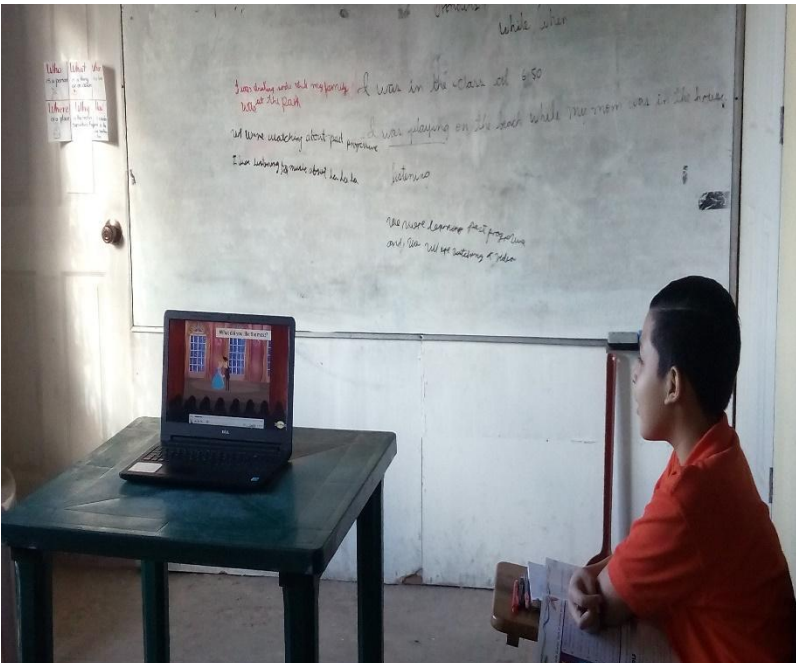
<https://www.youtube.com/watch?v=bV8MSaYISbc>



Annex 5



Teaching vocabulary using video clips in the specialization practices.



Students' attention to video clips.

