Educational videos: a didactic tool for strengthening English vocabulary through the development of affective learning in kids[1]

Videos educativos: una herramienta didáctica para el fortalecimiento del vocabulario en inglés mediante el desarrollo del aprendizaje afectivo en niños

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Abstract

The following paper seeks to develop a proposal, observing to what extent educational videos and affective learning can strengthen vocabulary in an EFL setting. This action research study was done with fifth grade students belonging to a public school, who showed a low degree of motivation in the English class, making it difficult to acquire the language. The instruments that were applied are pre/post-tests, pre/post questionnaires, field notes and class workshops. Grounded theory was implemented for the data analysis. Results evidence the enhancement students had in vocabulary acquisition along with educational videos and affective learning.

Keywords: English as a Foreign Language, Educational Videos, Affective Learning, Vocabulary.

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Resumen

El presente trabajo busca consolidar una propuesta, observando hasta qué punto los videos educativos y el aprendizaje afectivo pueden fortalecer el vocabulario en un entorno de inglés como lengua extranjera. Este estudio de investigación acción se realizó con estudiantes de quinto grado pertenecientes a un colegio público, quienes mostraron un bajo grado de motivación en la clase de inglés, dificultando la adquisición del idioma. Los instrumentos que se aplicaron son diagnóstico inicial y final, cuestionario inicial y final, notas de campo y talleres de clase. Se aplicó la teoría fundamentada para el análisis de datos. Los resultados demuestran la mejora de los estudiantes en la adquisición de vocabulario con videos educativos y el aprendizaje afectivo.

Palabras clave: Inglés como lengua extranjera, Videos educativos, Aprendizaje afectivo, Vocabulario

Resumo

Este trabalho procura consolidar uma proposta, observando como os vídeos educativos e a aprendizagem afetiva pode reforçar vocabulário em um ambiente de Inglês como língua estrangeira. Este estudo de pesquisa-ação foi realizado com alunos do quinto ano (do sistema educativo de 11 anos), de uma escola pública, os quais demonstraram pouca motivação na aula de Inglês, causando dificuldade na aquisição do idioma. Os instrumentos utilizados para medir o aprendizado são: o diagnóstico inicial e final, questionário inicial e final, notas de campo e atividades de aula. Foi aplicada a teoria fundamentada para a análise dos dados foi aplicado. Os resultados demonstram a melhoria dos estudantes na aquisição de vocabulário, com vídeos educativos e a aprendizagem afetiva.

Palavras-chave: Inglês como língua estrangeira, vídeos educativos, Aprendizagem afetiva, Vocabulário.

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Introduction

The purpose of this paper is to describe to what extent innovative teaching tools can facilitate English learning, particularly in the area of vocabulary. This refers to a research proposal applied with fifth graders, who showed a lower degree of motivation for English classes, making it difficult to acquire the language. Hence, the importance of looking for different methodologies was evident, which encouraged in students the interest to learn a foreign language.

According to the objectives of this study, activities are implemented in order to impact the child from the emotional side (affective), using technology, in this case, "educational videos" (taken from different online sources), to create new perspectives in the acquisition of a foreign language. Considering the above, this study is based on the following three constructs, first, vocabulary, that is the topic to be strengthened in pupils. Second, educational videos, as the main motivating agent, and finally, the affective learning that facilitates a change in accordance with the social needs of the target population.

Now, going further, it is important to consider the research methodology that embraces the approach: type of research, intervention and analysis, (which shows the action plan to reach to the pedagogical solution for the target population). Finally, the paper will draw the conclusions to answer the query of the present study: to what extent the use of educational videos and affective learning help to strengthen the acquisition of vocabulary.

Literature Review

Vocabulary

The first construct to be addressed in this research corresponds to vocabulary. According to Schmitt & McCarthy (2011), vocabulary represents one of the most important points around the teaching-learning process of any language. Some of the frequent questions, we, as researchers have asked, are: what does vocabulary mean? What comprises students' acquisition? What should be the basic knowledge to master a language? How should an approach be adopted for the student to successfully learn, when the context is not centered in learning? Based on those queries, we begin by describing what the concept of vocabulary is from some experts' viewpoints, which are going to be mentioned below.

