

Universidad Hispanoamericana  
Faculty of Education  
School of English Language Teaching

**The Impact of Including English Educational Videos to Increase the Learning of Basic English Vocabulary into Fifth Graders at Miguel Picado School During the Second Quarter Of 2022.**

**Final Work-Research Paper Modality to Qualify for the Licentiate Degree of English Teaching for I and II cycle**

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## SWORN OF DECLARATION

Yo, Andrea Auxiliadora Soto Calderón con cédula de identidad 109060694 mayor de edad, egresado de la carrera de Licenciatura en la Enseñanza del Inglés para I y II ciclo de la Enseñanza General Básica de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés para I y II ciclo de la Enseñanza General Básica juro solemnemente que mi trabajo de investigación titulado: “The Impact of Including English Educational Videos to Increase the Learning of Basic English Vocabulary into Fifth Graders at Miguel Picado School During the Second Quarter of 2022.”, es una obra original que ha respetado todo lo preceptuado por las leyes penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de Cartago, a los 20 días del mes de julio del año dos mil veintidós.



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La estudiante Andrea Auxiliadora Soto Calderón, cedula de identidad número 109060694, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: "The Impact of Including English Educational Videos to Increase the Learning of Basic English Vocabulary into Fifth Graders at Miguel Picado School During the Second Quarter of 2022." el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés para I y II ciclo de la Enseñanza General Básica. En mi calidad de tutor, He verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

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a	Originalidad del tema	10%	10
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La estudiante Andrea Auxiliadora Soto Calderón, cédula de identidad 109060694, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado : **“The Impact of Including English Educational Videos to Increase the Learning of Basic English Vocabulary into Fifth Graders at Miguel Picado School During the Second Quarter of 2022.”**, el cual ha elaborado para obtener su grado de de Licenciatura en la Enseñanza del Inglés para I y II ciclo de la Enseñanza General Básica.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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**Dedication**

To my beloved husband for all his support.

To my children for all their understanding.

## **Acknowledgment**

I sincerely thank those who guided me to conduct my dream.

**Epigraph**

“And once the storm is over, you won’t remember how you made it through and managed to survive. You won’t even be sure, whether the storm is really over. But one thing is certain. When you come out of the storm, you won’t be the same person who walked in. That’s what this storm’s all about.”

— Haruki Murakami, Kafka on the Shore

**Abbreviations**

EFLT: English Foreign Language teachers.

MEP: Ministerio de Educación Pública.

REA: Reglamento de Evaluación de los Aprendizajes del Ministerio de Educación Pública

TI: Information Technologies

WGU: Western Governors University

## Abstract

This study examined the effects of using educational videos with a group of primary school students for the learning process of basic English vocabulary. A review of previous studies found a correlation between the use of technology, the increase of student's interest in the learning process and the effective survival in the current digital society. However, the real impact on Costa Rican students from the rural area has not been investigated in depth. For the research, the participant group has been defined as the fifth graders at Miguel Picado School (ages 10-12) and their English teacher. In the process, three instruments of data collection were used, the first was a direct observation to the students, in which the students' behavior was tabulated, the second source was an-interview to the students, in which they were asked about their opinion after been exposed to the videos previously selected, and the last was a questionnaire to the teacher about their opinion on the use of educational videos in class. The students defined that the class flow was funnier when they were using videos and the vocabulary was easier to understand. The teacher insisted that, even though the use of technology made the class more dynamic, the making process of videos is very demanding, so the use of premade third-party videos was a must. All this data suggests that using educational videos make the learning process easier for the participants, but further support for the application of technologies from educative instances is suggested.

## Resumen

Este estudio examina los efectos del uso de videos educativos en un grupo de estudiantes de primaria para el proceso de aprendizaje de vocabulario de inglés básico. Mediante la revisión a estudios previos se encuentra una correlación entre el uso de la tecnología, el incremento en el interés de los estudiantes durante el proceso de aprendizaje y el desenvolvimiento efectivo en la sociedad digital

actual. Sin embargo, el verdadero impacto en estudiantes costarricenses del área rural no ha sido estudiado a fondo. Para esta investigación, el grupo participante se compone por los estudiantes de quinto grado de la escuela Miguel Picado (de edades entre los 10 a los 12 años) y su docente de inglés. Durante el proceso de investigación se utilizaron tres instrumentos de recolección de datos, el primero fue una observación directa a los estudiantes, en la cual se tabuló su comportamiento, la segunda fuente fue una entrevista a los estudiantes, en la cual se les preguntaba su opinión, luego de ser expuestos a los videos previamente seleccionados, y la última fuente fue un cuestionario aplicado a la docente sobre su opinión en el uso de videos educativos durante la clase. Los estudiantes indicaron que la lección era más entretenida cuando usaban videos y el vocabulario era más fácil de comprender. La docente insistió en que, a pesar de que el uso de tecnología hacía la clase más dinámica, el proceso de creación de videos era muy demandante, por lo que el uso de videos previamente creados por otros expertos se convierte en necesario. Estos resultados sugieren que el uso de videos educativos hace del proceso de aprendizaje más fácil para todos los participantes, pero que un apoyo mayor en la aplicación de tecnologías durante la clase por parte de las autoridades educativas es sugerido.

## INTRODUCTORY ASPECTS

### Introduction:

This research document analyzes the impact of including English Educational video resources for helping fifth-grade students to enrich their vocabulary learning during the English lessons at Miguel Picado Barquero Primary School.

To reach this goal, it is valuable to pay attention to the possibilities, abilities, and necessities that each student could present during the learning process. To obtain the correct results from this research document, it is important to have support from specialized and topic-congruent literature. This theoretical support provides suitable information for this thesis, and a steady basis for the upcoming results, along with the findings provided with the application of technically prepared instruments during the research period. In this sense, the researcher detects the abilities of the target population because it is essentially important to understand each student's necessity regarding learning style, attention span, learning rhythm, and other important aspects related to the learning process. Then, the author makes researched several types of educational videos to adapt the didactic resources that best fit their schoolchild's needs. In this part, it is of vital importance to revise the specialized literature to maintain a specific structure or standardization to evaluate and obtain the information from students, in other words, the periodical revision of the knowledge and objectives of this investigation may hold the desired structure of the work and help on keeping the watch for any important event on the studied population and their progress with the applied strategies. Another important aspect to keep in mind is to assess the didactic resources that help students to increase the learning of basic English vocabulary and plan any possible change, if required, to the currently applied strategies, to improve the learning process or to adapt to a found disadvantage in the population, from a more general perspective, the applicator must



establish the behavior and challenges that the students are experiencing and adapt the possible strategies already studied and, find the exact type of material that the students could use, choosing the strategies for working and the ways of evaluating them according to the multiple capacities and abilities of the students, and then adapting to the progress the students are displaying, to build the best line of work to approach to the population with the evaluated strategies. Since the acquisition of basic vocabulary is one of the most important aspects to learn a foreign language, the way students get the vocabulary enhances the number of words learned and the quality of the learning experience. Thus, this research brings the opportunity to the author to enhance her knowledge while putting into practice all the obtained learning.

**CHAPTER I**  
**RESEARCH PROBLEM**

## 1.1. Problem Approach

### 1.1.1. Problem Background:

The correct communication of ideas is necessary when learning a new language. Therefore, the importance of enhancing the acquisition of basic vocabulary in learning a language is highly valued by teachers around the world. In addition, the usage of technology is increasing and has been establishing a high standard when using platforms, novelty equipment, or even diverse types of applications to promote word-learning. On one hand, and as manifested by Alqahtani, (2015) “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication” (p. 22). As noted, vocabulary learning is not only useful but also critically important.

On the other hand, the usage of technology when teaching has gained unsuspected importance worldwide and as Sánchez (2020) suggests:

The incorporation of innovative technologies into our lives has changed the world in which we live completely. Among these modifications, we find those that have occurred in the educational field, in which at present, it is strange to see a class in which they are not used to improve the teaching-learning process. (p.1)

Considering what was said by this author, using high technologies in the educational field could bring an enormous background in learning a second language.

## **1.1.2. Problematization**

### ***1.1.2.1. Research question***

***What is the impact of including English educational videos to increase the learning of basic English vocabulary for fifth graders at Miguel Picado School during the second quarter of 2022?***

### ***1.1.2.2. Exposition of the problem***

In 1825 the government started the basis of English Language Teaching in Costa Rica. From that moment, until now, the events that shape the way Costa Ricans learn English face dissimilar stages. However, the impact that this language has established not only in the social field but also in the economic aspects of the country is enormous. As explained by Solano: “the need to learn the English language for commercial and productivity reasons arose from these trade relations between Costa Rica and other English-speaking countries or countries where Spanish was not spoken” (2013, p.164)

On the other hand, people around the world know that the usage of technologies has an enormous impact on the educational field; videos, have increased their usage among teachers. Nowadays, teachers can have “extra help” by using high-technological devices such as cell phones to listen, record, or even make phone calls to classmates for practicing oral communication, enhancing the acquisition of basic vocabulary in the target language, and reducing environmental demands; this could help students to improve fluency: promote spontaneous participation, comfortable interaction among others and avoid predictable speaking participation to minimize anxiousness. Another useful electronic resource could be television, using “karaoke” and other types of videos to stimulate oral participation, and computers to use interactive games that allow each student to acquire vocabulary, work on repetition, and bring oral production. Encouraging students’ participation in different role plays, chorus among others, is an important method to learn a new language.

Despite all these obvious advantages, it is difficult to obtain concrete results about the effects of using videos in the acquisition of basic English vocabulary in fifth-graders at Miguel Picado Elementary School. Moreover, teachers at this institution know neither the real scope of the application of this technique nor the real effects on it the students' acquisition of vocabulary. Because of this, the main idea that this document pretends is to try to show the effects of using videos when learning basic vocabulary, and at the same time, try to enhance scholars' knowledge while understanding all their necessities.

In summarizing, the process of understanding which is the impact of learning the target language among the children of the Miguel Picado Primary School is the main purpose of developing this research.

### **1.1.3. Justification**

Acknowledge the significance of gaining basic vocabulary when a student learns a language is widely exposed not only by teachers but also by students around the world, as said by Alqahtani (2015) "both teachers and students agree that acquisition of the vocabulary is a central factor in teaching or learning a language" (p. 24). Besides this, it is important to show that using high technology could help students increase the acquisition of basic vocabulary when learning a second language. As asserted by Arndt, & Woore (2018) "watching video blogs (vlogs) and reading blog posts can support L2 vocabulary acquisition, and (b) whether the modality of the L2 input (audio-visual vs. written text) influences the amount and aspects of vocabulary knowledge gained." (p. 124). The usage of hi-technology has been documented by different authors over time, some examples of this are the students at the Universidad Hispano-Americana some examples of these are Salas who states: "Learners interact by using technology" (2016, p.5) and Benavides, who explains: "The topic technology is a meaningful research focus no matter how many investigations have already been developed because it is constantly changing" (2017, p. 17) In addition, the usage of videos as useful tools when acquiring vocabulary in a second language, has been also extensively studied by different authors such as Arndt, & Woore, (2018).

But on the other hand, the implementation and its possible results in the studied population have not been studied yet. Because of that, is that the author has decided to find the possible implications of this study.

### **1.3. Objectives**

#### **1.3.1. General Objective**

- a) To identify the impact of including educational videos to increase the learning of basic English vocabulary in fifth-graders at Miguel Picado School during the second quarter of 2022.

