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Title of the Research Work

“Video as a strategy for teaching English vocabulary”

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the English Language**

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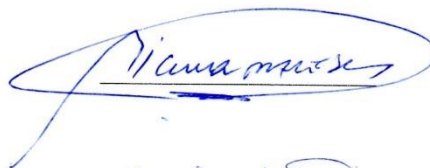
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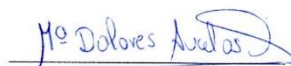
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DEDICATION

The thesis project is dedicated first to God because without his guidance and blessing none of this would have happened, and secondly, I dedicate this work to my parents who have been my main driving force to keep me going in my studies. My dad and mom have been motivating me every day believing in how intelligent and dedicated I have always been and firmly believing that someday I would be the great professional and person that I have become today. Finally, I dedicate to my grandparents who have been an inspiration to be able to carry out my university studies, they have always been fulfilling the role of advisor friends, always telling me that study is the most powerful weapon to face the world.

Eylin Mabel Martínez Ortiz

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Eylin Mabel Martínez Ortiz

GENERAL INDEX

DECLARATION OF AUTHORSHIP.....	2
FAVORABLE VEREDICT OF THE TUTOR PROFESOR	3
CERTIFICATE OF MEMBERS OF TRIBUNAL	4
ANTI-PLAGIARISM CERTIFICATE.....	5
DEDICATION.....	6
ACKNOWLEDGMENTS	7
GENERAL INDEX	8
TABLE INDEX.....	11
GRAPHIC INDEX	11
RESUMEN	12
ABSTRACT.....	13
CHAPTER I.....	14
1.1 INTRODUCTION	14
1.2 PROBLEM STATEMENT.....	15
1.3 PROBLEM FORMULATION	16
1.4 JUSTIFICATION.....	16
1.5 OBJECTIVES: GENERAL AND SPECIFICS.....	17
1.5.1 GENERAL OBJECTIVE.....	17
1.5.2 SPECIFIC OBJECTIVES.....	17
CHAPTER II.....	18
2.-THEORETICAL FRAMEWORK.....	18
2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED.....	18
2.2 THEORETICAL FOUNDATION	18
2.2.1 DIDACTIC RESOURCES	18
2.2.2 ICT COMPUTER EDUCATIONAL RESOURCES.....	18
2.2.3 THE VIDEO	19
2.2.4 CHARACTERISTICS OF VIDEO IN EDUCATION	19

2.2.5 THE VIDEO AS A TEACHING STRATEGY	20
2.2.6 ADVANTAGES OF VIDEO IN EDUCATION	22
2.2.6 ENGLISH LANGUAGE TEACHING.....	23
2.2.8 MACRO ENGLISH LANGUAGE SKILLS	23
2.2.9 MICRO ENGLISH LANGUAGE SKILLS.....	24
2.2.10 TEACHING PRONUNCIATION	24
2.2.11. TYPES OF VOCABULARY	25
2.2.12 VIDEO IN ENGLISH LANGUAGE VOCABULARY ACQUISITION ..	25
2.2.13. THE MOTIVATION	26
2.2.14. INTRINSIC AND EXTRINSIC MOTIVATION.....	26
2.2.15. USING VIDEO TO INCREASE THE ATTENTION OF STUDENTS ...	27
2.2.16. QUALITIES OF A GOOD SPEAKER	28
CHAPTER III.	30
3 METHODOLOGICAL FRAMEWORK.....	30
3.1 Approach.....	30
3.1.1 Qualitative.....	30
3.2 Research design.....	30
3.3 Level of research	30
3.4 Study population	30
3.5 Sample size.....	31
3.6 Techniques and instruments for data collecting.....	31
3.6.1 Techniques	31
3.6.2 Instruments.....	31
CHAPTER IV.	33
4. RESULTS AND DISCUSSION.....	33
4.1 Survey applied to the students of Unidad Educativa “Juan de Velasco”	33
1. ¿ Does the teacher use videos to teach in his or her classes?	33
Table 1. Videos in teaching.....	33
4.2 Guide Observation applied to the teacher of Unidad Educativa "Juan de Velasco"	43
.....	
CHAPTER V.	46

CONCLUSIONS AND RECOMMENDATIONS	46
5.1 CONCLUSIONS	46
5.2 RECOMMENDATIONS	46
6. BIBLIOGRAPHY	47
ANNEX 1 SURVEY	51
ANNEX 2. OBSERVATION GUIDE	54
ANNEX 3. DOCUMENT FOR VALIDATION OF THE SURVEY.....	56

TABLE INDEX.

Table 1. Videos in teaching.....	33
Table 2. Videos in the acquisition of new vocabulary	34
Table 3. The videos improve attention and motivation in the English language.....	35
Table 4 The videos ayudan a recordar palabras y frases importantes.....	36
Table 5. The videos develop oral expression strategies	37
Table 6. The videos promote language skills.....	38
Table 7. The videos benefited your academic performance.....	39
Table 8. The videos increased English vocabulary	40
Table 9. The videos to be an incentive to learn English	41
Table 10. Have you been able to improve your English learning because of the videos	42

GRAPHIC INDEX

Graphic 1. Videos in teaching	33
Graphic 2. Videos in the acquisition of new vocabulary.....	34
Graphic 3. The videos improve attention and motivation in the English language	35
.....	
Graphic 4. The videos help to remember important words and phrases	36
Graphic 5. The videos develop oral expression strategies	37
Graphic 6. The videos promote language skills	38
Graphic 7. The videos benefited your academic performance	39
Graphic 8. The videos increase your English vocabulary	40
Graphic 9. The videos as an incentive to learn English	41
Graphic 10. Have you been able to improve your English learning because of the videos.....	42

RESUMEN

Los videos tienen un impacto significativo en la educación, ya que desarrollan habilidades y destrezas que permiten adquirir un nuevo vocabulario considerado relevante para el aprendizaje del idioma inglés. Por esta razón, la presente investigación tuvo como objetivo analizar el uso del video como herramienta didáctica que permite mejorar la adquisición de vocabulario en los estudiantes de la Unidad Educativa "Juan de Velasco" de Segundo de Bachillerato "A", en la ciudad de Riobamba de la provincia de Chimborazo, durante el período académico 2021-2022. Metodológicamente, se utilizó un diseño no experimental de carácter cualitativo. El proyecto de diseño de investigación es transversal, bibliográfico; a nivel descriptivo, exploratorio. La población estará conformada por los 32 estudiantes de Segundo de Bachillerato "A", de la Unidad Educativa Juan de Velasco. Para la obtención de la muestra por ser pequeña, no necesitará de un cálculo muestral. Las técnicas utilizadas fueron la observación directa y la encuesta. Los instrumentos utilizados fueron Guía de observación y Cuestionario, mediante los cuales se recogieron y analizaron los datos. Los resultados permitieron concluir que el video como herramienta didáctica es de gran importancia, ya que desarrolla habilidades y destrezas que mejoran la adquisición del idioma inglés, así como mejora la atención, la comprensión, la memorización, lo que repercute positivamente en el desarrollo del aprendizaje. Asimismo, se considera que el video permite generar retroalimentación y soluciones rápidamente. En este sentido, el uso de un vídeo educativo puede ayudar a los alumnos a desarrollar mejor su comprensión.

Palabras claves: TIC - videos – vocabulario – herramientas didácticas

ABSTRACT

Videos have a significant impact on education since they develop skills and abilities that allow the acquisition of new vocabulary considered relevant for learning the English language. For this reason, the purpose of this research was to analyze the use of video as a didactic tool that allows for improving the acquisition of vocabulary in the students of Unidad Educativa “Juan de Velasco” of Segundo de Bachillerato “A”, in the Riobamba city of Chimborazo province, during the academic period 2021-2022. Methodologically, a non-experimental design of the qualitative character was used. The research design project is transversal, bibliographic; at a descriptive, exploratory level. The population will be made up of 32 students of Segundo de Bachillerato “A” of Unidad Educativa “Juan de Velasco”. To obtain the sample, since it is small, it will not need a sample calculation. The techniques used were direct observation and survey. The instruments used were the Observation Guide and the Questionnaire, through which the data were collected and analyzed. The results allowed concluding that video as a didactic tool is of great importance since it develops abilities and skills that improve the acquisition of the English language, as well as improves attention, comprehension, and memorization, which has a positive impact on the development of learning. It is also considered that the video allows for generating feedback and solutions quickly. In this sense, the use of an educational video can help learners to better develop their comprehension.

