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Direct and indirect effects of brief exposure to children's videos on English vocabulary acquisition in children aged 3 to 5 to learn English as a second language

Trabajo de Titulación para optar al título de Licenciado/a en Pedagogía del Idioma Inglés

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We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work **"Direct and Indirect Effects of Brief Exposure to Children's Videos on English Vocabulary Acquisition in Children Aged 3 To 5 To Learn English as A Second Language"**, presented by David Paul Ayala Santillan, with ID number ,0605159664 under the tutorship of Dra. Mónica Janneth Torres Cajas; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

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TUTORA

DEDICATORY

I dedicate this work to the three angels of my life: my beautiful mother, Juanita Ayala, my sister Erika Ayala, and my grandmother María Teresa Ayala. The three of them have supported me with their advice and love, encouraging me never to give up on this difficult path called life. Therefore, this is my way of repaying their unconditional support.

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RESUMEN

Este estudio analizó el impacto de la exposición breve a recursos audiovisuales en inglés sobre el desarrollo del vocabulario receptivo en 15 niños rurales de 3 a 5 años en Ecuador, utilizando un diseño preexperimental de pretest y posttest con una versión adaptada del Peabody Picture Vocabulary Test (PPVT) y el uso de una checklist a lo largo de 14 sesiones. Los resultados mostraron una mejora significativa en todas las categorías semánticas; los participantes pasaron de niveles completamente "Deficientes" en el pretest a niveles "Regulares" y "Buenos" en el posttest, lo que indica la emergencia de una competencia léxica básica en la segunda lengua (L2). Las categorías visualmente atractivas, como Animales y Colores, obtuvieron los mayores avances, lo que resalta la efectividad del contenido concreto y perceptualmente rico. Además, se observaron altos niveles de atención y motivación, lo que sugiere que los videos fomentaron un entorno de aprendizaje estimulante. En general, los hallazgos respaldan el uso de videos cortos en inglés como una herramienta pedagógica eficaz para promover la adquisición temprana de vocabulario en contextos rurales de recursos limitados.

Palabras claves: educación infantil temprana, inglés como segunda lengua, vídeos infantiles, vocabulario receptivo, atención, motivación, educación rural, vídeos en inglés

ABSTRACT

This study analyzed the impact of brief exposure to English-language audiovisual resources on receptive vocabulary development in 15 rural children aged 3 to 5 in Ecuador, using a pre-experimental pretest–posttest design with an adapted Peabody Picture Vocabulary Test (PPVT) and a checklist over 14 sessions. The results showed significant improvement across all semantic categories, with participants progressing from entirely Poor levels in the pretest to Fair and Good levels in the posttest, indicating the emergence of basic lexical competence in the L2. Visually engaging categories such as Animals and Colors yielded the highest gains, highlighting the effectiveness of concrete and perceptually rich content. Additionally, high levels of attention and motivation were observed, suggesting that the videos fostered an engaging learning environment. Overall, the findings support the use of short English-language videos as an effective pedagogical tool for promoting early vocabulary acquisition in resource-limited rural contexts.

Keywords: early childhood education, English as a second language, children's videos, receptive vocabulary, attention, motivation, rural education, videos in English

CHAPTHER I

1 REFERENTIAL FRAME WORK

1.1 INTRODUCTION

Learning English as a second language (L2) in early childhood is a fundamental stage in an individual's linguistic and cognitive development, as early vocabulary acquisition not only lays the foundation for effective communication, but also influences the development of metacognitive skills and subsequent academic performance (Hirsh-Pasek et al., 2020). In this process, audiovisual resources, particularly children's videos in English, have emerged as highly relevant pedagogical tools due to their ability to integrate visual, auditory, and, in many cases, interactive stimuli, facilitating multisensory learning. Their use has spread both in school settings and in the home, where parents and educators use them to complement traditional teaching strategies.

Recent research has shown that audiovisual content, when it is high quality and designed with well-defined educational purposes, can enhance the acquisition of grammatical structures, vocabulary, and phonological patterns in L2 (Brown et al., 2024; Neuman et al., 2020). Specifically, it has been found that videos incorporating contextualized and repetitive vocabulary facilitate greater word recognition and retention in children, especially when combined with active reinforcement strategies. However, the existing literature has focused predominantly on prolonged exposure or systematic repetition of content, leaving a gap in the study of brief interventions (5 to 10 minutes), which could be more feasible in educational contexts with time constraints or limited resources, as is the case in many rural schools.