#### **1.3.2. Specific Objectives**

- a) To recognize the necessities, capacities, and resources of the students at Miguel Picado School.
- b) To describe different technics to teach vocabulary.
- c) To identify different uses of videos as a teaching technic
- d) To design a list of video resources that can be used by teachers and students to enhance the acquisition of basic English vocabulary.

### **1.4. Scope and limitations**

#### **1.4.1. Scope**

This educational thesis research pretends to analyze the influence of video resources on the acquisition of basic English vocabulary of fifth-graders at Miguel Picado Elementary School.

The necessity of improving vocabulary in students to enhance the acquisition of the target language has required the implementation of videos not only the ones that were done by “experts,” but also ones done by teachers. Keeping in mind, the idea of helping students to grow up in knowledge, it is important to understand that the usage of technology will help teachers a lot. Understanding the needs

and skills of the students makes it essential to increase the help by technological means. Some of the most accessible technological means for children in public institutions are videos. Some of those videos can be accessed for free by teachers as a manner of making education more accessible for all persons indeed.

#### **1.4.2. Limitations**

Some of the most difficult points in the development of this research are the difficulties that the canvasser might experience because of the lack of internet connection. The economic factors that students could face at home, particularly because of the pandemic effects, the lack of internet access, lack of technological devices that avoid the possibility of accessing to the different videos for Fifth graders at Miguel Picado School. In addition, the difficulties faced by the researcher to have access to students, because of the pandemic SARS-COV2-COVID-19 and all the restrictions that schools had to face. The sum of all these aspects conforms to the big number of difficulties this research must face. Other disadvantages that this research may face are the instability of the population attendance, lack of interest from some students, or even poorness of the population that may affect the scholars' academic development.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**



## 2.1. Historical Contextualization School Characterization

### 1.1.4. Brief History of Miguel Picado Barquero Elementary School

*Fig.1 Miguel Picado Barquero Primary School*



Taken from <https://www.google.com/intl/es/earth/>

Located in Santiago, district number two of Paraíso downtown, in the province of Cartago, the Miguel Picado Barquero Elementary School is one of the biggest schools in the area. The government of the Republic creates the Miguel Picado school in the year 1900, but before this date, in 1886 it started its functions under the direction of a retired military.

At first, supported by Mister Miguel Picado Barquero a Costa Rican military assigned to work as a teacher in the community of Santiago. Nowadays, with a population of almost 360 (three hundred) students, this school belongs to the Scholar district number five of the Educational Region of Cartago. This school represents a community mainly formed by farmers and immigrant people coming mostly

from Nicaragua. This particular point allows this school could show a big number of cultural aspects that make it (talking about cultural aspects), one of the largest institutions in the scholar district. According to the School's memory (2022), the mission of the school is: "to provide an educational inclusive opportunity that allows the formation of productive human beings, with skills, attitudes, and values that appropriately allow their development in all the areas of their lives" (p.1). And its vision is "to provide the necessary services to ensure the integral development of the educational community, looking for the academic excellence" (p.1) (translation by the researcher, 2022).

## **2.2. Theoretical - Conceptual Context**

### **2.2.1. Authentic materials**

As a Foreign Language teacher, it is always necessary to take into consideration the importance of being updated on the construction or even the choosing of the materials that would be used during the lesson. To accomplish this idea, teachers must try to look for the materials that best fit their lesson along with the population with which they are working. As an example, Ramírez states: "When finding the most suitable resources for a class, primary school teachers struggle with all specific requirements to fulfill, whether the syllabus, school, planning, time, materials and many others." (Ramírez, 2016, p.3). Moreover, it is important to add that all these resources must be not only useful but also appealing and engaging to students. English Foreign Language teachers (EFLT) should look for materials that must be authentic for scholars. To the authors at the Teacher's Corner (2018): "Authentic materials for the English language classroom are often free and very easy to find online or perhaps in certain locations in your communities" (para.3). After knowing that, teachers must understand that there are different types of materials such as commercial materials, teachers-made materials, and the once that are prepared by different companies to sell pre-structured language programs. To clarify these terms, it could be empirically said that commercial materials are all the materials that can be found in different stores or commercial centers for selling. Teachers-made materials are the ones that are completely

created by the teacher to fulfill all the requirements that the lesson requires. And finally, pre-designed materials are all the materials designed for different organisms or companies to be used in different educational programs and multimedia groups.

### **2.2.2. English as a foreign language versus English as a Second Language (Learning/Acquisition)**

For many years, the study of a foreign language has been a necessity for many people around the world. This necessity has increased because of the world's globalization. People all over the world look for a common language to use. To respond to this necessity, it should be considered that the English language has gained more and more space in the world as one of the most functional second languages around the world to oversee.

Additionally, visiting new countries is easier nowadays than a few years ago, and because of that, people need to be in contact and search for better communication ways between them. To reach this goal, students could learn the language by using different methods such as: memorizing many different grammatical rules or having immersive sessions of hardworking lessons. Nonetheless, it could be additionally said that when a person is born in a country that has two or more official languages, this person only perfects his/her language because this is acquired throughout their entire life. This term is usually known as "natural communication." Limacher-Riebold, (2020) postulates that

Children acquire language through a natural, subconscious process during which they are unaware of grammatical rules. This happens especially when they get their first language(s). They repeat what is said to them and get a feel for what is and what is not correct. (para.1).

One of the main exponents of this theory was Stephen Krashen whose theory firmly declares that

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, holding messages that students want to hear. These methods do not force early

production in the second language but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. "Stephen Krashen's Theory of Second Language Acquisition" (para. 4).

Should be noted that when students learn in a free anxiety environment, they could learn more and in better conditions than students exposed to high levels of stress when starting to learn a new language.

### **2.2.3. Technology in education**

Using technology in education is a field that gains space day by day especially because technology is a natural part of the student's daily life. Not only do students accede to technological devices to learn new things, but also teachers had discovered that using technological appliances or even technological software can help them to work with the students in an amazingly easy way. Nowadays, students prefer to use technological media for studying because it brings cheap, easy, and funny manners to accede knowledge. As explained by the experts at American University "Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn." (2020, para.1).

In other words, technology is a recent field that should be incorporated into the teachers' curricula as one of the most useful tools in teaching during the present times. Regarding this idea, is well known that when students accede to technology in learning environments, they learn more and better than when they do not use it. It is also valuable to understand that the applications of these materials in the English lesson are not only in teachers' hands, but they must also be implemented by the government. Technology is hand-to-hand combat in which teachers and students are immersed and they must learn to oversee the necessary tools to survive. Technology is a big challenge that should be

faced and worked on as a group by teachers and students as well. Finally, it should be considered that the New English Curriculum at the Ministry of Education in Costa Rica sets up the obligation of working with the guidance of transforming the national educational program into a new one in which the students of the country could internalize digital citizenship, with sustainable, democratic, and proactive components that allow a permanent transformation of the society in global citizenship. (pages. 13,14).

#### **2.2.4. Technological age**

Although many people consider the usage of technology exclusively for adults, others consider that if people learn younger how to use the technology, the application of new technologies into the day-by-day use will be not only easier but also friendlier to the learners. Whereas many negative aspects such as obesity, lower attention span, depression, and social aspects among others have been found. Whereas it also has many positive aspects as having the technology to help in learning as a useful tool for a classroom, preparing students for future careers, improving spatial development, it also improves memorization and successful performance in technology usage, and even it can help to improve multitasking abilities on children. Besides the discrepancy in the application of technology in children, it is important to know that it all depends on the way it is thought. Having control of the time, teaching correct technological rules, and helping children to use technology correctly, can contribute. Concerning this aspect, WGU (2019) says that: “parents and teachers can watch for quality apps that promote vocabulary, math, literacy, and science. Adults can help make sure kids learn about computer science and IT as part of the technology used to give them opportunities for a bright tech future.” (para. 20). As explained by the experts of Western Governors University, everything depends on the training and the way adults can drive children.

#### **2.2.5. Teaching training in using technology**

Even though the use of technology is common nowadays and is proven by the Government, it is important to know that teachers do not know how to use it effectively. Most of the time the reasons are

the lack of courses when most of the teachers were studying at the university, and the lack of actualization spaces from governmental policies. The researchers Hepp, Prats-Fernández, & Holgado-García (2015). state that:

In response to these questions, actions should be proposed that enable educators to become technologically competent and allow the users of this instruction and training process to acquire a set of skills, techniques, attitudes, and habits that require the correct use of technological tools and provide for a successful teacher-training process. (para.1).

It is important that teachers could have spaces that allow the acquisition of at least the basics of working with high technology, Government should invest more in teaching training and material supplies to work with while teaching in the scholarly field. As a manner of fact, it is useful to establish obligatory courses that impulse teachers to manage different types of technological materials correctly. Also, auto formation from teachers should be an essential part of this trilogy in working during the teaching-learning process, when teachers understand the importance of being updated, children are awarded the adequate inputs to survive in this nowadays highly plaintiff society.

#### **2.2.6. Approaches**

Teaching an English lesson is a challenge for language teachers that want to explore new concepts of transmitting their knowledge to others. Teaching correctly implies more than just giving knowledge to students, but also showing them how to be engaged with the materials they work with, how to be interested in the topics they study, and allowing them to explore all the tools immerse into the development of the learning process. This idea matches with the importance of knowing good approaches to show different forms of helping students to understand the contents to reach all the goals teachers could have. The British Council, (n.d.) reports:

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach

gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. (para.1).

As seen in the earlier paragraph, the way teachers establish a line between teachers-students interaction, the specific manner of teaching a lesson, and the multiple forms an individual can learn and understand that lesson.

### **2.2.7. Four skills (Listening – Reading – Writing – Speaking)**

As proved by the politics of the Ministry of Education, the essential idea of studying English in Costa Rica is the development of the communicative competencies in each student to create a better comprehension of the language, not only grammatically but also culturally and logically. Reading, Writing, Speaking, and Listening are the four main areas in which learning a language is achieved. To fulfill this, teachers must give students the tools to get this goal. As explained by Prodigy Education, (n.d) “Vocabulary skills are critical to each student's academic achievement.” (p.1). Furthermore, linguistic skills allow the learner to obtain positive results when learning a language.

### **2.2.8. Multiple intelligences**

The human brain offers a big number of possibilities to get and process information to enrich the mental frame to develop knowledge. Every human being has different ways of learning, but each one can help the learners get the information needed to fulfill all the lesson's goals. Different types of bits of intelligence aloud students to get better results when learning. Consequently, the necessity to learn allows the opportunity to move constantly from different levels of learning to another more complex and with many developed abilities that allow getting the established goals. Understanding the importance of helping students to develop a critical view of how and what to learn is crucial to understand all the differences among the variations in the learning of everyone. Cruse, n.d. writes down that “An individual possesses, in varying strengths and preferences, at least eight discrete bits of

intelligence: linguistic, logical, mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic.” (p.2).

Some of the most considerable ideas in the learning process allow that the human condition and capacity for learning could be overcome by teachers to provide a progressive field of knowledge to each student.