Keywords: TIC - videos – vocabulary – didactic tool

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CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

In our country, the study of the English language is necessary and crucial for the academic growth usage. Nowadays, English is a compulsory subject because it is a global language. Over time, English language teaching methods have been changing due to the gradual adoption of new strategies and tools that have been implemented during the teaching-learning process, resulting in optimal and quality results in the classroom. (Asningtias, 2017).

Similarly, videos aid in the learning of new vocabulary in English serve as highly engaging audio-visual resources, information in all areas where students analyze, interpret, and store for later usage. A study was also conducted in Latin America, in Peru, at the Universidad de San Martín Porres, on the use of educational videos as a didactic resource for the development of productive language skills in intermediate-level English. It was concluded that the use of videos develops productive language skills that enable the reproduction, intonation and pronunciation of new words in the English language Soldevilla (2017).

Videos serve as a teaching tool that enables students to learn new vocabulary they act as really motivating audio-visual resource. Additionally, using video will enable students to communicate ideas and develop acceptable teacher-student and vice versa (Irmawari, 2019). This research was carried out with the students of Unidad Educativa “Juan de Velasco” of Segundo de Bachillerato “A”, in the Riobamba city of Chimborazo province. The biggest problem is that the teacher does not use videos as a teaching tool to improve vocabulary acquisition which leads to a lack of interest in learning English. Also, ambiguous methodologies discourage students from learning new English grammar and vocabulary which negatively affects their grades and prevents them from developing their communicative skills. Moreover, made it possible to pinpoint the issues that students face while attempting to communicate in English as well as potential solutions to encourage the usage of vocabulary instruction videos.

The purpose of this study is to give experience to the researcher so that he/she can increase and use videos as a method of teaching vocabulary to obtain great results and use them in the workplace.

The general objective of this research is to analyze how the use of video as a didactic strategy helps students in the acquisition of vocabulary in the English language in the students of Unidad Educativa “Juan de Velasco” of Segundo de Bachillerato “A”, in the Riobamba city of Chimborazo province, during the academic period 2021-2022.

For the analysis of the educational process, a survey will be used to collect the specific knowledge of the groups of students on the use of video as a didactic strategy. Likewise, the observation guide will be used, which allows the observer to systematically situate him/herself in what is really the object of study through a list of indicators composed of questions, which guide the observation work inside the classroom, pointing out the aspects that are relevant to observe.

This research has been organized into five chapters:

CHAPTERS

Chapter I: The introduction, the problem statement, the problem formulation, the general and specific objectives, and the justification are all covered in this chapter.

Chapter II: The theoretical foundations and background related to the many features of using video as a teaching strategy for English vocabulary learning are discussed in this chapter.

Chapter III: The methodological framework is outlined in this chapter, which also includes the approach, research design, degree of study, study population, sample size, techniques, and data collection instruments.

Chapter IV: The results and analysis of the data gathering tools used to examine the use of video as a teaching strategy for vocabulary and English acquisition are the main focus of this chapter.

Chapter V: This chapter presents the results and recommendations from the relevant research that are most possible to implement when teaching vocabulary using video as a motivating, advantageous, and significant educational technique. The references and annexes are also included.

1.2 PROBLEM STATEMENT

Several factors obstruct students' proper development of English language learning, one of which is a scarcity of audio-visual teaching materials to practice the language vocabulary, making it difficult to generate greater interest in learning the language; it comes to consider that knowledge is assimilated through the senses; the auditory sense is stimulated by sounds, songs, and dialogues, whereas the visual sense is stimulated by images or video, the latter having a greater impact on the student because images are received by the eyes (visual sense organs), and this visual information is transmitted to the brain via the optic nerves, where it is analysed or interpreted, and stored in the visual memory for future usage (Pérez, 2020).

Globally, a study has been conducted at the University of Almeria about *YouTube como herramienta didáctica en el aula de inglés*, which has revealed that ICT is present in education and is gaining more and more prominence as time goes by. It is an attractive and novel method of approaching classroom work, as well as providing a new set of possibilities that have not

been fully exploited. The advantage of video is that learners can see and hear the language. They capture intonations as well as facial features, gestures, and body language, and the more realistic the video, the more these features will be appreciated Nicolás (2013).

Similarly, in Latin America, in Peru, at the Universidad San Martín Porres, a study was conducted on the *Uso de videos educativos como recurso didáctico para el desarrollo de habilidades lingüísticas productivas en estudiantes de inglés intermedio*, which concluded that the usage of educational videos does develop productive linguistic skills in students, allowing them to reproduce, intonate, and pronounce new words in a language that is not very familiar to the students Soldevilla (2017).

In our country, several studies have been conducted, one of them was carried out at the Universidad Andina Simón Bolívar, in which the topic *Los videos educativos como recurso didáctico para la enseñanza del idioma inglés: caso de los estudiantes de educación general básica media de la Unidad Educativa Saint Patrick School*, which showed that the educational video favours the practice of the four linguistic skills in the classroom, especially Speaking and Reading. In addition, it was deduced that the usage of educational video in the classroom facilitates the completion of tasks and activities proposed by the teacher. Educational videos and teacher intervention are factors that affect English language learning, so it is important to properly choose the videos to be used to teach and likewise consider the attitude and conduct of the teacher in the teaching-learning process Jimenez (2019).

Based on the above mentioned, through the realization of the pre-professional practices in the Unidad Educativa "Juan de Velasco", it was possible to identify that the didactic resources like ICT digital tools were applied poorly. It caused students feel demotivated to learn English vocabulary. Therefore, the present research was to know the importance and benefits of the application of video as a strategy to the teaching-learning of the English language.

1.3 PROBLEM FORMULATION

How does the video as a strategy benefit the teaching of English vocabulary in the students of Unidad Educativa "Juan de Velasco" of Segundo de Bachillerato "A", in the Riobamba city of Chimborazo province, during the academic period 2021-2022"?

1.4 JUSTIFICATION

Nowadays, the usage of technological tools has enabled students to develop a variety of capacities, skills, and aptitudes. Due to the fact, that a video is an ICT (Information and communication technology) tool that encourages the acquisition of new vocabulary, the current

study is extremely important since it allows students to assess their pronunciation, grammar, comprehension of oral and written language, and oral and written expression.

That is why this research is of utmost importance since it has been observed in the Unidad Educativa "Juan de Velasco", video has not been used as a strategy for the acquisition of vocabulary in English. For this reason, students have deficiencies in learning this language, for example there is a lack of motivation, lack of development of the ability to speak, the students do not feel stimulated, and this affects their low grades. In addition, not having a good vocabulary acquisition generates limitations in the development of communicative competence, making communication between teacher-student and student-student impossible.

Therefore, the realization of this research helped the researcher to know the significant impact of the use of video as it plays a relevant role in the teaching-learning process by developing skills and competencies in the acquisition of new vocabulary in the English language. Likewise, the use of video in students allows them to use a new language, improve their oral expression and fluency, attention, comprehension, memorization, which has a good effect on the development of learning.

Thus, it should be noted that the direct beneficiaries of this research will be the students and teachers of the Unidad Educativa "Juan de Velasco", the indirect beneficiaries will be the authorities and the community in general, as it is a topic of great interest within the educational field. It is of utmost importance because this research will serve as a guide for future research.

1.5 OBJECTIVES: GENERAL AND SPECIFICS

1.5.1 GENERAL OBJECTIVE

To analyze the usage of video as a didactic strategy for the acquisition of English vocabulary to students of Unidad Educativa "Juan de Velasco" of Segundo de Bachillerato "A", in the Riobamba city of Chimborazo province, during the academic period 2021-2022

1.5.2 SPECIFIC OBJECTIVES

- To know the importance of video as a teaching strategy.
- To identify the benefits of video in English language vocabulary acquisition.
- To determine the relationship between the usage of video as a teaching strategy and English language vocabulary acquisition.

CHAPTER II

2.-THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED

At Ciencias de la Educación Humanas y Tecnologías faculty of Universidad Nacional de Chimborazo, THERE ARE NOT previous investigations about *Observation of the use of videos as a teaching strategy for the presentation of new vocabulary*, but there is research, which is similar:

Analysis of the usage of video clips on the YouTube platform as an audiovisual resource in the development of the auditory skill (English) of students at the 4th level of basic education at “San Felipe Neri” school, in the city of Riobamba, Chimborazo province, in the academic period 2019-2020 (Lara, 2020).

Observation of the use of videos as teaching strategy for the presentation of new vocabulary in the students of Séptimo año de Educación Básica, class “C” at Unidad Educativa “José María Román Freile” during the academic period 2016-2017 (Quigla, 2017).