From a child development perspective, it has been proven that children between the ages of 3 and 5 exhibit a remarkable capacity for fast mapping, a cognitive mechanism that allows them to associate and retain new words even after a single exposure in meaningful contexts (Hoff, 2021). This ability suggests that brief but highly focused audiovisual interventions could be sufficient to induce meaningful learning in L2 vocabulary. However, few studies have addressed this hypothesis using rigorous experimental designs, limiting our understanding of how short exposures can be optimized to maximize their pedagogical impact.

In addition to the direct effects on vocabulary acquisition, animated videos have been shown to positively influence motivational and attentional factors, which are critical for long-term learning (Tsang et al., 2025). For example, the use of charismatic characters, engaging narratives, and interactive elements can increase children's willingness to participate in subsequent language activities, as well as improve their ability to maintain sustained attention during learning sessions. However, these indirect effects are often overlooked in quantitative studies that focus solely on measures of immediate retention, which underestimates the overall potential of these tools.

In this regard, research such as that conducted by Pujol et al. (2021) highlights that “the implementation of brief but focused audiovisual strategies can generate significant improvements in early foreign language learning in school contexts” (p. 88). This finding reinforces the need to explore methodologies that, without requiring large investments of time or infrastructure, can have a tangible impact on early language development, especially in populations with limited access to formal educational resources, such as rural communities.

Therefore, this project seeks to evaluate the direct (vocabulary acquisition) and indirect (motivation, attention) effects of brief exposure to children's videos in English on children aged 3 to 5 years. This study not only aims to close theoretical gaps regarding the potential of short interventions, but also to provide evidence applicable to real educational settings, where logistical limitations often pose a barrier to the implementation of extensive L2 teaching programs.

Finally, this thesis is structured into five chapters: Chapter 1 presents the introduction, problem statement, formulation of the problem, justification, and objectives; Chapter 2 establishes the theoretical framework regarding early L2 vocabulary acquisition; Chapter 3 details the mixed-methods methodology, outlining the pre-experimental and qualitative-observational methods, instruments, and procedures employed; Chapter 4 analyzes and discusses the empirical results; and Chapter 5 summarizes the main conclusions and provides recommendations for future pedagogical applications.

1.2 PROBLEM STATEMENT

Learning English as a second language (L2) in children aged 3 to 5 years is a fundamental process, as early vocabulary acquisition not only lays the foundation for future communication skills, but also influences cognitive and academic development (Hirsh-Pasek et al., 2020). In this context, children's videos have become widely used pedagogical tools, both in school settings and at home. However, a knowledge gap persists regarding the efficacy of brief 5- to 10-minute exposures in promoting not only immediate vocabulary acquisition, but also indirect effects such as motivation, sustained attention, and subsequent verbal interaction.

The research problem lies in the fact that, although several studies support the use of educational videos as a teaching resource, most focus on prolonged or repeated exposures, without considering the impact that brief interventions can have, especially on the development of receptive and productive vocabulary in early childhood. For example, Brown et al. (2024) note that “video consumption is associated with short-term benefits for learning specific language structures, provided the content is of high quality” (p. 3), while Neuman et al. (2020) found that “children scored significantly higher after exposure to videos that included the target words” (p. 212). However, in both cases, the studies focus on repeated, controlled sessions, without evaluating the effectiveness of a single short exposure.

From a child development perspective, it has been documented those preschool children show a remarkable capacity for fast mapping, i.e., the rapid assignment of meanings, which allows them to retain new words even with a single exposure (Hoff, 2021). Despite this, this mechanism has not been sufficiently explored in the context of short videos. Furthermore, although research such as Tsang et al. (2025) and Gomez and Rodriguez (2021) highlight the motivational potential of animated videos, it has not been determined whether this impact can be effectively measured in short interventions.

In view of this situation, the need for applied research with a pre-test and post-test design is justified in order to quantitatively evaluate the effect of a brief exposure to English videos on vocabulary acquisition in children from 3 to 5 years of age. This methodology will not only allow us to observe improvements in immediate learning, but also possible secondary effects such as sustained attention or increased interest in the language. According to Pujol et al. (2021), "the implementation of brief but targeted audiovisual strategies can generate significant improvements in initial foreign language learning in school contexts" (p. 88), which reinforces the relevance of this approach.

Consequently, the present research will aim to address this theoretical and methodological gap by analyzing the impact of short videos as a strategy to facilitate English vocabulary acquisition, comparing results obtained before and after the audiovisual intervention. The target population for this study will consist of children at the Early Childhood Education Center “Los Arbolitos” in the community of Tusnhi, in the province of Chimborazo, Ecuador.