### **2.2.9. Learning Styles**

Learning styles is an insight related to the way people learn. This thought clarifies the idea of why people have the capacity of learning according to their differences and their preferences. As declared by Malvik, C. (2020): “Learning styles and preferences take on a variety of forms—and not all people fit neatly into one category.” (para.4). From this point, it is said the idea that people are different as much as learning styles are there. and that if in a group all the students learn differently, teachers must be prepared to oversee it. Based on this point of view, teachers not only have to understand the different types of intelligence students develop, but also the preferences and the styles of learning they could present, as an example, it could be explained that kinesthetic students learn by doing the practice of what they are learning, visual learners understand better if they are watching different images, charts, and others that teachers could provide to them, and finally, auditive learners understand more and better if they are exposed to audios or videos that allow students to hear important ideas in learning.

### **2.2.10. Teaching Strategies**

Each human being has a unique manner of learning, and at the same time, teachers have their particular method of teaching. As explained by Hardan (2013): “Every learning process requires a manner or a strategy to be adapted to achieve the main purpose of learning.” (para.1). Teachers should develop the best manner to stimulate students’ imagination in favor of transforming simple



information-giving into a real learning process. Furthermore, each teacher should investigate the most recent and appealing ways of transmitting knowledge to facilitate the teaching-learning process of each student. Teachers should also, be aware of students' contextual development, the supposed and the real knowledge level students should have, the age, the individual preferences of each student, and even all the personal and collective necessities of the classroom to transcend the barriers that could exist to adapt all the possible materials to their students' necessities.

#### **2.2.11. Learning Rhythm**

When learning a second language is important that students develop a natural rhythm to get fluency. The British Council (2020), highlights that: "English is a very rhythmical language so that a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent." (p.1). Providing children with the tools to get a correct and well handle rhythm in speaking the target language is an area that teachers should reach by talking clearly and with a good pronunciation rate. That could be possible if teachers select a suitable way of speaking providing students with quality models to reach the goal. Keep in mind that all the learning processes must be oriented to make students feel comfortable and with a good level of proficiency to achieve good communicative skills.

#### **2.2.12. Talented and Special Needs Children**

Inclusiveness is one of the strongest virtues of videos. Almost all students can have access to a video, deaf children, blind people, "standard people" and even talented people can access and understand an educational video. As proven by Cruse, (n.d.): "Video use is an effective educational tool for all students, but its positive effect on special populations of students is gaining greater attention all the time." (p.10).

Seeing this way, using educative videos when teaching a second language helps teachers in the application of inclusiveness during a lesson because it helps students even when students could have

any special condition could take advantage of this strategy. Special needs children who are exposed to educational English videos learn in a free stress media and with a high volume of word learning because of all the facilities that this exposure brings to the learner.

### **2.2.13. Assessment**

The teaching-learning process involves many actions that teachers and students must achieve. The teacher's and student's role allow a harmonious relationship among the process actors that impacts the cooperative requirement of working in the same line of action to accomplish the objectives of the program. One of the most important aspects of the learning process is proving the learning of the goals of the program, to set this, it is imperative to structure a well-defined assessment in which not only students can show the reach of the goals of the lesson, but also teachers can prove the development of their work too. Finding a good way of assessing vocabulary learning is difficult but if then teachers know exactly what to teach, then they will know what to assess mean in good work. The teaching and learning process cannot be completed without a good evaluation of the learned knowledge as the role of the teacher expects in MEP's program, this is a basic action in the educative process.

### **2.2.14. Vocabulary Teaching Technic**

English learners can have word-learning by using different strategies such as dictionary use, memory, word analysis, context analysis, and intext concepts, among others but videos offer these and many other facilities to succeed in the teaching process of this important phase of learning vocabulary. Some of the aspects that make use of the word learning while using videos are the facilities that allow students to learn not only in direct learning but at the same time through indirect learning too. As described by Prodigy Education (2019) "Students' vocabulary grows throughout their lifetime through direct and indirect learning." (p.1). In this order, it can be said that indirect and direct learning can be reinforced when using high and new technology in the educative-teaching process, especially when new

vocabulary is transmitted by technology. Accessible to almost everyone, the opportunity that technology gives to students help even students or teachers to get the goal of the educational field.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

### **3.1. Type of Investigation (descriptive/quasi-experimental)**

#### **3.1.1. Purpose**

The idea of the research is to bring an answer to the interrogative around the actual impact of including English educational videos to increase the learning of basic English vocabulary for fifth graders at Miguel Picado School during the second quarter of 2022. In this sense, the purpose of this research is theoretical because it refers to the way this document tries to bring the answer to this phenomenon and deals with the main idea of increasing knowledge of the studied population. As said by the experts of Capella University (2017):

In short, “applied research” tackles a “real world” question and attempts to solve a problem, whereas “theoretical research” attempts to gather knowledge about a phenomenon or idea whose conclusions may not have any immediate real-world application.

Theoretical research is explanatory and leads to the advancement of “knowledge for knowledge’s sake.”

Applied research is for development purposes and seeks to solve a practical problem. (para.1).

In addition, it can be said that the most important purpose of this research paper is to look for the information needed to understand the implications and the effects of using educational videos when teaching students of the studied population in Santiago’s community during the proposed period in 2022.

### **3.1.2. Temporal Dimension**

The research is elaborated as a cross-sectional study, with the objective of applying it in a short-term research project, thus, this study is planned as a research project to last around four months and is specifically to be applied in the second quarter of two thousand twenty-two. The research was scheduled to have the analysis and compilation of the recollected information from May to July of 2022, for the researcher to have a considerable amount of time to produce an organized and meticulous analysis.

In addition, it is important to point out that this type of study will be beneficial for the time management of the project, as it recollects specific data and does not considers on changing the variables or external factors present in the background of the population in the study, to obtain all possible results, instead, this type of research takes the present factors and embraces them as a defining point for the results, it could be said that this type of study provides, as referred by Gay, Mills, & Airasian (2012): “a snapshot of the current behaviors, attitudes, and believes in a population” (p.185). The same authors add that this type of study has the characteristic of supplying information or data in a relatively fast form not by waiting for years as pretended in longitudinal studies.

### **3.1.3. Framework (Mega, macro, micro)**

An important aspect to understand about the framework in which this thesis is being built is that this study is a microlevel investigational study, as microlevel exists to supply the necessity of studying more specific populations and short amounts of data. In this case, the research is based on the population of fifth grade (a specific group) at Miguel Picado Primary School (a specific institution) in Santiago, Paraíso of Cartago province (in a specific place). This allows the researcher to prepare a clean-cut study that transmits useful information in a well-interpreted way.

Microlevel studies describe meaningful elements among individuals or small group interactions, contrary to macrolevel studies, which exist to supply a large amount of data, and a large amount of the population.

#### **3.1.4. Nature (Quantitative or Qualitative)**

There are two different approaches or perspectives to consider in order to deal with the nature of a research investigation, they are Quantitative or Qualitative, in this case, the most suitable analysis type is Quantitative analysis as the data or information expected from the studied populations will be mainly pre-selected responses and basing the analysis on the percentages that apply in each evaluated aspect as the research intends to work with descriptive statistics to provide well-transmitted measurement results. In other words, as cited by Williams, (2007)

Quantitative research emerged around 1250 A.D. and was driven by investigators with the need to quantify data. Since then, quantitative research has dominated western culture as the research method to create meaning and new knowledge. What constitutes a quantitative research method involves a numeric or statistical approach to research design. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of quantitative research maintains the assumption of an empiricist paradigm (Creswell, 2003). The research itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity uncovered in the collected data. (para. 6).

As explained, this specific approach is the most suitable for this research document because of the nature of the research question, “What is the impact of using educative videos in the sample population?” as the answer that must be given to the research question must be punctual and prioritize the relationship between cause and effect of the phenomena in the study. Other important authors

such as Gay, Mills, & Airasian (2012), mention that this type of research approach is specially used to work with present circumstances, inquired reactions, and diverse cause-effect phenomena. In this thesis, measure close questions are applied in different instruments of investigation so, the results show the relationship between measurement and the obtained findings.

### **3.1.5. Character (exploratory, correlational, descriptive, and explanatory)**

The character of this document is exploratory, because this thesis addresses the well-defined theories of other studies as a basis for the research while exploring and developing the author's own ideas and looking for the main responses to the research questionings, with the help of technically well-prepared instruments and observations made during the investigation process. This exploratory research explores the possibility of the use of educational videos when learning English as a second language and its positive or negative effects if it has effects at all on the studied population.

The research finds cause-effect relationships, if existent, and, from a general perspective examines them based on the proposed topic point of view, considering importance, impact, and benefits. As proposed by Hernández Sampieri and his colleagues, the exploratory research is applied to cases in which the existent research about the topic is scarce or non-existent, considering that this characteristic only applies if the researcher starts a very specific investigation about a case that has not been explored based on specific context, which means that the effects of the proposed research are new and truly concrete and to the point of research. (Hernández Sampieri, R. et al., 2014)

## **3.2. Subjects and Sources of Information**

### **3.2.1. Subjects**

The subjects or studied population in this research are the students of fifth grade at Miguel Picado Barquero primary school in Santiago. The ages of this population are between ten to eleven years



old approximately. It is important to mention that the population of this research is a group of fifty (50) pupils in fifth grade. The researcher arbitrarily defines the sample out of the general population.

### **3.2.2. Sources of Information**

The sources of information are divided into two different groups according to the nature of the documentation, they are divided into primary resources and secondary resources. First, the primary resources are composed especially of official documents such as MEP's educational programs, laws, and other official documents, and any direct source of the investigation, such as observations, surveys, and other pertinent information resources found by electronic or printed means. As emphasized by Gay, Mills, & Airasian (2012)

A primary source holds firsthand information, such as an original document or a description of a study written by the person who conducted the study. The data are factual rather than interpretive, so the study is more valued than secondary research. Research reports, dissertations, experiments, surveys, conference proceedings, letters, and interviews are some examples of primary sources. (p.83).

And finally, in the case of secondary resources, these are described as sources of second-hand information, such as books that cover research or comments on any given topic, because the data that the book contains is all based on a previous research process, previously interpreted, analyzed, and commented and compiled. The same authors, Gay, Mills, & Airasian (2012) explain the meaning of a secondary source, so they state:

A secondary source is a source that interprets or analyzes the work of others—either a primary source or another secondary source, such as a brief description of a study written by someone other than the person who conducted it. Secondary sources are often used to review what has already been written or studied. Education encyclopedias, handbooks, and other reference work

typically contain secondhand information summarizing research studies conducted on a given topic. (p.83).

It is valuable to add that the required population, level, and type of instruments used during the recompilation of information are meticulously explained in the letter that is given to the school's principal, to have a piece of transparent information and describe clearly what is asked to the studied population in order to obtain the required information from the most important primary resource of this research.

### **3.3. Sampling and Time**

#### **3.3.1. Sampling**

The population sampling is selected from a group of 50 students in fifth grade at Miguel Picado Barquero Primary School, a rural institution found in Santiago de Paraíso. The researched population mostly belongs to a poor, mainly farmer community, formed by a bicultural population from Costa Rica and Nicaragua. The sampling of this research paper is selected randomly, by using an online app to select the most representative and relevant sample population group.

#### **3.3.2. Time proposed.**

The time in which this research is planned and conducted is for a quarter of the year (four months). Precisely during the second quarter of 2022. Approximately from May to August, in order to accomplish the recollection, compilation, and analysis process, as recommended by the tutor and professors.