Analysis of the use of educational videos to improve the pronunciation of the students from eighth grade in “Fernando Daquilema” High School during the academic period September 2020- to July 2021 (Cepeda, 2021).

2.2 THEORETICAL FOUNDATION

2.2.1 DIDACTIC RESOURCES

Didactic resources are any instrument that allows the improvements of the teaching-learning process. It is considered that the blackboard, computer, and videos are resources that allow students to assimilate knowledge in a better way. As a result, didactic resources are regarded as facilitators of the teaching process, allowing students to learn more effectively (Miralles et. al, 2019).

The importance of the didactic material lies in the influence that the stimuli to the sensory organs exert on the learner. In other words, it puts the learner in contact with the object of learning, either directly or indirectly.

2.2.2 ICT COMPUTER EDUCATIONAL RESOURCES

ICTs in education have the potential to transform teaching since these didactic resources allow students to develop autonomous learning. The use of media is an interaction that contemplates the use of a series of programs that, although not aimed at education, provide multiple applications where the teaching-learning process becomes an efficient and effective process, allowing the acquisition of new knowledge (Ghavifekr et. al, 2018).

Among the structural components of technological means are:

- The system of symbols (textual, iconic, sonorous) was used.
- In the case of a video, images, voices, music, and texts usually appear.
- The material content (software) consists of the semantic elements of the content, it is structuring, the didactic elements used (introduction with previous organizers, underlining, questions, application exercises, summaries, and so on), and the form of presentation, and the style.
- In the case of a video, the support will be physical media (Flash Drive, DVD, and so on), and the instrument for accessing the material will be a computer, projector, tablet, mobile phone, or another device.
- The technological platform (hardware) provides support and acts as a mediation instrument to access the material.
- The user's communication environment includes specific mediation tools for teaching and learning activities (an interaction that it generates).

2.2.3 THE VIDEO

In education, videos are didactic materials that allow increasing learning, compared to traditional teaching. The use of videos in teaching and learning environments is effective as it provides cognitive benefits (better learning and remembering), benefits the psychological aspects (develops a motivation to learn), and improves the visualization of knowledge (Kosterelioglu, 2016).

For that reason, the video is the most complete audio-visual medium, since it integrates moving images with sound and incorporates functions that offer multiple possibilities. In addition, its system captures and reproduces instantaneously the image in movement and the sound by procedure, it is due to the capture, recording, processing, transmission, and reproduction of the images and sounds that it is possible to witness how the video narrates histories and transmits information.

2.2.4 CHARACTERISTICS OF VIDEO IN EDUCATION

Nowadays, video plays a relevant role in education, since it allows the development of greater integration in classes, it is a tool that allows the improvement of students' learning

skills. One of the most significant characteristics of video is the use of visual and auditory symbols that improves the learning process and assimilation of the knowledge imparted (Buchener, 2018).

The educational video is characterized by (Beheshti et. al, 2018):

- Increases social interaction
- Provides an individual learning environment
- Facilitates pronunciation
- Improves motivation and concentration levels
- Generates a more effective education
- Features low image definition for easy viewing on different platforms.

2.2.5 THE VIDEO AS A TEACHING STRATEGY

Video becomes an audio-visual resource that uses images, text, sound, colors, or characters (human or animated) to present information. Video is characterized by movement, the transition from one scenario to another with multimedia elements; in other words, it constitutes a system of recording and reproduction of information accompanied by images, text, and most of the time, sound (Cadena et al., 2022).

Likewise, video as a strategy possesses the following benefits:

- Grab students' attention
- Focus on students' concentration
- Generate interest in the class
- Create a sense of anticipation
- Energize or relax students through a learning exercise
- Draw on students' imagination
- Improve attitudes toward content and learning
- Build a connection with other students and instructor
- Increase the memory of the content
- Increase understanding
- Foster creativity
- Stimulate the flow of ideas
- Foster deeper learning
- Provide an opportunity for freedom of expression
- Serve as a vehicle for collaboration
- Inspire and motivate students
- Make learning fun

- Set an appropriate mood or tone
- Decrease anxiety and tension on scary topics
- Create memorable visual images

In education, this resource has been boosted by the rise of ICTs and the multiple software available for its creation and distribution, as well as its relevance in terms of its didactic and pedagogical role within a virtual learning environment. The ludic function of video makes it possible for education to reach the least favored sectors of the social spheres, since this author states that television, video games, and other technological devices are the only devices present in almost all low-income homes, thus providing a more effective teaching-learning process.

The application of videos facilitates the development of communication skills, such as (Beatriz, 2019):

- **Speaking:** It is probably one of the most difficult skills to use in a second language. In order to learn it effectively, it is necessary to create spaces in which students get involved with the second language in the same way they do with their mother tongue, that is, they must repeat patterns such as expressions, phrases, sayings, and so on, in order to commit them to use the language, this process "will facilitate the student the difficult task of saying the first words of a language that is not their own", in short, the student imitates the articulated sounds to then transmit their ideas and feelings.
- **Listening:** is the ability that refers to listening comprehension in which the student interprets, understands, and analyzes the message he/she hears, in this process the interaction that exists between the sender and the receiver is made visible. The human being from a very young age has become accustomed and familiar with his mother tongue in a natural way and imitates everything he/she hears around him/her, this mechanism must be developed so that the student gets involved with the language and develops the ability to listen and talk to the people around him/her.
- **Reading:** is a complex activity resulting from the interaction of cognitive processes of very different levels, whose purpose is to decode a written message and obtain information. This skill is fundamental in the learning process since its effective application will provide the student with the acquisition of new knowledge to achieve meaningful learning.
- **Writing:** like the other skills, it also plays a fundamental role in communication and requires personalized guidance from the teacher and the student's commitment to applying it. The mastery of writing is difficult and even more so in a second language, but this process is facilitated when the contents are worked on through the educational video and used in practice, "video allows the elaboration and subsequent broadcast of

messages that combine hearing, visualization, and movement and integrates painting, photography, drawings, oral and body language, music and noises to produce communication" Berk 2099, as cited in (Feria, 2019).

2.2.6 ADVANTAGES OF VIDEO IN EDUCATION

The introduction of video in the classroom can produce substantial changes in the teaching scenario. If this introduction is occasional, video can become an element of distraction, but if its use is general and continuous, it becomes another element in the educational process. Video as a didactic resource presents a series of characteristics such as its low cost and ease of use, which allow it to be present in different moments of the educational process as a means of observation, a means of expression, a means of self-learning and as a teaching aid (Sabolic et al., 2020).

- **Means of Observation:** Video does not use its expressive potential; the camera is limited to recording situations that are unfolding. Video as a means of recording realities can be used in teacher training and improvement, observation of students, direct observation as a means of recording data in research processes, and observation of behaviors with evaluation objects.
- **Means of expression:** As opposed to the passivity of the contemplation of a program, action is opposed through the creation of programs by the audience. This action can be performed on the two parties involved in the educational process: students and teachers.
- **Self-learning medium:** Video is a didactic medium that can reach a high degree of expressiveness, which makes it an autonomous learning tool with which the student can master a certain content that can serve as a curricular complement, self-teaching, occupational teaching, distance learning, or dissemination.

In the same way, the author Kosterelioglu (2016), attributes that the use of video within the educational environment has the following advantages:

- **Motivational tool:** Most studies point to the use of educational videos to motivate students towards the contents and activities to be developed in class or that are considered more difficult to assimilate.
- **Instrument of knowledge by the students:** This function offers students the possibility of capturing information about reality through a viable instrument for the analysis of the world around them, through the recording of different experiences.
- **Means of training and improvement in didactic and methodological aspects and strategies:** It refers to one of the most used forms in the improvement of teachers due to its scope in micro-teaching, decision making, and case studies.
- **Means of training and improvement of teachers in the contents of their area of knowledge:** It is about seeing video as a transmitter of information for students and

teachers in terms of updating their knowledge, through lectures, master classes, panels, and others.

- **Psychodidactic research tool** refers to the incorporation of video and its usage in the field of psycho-didactic research, although it is little developed
- **Communication instrument and iconic literacy of students:** they are contemplated in tapes or videodiscs, being relevant to the images on writing, computer images, and interactivity.

2.2.6 ENGLISH LANGUAGE TEACHING

“To teach is to present and make students acquire knowledge that they do not possess”(p.2), teaching has been considered as the act of transmitting knowledge in which students can capture all the teaching and put it into practice in real life situations; Stenhouse cited in Sarmiento considers teaching as "the strategies adopted by the school to fulfill its responsibility to plan and organize children's learning, teaching is not simply instruction, but the systematic promotion of learning through various means" Cousinet (2014).