According to Nation (2001), one of the relevant things when

learning a foreign language is vocabulary. It takes into account level, accuracy, motivation, ages and aptitude, among other factors, which are the basis of a learning process. In other words, the communicative emphasis is on vocabulary, not as a complex system far from the students, but as a means of bringing the context closer to them, and at the same time to daily reality. In the same respect, Schmitt (2000) establishes that "lexical knowledge is central to the communicative competence and to the acquisition of a second language" (p. xi). It means, vocabulary has the power of creating and enhancing communication among people, due to the pragmatic use to express ideas.

In relation to vocabulary, probably the first idea that arises is words. That formulation was admirably suited for non-professionals, but for anyone interested in exploring the subtlety and magic of lexicon, the word "term" is too general to encapsulate the various forms of vocabulary. Taking the latter into consideration, Schmitt (2000) conceived vocabulary, not as individual words, but as complex forms that must be analyzed. Consequently, these postulate multiplicity of meanings according to the context in which they are used. For example, these five words represent the meaning of death: "Die, Expire, Pass away, Bite the dust, Kick the bucket, Give up the Ghost Among", Schmitt (2000, p. 1). Previously we could find, not only the typical way to refer to death, but also to propose, describe or exemplify the meaning of the word according to idioms. That is, vocabulary can be considered as the words of a language, including individual parts or several words that are grouped into meanings.

On top of that, vocabulary also means communication among people, as Wilkins (1972) says, cited by Lessard (2012): "while without grammar very little can be expressed, without vocabulary nothing can be transmitted." (pp. 111-112). In any language, it is essential to possess a certain number of words so that there is a good productive development in a context, communicatively speaking. However, vocabulary is mistakenly conceived as a grammatical approach, as Schmitt (2010) establishes it, "students carry dictionaries and not grammar books to communicate with" (p. 4), this implies that vocabulary is the channel for interacting with others, their learning is vital, not through grammar, but from individual and social development.

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Educational videos

The concept of educational videos, according to Bravo (2000), refers to the use of audiovisual material, which provides skills in the teaching-learning process. In addition, Nikitina (2009) states that the

use of videos in classes is necessary because the language develops the learning teaching process through other contexts. Also, Coleman (1992), cited in Kumagai, López-Sánchez and Wu (2016), discusses that the visual process of the video provides an interesting and enjoyable learning experience for students. Hence, this procedure activates language skills as the linguistic or communicative ones, strengthening new vocabulary leading learners to imitate a real world from images.

In this way, the student acquires a linguistic and sociocultural awareness through images. What is more, as mentioned by Goldfard (2002), the potential of the video contains millions of elements to boost content in teaching a language; the convergence of technology with students' real life sets new standards as long as they are active and creative. Likewise, these tools are proposed to motivate students towards social interaction, acquiring the knowledge like a source of memory or significant learning. Also, educative videos, according to Cavallero (2010), are taken as a developer of the learning process, as a connection between reality and classroom environment. All of this is possible thanks to the easy way in which the video is promoted and because, it is always to the reach of people.

Therefore, regarding the application of educational videos, the integration of contents in the classroom is vital. It should be noted that the objectives of this implementation are linguistic; this does not indicate that they should be presented only structurally, but on the contrary, a purpose for the video should be found. It has to be contextualized with multiple elements that direct the students' attention and provoke an adequate motivation-setting in the classroom. Hence, educational videos are a very practical tool since the use of these is an expressive support to any class as a means for the development of teaching. This situation leads to a motivation in class that has to do with the next theoretical construct.

Affective Learning

Another important construct presented here, on which this research is based, is the affective influence that is currently proposed in the teaching-learning of a foreign language. Most studies have suggested a relationship between affect and performance present when learning a foreign language. Some of which have showed that students may perform very poorly due to factors such as lack of interest, self-confidence, teaching method, previous negative emotions, among others. In this respect, Brown (2007) makes a complete definition of affective factors as the origins of the affective learning, through the

Krashen's affective filter. All of this is about how the feelings of a human being are, proposed as the main factor in the educative process, because what is related to the emotional part controls the way how knowledge can be supported.