### **3.4. Techniques and Instruments**

There are many different types of instruments to collect the required information, but for this research, to apply the quantitative analysis previously defined and give a proper answer to the research

question, it is imperative to define the correct technique of collection of data, because choosing a proper instrument is crucial to obtain the validity and truthfulness that an investigation paper of this magnitude deserves. In this case, the chosen type of instruments are surveys and a construct observation applied to the sample population, it is applied during the lessons in the English class period. In addition, the researcher uses these instruments in order to obtain specifically numerical data or pre-defined answers, so it can be adapted for the quantitative analysis, and it is easier to work for the studied population. As Ary et al., (2010) explain,

Selecting appropriate and useful measuring instruments is critical to the success of any research study. One must select or develop scales and instruments that can measure complex constructs such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept. There are two basic ways to obtain these measures for your study: Use one that has already been developed or construct your own. (p.200).

The first instrument applied is the survey. As told by Gay, Mills, & Airasian (2012), a cross-sectional survey: "Is an instrument to collect data that describe one or more characteristics of a specific population" (p.184). This research study is applied directly to the sample population by electronic means in an online platform called survey monkey. It is applied in Spanish because of the age and knowledge of the population according to the MEP's Educational Program and a better understanding of the student's parents.

The second used instrument is direct observation. As said by Ary et al., (2010)

The purpose of direct observation is to decide the extent to which a particular behavior(s) is present. The observer functions like a camera or recording device to provide a record of the occurrence of the behavior in question. The researcher identifies es the behavior of interest and devises a systematic procedure for identifying, categorizing, and recording the behavior in either

a natural or a contrived situation. The behaviors observed in quantitative studies may be categorized as high inference and low inference. High-inference behaviors such as teacher warmth or creativity require more judgment on the part of the observer. Low-inference behaviors require less judgment by the observer. Examples of low-inference behaviors include classroom behaviors such as teachers asking questions, praising students, or accepting students' ideas. In educational research, one of the most common uses of direct observation is in studying classroom behavior. (p.216)

Considering that information, it is important to clarify that direct observation is an instrument to collect data in quantitative research that could be used in qualitative research papers too. It is done to measure the information needed to examine an abstract concept that cannot be directly observed such as feelings, attitude toward the material being used, achievement, motivation, and disability (among others) in the sample population. It is applied directly by the researcher in a technically designed instrument to measure the required information by using a list of behaviors that are carefully seen in the sample population.

### **3.5. Variables**

There are different variables that define the route of this investigation, it is important to clarify that even though those variables can change their value during the total research time, the recollection of data is made in a one-time process, so, the values are only defined at the moment of recollection and studied from that basis, and not study the change over time. As explained by the Indeed Editorial Team (2022): "Variables are things you measure, manipulate and control in statistics and research. All studies analyze a variable, which can describe a person, place, thing, or idea. A variable's value can change between groups or over time" (para. 3).

The value of the variables in this paper help to find the correct analysis of the data and construct the results in the most organized and structured way possible. Furthermore, it can be said that this thesis will analyze two different types of variables. On one hand, dependent variables, which are the ones that can be affected by other variables and change for exterior reasons and affect the level of learning vocabulary for example the number of students that can have special needs in the classroom. And on the other hand, independent variables cannot change during the development of the research such as the age or gender of the students.

**Table #1 Types of variables**

This table shows different types of variables that are considered in this research document.

<b>Types of Variables</b>	
<b>Dependent (Observed)</b>	<b>Independent (Measured)</b>
Age	Students' necessities
Gender	Acceptance of the video by students
Video length	
Type of video	
Type of resource	
Level of the video (target language)	
List of videos	

Source: Researcher's investigation

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

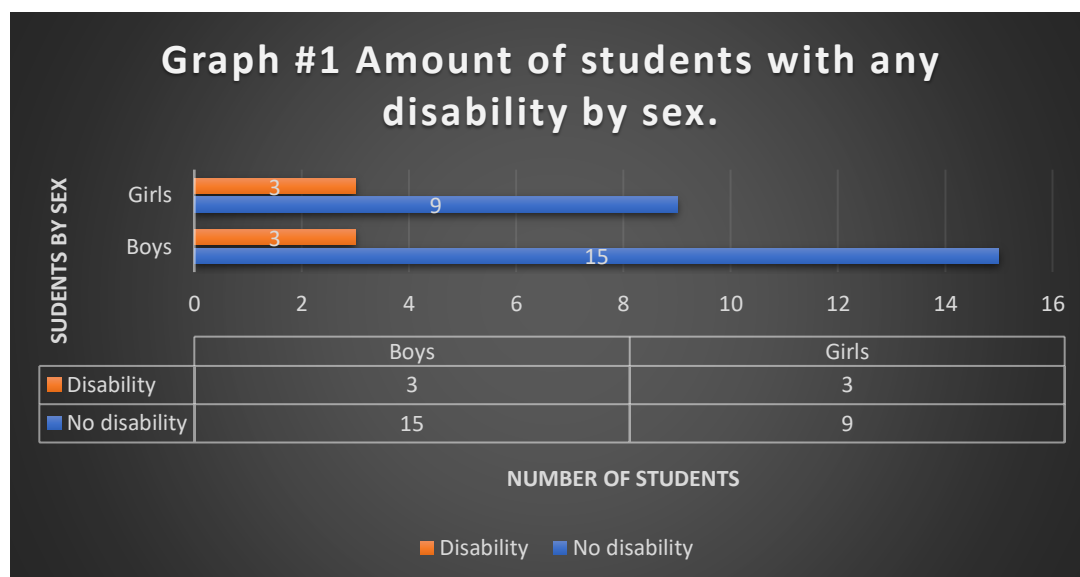
#### 4.1. Diagnosis of the situation

All the information stated in this thesis has been obtained from three different instruments technically built by the researcher. In addition, this educational material is specifically analyzed through direct observation, a survey of the target population, and a small questionnaire done to the teacher of the group. All the data was obtained from a target population of thirty students of fifth grade at Miguel Picado School. This population is formed of eighteen boys and twelve girls

##### 4.1.1. Direct Observation

The direct observation practiced on the complete target population group reflexes the following data:

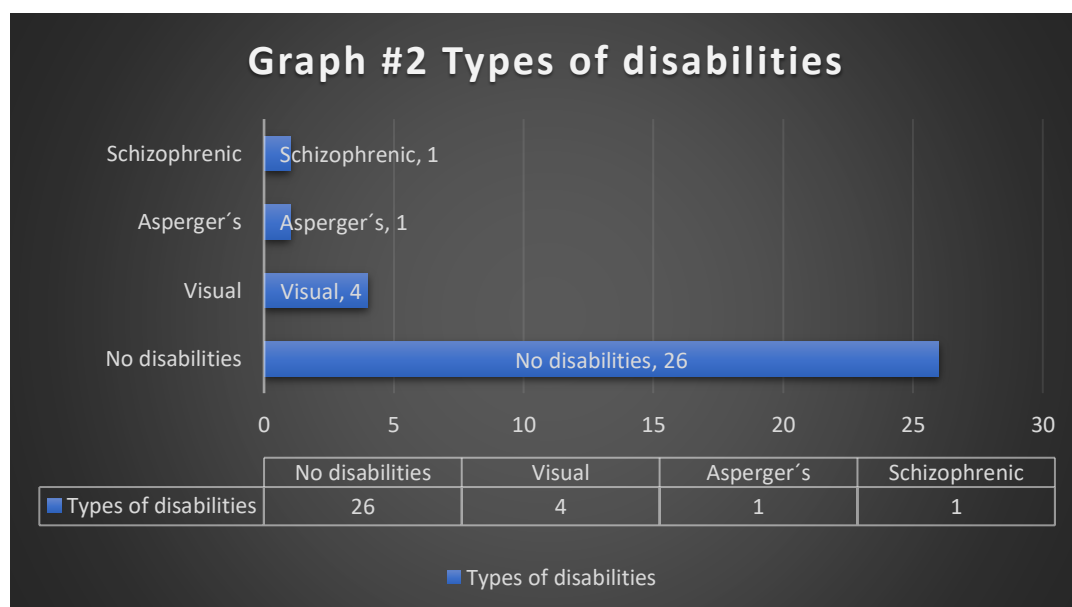
Graphic #1 Number of students with any disabilities



Source: Researcher's Direct Observation

**Graphic number 1 shows the different types of disabilities that are presented actually in the group of fifth graders at Miguel Picado Barquero School.**

This graphic shows six students presenting a specific type of disability. Even if it is a group of 30 students in total, all students are different and between these differences, the researcher finds six special needs cases. Those cases correspond to 18% of the total of the studied scholars' group and represent the part of the group that presents a special condition. One important reason to mention them is that all these cases could be benefited by the usage of videos. Those reviewed videos can be adapted to all the students' necessities. It is also necessary to mention that the Educational Support Committee of the institution technically classifies those cases. And according to the established lineaments of the Ministry of Education, this helps to understand the necessity of the teacher to know her students' necessities. This information calls teacher's attention to bring extra support and help for these students to succeed in the learning process based on the specific necessities that each gender could require. In deep, the first graph describes the number of students by sex and the number of students that present a disability.



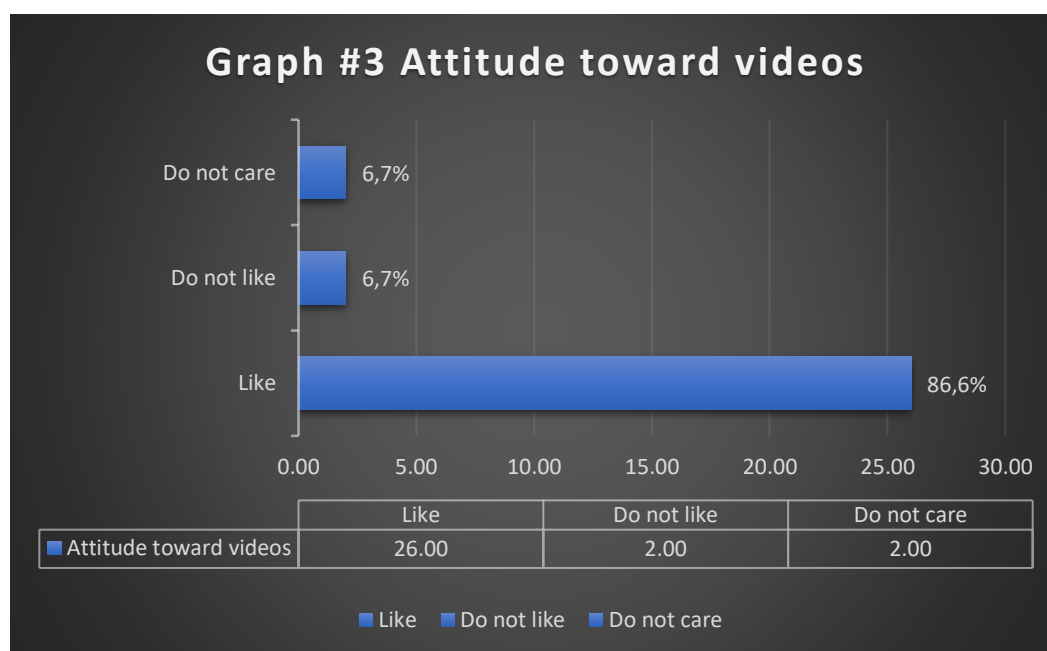
Source: Researcher's Direct Observation



### Graphic #2 Types of disabilities

Graphic number two describes all the distinct types of disabilities presented in the studied group.

The graphic shows the different types of disabilities found in the target population. These disabilities are: 3% of the target population have a Schizophrenic condition, 3% of the studied group have an Asperger's condition, 13% of the target students have some visual problems so they wear glasses, and finally 81% of the target population do not present any disability.