In our country, the English curriculum has been developed to "respond to the needs of the Ecuadorian reality". This proposal is aimed at children and adolescents [...] whose mother tongue is not English because our population is made up of "groups of different cultural and linguistic origins". Therefore, the curriculum is designed to develop communicative language, integrated learning of content, respond to international standards, and develop thinking skills (Jiménez, 2019).

2.2.8 MACRO ENGLISH LANGUAGE SKILLS

For the English language learner, the acquisition or development of basic skills known as micro-skills is necessary. According to Lapesa 1987, cited in (Mishra & Singh, 2021), this term refers to the communicative skills that are developed to interact in their environment, within which it mentions reception skills (listening and reading) and production skills (speaking and writing).

Regarding reception skills, which in the case of English correspond to Listening and Reading, the emphasis is on the ability to grasp verbal messages and then interpret them, while focusing on perception through hearing as a natural human process (Manaj, 2015).

In the case of reading, it refers to the ability to read in this language. In terms of production skills, the Speaking skill, which is the possibility of oral expression that refers to an external, observable, and productive skill based on previous understanding. a skill with which it is possible to strengthen writing in English and meet the need for written production as a communication mechanism.

2.2.9 MICRO ENGLISH LANGUAGE SKILLS

Micro-skills as those ways in which it is possible to exercise the macro skills in a foreign language context; among the main ones mentioned, for example, bottom-up processing referred to as comprehension through audio exercises, and top-down processing related to the inferences that can be made when listening. Likewise, it is specified that, in the case of listening, for example, it is determined: listening to the essential (listening to general information), listening to detail (detailed information), listening to specifics information (specific information), predicting (predictions), inferring meaning, recognizing context Rezaei and Hashim (2013).

Meanwhile, micro expression skills emphasize grammar, vocabulary, and pronunciation as the main ones among all those that can be considered necessary to speak English Rodomanchenko (2014).

2.2.10 TEACHING PRONUNCIATION

The use of pronunciation in English teaching processes requires a set of communicative strategies that can be adapted in techniques for the practice of sound contrasts to have a place in communication processes Celce (1987). The activity of using aspects of pronunciation has two stages: a planning stage - where it is determined what the teacher and the student need to know - and a teaching stage itself (Casallas, 2018).

In the teaching stage, it should be developed in five steps:

- Analysis: the teacher can provide oral illustrations, visuals, and tactile placement of the feature (e.g., phoneme or intonation type) to develop awareness.
- Listening discrimination: the development of listening activities with feedback on the sounds heard to recognize their characteristics for understanding and intelligibility in their production.
- Controlled practice: this type of exercise can feedback the student's attention to the minimum pairs with the highlighted feature (bit-bait).
- Guided practice and feedback: exercises consist of sentences in which students can monitor the feature to be highlighted as may be developed in-text activities with missing words or letters in dialogues.
- Communicative practice and feedback: where the student engage in activities that require priority attention to the content of the utterance and then to the form. This step counts as an informal test and allows the teacher to assess their learning process and how much more practice they may require to perfect (Reid, 2016).

2.2.11. TYPES OF VOCABULARY

One of the indispensable components for the successful comprehension of a native or foreign language is undoubtedly the vocabulary, which can be generally classified as follows, according to Murillo (1997) as cited in (Alcocer, 2021):

Structural Vocabulary

This type of vocabulary is that which appears with high frequency in the whole communication system of a language with the function of creating relationships or connections between words and creating meaning to the message, such as (Alcocer, 2021):

- **Conjunctions:** and, but, or, after, although, because before
- **Prepositions:** in, on, to in, between, among, by, during, since, upon, about
- **Prepositional phrases:** according to, because of, due to, except for
- **Adverbs:** now, never, once, always, here, though, there, through
- **Result:** consequently, as a result, as a result, therefore, thus.
- **Contrast:** nevertheless, however, nonetheless, conversely, conversely.
- **Continuation:** furthermore, further, in addition, also.

Vocabulary content

It is the type of vocabulary that is associated with certain subjects or areas of knowledge, such as (Alcocer, 2021):

- Administration: account, balance sheet, budget, capital
- Computer: analog computer, back-up, cursor, chip
- Education: acquisition, curriculum, discipline, discipline, homework

It is necessary to develop the type of vocabulary to establish relationships between words and to have more familiarity with content vocabulary to improve the ability to understand the language being studied. However, two other important types of vocabulary are also highlighted for better learning of another language (Alcocer, 2021):

- **Productive vocabulary or active vocabulary:** the set of elements of the mental lexicon that the speaker of a language uses effectively in the emission of messages.
- **Receptive vocabulary or passive vocabulary:** that which the speaker knows but does not use effectively in communication.

2.2.12 VIDEO IN ENGLISH LANGUAGE VOCABULARY ACQUISITION

Video can help represent content, expand understanding and improve vocabulary, grammar, and learning. As it is of great use as a multimedia learning tool. In recent years,

researchers have become increasingly interested in the use of video because of its benefits for vocabulary learning, and links have been found between the development of comprehension learning skills and vocabulary learning through the application of video as teaching material. Therefore, the application of video is useful for vocabulary as it generates macro linguistic skills such as listening, speaking, writing, and reading (Yawiloeng, 2020).

Furthermore, academic audios are didactic tools that are most frequently used in the process of teaching and learning a language; they are also the components to evaluate the listening skills of a language learner and whether he/she has achieved, together with other instruments, learning that allows assigning a value and placement in a level Portillo et al. (2016).

2.2.13. THE MOTIVATION

The need for motivation is essential for successful learning. A foreign language defined motivation as the degree to which a person tries to learn a language out of desire and out of the fulfillment that the practice brings. Additionally, to comprehend the motivations of language learners, one must first comprehend their ultimate goal or motivation for learning the language. It's crucial to remember that acting on impulse is what motivates us. Contrarily, those who are motivated have the energy to finish the task whereas those who are demotivated have lost the inspiration and motivation to act. (Lalonde et al., 2010)

2.2.14. INTRINSIC AND EXTRINSIC MOTIVATION

When someone engages in an activity voluntarily out of interest, they are said to be motivated intrinsically. This is different from when someone is offered an external reward, like money, in exchange for engaging in the activity. Extrinsic motivators are often assumed to be helpful to encourage action in behaviors that are not intrinsically interesting such as doing homework, and obeying commands by the teachers, even though intrinsic motivation is considered the best type of motivation and is related to many benefits, including satisfaction, consistency, and emotional well-being (Lepper et al. 2016).

Extrinsic motivation, on the other hand, is behavior that is also motivated by external benefits. These incentives can be material things such as a ball, a gold ring, candy or candy, or money: 5, 10, 20 dollars, or even grades. They can also be immaterial, for example, a recognition, a positive affirmation, or praise. Extrinsic motivation, unlike intrinsic motivation, which comes from within the person, only emphasizes incentives that are externally linked. Similarly, extrinsically motivated individuals will perform such activity even if they do not want to do it. A clear example is students will perform an activity or work that they do not particularly like just to get a good grade. In addition, behavior modification, which refers to the process of teaching someone or something to act in a certain way in exchange for a reward or consequence, involves this type of motivation.

Intrinsic motivation, on the other hand, emphasizes action motivated by personal satisfaction. This is so that the motivation to engage in the action comes from within when it is intrinsically beneficial to the person or entity. Like extrinsic motivation, intrinsic motivation arises when people perform without thinking about any immediate advantages from the outside world. In this circumstance, the individual takes it upon themselves to enjoy one or more jobs or activities, while on occasion people view it as an opportunity to learn, develop, and realize one's full potential (Cherry, 2020).

2.2.15. USING VIDEO TO INCREASE THE ATTENTION OF STUDENTS

In the learning process, student attentiveness is crucial. The teacher's teaching will not be adequately retained by the students if they are not paying close attention. When this happens, it is the teacher's job to get the students' attention by using educational tools like videos. Of course, using video is not a tough task; even in terms of preparation, it is simple and inexpensive.

The benefit of video is its long-term functionality, which allows it to be utilized frequently depending on the situation and its applicability. The fact, that many learners use technology for amusement or frequently become distracted and the student's lack of attention to the process of learning is undoubtedly inextricably linked to the growth of the fourth industrial revolution. It might be difficult for professors to get kids to pay attention so they can learn effectively. To raise students' attention, the instructor must thus exercise creativity. For instance, utilizing current, relevant teaching materials will help students focus on the lesson at hand. As a result, using video as learning material helps to create an engaging and appealing educational environment (Fitria, 2018).