Likewise, Oxford (1990) states that this type of learning refers to affective activities, all of which contribute to foster students' autonomy, meaning an environment of student dialogue, cooperative learning, role play, video viewing. All of the above are directed by the teacher, who creates patterns of control and at the same time has dynamic classes, generating new expectations in the learners to fulfill their goals, influenced by individual development, cognitive styles and motivation. Furthermore, Gano-Phillips (2009) establishes that affective learning brings the possibility to present students' internal and external feelings. This means how the personal emotions impact the learning process through the point of view of a person. In other words, motivation, reactions, bullying and all the factors presented in the classroom are the focus of education especially around learning a foreign language.

According to King (2009), motivation is related to a hierarchy of the needs of human development, such as physiological, safety, love, belonging, self-esteem and self-fulfillment. Likewise, it is possible to conceptualize that this is the opportunity the student has for construction of knowledge. For example, as Csizér & Dörnyei (2005) state:

> "along with aptitude, motivation is the variable that influences in a determinant way in the learning of a foreign language, since although a person has aptitude, if there is no motivation he will not learn the target language or not will do with maximum effectiveness; on the other hand, if someone does not have a great aptitude, this lack can be compensated with a high degree of motivation " (p.39)

As a result, the student's motivation is proposed as one of the main factors for a successful learning process from students to the society. According to Gardner (2007), the student is generally influenced by social surroundings and culture, since the apprehension of knowledge depends on the perspective that the subject has of its context. Here is where video and affective learning play an important role due to they recreate a reality as a goal, without having a direct contact with native speakers or real contexts of the language. Also, it is important to recognize the role of inner emotions in a person at the moment of learning a foreign language.

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Methodology

Context and participants

The population chosen for the development of this project was a 5th grade class of a public school, located in Engativá, Bogotá. This course comprises a mixed group of students aging between 11 and 12 years old, with 24 learners enrolled, 10 boys and 14 girls. Their social stratum was 2 and 3. We noticed students' problems were low vocabulary level, their lack of motivation for learning English, scarce participation and other troubles during the scholar process. As a result, this project sought to give a solution to those specific situations in the classroom.

Research design

This Action Research proposal consists of the implementation of educational video activities. It was used as a dynamic tool for strenghtening vocabulary, while implementing affective learning as an influential factor in the development of the teaching-learning process making an effective environment for the English as a foreign language class. Hence, the implementation of data instruments is carried out according to the construction based on the use of educational videos and affective learning in class. In this way, the results were organized in eight interventions inside the class as follows:

Table 1. Implementations of educational videos.

Classes	Topic	Videos	Activity
1.	Family members	Family Members Song	Make a photo with your family.
2.	Jobs and occupations	Talking about Jobs and Occupations: English Language	Worksheet and play of roles.
3.	Celebrations	Holidays All Around the World	Cultural posters
4.	Daily routine	Daily Activities Present Tense ESL Classics - songs for learning English	Make my day, flyer.
5.	Classroom objects	Classroom Vocabulary: Rock Star Kids What's This?	Collect pictures.
6.	Free time	Weekend or Leisure Activities Kids Learning Cartoon Videos	Reflection.
7.	Sports	Sports Song - Educational Children Song - Learning English Sports for Kids	Puzzle.
8.	Food and drinks	Food Song Learn 15 Food and Drinks Learn English Kids	Cooking in class.