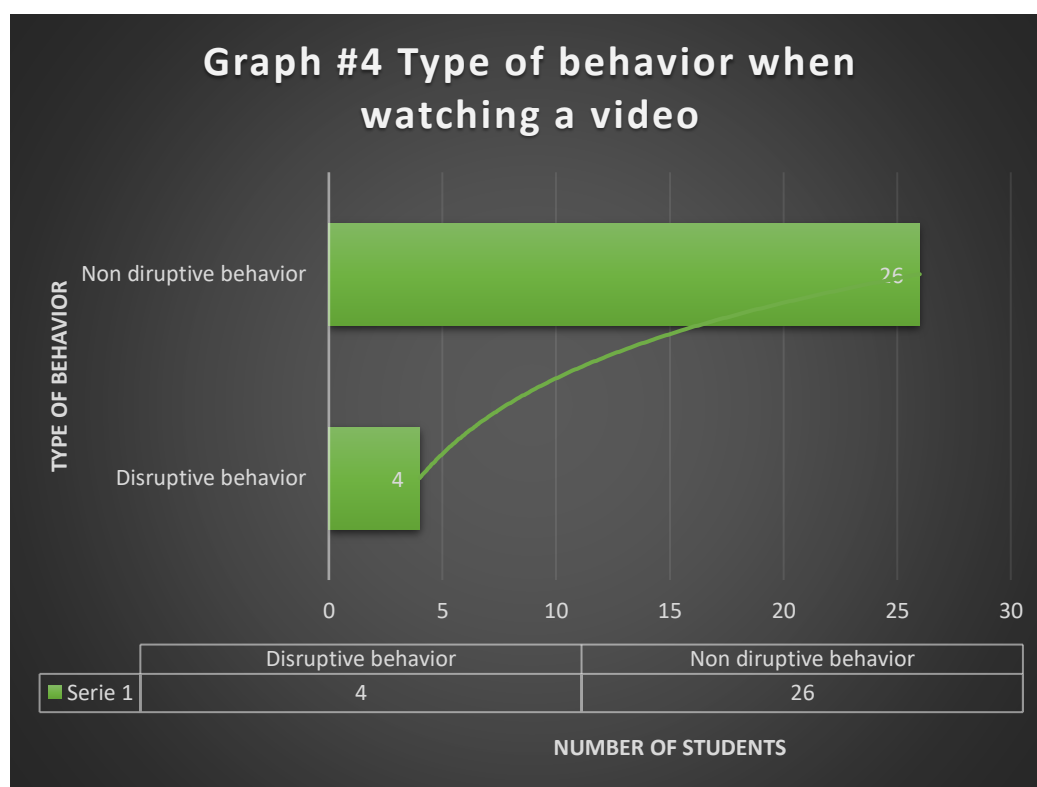


Source: Researcher's Direct Observation

### Graphic #3 attitude of students toward videos

In the case of the third graph, the researcher describes the attitude that each of the students shows toward the videos that the teacher presents during the English lesson.

In appearance, the attitude of the studied population toward the usage of videos during the English lessons is mostly positive because 86,6% of the students seem to like the videos. Approximately 6.7% of the students seem not to like the videos and around 6.7% of the students seem not to care about them.



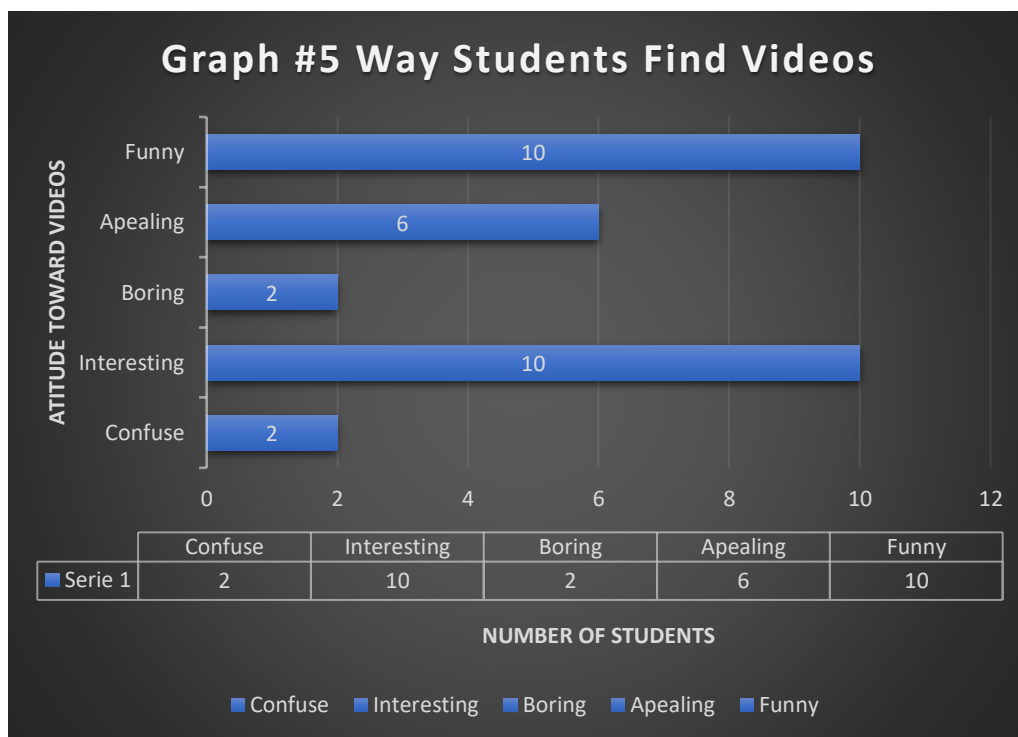
Source: Researcher's Direct Observation

#### **Graphic #4 Disruptive behaviors of students**

Due to the lack of interest and the lack of understanding of videos, students widely express their difficulties to follow the videos in class. Graph number four clarifies these concepts.

These problems of comprehension of the videos produced in students a sense of rejection of the videos. Here in this graphic is explained that 13% of students in the target population present a

disruptive performance in the classroom while the rest 87% of the population do not present any type of disruptive conduct.



Source: Researcher's Direct Observation

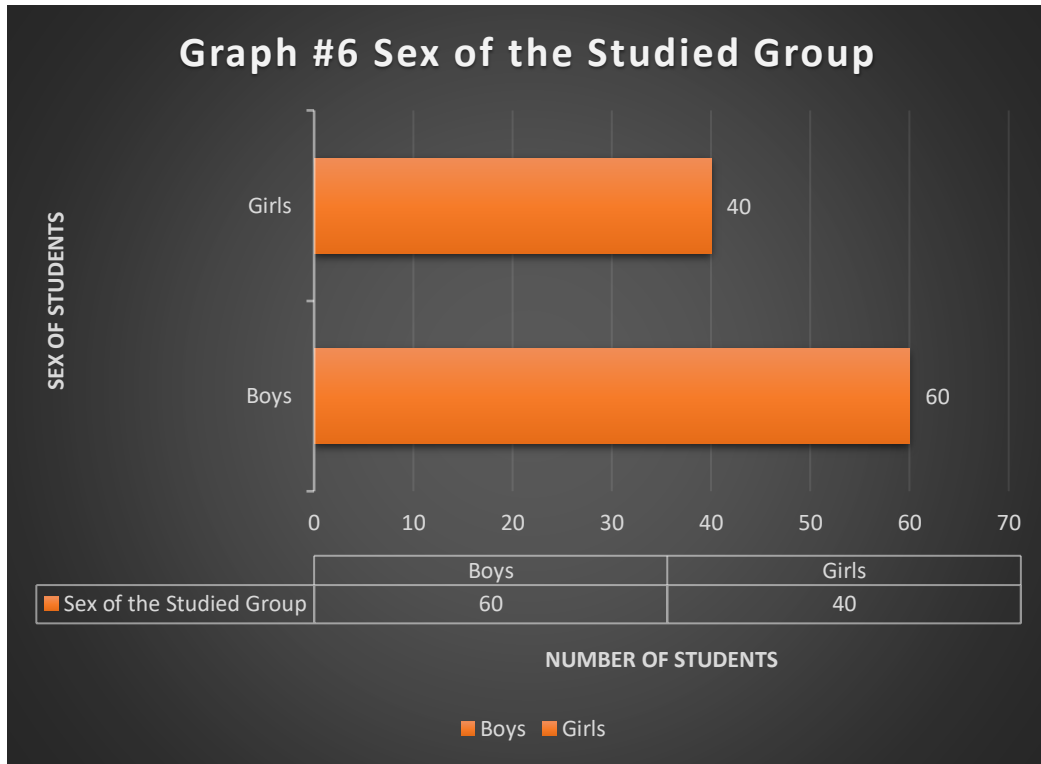
#### **Graphic #5 Way students find the videos**

According to students' comments, the majority of the students in the studied population find videos interesting.

From this graphic, the researcher can infer that the most important ways in which the target population finds the videos are 7% confused, 33% interesting, 7% boring, 20% appealing, and 33% funny.

#### **4.1.2. Survey**

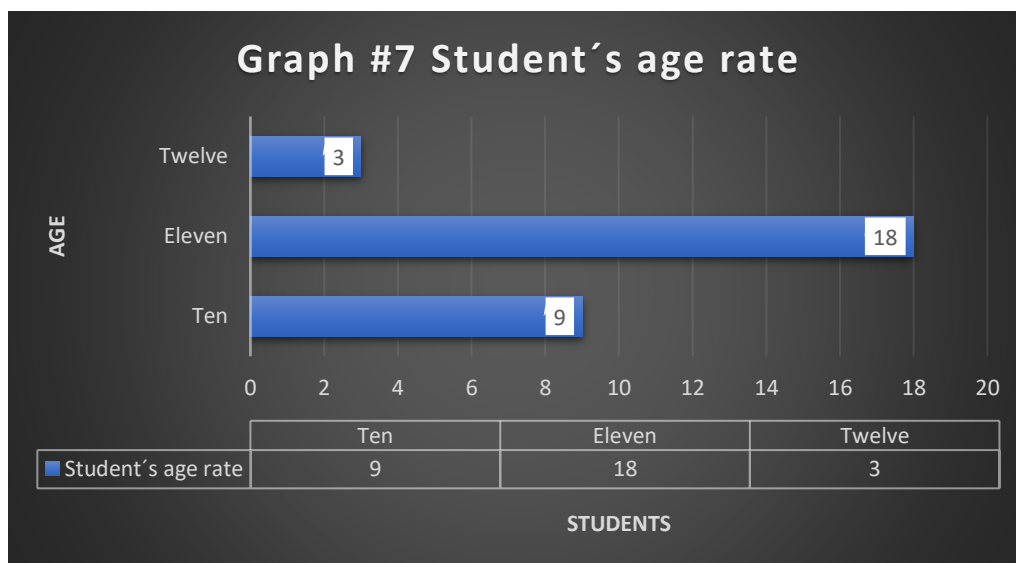
Additionally, the researcher applied a survey in which the target population supplies many different pieces of information related to the questions previously prepared by the researcher.



Source: Researcher's Survey

#### **Graphic #6 Sex of the participants**

In the case of the sex of the participants, the researcher finds that: 60% of the participants in the survey are male, and 40% of the participants are female. It is important to explain this because unless the majority of individuals in the studied group all the data obtained can be applied in both sex sub-groups.