The sample will include children, selected through non-probabilistic convenience sampling. These participants were chosen due to their rural context and the fact that they do not currently receive formal English instruction. This characteristic is relevant to the purpose of the study, as it allows for a clearer observation of the effects of brief exposure to English-language audiovisual materials, starting from a low or nonexistent level of prior knowledge in the language.

1.3 FORMULATION OF THE PROBLEM

What are the effects of brief exposure to children's videos in English on the acquisition of receptive vocabulary in children aged 3 to 5 years?

1.4 JUSTIFICATION

The acquisition of English as a second language during early childhood is a crucial process. Building a strong vocabulary at a young age lays the foundation for effective communication and directly influences metacognitive skills and future academic success.

In this regard, neuroscience applied to education has shown that between the ages of three and five, the human brain reaches its peak plasticity. During this period, neural circuits specialize in sounds and linguistic structures almost effortlessly. Because of this biological advantage, the use of audiovisual resources especially children’s videos has become a

highly effective pedagogical strategy. These materials combine visual and auditory stimuli to create a multisensory learning experience, taking advantage of cognitive mechanisms such as fast mapping, which allows children to connect meaning to words even after a single exposure.

However, this great potential remains largely untapped in the Ecuadorian context. There is a clear structural gap between official policies and the actual implementation of bilingual programs at the preschool level. The national curriculum for early childhood education focuses primarily on personal and social development, but it does not set specific learning objectives for foreign languages. As a result, only children from families with greater economic resources receive systematic exposure to English, creating a significant inequality. This situation is further worsened by the lack of appropriate teaching materials and the limited English proficiency of many teachers, who are forced to prioritize other areas due to the absence of official guidelines for teaching a second language to young learners.

For this reason, it is essential to explore practical strategies that can make a real difference in early English language development without requiring heavy investments in time or infrastructure particularly in settings where English is not part of the formal curriculum. This study is therefore justified in examining the use of short videos as a tool to help children acquire at least basic vocabulary, which can serve as a solid foundation for their future learning. Ultimately, the research aims to provide useful evidence for educational realities marked by logistical limitations, analyzing whether brief 5- to 10-minute video sessions, combined with proper teacher support, are enough to promote not only lexical learning but also motivation and sustained attention in young students.

1.5 OBJECTIVES

1.5.1 General Objective

To analyze effects of brief exposure to children's videos in English on vocabulary acquisition in children aged 3 to 5

1.5.2 Specifcs Objectives

To identify and describe the receptive English vocabulary of children before their exposure to children's videos.

To apply children's videos in English as a strategy for vocabulary acquisition in children aged 3 to 5 years.

To evaluate the effectiveness of children's videos as a resource for learning English in young children through a comparative analysis of pre-test and post-test results.

To analyze the indirect effects of children's videos on children's motivation and attention during the learning process.

CHAPTHER II.

2 THEORETICAL FRAMEWORK

2.1 STATE OF THE ART

The acquisition of a second language in childhood has been the subject of multiple studies that recognize the importance of early exposure to a foreign language, particularly at sensitive ages such as preschool (Hirsh-Pasek et al., 2020). In this context, the use of audiovisual resources such as children's videos has gained relevance as an educational strategy both in school and home environments.

Neuman, Thompson and Martinez (2020) conducted an experimental study in which they evaluated vocabulary learning in preschool children after exposure to videos that intentionally included key words. The results evidenced a significant increase in post-test scores, suggesting that the integration of specific linguistic content in videos may be an effective tool for early vocabulary learning.

Similarly, Pujol, Riera and Garcia (2021) developed an intervention with short videos in 4-year-old children and concluded that even short expositions, when well structured, can have a positive impact on receptive vocabulary acquisition. This study also highlights the role of synchronized visual and auditory elements as facilitators of learning.

On the other hand, recent research has addressed the indirect effects of children's videos on the learning process. Jeliseh and Gilakjani (2022), for example, observed that students showed higher levels of attention and motivation during educational activities involving short videos, compared to those based solely on verbal instructions. At the behavioral level, there was also a greater willingness to participate verbally after audiovisual exposure.

The study by Pereira and Andrade (2022) emphasizes the use of intralinguistic subtitles, i.e., those in the same language as the audio. According to their findings, this tool improves the association between spoken and written words, thus strengthening the recognition and memorization of new terms. This technique, applied to children's videos, may represent a key didactic resource in the learning of English as a second language.