The students' participation in the educational process, their emotions towards learning, and their conceptual understanding can be used to determine the success of the learning process. Based on this premise, the researcher found that the active learning he/she used before using the video was ineffective even during the classroom experience. Thus, when he/she asked them to repeat the topics that the researcher had tried to teach in the English class, the conclusion was that they could not really respond and even settled for nodding their heads to show that they were incapable of doing so. Because numerous students were not concentrating on the educator, who was busy talking to their friends, the instructors had to rearrange the class, and change seating arrangements so that they were not busy talking to their classmates, so that they could teach correctly (Rohmawati, 2015).

THE VALUE OF SPEAKING ABILITIES

Speaking, reading, listening, and writing are the four language-related abilities of the English language, and mastering each of them is crucial if you want to be a great communicator. However, being able to communicate clearly will benefit learners in a variety of ways. In reality, due to their importance, the majority of professionals and experts agree that oral skills should receive a lot of attention. Additionally, "a student who speaks English may have more opportunities to continue their education, to get employment, and to advance their careers" (Thornbury, 2005).

2.2.16. QUALITIES OF A GOOD SPEAKER

Fluency

Since there is no single, accepted definition of fluency at this time, this is a topical application. Linguistic fluency is achieved when a speaker can express him/herself fluently, easily, quickly, and accurately in a language. Experts have yet to agree on a singular, universally accepted definition of linguistic fluency. Although oral proficiency is the foundation for success, the primary goal of educators is to foster fluency in their students. Fluency is a production term often used to describe speech. It is the ability to connect the elements of speech naturally, without undue difficulty or hesitation. improper effort or slowness Thornbury (2005).

Fluency is a widespread topic. As of yet, scientists have not reached a consensus on a global term. The ability to communicate oneself in a language with assurance, security, fluidity, and precision is what is referred to as linguistic fluency. Because oral fluency is the foundation of success, it is the primary objective of educators to foster it in the pupils (Hedge, 2000).

Accuracy

Accuracy in the production of the speaker's utterances is as crucial as fluency in ensuring that the speaker's speech makes sense and is understood by others. The accuracy of a speaker's knowledge of a second language is how closely it adheres to the standards of the target language (Quintero et, al, 1998).

For written assignments like essays, homework, novels, articles, and other types of writing, this ability is necessary. It is also a prerequisite in the educational sector. Reading everyday English-language content of all kinds is the best way to increase your language proficiency. Reading is a simple yet effective technique to learn the subtleties of English grammar and punctuation since it takes a lot of work, patience, time, and devotion to become a good English speaker. This is true whether you are reading a story, non-fiction book, journal, or newspaper (Menditto, 2007).

PRONUNCIATION

For written assignments like essays, homework, novels, articles, as well as other types of writing, this ability is necessary. It is also a prerequisite in the educational sector. Reading everyday English-language content of all kinds is the best way to increase your language proficiency. Reading is a simple yet effective technique to learn the subtleties of English grammar and punctuation since it takes a lot of work, patience, time, and devotion to become a good English speaker. This is true regardless of whether you're reading a story, non-fiction book, journal, or newspaper Redmond and Vrchota (2007, p104).

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

3.1 Approach

3.1.1 Qualitative

It will enable a naturalistic and interpretative approach to the research issue, approaching it from its natural environment and as it occurs, in such a way that the data acquired can be evaluated and thus the hypothesis proposed can be verified.

3.2 Research design

The research project will be based on a transversal study, since the research will be carried out in a specific field period, since research will be carried out in the place of the facts such as the “Unidad Educativa Juan de Velasco”, in the same way, it will be bibliographic since the execution of the theoretical framework will have studies based on documentary sources.

3.3 Level of research

The level of research was descriptive, it will allow the development of a characterization of the study variables such as video as a strategy and the teaching of vocabulary in English.

In the same way, it will be exploratory, it will allow knowing how the research problem precedes, since an analysis of the known and novel phenomena of the study will be carried out, it will likewise be explanatory, it will be based on the scientific theoretical framework, incorporating criteria of quality, flexibility, diversification, comprehension, relevance, and pertinence of the research.

3.4 Study population

The population will be made up of the 32 students of Segundo de Bachillerato “A”, of the “Unidad Educativa Juan de Velasco”.

3.5 Sample size

The population is small. Therefore, it does not require sampling to analyze it.

Table 1. Population and Sample

DETAIL	FREQUENCY	PERCENTAGE
Men	18	58%
Women	14	42%
Total	32	100%

Source: Table 1.

Done by: Eylin Mabel Martínez Ortiz

3.6 Techniques and instruments for data collecting

3.6.1 Techniques

The research techniques to be used are:

- **Direct observation:** it will allow generating a collection of information in a way that can be observed, in which it will not be necessary to intervene or alter the environment in which the variables are developed.
- **Survey:** a survey with closed questions directed to the students of the Unidad Educativa "Juan de Velasco" was delimited to know the current reality of the same.

3.6.2 Instruments

- **Observation guide** because it was necessary to observe the behavior of the variables in the study population
- **Questionnaire** because it was of great importance to ask questions related to the problem.

In order to obtain the relevant information of the applied research on the video as a strategy for teaching English vocabulary to the students of the Unidad Educativa "Juan de Velasco" the following procedure was carried out:

During the pre-professional practices at the Unidad Educativa Juan de Velasco, I was able to achieve a meaningful relationship with the students, so I decided to use some videos as a didactic strategy for the acquisition of vocabulary in order to know the impact that the learners have when watching it. Then the results were effective because the English teacher

did not use any video as a strategy that would encourage them to learn the English language for that reason, I planned to conduct this research.

Based on the information gathered during this time, I developed my research topic about video as a strategy for teaching English vocabulary.

In addition, data collection instruments were prepared which were the survey and the observation guide. The two data collection instruments were applied at the end of their academic period, which was previously validated by one teacher from the Universidad Nacional de Chimborazo and two teachers from the Bachillerato General Unificado (EGU) of the Unidad Educativa Juan de Velasco. Subsequently, the information was tabulated to know the students' perspectives on whether the use of video contributes significantly to the acquisition of video being used as a didactic strategy.

The second instrument for data collection was the observation guide, which included a list of indicators to be written as statements according to objectivity, in this case, whether or not the teacher uses the video as a didactic strategy for vocabulary acquisition.

For this, I had to observe a class and collect the information according to the indicators proposed in the data collection instruments, through which it was possible to know that the use of video is of great benefit and important because students can learn vocabulary and through the use of video they connect with real life allowing them to capture full attention as long as the videos are highly potential and short.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 Survey applied to the students of Unidad Educativa “Juan de Velasco”

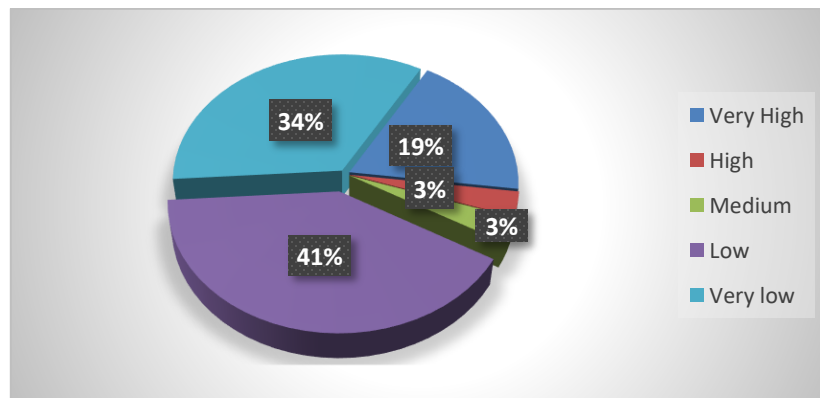
1. ¿ Does the teacher use videos to teach in his or her classes?

Table 1. Videos in teaching

DETAIL	FREQUENCY	PERCENTAGE
Very High	6	19%
High	1	3%
Medium	1	3%
Low	13	41%
Very low	11	34%
TOTAL	32	100%

gSource: Table 1.
Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 1. Videos in teaching



Source: Table 1.
Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It was possible to identify that 19% of the students mentioned that the use of videos by teachers in teaching is very high, 3% high, 3% medium, 41% low and 34% very low.