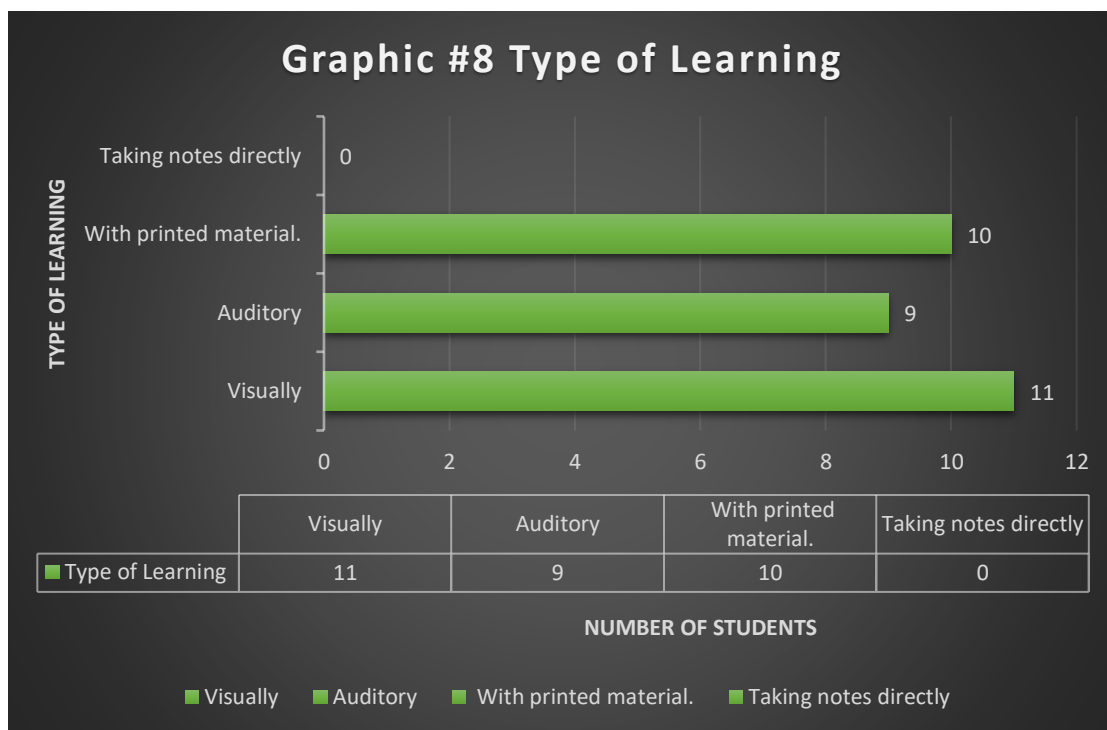
Source: Researcher's Survey

#### **Graphic #7 Students' age rate**

The following chart shows the classification of students by age to regulate the usage, time, and type of material that could be used with this specific population.

The target population is mostly eleven years old, 60% of the studied group; some students (the 30%) are ten years old, and the minority is twelve years old, only 10% of the studied population.

This point is important to identify (the age of each participant), because as it is known, particularly preadolescents and adolescents, are normally engaged with technology and all its applications. That explains that it is imperative to understand the importance of regulating all the implications of technology usage to bring security and comfort to young students. In addition, it could be said that talking about measuring central tendency the mode in student's age is eleven. This helps to take an average age to choose the better conditions of the implemented material.

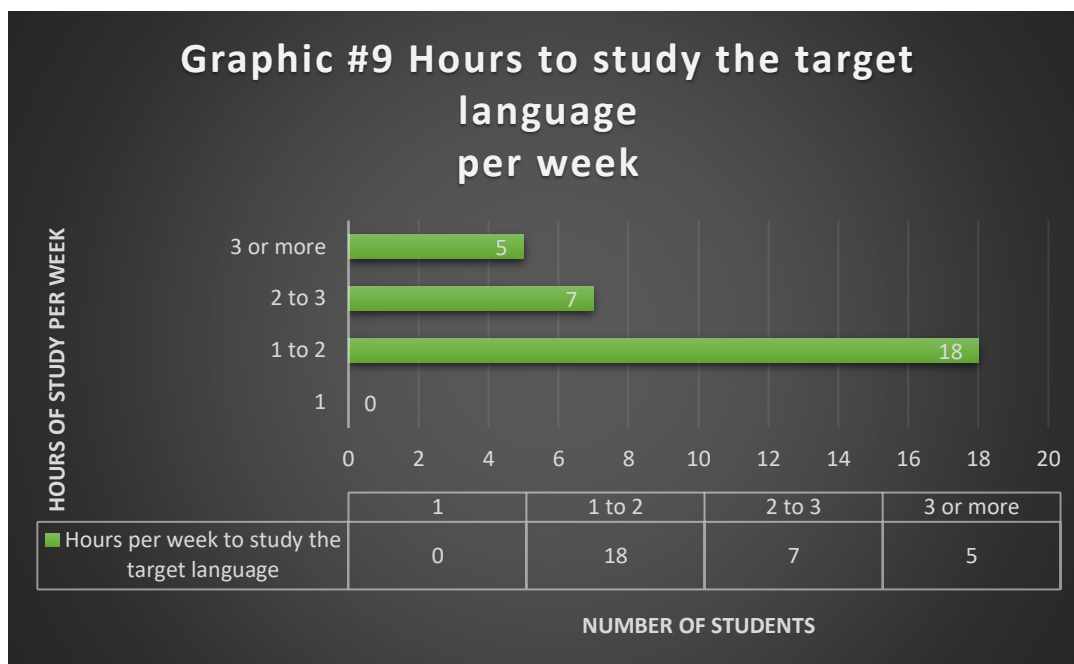


Source: Researcher's Survey

#### Graphic #8 Way students learn

Another important question asked was about the way students consider they learn. This question helps teachers to clarify a little bit more about the way of teaching students considering students' necessities and likes.

To this specific question students answer by saying that they apparently are mostly visual learners (37% of students in the studied population), followed by the ones that learn better using printed material (33%), in the third position students consider that they are auditory learners (30%) and finally, none of the students (0%) think that they are learners that prefer take notes to learn.

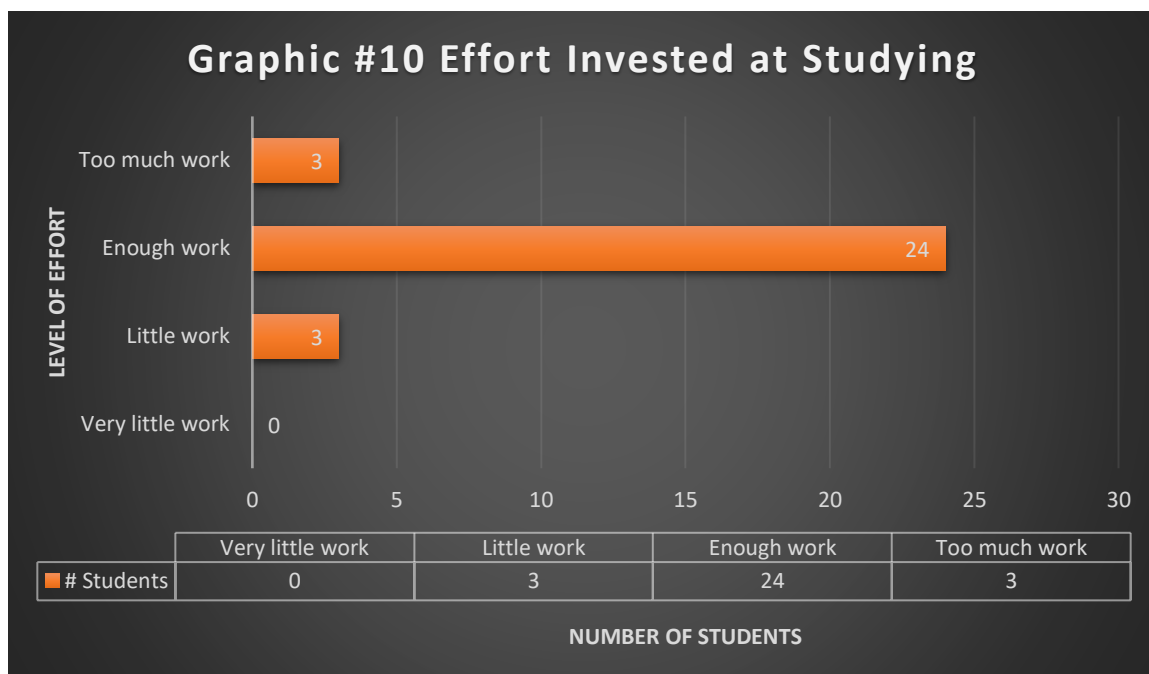


Source: Researcher's Survey

#### **Graphic #9 Time students dedicate themselves to studying English**

This graphic shows the answer to the question of how much time students use to study the target language to know if students give extra time at home to understand deficiencies.

The answers received are that nobody (0%) studies less than an hour, 18 students (60%) take from 1 to 2 hours to study English, 7 students (23%) take from 2 to 3 hours per week, and 5 students (17%) use more than 3 hours per week to review English lessons.



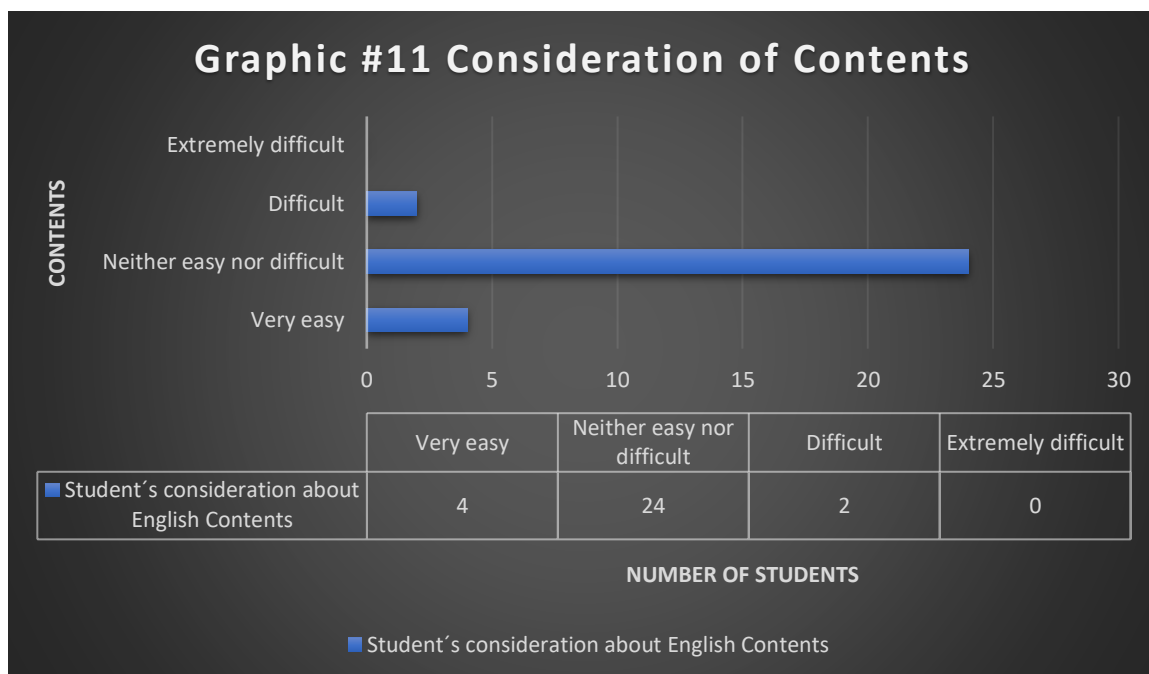
Source: Researcher's Survey

#### **The graphic #10 the effort invested in studying**

The following question is about the amount of work students think they should invest to understand the subject.