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As it can be seen the researchers applied eight video-based interventions. These videos were taken from different online sources with a pedagogical purpose. Topics were according to the syllabus proposed by the researchers taking into account the Standards of Foreign Languages by the Colombian Ministry of Education (2006). Activities encouraged students to participate actively in class. In relation to the development of the study, the following figure shows how the affective learning was used; this is the proposal of this study.
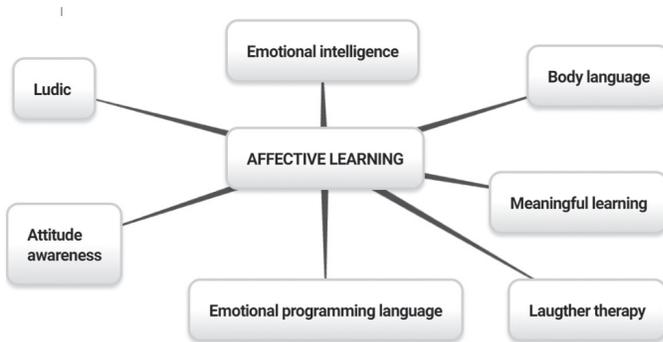

Figure 1. Affective learning methodology

Data Collection Instruments

Pre-test and post-test

At first, the pretest was an instrument to demonstrate that students' vocabulary level was low, however, after the implementation, the results increased. Hernández, Fernandez & Baptista (2014) defined this instrument as "a form of evaluation creating an organization process machinery that is related to one or more variables." (p. 217) In this case two diagnostic tests were carried out, one at the beginning of the classes and another after the implementation.

Initial and Final Questionnaire

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To know the interests or opinions, we gathered all the questionnaires as a form to consult both students and teachers about English learning as a foreign language. Tamayo (2004) indicates that the preparation of the questionnaire requires researching prior knowledge of the phenomenon under investigation, which must be done in the first stage

of the work. In this sense, Eyssautier (2002), affirms that the questions must be carefully prepared based on the relationship of the problem being investigated and the hypotheses to be checked. In this case two questionnaires were applied in order to investigate the students' initial and final opinion, which were important for the development of this study.

Field journals

The purpose of this instrument was to find out the teacher's experiences inside the classroom, due to we could help to get a better contextualization of situations in the research project. Ten field journals were carried out throughout the process. Hernández, Fernandez & Baptista (2014) refer the following about it: "It is common that the annotations are recorded in what is called a field diary or logbook, which is a kind of personal diary (pp. 373 - 374)

Class Workshops

Finally, we implemented class workshops as a method to integrate competences into the pedagogical implementations. We developed in total eight class workshops in this project. According to Quintana & Montgomery (2006), "The workshop is a technique for collecting information, analyzing and planning" (p.72). In this case, the class workshops were working at the end of each class involving the process of feedback around knowledge.

Data analysis and interpretations

The present analysis is based on grounded theory. This introduces the research methodology used for this study and how it guided data collection, analysis and development of theory. Barney & Strauss (2012) propose the grounded theory as a form of giving sociological views for quantitative data. It also implies to analyze the obtained information in order to present it in a clear way for all people. At the same time, the researcher can find and show how the results were obtained, through the details of the process, all of this could not be divorced one from another when data and analysis come from the research method.

Also grounded theory is the focus on everyday life experiences and valuing participants' perspectives. This theory can be applied by requesting some information interactive process between the researcher

and respondents, describing and relying on student's descriptions. The data collection and analysis for this study follows a cyclical process typical for Grounded Theory, by using early findings to shape the ongoing data collection. In accordance with the development of the research, this study proposed some strategies in order to achieve an approach according to students' needs in relation to the proposed question: "To what extent is the use of educational videos and affective learning strengthening English vocabulary in fifth grade students?"

Results

The results obtained show that the video along with affective learning, lead students to feel motivated to learn a foreign language, strengthening their vocabulary as a goal for each class. They also participated in all the activities proposed and their attitude was critical. Taking into account the above, this analysis will show a main category and three emerging subcategories, after having carried out the process of open, axial and selective coding, where it is sought to answer the research question. The central or core category is Emotional videos as vocabulary builders and the subcategories are presented in Figure 2, they will be developed later on.
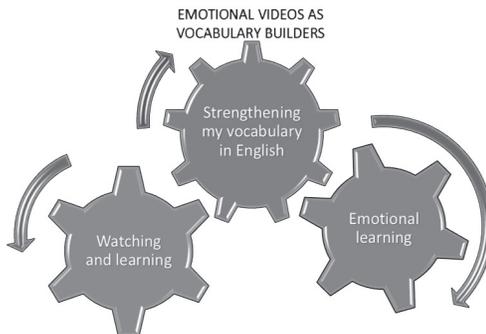

Figure 2. The Core Category and Subcategories

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First subcategory: Strengthening my vocabulary in English refers to how students can use methods to learn different words in a foreign language acquiring motivation and emotional knowledge.