Most of the students rated the use of video for teaching in the classroom as very low; therefore, it is relevant that within the classroom teachers make appropriate use of ICT in this case to use "videos" since it is a tool that develops and enhances skills such as writing, oral language development and the acquisition of new vocabulary, which benefits meaningful learning.

2.¿Does the use of videos lead to the acquisition of new vocabulary?

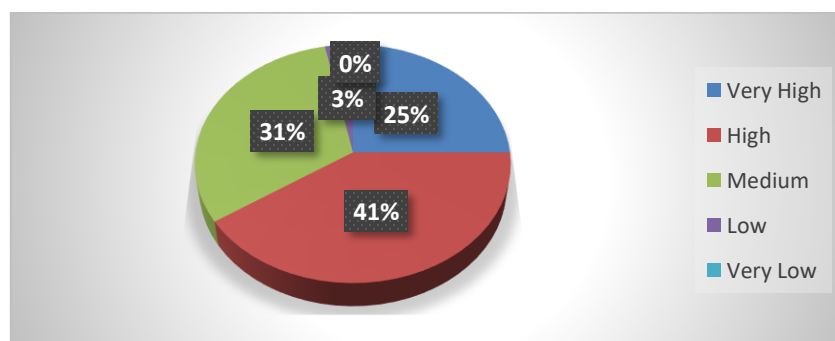
Table 2. Videos in the acquisition of new vocabulary

DETAIL	FREQUENCY	PERCENTAGE
Very High	8	25%
High	13	41%
Medium	10	31%
Low	1	3%
Very low	0	0%
TOTAL	32	100%

Source: Table 2.

Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 2. Videos in the acquisition of new vocabulary



Source: Table 2.

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It was possible to identify that 25% of the students qualified the use of videos in the acquisition of new vocabulary as very high, 41% as high, 31% as medium and 3% as low.

Most of the students qualified as high that the use of videos favors the acquisition of new vocabulary, since the video as a didactic tool is considered very useful to develop listening to comprehension, developing in students' comprehension, analysis, interpretation. and memorization in listening, which benefits the acquisition of a new language.

3. ¿Do videos improve attention and motivation in the English language?

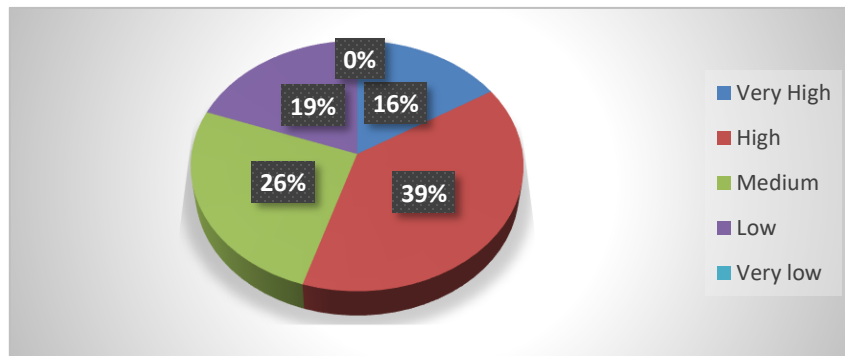
Table 3. The videos improve attention and motivation in the English language

DETAIL	FREQUENCY	PERCENTAGE
Very High	5	16%
High	13	39%
Medium	8	26%
Low	6	19%
Very low	0	0%
TOTAL	32	100%

Source: Table 3.

Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 3. The videos improve attention and motivation in the English language



Source: Table 3.

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It has been possible to identify that 16% of the students rated very high that the videos improve attention and motivation in the English language, 39% as high; 26% as a medium, and 19% as low. It could be observed that most of the students rated as high the attention and motivation that the video develops in the acquisition of the English language. The video as a teaching tool in English develops speaking, listening, and writing skills.

4. ¿ Do videos help to remember important words and phrases?

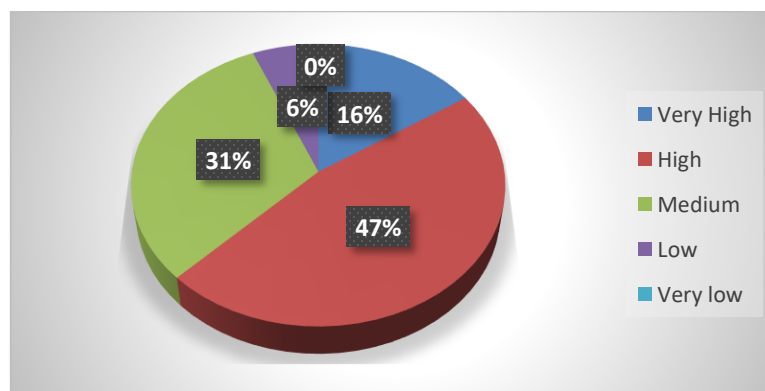
Table 4. The videos help to remember important words and phrases

DETAIL	FREQUENCY	PERCENTAGE
Very High	5	16%
High	15	47%
Medium	10	31%
Low	2	6%
Very low	0	0%
TOTAL	32	100%

Source: Table 4.

Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 4. The videos help to remember important words and phrases



Source: Table 4.

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It could be identified that 16% of the students mention that videos help them to record phrases and words, 47% high, 31% medium, and 6% low.

It could be identified that most of the students mentioned that the videos help them to remember words and phrases, and the videos as a didactic tool improve the attention, concentration, and memorization of the students, benefiting learning.

5. ¿Do the videos develop oral expression strategies?

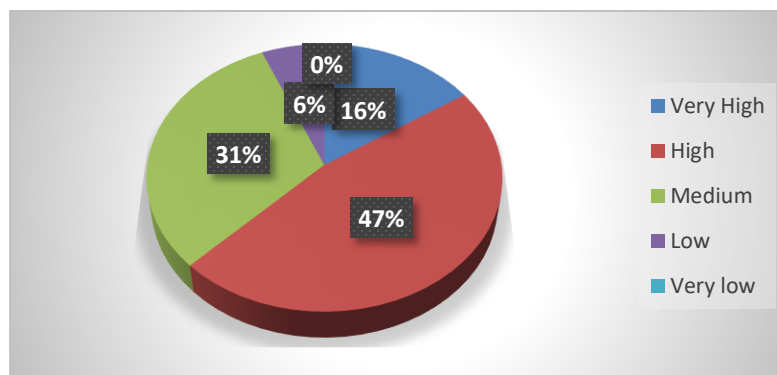
Table 5. The videos develop oral expression strategies

DETAIL	FREQUENCY	PERCENTAGE
Very High	5	16%
High	15	47%
Medium	10	31%
Low	2	6%
Very low	0	0%
TOTAL	32	100%

Source: Table 5.

Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 5. The videos develop oral expression strategies



Source: Table 5.

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It was possible to identify that 16% of the students rated the oral expression strategies developed by the videos as very high, 47% as high, 31% as a medium, and 6% as low.

Most of the students rated as high the strategies developed by the videos in oral expression because it allows the development of listening and speaking skills since it allows capturing verbal messages and generating an oral expression since it is a communication mechanism.

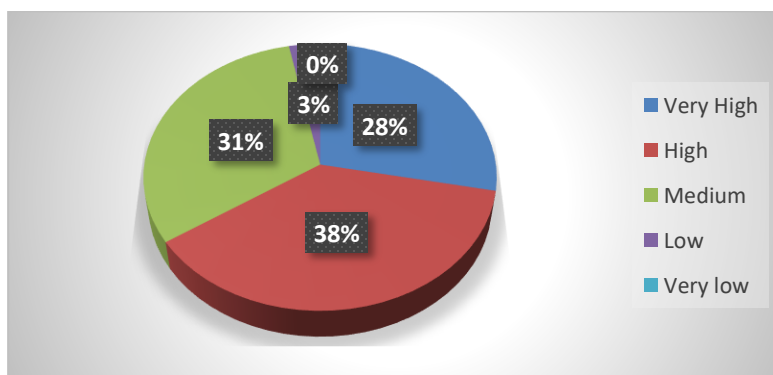
6. ¿ Do the videos promote language skills (speaking, listening, reading, and writing)?

Table 6. The videos promote language skills

DETAIL	FREQUENCY	PERCENTAGE
Very High	9	28%
High	12	38%
Medium	10	31%
Low	1	3%
Very low	0	0%
TOTAL	32	100%

Source: Table 6.
Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 6. The videos promote language skills



Source: Table 6.
Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It has been possible to identify that 28% of the students rated very high that the videos promote language skills, 38% as high; 31% as a medium, and 3% as low. Most of the students rated as high the development of linguistic skills promoted by the videos. It is considered that the videos within the speaking, allow the repetition of patterns such as phrases, and sayings among others, with listening, develops reading comprehension; Reading allows decoding the written message, and writing, generates a mastery of writing.