The answers of the students were: none of the students think that they could use truly little work, 3 students think that they might use a little work, and the majority of students in the studied population say that they should use enough work when studying the target language, and finally 3 of the students think that they should invest too much work. The following graph explains better what students think.



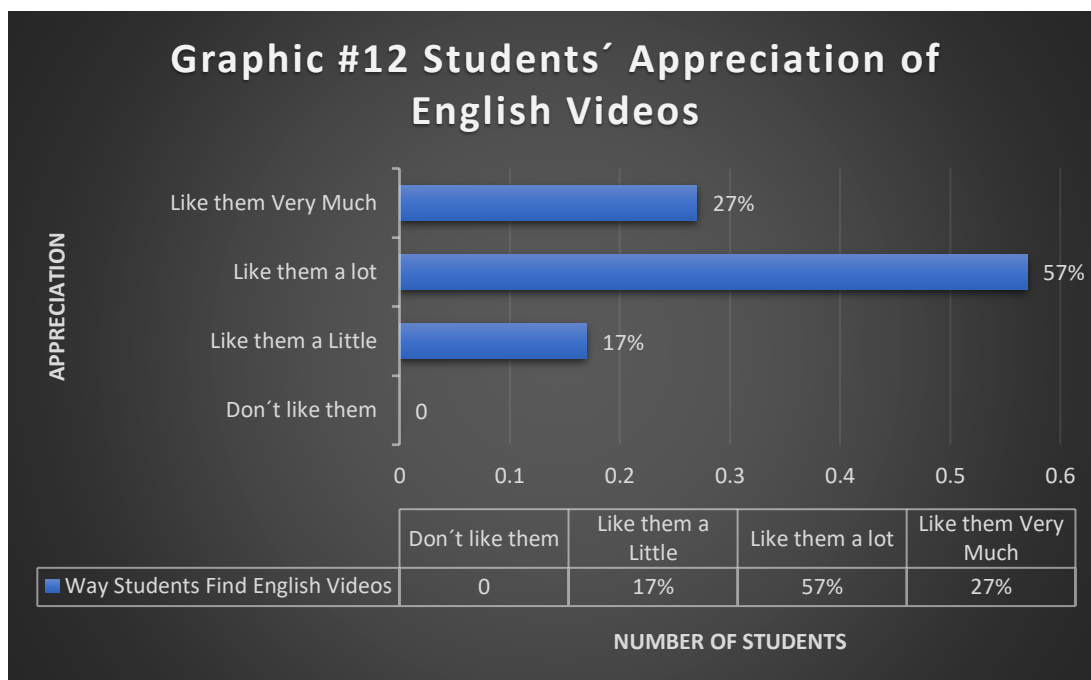


Source: Researcher's Survey

#### Graphic #11 Considerations of Content

One important aspect to understand is the way students assume the difficulties that English language learning presents to them. The graphic explains in a better way the answers given by the studied population.

Summarizing the results obtained in the survey the researcher finds that 13% of the students consider English content very easy to understand, most of the students (80%) consider the studied content neither easy nor difficult to follow, and only 7% of them think that English contents are difficult, and finally, none of the students consider the contents extremely difficult.

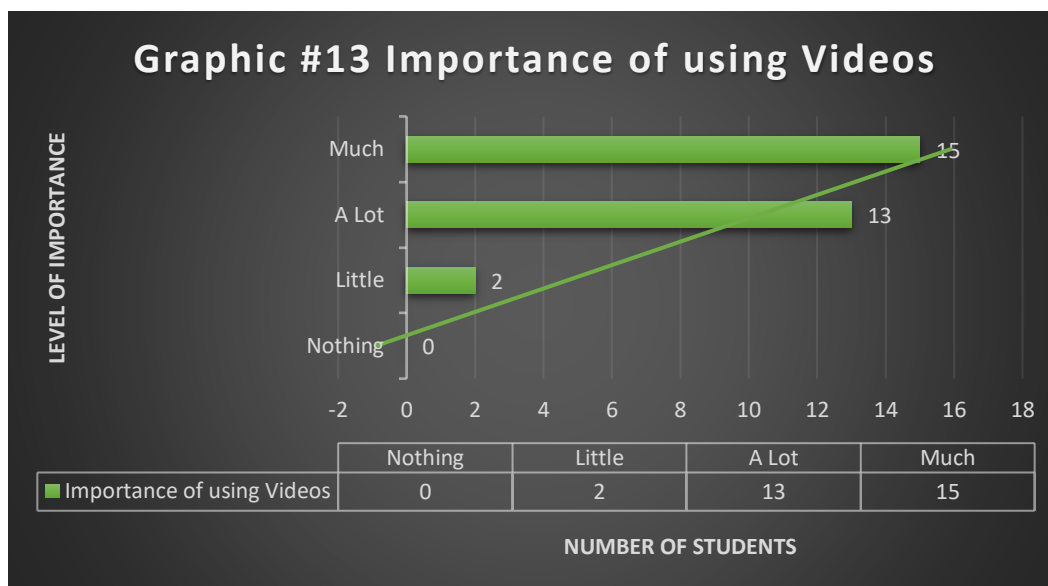


Source: Researcher's Survey

#### **Graphic #12 Appreciation of videos**

The use of videos during the English Lessons question is an opportunity to understand the students' attitude toward the use of English videos during the lesson.

In this question the researcher finds the following results: All students liked English videos during the lesson, 16% of the students liked the videos a little, 57% liked them a lot, and 27% liked them very much.



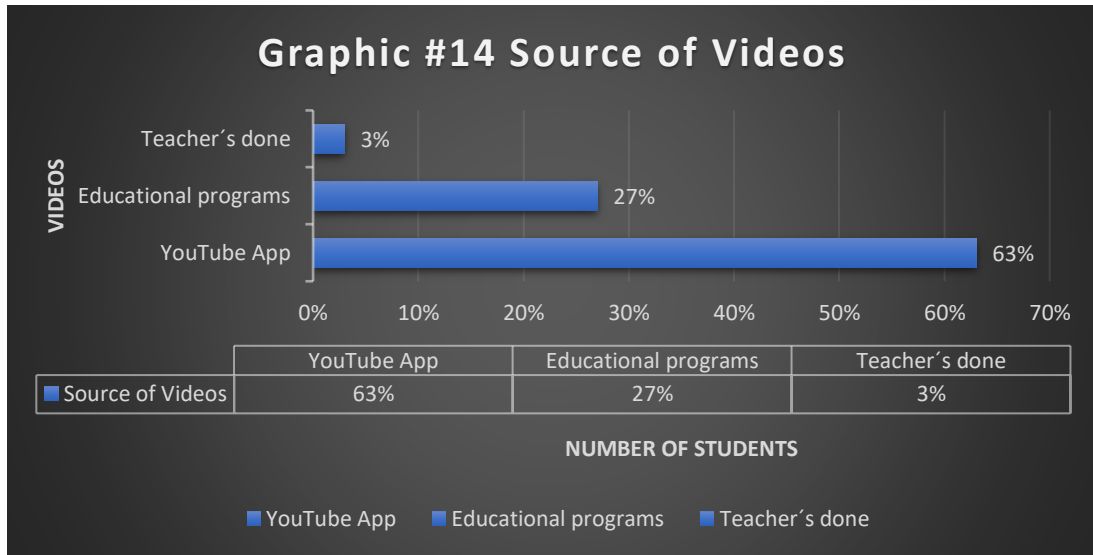
Source: Researcher's Survey

#### **Graphic #13 Importance of using videos in the English lessons**

The way students also visualize the importance of watching videos in the English lesson independently of their likes.

In this graphic, all students (100% of the students in the studied population) consider that English Videos take an important part in the learning of the target language. The following graph shows this choice most clearly and shows how the central tendency line is increasing positively in favor of the usage of videos in English lessons among students.

The findings in this graphic are that 7% of the scholars (two students) consider that the videos have little importance, 43% (thirteen) consider that they have a lot of importance, and 50% (fifteen students) consider that English Videos have too much importance when learning English.

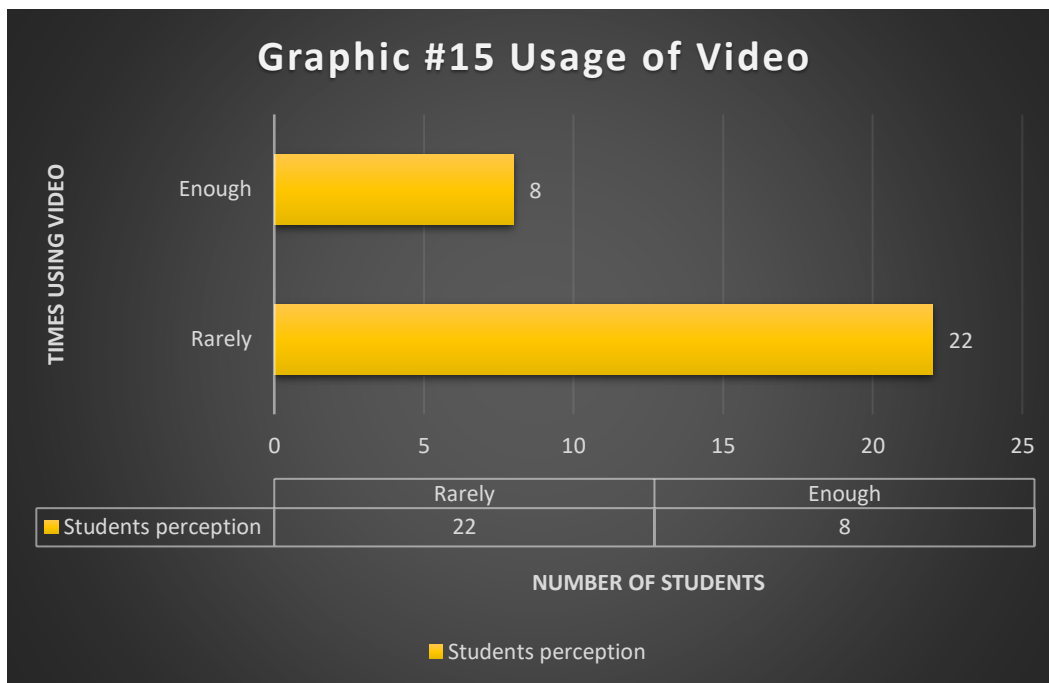


Source: Researcher's Survey

#### **Graphic #14 Source of videos**

This graphic shows the preferences of the source of videos that students have.

Related to the earlier question, students found YouTube videos to be the most popular ones with 63% of students that like this type of video, 27% of them preferring videos from educational programs, and 10% of the students preferring videos done by their teacher.



Source: Researcher's Survey

#### **Graphic #15 Usage of videos in the English Lesson**

Finally and as explained previously in the Theoretical Framework, young students, especially pre and adolescents like the usage of technology and it is necessary that adults could take advantage of it to teach the correct manner of using ultimate technology to them. But students believe that the teacher does not use technological resources such as videos as much as needed.