The analysis applied in all the instruments evidences an increase in vocabulary. For example, in the question, do the English classes

encourage you to learn more vocabulary? The students answered between 1 and 5; 1 being the lowest value, and 5 the highest. Prior the implementation the average was 3.5, indicating that learners were aware of taking the English class as a way for them to strengthen their vocabulary. Subsequently, in the final survey, the same question was asked again, obtaining from the students' view a new perspective, the average was 4.8. This result supports that the English class had innovative strategies where learners were enhancing vocabulary.
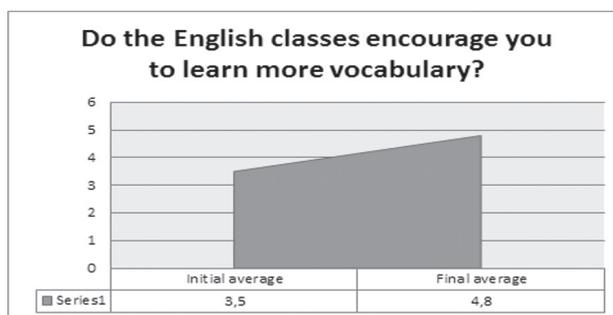
Figure 3. Students' Questionnaire

Also, another instrument that showed improvement in vocabulary was the pre and posttests. The results presented in Figure 4 correspond to the evaluation of vocabulary through a series of implementations with educational videos, this test has a scale from 1 to 5, with 1 as the lowest value, and 5 as the highest. In the pretest, 70% of students had scores between 1-3, and the other 30%, between 3 and 4. So, as it can be analyzed, they did not reach a grade of 5. However, when students did the posttest, the results obtained after the proposal, supported that educational videos were an effective strategy as an emotional method, where the results were that 100% of students improved their test grade surpassing the average level.
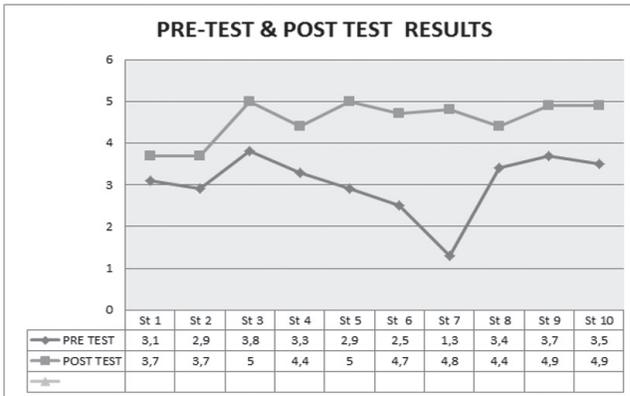
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PRE-TEST & POST TEST RESULTS

	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10
PRE TEST	3,1	2,9	3,8	3,3	2,9	2,5	1,3	3,4	3,7	3,5
POST TEST	3,7	3,7	5	4,4	5	4,7	4,8	4,4	4,9	4,9

Figure 4. Pre-test & post-test results

Additionally, questionnaires showed improvement in vocabulary as well. They had a question about students' likes in the English class in both, before and after the implementation. These were the answers by the students:

What do you like from the English class? (Pre-questionnaire)

"I learn to speak English, to write well in English and many things".

What did you like from the English class? Why? (Post-questionnaire)

"We learned about videos and vocabulary. Also, we learned a lot of things in English".

The answers provided by the students show that at first they were learning English as a general thing, and after the intervention, they were focused on educational videos and vocabulary. The English class was a space where pupils could learn, enjoy and practice along with the teacher. Moreover, it intended to be one of the classes where topics may be significative for them.