7. Have the videos benefited your academic performance?

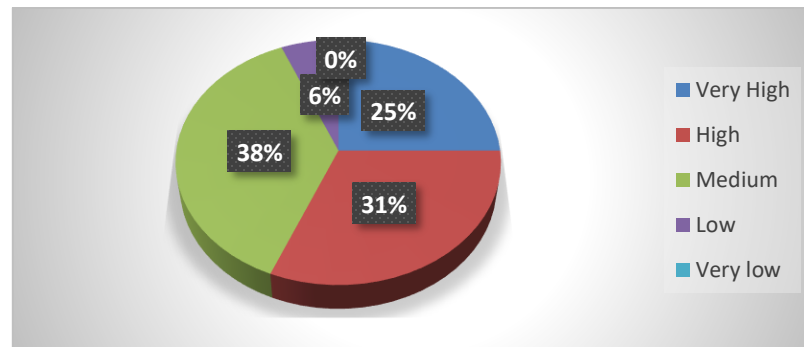
Table 7. The videos benefited your academic performance

DETAIL	FREQUENCY	PERCENTAGE
Very High	8	25%
High	10	31%
Medium	12	38%
Low	2	6%
Very low	0	0%
TOTAL	32	100%

Source: Table 7.

Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 7. The videos benefited your academic performance



Source: Table 7.

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It has been possible to identify that 25% of the students rated the benefit of the video on academic performance as very high, 31% as high; 38% as a medium, and 6% as low.

Most students rated as average the benefit of videos in academic performance, it is important that teachers frequently generate the use of this teaching tool and technology that facilitates and improves the acquisition of knowledge because it develops skills and language skills that promote the acquisition of meaningful learning, which is reflected in the academic performance of students.

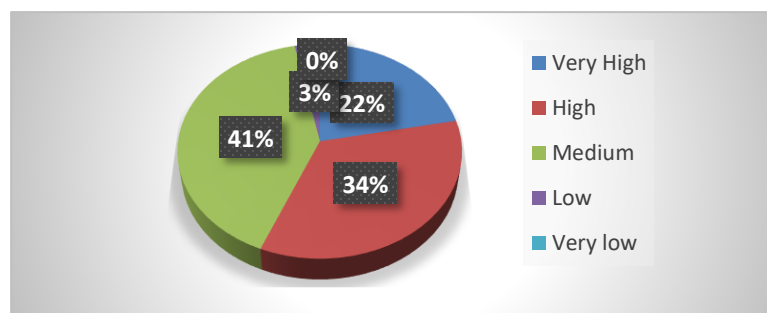
8. Did the videos increase your English vocabulary?

Table 8. The videos increase your English vocabulary

DETAIL	FREQUENCY	PERCENTAGE
Very High	7	22%
High	11	34%
Medium	13	41%
Low	1	3%
Very low	0	0%
TOTAL	32	100%

Source: Table 8.
Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 8. The videos increase your English vocabulary



Source: Table 8.
Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It was possible to identify that 22% of the students rated the acquisition of English vocabulary using the videos as very high, 34% as high, 41% as a medium, and 3% as low.

Most students rated the role of video in English vocabulary acquisition as average. This tool in English language learning broadens comprehension and improves grammar and vocabulary development, as it generates auditory skills that improve attention, comprehension, and analysis of words and phrases in the English language.

9. ¿Do you consider the videos as an incentive to learn English?

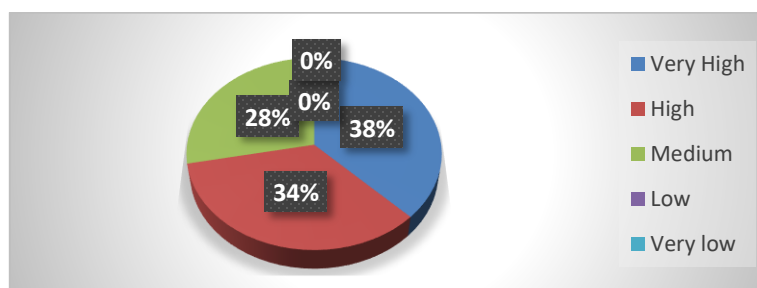
Table 9. The videos as an incentive to learn English

DETAIL	FREQUENCY	PERCENTAGE
Very High	12	38%
High	11	34%
Medium	9	28%
Low	0	0%
Very low	0	0%
TOTAL	32	100%

Source: Table 9.

Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 9. The videos as an incentive to learn English



Source: Table 9.

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It has been possible to identify that 38% of the students rated as very high the incentive that English generates in learning, 34% as high, and 28% as a medium.

Most of the students rated the role of video as an incentive in English language learning as very good. This tool develops the audio-visual capacity of the students, as it generates imagination, and creativity focuses attention and improves memory which allows the acquisition of new words, phrases, and sentences, the same that favor the learning of the English language.

10. ¿Have you been able to improve your English learning because of the videos?

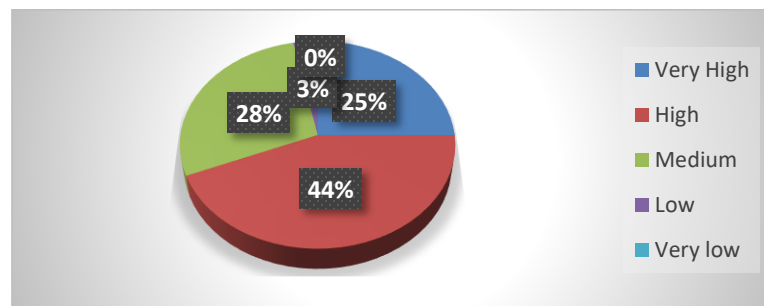
Table 10. Have you been able to improve your English learning because of the videos

DETAIL	FREQUENCY	PERCENTAGE
Very High	8	25%
High	14	44%
Medium	9	28%
Low	1	3%
Very low	0	0%
TOTAL	32	100%

Source: Table 10.

Done by: Martínez Ortiz Eylin Mabel (2022)

Graphic 10. Have you been able to improve your English learning because of the videos



Source: Table 10.

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis and Interpretation

It was possible to identify that 38% of the students rated the role of video in English language learning as very high, 44% as high, 28% as a medium, and 3% as low.

Most of the students highly rated the improvement they have had in the English language using the videos. It can be considered that videos as a didactic tool and strategy greatly favor the development and acquisition of new learning.

4.2 Guide Observation applied to the teacher of Unidad Educativa "Juan de

Velasco"

ITEMS	OBSERVATIONS
1. The teacher uses didactic strategies such as videos to teach his/her classes.	<p>-It has been possible to identify that sometimes the teacher at the beginning of the class projects a video (warm-up).</p> <p>-The teacher projects a didactic video for teaching the class: Irregular verbs in present, past, and past participle.</p>
2. The videos motivate students to learn English.	<p>-It has been possible to identify which times most students pay a lot of attention to the images, letters, and movements of the videos according to the thematic presented: Irregular verbs in present, past, and past participle.</p> <p>-The other part of students does not look animated when watching the videos because they do not understand what is being said and for this reason it is boring.</p> <p>-60% of the students actively participate in class when the teacher asks questions about the video being watched.</p>
3. Videos improve attention and motivation in the English language	<p>It has been identified that videos always allow for clearer, broader, and more dynamic knowledge due to their variety, thus breaking the monotony in the classroom.</p>
4. Videos enhance the acquisition of new vocabulary.	<p>-It has been possible to identify that sometimes students learn new words that are unknown to them by listening to the video or reading the subtitles of the videos.</p> <p>-Students take their notes in a notebook and other students in sheets of paper divided into three columns, that is, the first column puts the word in English, then the translation in Spanish and finally they make a sentence with the new word learned. In this way, they reinforce their vocabulary,</p>