Because 22 students (73% of the students of the studied population) think that teacher uses videos rarely, and the rest of them (only 8 students) approximately 27% of them think that the teacher uses videos enough times during the learning period.

#### 4.1.3. Teacher Interview

Finally, the researcher develops an interview in which the researcher takes into consideration the opinion and views of the facilitator, or educator, in the resource that the researcher is studying, because it defines the complete and integral learning process, which includes students and teachers in equal proportions. After all, the interactions of students with the resource are as equally as important as the interaction between the teacher and the resource. This interview obtains the following information:

- a. The teacher likes to use videos when interacting with her students in class because she thinks that this supply allows her to keep control of the group in terms of attention, time and information learned when teaching because most of the students get immersed in the lesson and the learning process gets a better structure, this resource engages all students, and it is a good source to adapt to students' necessities and the expected learning of the lesson.
- b. The teacher believes that videos can help her students a lot to learn new basic vocabulary and grammar. Because, depending on the videos, it is shown for students' English use in a natural and real-life way, a characteristic that sets proper expectations and structure for the students in terms of future use of the language.
- c. She expresses that she does not use many videos. After all, she does not know how to apply them correctly because she does not have enough training. Another important aspect to consider is that the school does not have good internet access because it is located in a rural area in which access to the net is limited.
- d. She thinks that she is not a technology surfer because she cannot manage technology as well as she would wish.

- e. The teacher says that she needs more training on the usage of technology and specifically on the correct usage of technological resources. she gives the example of all the experiences she could get during the recent Pandemic period, in which the government send teachers to give virtual lessons, but nobody knew how to do it correctly. She explains that most of the time she feels that gets lost, that she could not achieve the program correctly, that the students' necessities were not covered correctly, that most of the students did not have internet access, that the mental stability of people was poor, and even that she did not have any training in working virtually.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**



## 5.1. Conclusions

Regarding the main objective stated for this thesis work, it could be said that the impact of including educational videos to increase the learning of basic English vocabulary in fifth-graders at Miguel Picado School during the second quarter of 2022 is positive.

According to the findings, this thesis detailed report that:

To recognize the necessities, capacities, and resources of the students at Miguel Picado School is mandatory in the sense of giving a quality teaching-learning process not only as a legal basis of the process as stated in the 1949 National Constitution, MEP's program of education, and in the REA, but also as a way of helping students to get the objectives of the philosophical trends of the Educational Policy "Towards the 21<sup>st</sup> Century" which looks for humanism, rationalism, and constructivism. Understanding in this way the importance of recognizing in it the different periods of the learning process, according to the age, fetching the silent period in learning of each student, their needs, and all the possible variables that could interfere in the learning process.

To describe different technics to teach vocabulary is possible in the sense of understanding different approaches to apply, the skills that each student could have, applying different principles of second language acquisition to finally get the most suitable technics to teach the target language.

To identify different uses of videos as a teaching technic is related to the way a teacher can use the video during the lesson. These uses can be many if they are well planned to take into consideration students' necessities, study rhythm, technological age of students, learning styles, and their type of intelligence. Some examples of these uses are as a form of warm up when introducing a topic or activating the prior knowledge, as a form of clarifying the studied topic or even as a way of assessing a theme (among others).

To design a list of video resources that can be used by teachers and students to enhance the acquisition of basic English vocabulary is not only necessary but also useful to the planification of the lesson and the adjustment of the objectives of the lesson. But these objectives cannot be afforded by the researcher because the teacher is the only person that can choose the material to work with according to the group specifications. The researcher could only give some recommendations of videos to use, but the teacher is the only responsible of obtaining the best material to work with according to their needs. (See annex #4, page 61)

**Other findings:**

So that the theme could be neutral, the researcher does not prepare videos made by herself to prove that any professor could find accessible material to apply and to avoid any interference in the investigation. Otherwise, and as required by MEP's instructions, during the pandemic period, all the teachers in the country had to work with diverse types of technological gadgets and had to apply as much as possible from different sources to teach the lessons.

Costa Rican educative system is not prepared to apply 100% virtual lessons yet, but it is in the process of getting students immersed in the use of new technology. Students love technology and the usage of videos in the classroom allows teachers to start by making a difference, especially in the way students can access online materials.

## **5.2. Recommendations**

### **5.2.1. For Students**

It is determined that students should be patient and accept the given instructions to understand better the ideas proposed by the teacher and in order to avoid misunderstanding of the lesson.

### **5.2.2. For Teachers**

Future teachers must pay attention to the content of the information given to students to avoid legal problems, the content should be according to the age, and level of the target language, and this content must be suitable, and culturally significant for students to learn the language. Teachers should be open minded in the case of the implementation of new technological sources in their lessons and do not have to wait for government policies but start by themselves to look for specialized courses that different universities can bring. Teachers can also find free information online.

### **5.2.3. For Government**

The government must invest more money in access the internet of many schools, especially the ones that belong to poor rural areas.

## **CHAPTER VI**

### **PROPOSAL**

### **6.1.1. Bank of videos**

#### **Place of application:**

Miguel Picado Barquero primary school, and all the other schools that can require it.

#### **Population:**

Students of fifth grade at Miguel Picado School and also in all the levels of the Educative System (but always taking into consideration all the specifications of each group)

#### **General Objective:**

- a) To design a data base with different types of videos to enhance the learning of basic English vocabulary for students of fifth grade (or different levels) in Miguel Picado School.

#### **Specific Objectives:**

- a) To describe different types of videos in order to impact positively the instruction of the target language.

#### **Proposal:**

The main proposal found by the researcher is the application of a video bank (a kind of video library) in which the teacher can access different videos related to the topic being studied. These videos can be found on the internet, from different pre-established programs and by teachers' recourses. This list can solve the problem of the lack of internet access, and the problem of looking for different videos that can bring sustainability to the lesson, it means that the videos can be compatible with all the lessons objectives, and appropriate to the students' necessities, and also appealing for students. Another important fact is that by using this bank of videos, the teacher can be totally secure that the videos can be exploitable, and they can be used for all the teachers' purposes of the lesson.

These videos have to be consciously selected by the teacher according to their students' needs, they have to be classified by topics and subtopics related hand to hand to the different units provided by the MEP's requirements.

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## **ANNEXES**

## Annex #1

## Direct Observation

**Universidad Hispanoamericana**  
**Faculty of Education**  
**School of English Language Teaching**

**The purposes of this survey are strictly informational. In addition, the collected data will be kept confidential.**

**To determine the Impact of Including English Educational Videos to Increase the Learning of Basic English Vocabulary, the analysis of the collected data will be considered by the researcher.**

Observation N° 1					
Date: _____	Fifth grade at Miguel Picado Barquero School				
1. Number of students	Total boys _____ Girls _____				
2. Number of students with disability	Total boys _____ Girls _____ (With disability) Male _____ / Female _____				
3. Types of disabilities	<table border="1"> <thead> <tr> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Boys	Girls		
Boys	Girls				
4. Attitude of students toward videos	Like _____ / Do not like _____ / Do not care _____				
5. Number of students that present a disruptive behavior when watching a video	Yes _____ / No _____				
6. Number of students that find videos...	Confuse _____ / Interesting _____ / Boring _____ _____ / Appealing _____ / Funny _____				

## Annex #2

## Survey

**Universidad Hispanoamericana  
Faculty of Education  
School of English Language Teaching**

**The purposes of this survey are strictly informational. In addition, the collected data will be kept confidential.**

**To determine the Impact of Including English Educational Videos to Increase the Learning of Basic English Vocabulary, the analysis of the collected data will be considered by the researcher.**

## Questionary:

1. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age in years: \_\_\_\_\_
3. I think I learn better:
  - a. Visually.
  - b. Auditory.
  - c. With printed material.
  - d. Taking notes directly.
4. How many hours per week do I take to study this subject?
  - a. Less than 1 hour per week.
  - b. 1 to 2 hours per week.
  - c. 2 to 3 hours per week.
  - d. More than 3 hours per week.
5. I think that for understanding this subject I must do \_\_\_\_\_
  - a. Very little work.
  - b. Little work.
  - c. Enough work.
  - d. Too much work.
6. I consider English contents \_\_\_\_\_
  - a. Very easy.
  - b. Neither easy nor difficult.
  - c. Difficult.
  - d. Extremely difficult.
7. When using videos during the English lesson \_\_\_\_\_
  - a. I don't like them.
  - b. I like them a little.
  - c. I like them a lot.
  - d. I like them very much.
8. How useful do you consider videos to learn English?
  - a. Nothing.
  - b. Little.
  - c. A lot.
  - d. Much.

9. What types of videos do you like the most?
  - a. Made by my teacher.
  - b. Of educational programs.
  - c. From YouTube and other applications.
  - d. None of the above.
10. How often my teacher uses videos in her lessons?
  - a. Seldom.
  - b. Rarely.
  - c. Enough times.
  - d. Too many times.

## Annex #3

**Face-to-face interview**


**Universidad Hispanoamericana  
Faculty of Education  
School of English Language Teaching**

**The purposes of this interview are strictly informational. In addition, the collected data will be kept confidential.**

**To determine the Impact of Including English Educational Videos to Increase the Learning of Basic English Vocabulary, the analysis of the collected data will be considered by the researcher.**

1. Do you like to use videos in your lessons? Why?
  
2. Do you think videos can help your students to learn more vocabulary? Why?
  
3. Do you think that you use enough video material in the learning process of your students? Why?
  
4. Do you consider yourself as a Technology Surfer? Why?
  
5. Do you know how to prepare your own video materials? Why?

## Annex #4

Some examples Teachers can use for different levels at Primary School. (All can be found for free at the web. They are also recommended by the MEP in their programs)			
			
Level	Description	E-Address	Topic
First Grade	Stand-Up, Sit-Down Children's song by Patty Shukla.	<a href="https://www.youtube.com/watch?v=t9WAGkQUUL0&amp;ab_channel=PattyShuklaKidsTV-Children%27songs">https://www.youtube.com/watch?v=t9WAGkQUUL0&amp;ab_channel=PattyShuklaKidsTV-Children%27songs</a>	Stand up! Sit Down!
Second grade	Body parts: This is me! Song by ELF Kids videos	<a href="https://www.youtube.com/watch?v=QkHQ0CYwjal&amp;ab_channel=ELFKidsVideos">https://www.youtube.com/watch?v=QkHQ0CYwjal&amp;ab_channel=ELFKidsVideos</a>	I Love my Body!
Third Grade	Jobs song, children song My Neighborhood, Learn Occupations By Patty Shukla.	<a href="https://youtu.be/TiZoHudgFg8">https://youtu.be/TiZoHudgFg8</a>	Is He the Cashier or the Clerk?
Fourth Grade	I Want to be a Farmer. From Kids Job	<a href="https://www.youtube.com/watch?v=WtH7hNKyOD8">https://www.youtube.com/watch?v=WtH7hNKyOD8</a>	At the farm
Fifth Grade	<i>Technology and the family</i> by Eliezer Castillo Recommended by the MEP	<a href="https://youtu.be/37OLPjoews">https://youtu.be/37OLPjoews</a>	Using Electronic Devices
Sixth Grade	Technology I. Vocabulary of Technological Devices and Definitions for Kids from Smile and Learn	<a href="https://www.youtube.com/watch?v=l1EIVEBhmJU">https://www.youtube.com/watch?v=l1EIVEBhmJU</a>	Staying Safe in a Digital World Scope and Sequence

Source: Researcher's own work