Finally, in the reflection that students did in the class- by-class process, one student wrote this after the following question:

What topics did you learn today in class?

"Comida y bebida [Food and beverages]: 1) hot dog, 2) milk, 3)water, 4)hamburger, 5)egg, 6) salad, 7) juice, 8) lemonade"

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This student wrote items in English, it means a lot since the student was actually strengthening his vocabulary. Furthermore, the linking process between videos and a real context goes beyond class. As Nikitina (2009) says, the student needs to see the learning process in other contexts, a world different from the one given at the school, where people could get the knowledge without any problem.

Second subcategory: Watching and learning defined as a process where the student feels motivated visualizing educational topics while easily learning vocabulary in English. The video was characterized as an essential tool, since it requires the ICT use, which is related to knowledge, making a meaningful appropriation of contents during the reception of the message. When referring to a learning process in a foreign language, it is important to talk about new resources that engage students in the classroom creating new projects. This study suggested eight implementations with educational videos in English promoting new perspectives as a pattern base for positive results.

For instance, in Figure 5, it is showed how the use of educational videos has enhanced the English learning in the target population. It was evident, not only in terms of building knowledge, but also as a motivational tool. The last affirmation is very close to what Almenara, Sánchez & Ibáñez (2000) establish about the motivational function of videos.
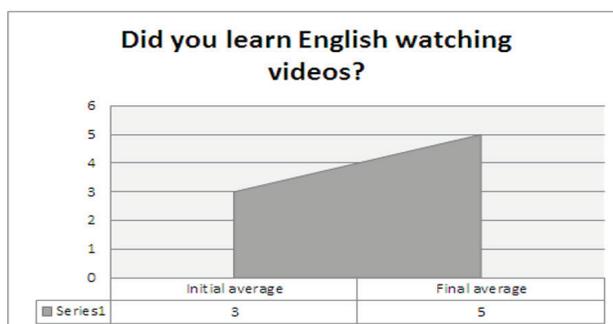

Figure 5. Students' Questionnaire

As it can be seen, the results present that prior the implementation, 100% of students scored learning with videos with a 3,0. In comparison with the final questionnaire, it is evidenced the change around students' perspectives, demonstrating that the average increased after the intervention. Thus, educational videos make the development of

positive attitudes towards the possible contents. According to Zhu (2012), educational videos imply an important advantage during the teaching-learning process. They extend the students' curiosity; in this case, because videos not only show pictures or sounds, they are known as a motivating tool. In the post questionnaire, there was a question, whose answer supports this subcategory:

What did you like from the English class? Why? (Post-questionnaire)

"The videos because I ended up learning what I had not before".

Many times students have questions, but social pressure inside the classroom is so strong that pupils prefer not to ask. For that reason, something is necessary to recapitulate and build knowledge, in this study, educational videos were the tool provided to have an adaptation to the English class, recycling what students had seen previously. Another question from the post questionnaire will be referred below.

Has the methodology used in the English class impacted you in any way? How? Why? (Post-questionnaire)

● *"Because the videos impacted me, I learn in a very fun way and also we play in fun ways and I learn".*

● *"Yes, especially the games, the videos that teach something, because sometimes the teacher makes questions, I have to participate and when we watch the videos or play".*

We would like to highlight the word "impact" because it implies a strong feeling in people's lives. In other words, the opportunity of acquiring knowledge, through other ways is meaningful for students, because they need a backdoor to learn, even it is necessary to make use of resources according to pupils' age and likes. Teachers have to adapt to their students, and technological devices are demonstrated to be an important tool in class to make it different and enjoyable.