<p>5. The videos allow to develop and understand the dialogue.</p>	<p>-It has been possible to identify that videos always allow to develop and understand the dialogue, but when these videos are clear, understandable, short, and fun. The students are also influenced by the way the teacher conducts the case; this makes them feel more comfortable.</p> <p>-Once the video is finished, the teacher asks questions about the comprehension of the video and most of the students can answer in English, but they get stuck, they do not pronounce the words properly, but their language can be understood and rectified by the teacher.</p>
<p>6. The teacher uses strategies that allow students to develop speaking and grammar.</p>	<p>-It has been possible to identify that always and using video, the teacher uses strategies that allow students to develop speech and grammar.</p> <p>-The teacher uses didactic strategies such as the narration of texts according to the topic presented in class, that is, in the class to observe the teacher makes the students read paragraphs in which the irregular verbs are immersed, Also, the teacher makes the students perform activities such as (role-play), the role-play in which the performance of a character or role in a given scenario, where they must perform the activity in pairs using what they have learned "irregular verbs", in this way the oral expression is encouraged.</p> <p>-Likewise, using the videos allows working on non-verbal elements in which attitudes, gestures, body postures, and facial expressions are observed.</p> <p>-Students feel more comfortable when doing activities to strengthen oral expression, as they get in touch with the reality of the language.</p>
<p>7. Videos enhance meaningful learning in students.</p>	<p>It has been possible to identify that videos always improve meaningful learning in students, but when videos are very long students lose concentration and motivation to continue watching and listening to the videos because 1) students do not fully understand the video, 2) the videos are not very attractive or dynamic, 3) they are not interested in learning English.</p> <p>- The videos do improve meaningful learning in students when the videos are short and have good quality, at first glance it can be said that students are more attracted to the images.</p>

8. Using videos, better control of attention, comprehension, and memorization is developed.	It has been identified that sometimes students do develop better attention control.
9. Consider videos as an incentive to learn English.	It has been possible to identify that they always consider that videos are an incentive to learn English since the video is a sequence of images that allows the viewer to perceive emotions and sensations which generates a high motivational impact.
10. Considers that the videos increase the development of new English language vocabulary.	<p>-It has been identified that videos always increase the development of new vocabulary since the teacher makes them read paragraphs of a text and they have to put the translation of the unknown word or words using the English dictionary.</p> <p>-The use of the video increases vocabulary since the teacher creates a list of unknown words for the students and sends them as a task to form sentences and review them for the next class in this way the students can improve the acquisition of vocabulary by doing a memorization work.</p>

Source: Observation Guide

Done by: Martínez Ortiz Eylin Mabel (2022)

Analysis

Based on the observation form applied to the teacher of the Unidad Educativa “Juan de Velasco”, it was found that the teacher uses videos as a strategy in the teaching and learning process, which allows for improving the attention and concentration of students in class. In the same way, it could be identified that the videos motivate the student's participation in the classes, as well as develop the acquisition of new vocabulary, since the students, through the videos, have been able to make paragraphs of texts in which they have been able to translate unknown words by looking up their meaning in the dictionary.

It was possible to identify that teachers consider that the reproduction of videos in the classroom improves meaningful and collaborative learning. However, when they play long videos, students lose interest and motivation. Video as a method of teaching the English language not only develops speaking skills and vocabulary acquisition but also develops emotional and social skills that improve the school environment.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The use of the video represents a motivating tool as it helped to develop productive skills to improve the acquisition of vocabulary in the English language, which improves the students' comprehension due to the ease it provides in the teaching-learning process.

- It is concluded that the educational video favors the comprehension of English vocabulary, as well as the development of communication skills; this could be evidenced in the students because they were able to identify and articulate new words. Regarding listening, it improves listening comprehension since it increases the students' attention and motivates them in their learning.

- The use of video serves as a didactic strategy for the acquisition of English vocabulary. It also becomes an ICT tool as it facilitates the discovery and assimilation of new knowledge, in addition to promoting motivation, attention and memorization. Likewise, it develops metalinguistic skills and abilities that benefit the retention, acquisition and reproduction of new words and a new language.

5.2 RECOMMENDATIONS

- Teachers should use high-potential educational videos within English classes to encourage the practice of language skills such as listening, reading, writing, and speaking, in addition to facilitating English language acquisition.

- It is recommended that English teachers use videos as a didactic tool to develop class feedback, since the research showed that these types of videos attract more attention from students.

- It is recommended that after playing the video, an evaluation is developed so that the students can generate links with what has been taught and acquired in order not to forget the new words, in addition it will allow to demonstrate the learning achievements within the process of teaching the English language.

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ANNEX

ANNEX 1 SURVEY



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Objective 1. To know the importance of video as a didactic strategy.

Objective 2. To identify the benefits of video in English language vocabulary acquisition.

INSTRUCTIONS: Please answer with an (x) to the questions of the following questionnaire for the valuation of each one of the items, using the Likert scale, from 1 to 5, being 1 the expression of the minimum satisfaction and 5 the maximum. Your information will be very important for this work. I suggest that you answer the items objectively and sincerely, the data is confidential and for the exclusive use of this research.

Very low (1), Low (2), Medium (3), High (4), Very High (5)

ITEMS	1	2	3	4	5
1. Does the teacher use videos to teach in his or her classes?					
2. Does the use of videos lead to the acquisition of new vocabulary?					
3. Do videos improve attention and motivation in					

the English language?					
4. Do the videos help to remember important words and phrases?					
5. Do the videos develop oral expression strategies?					
6. Do the videos promote language skills (speaking, listening, reading, and writing)?					
7. Have the videos benefited your academic performance?					
8. Did the videos increase your English vocabulary?					
9. Do you consider the videos to be an incentive to learn English?					
10. Have you been able to improve your					

English learning because of the videos?					
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ANNEX 2. OBSERVATION GUIDE



**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

OBSERVATION GUIDE

- **Objective.** To determine the relationship between the use of video as a teaching strategy and English language vocabulary acquisition.

ITEMS	Always	Sometim es	Never	OBSERVATIO NS
1. The teacher uses didactic strategies such as videos to teach his/her classes.				
2. The videos motivate students to learn English.				
3. Videos improve attention and motivation in the English language.				
4. Videos enhance the acquisition				

of new vocabulary.				
5. The videos allow to develop and understand the dialogue.				
6. The teacher uses strategies that allow students to develop speaking and grammar.				
7. Videos enhance meaningful learning in students.				
8. Through the use of videos, better control of attention, comprehension, and memorization is developed.				
9. Consider videos as an incentive to learn English.				
10. Considers that the videos increase the development of new English language vocabulary.				

ANNEX 3. DOCUMENT FOR VALIDATION OF THE SURVEY

3.1 Annex

DOCUMENTO PARA LA VALIDACION

CRITERIOS	Apreciación cualitativa			
	EXCELENTE	BUENO	REGULAR	DEFICIENTE
Presentación de documentos.	X			
Calidad de redacción de los items.	X			
Pertenencia de las variables con los indicadores	X			
Relevancia del contenido.	X			
Factibilidad de aplicación.	X			

Apreciación cualitativa

Las preguntas presentadas son de fácil comprensión por lo cual los estudiantes no tendrán dificultades de responder.

Observaciones

Ninguna Observación

Validado por: Danny Haro Profesión: Docente

Lugar de trabajo: U. E "Juan de Velasco"

Cargo que desempeña: Docente de Bachillerato

Fecha: 20-06-2012 Firma: 

3.2 Annex

DOCUMENTO PARA LA VALIDACION

CRITERIOS	Apreciación cualitativa			
	EXCELENTE	BUENO	REGULAR	DEFICIENTE
Presentación de documentos.	X			
Calidad de redacción de los ítems.	X			
Pertenencia de las variables con los indicadores	X			
Relevancia del contenido.	X			
Factibilidad de aplicación.	X			

Apreciación cualitativa

las Preguntas están elaboradas de manera clara que los estudiante puedan realizarla

Observaciones

no existen observaciones

Validado por: María Ávalos Profesión: Docente

Lugar de trabajo: U. E. "Juan de Velasco"

Cargo que desempeña: Docente de Bachillerato

Fecha: 20-06-2022 Firma: 

3.3 Anexx

DOCUMENTO PARA LA VALIDACIÓN

CRITERIOS	Apreciación cualitativa			
	EXCELENTE	BUENO	REGULAR	DEFICIENTE
Presentación de documentos.	X			
Calidad de redacción de los ítems.	X			
Pertenencia de las variables con los indicadores	X			
Relevancia del contenido.	X			
Factibilidad de aplicación.	X			

Apreciación cualitativa

Con base en el análisis y revisión del banco de preguntas se puede apreciar que las mismas cumplen con los parámetros establecidos en cuanto a entendimiento y fácil comprensión.

Observaciones

No Aplica

Validado por: Nataly Quiroz Profesión: Docente

Lugar de trabajo: Universidad Nacional de Chimborazo

Cargo que desempeña: _____

Fecha: 20-06-2020 Firma: 