FACULTAD REGIONAL MULTIDISCIPLINARIA, FAREM

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Título

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

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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 either students or teacher's - 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. Video clips are meant as 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. Furthermore, students often reject videos that require them to do analysis or interpret; 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.

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. It is located in the urban zone of Esteli city. This is a private and elementary school, and at the present time, this school has thirty-five students and six English teachers.

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, and context (Talavan, 2007).

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 (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 gains a fundamental piece of a head breaker 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 by comparison in years before. Today, the teachers have access to many resources in which they can learn and can teach vocabulary such as the Internet, textbook, book. 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 acquire 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 Question.

What are the reasons to use video clips in the classroom?

Personal motivation.

The language acquisition process is one of the most important elements that should be included in a didactic plan. This is the growing-up process, where the teachers fulfill the expectations for their learners and students increase their knowledge through the teaching. Even this should be an effective process for its common use, it has not been as effective as teachers wanted. Particularly, the teaching of vocabulary has been affected for its lack of efficiency; this could be because the teachers almost always make use of the same teaching strategies; omitting in the same way, the creativity that today they have in their reach. Being this a point to take into consideration, we decided to research how video clips could be an alternative as a medium for teaching English vocabulary and how this one could get back once again the students' interest.

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.

There are different techniques to practice – learn listening. For instance, listening skills require much practice time; however, you need good attention and a positive attitude to see some achievements. 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.

Learning vocabulary is vital for language learners because it helps students to exchange ideas. When the listeners have gained a good command of the language, they are experiencing 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.

2. Materials and methods

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).

There are forms to elicit data. On the first hand, a structured interview using verbally administered questionnaires with little or no variation. We made our interview with no spontaneous questions to know the previous knowledge of the teacher about video clips and the possibilities to use them to teach vocabulary. In the second place, we observed students in their natural settings. We used an observation guide to corroborate how the process of language acquisition took place.

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 were able to see the similarities and the findings during the field work; allowing us to observe the problem and to suggest possible solutions.

3. Analysis and discussion.

To begin with, we wanted to research the reasons to use video clips in the classroom. 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.

4. Final words.

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. We learned how to work in a group, and also we were given the opportunity to have a closer relation with the students.

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