Third subcategory: Emotional learning. Motivation is related to how the students work in class, it is shown as a positive influence to acquire knowledge. Also, with motivation the feelings are an excellent option for learning a new language as a factor to increase the degree of interest. According to the statistics, the results presented in Figure 6 seem to corroborate that the proposed model of affective learning was a great choice due to the initial average students had regarding motivation, it was 4.5, and at the end of the project, it was 4.9, promoting the confidence, self-esteem and participation as a good strategy to engage learners.
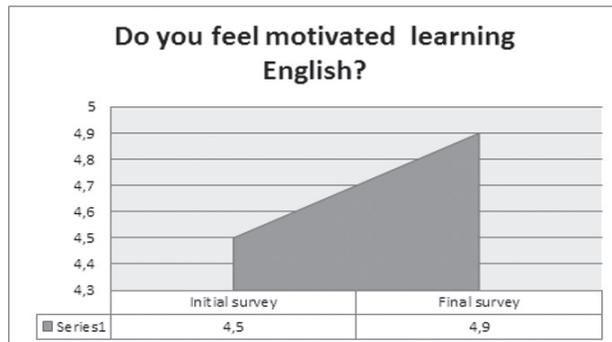
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Figure 6. Students' Questionnaire

As it can be seen in the figure above, students increased their motivation to learn English after having experimented the affective learning process. In this case, it is possible to refer to Dörney (2005), who says that motivation is the variable that influences, in a determinant form, the learning process in a foreign language. Also, in figure 7, students manifested that they enjoyed the activities carried out in class, which in the present study were educational videos. This led the learning process to be successful and at the same time fun for students.
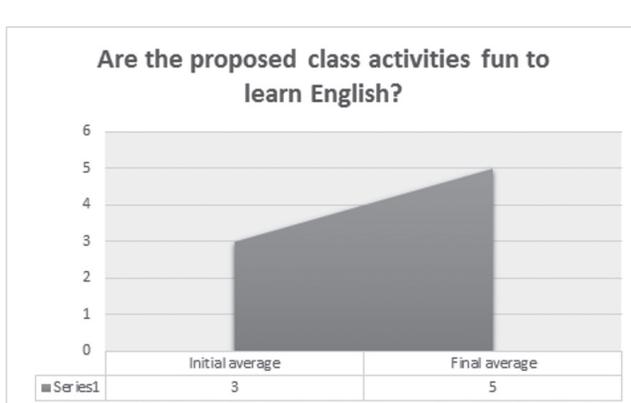

Figure 7. Students' Questionnaire

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Another instrument that showed how students felt in class was the questionnaire applied to the students after the implementation. These were the answers of the following question:

What did you like from the English class? Why?

"I liked the English class because we made "Master Chef" and it was awesome. Thanks for everything".

"Everything that the teacher does and I like the activities we do with him. The teacher is very fun and he makes an effort when teaching".

As it can be observed, students showed a very positive attitude towards the English class, the activities and the teacher's role. In addition, the affective learning was an important ingredient in the relationship between the teacher and students, both inside and outside the classroom, reinforcing interaction and motivation at the same time that pupils were learning.

Conclusions

Firstly, it should be emphasized that the results obtained in the data analysis show that educational videos and affective learning are an adequate method for students, due to their vocabulary was strengthened. Secondly, it must be highlighted that the use of affective learning is an important methodology for teaching and learning a foreign language. This is because the model is effective in involving students to acquire new vocabulary since they feel motivated to learn.

Thus, from the point of view of personal efficacy, students work on emotional intelligence making possible the construction of emotional attitudes, meaningful learning, social integration and other values. Additionally, educational videos and affective learning led to different social functions, for instance, the ability to create a new critical and meaningful perspective. This means that the student has the opportunity to learn about other people's contexts, appropriating new knowledge through curricular practice while using technology in the classroom in a suitable environment.

Furthermore, based on our experience as educators, this study intends to emphasize the importance of the teacher's' role, not just for transmitting knowledge of immediate use, but also for a change, generating new actions that produce in the student a motivation for learning. As a result, the classroom signifies more than a place of study, a space where students can experiment meaningful experiences when learning a foreign language.

Finally, as a way of recommendations, we number the following: Create spaces that encourage the practice of affective learning, seeking

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to motivate students to approach a foreign language. Promote between teachers the usage of new technological visual tools, which can make easy the language learning. Implement audio, visual and affective strategies that could promote vocabulary strengthening. Introduce students to the benefits of learning a foreign language. Increase the number of hours for the English class, because the teaching-learning process can be improved through the student-teacher interaction.

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