Tsang, Lee, and Chan (2025) also note that interactive videos featuring familiar characters and dynamic visual components promote vocabulary retention in 3- to 5-year-olds, especially when the content is repeated or reinforced with supplementary activities. However, their research focused on multiple sessions, which leaves open the question of the effectiveness of single, brief exposures.

Finally, Brown, Smith, and Johnson (2024) caution that while the short-term benefits of using videos in English language instruction are supported by the evidence, the long-term effects are more variable and depend on factors such as the quality of the content, the children's attention span, and the frequency of exposure.

Overall, the reviewed antecedents show consensus on the pedagogical value of children's videos in English language learning, but they also reveal a specific gap in the literature: the effectiveness of short, single expositions (5 to 10 minutes) as a strategy to teach vocabulary

in children aged 3 to 5 years. The present research seeks to contribute to this field by applying a pretest-posttest design that allows us to measure both direct effects on lexical learning and indirect effects related to attention, motivation, and verbal interaction.

2.2 Approaches and Theories of Language Learning

2.2.1 Language development in preschool age

Linguistic development in the preschool stage, which runs from 3 to 5 years old, is a fundamental milestone in the cognitive evolution of the human being. During this period, the child transitions from communication based on basic needs to more structured expression, where vocabulary expands from approximately 1,000 words to nearly 3,000 by the end of the age of six. Al-Harb (2020) argues that this process is dynamic and is influenced by an amalgam of biological, social, and environmental factors that allow the infant to capture and use words subconsciously.

In this phase, language is not only used for communication, but also acts as a tool for organizing behavior and thought. As explained by Anshary and Perangin-angin (2024), 3-year-olds have the ability to learn multiple words in English and pronounce them naturally if a habit of repeated exposure is generated through digital means. This skill is strengthened when the child interacts with their environment, allowing them to move from the use of isolated words to the formation of simple sentences and, eventually, complex sentences that reflect their understanding of the world.

The speed with which this acquisition occurs is remarkable; It is estimated that a four-year-old child has already mastered the grammatical fundamentals of his or her mother tongue and begins to transfer these decoding skills to a second language if the stimulus is appropriate. Villiers and Richelle (cited by Villiers, 1980) emphasize that linguistic progress is not simply due to the accumulation of structures, but to the child's growing capacity to understand his or her social environment. In this context, exposure to children's videos acts as a catalyst that accelerates the link between sound and the visual referent, facilitating the unconscious memorization of new lexicon.

2.2.2 Brain plasticity and language

Brain plasticity is defined as the ability of the nervous system to reorganize and adapt in response to new experiences and learning. During early childhood, this plasticity is at its highest, allowing the brain to be extremely sensitive to auditory and visual stimuli. The Harvard Center on the Developing Child (2024) points out that in the first few years, more than one million neural connections are formed per second, establishing the basic architecture on which language skills and higher cognitive functions will be built.

This neurobiological phenomenon is closely linked to a process known as synaptic pruning, where the brain removes underutilized connections to gain operational efficiency. Sarmiento et al. (2021) state that language skills develop best in environments rich in multisensory stimuli, where exposure to different languages can shape brain networks in a

lasting way. Recent research indicates that providing greater linguistic stimuli between 18 and 24 months generates a foundation of plasticity that gives the child cognitive advantages for the rest of his or her life.

Likewise, the myelination of nerve fibers during this stage plays a crucial role in the speed of information processing. Coello-Villa (2021) highlights that adequate early stimulation, focused on neuroeducational principles, significantly improves pedagogical planning and knowledge retention in pre-school children. By integrating videos into English teaching, this brain flexibility is harnessed for the child to implicitly assimilate phonemes and grammatical structures, strengthening synaptic transmissions through constant repetition.

2.2.3 Critical period for language acquisition

The critical period hypothesis posits that there is an optimal time window for language acquisition to occur naturally and with a competence similar to that of a native speaker. The Harvard Center on the Developing Child (2024) warns that, although the brain maintains its capacity for change throughout life, this flexibility progressively decreases with age. By the first year of life, brain circuits begin to specialize in the sounds of the language to which the child is exposed, which makes the early introduction of a second language strategic to avoid loss of phonological sensitivity.

In the range of 3 to 5 years, the neural circuits dedicated to language are still plastic enough to allow learning an L2 without the conscious effort that characterizes adulthood. Walsh et al. (2024) underline that neuroeducation serves as a vital bridge to take advantage of these windows of opportunity, allowing teacher training in neuroscientific principles to improve language stimulation in the classroom. During this period, the brain architecture is still in the process of maturing, making it easier for the child to absorb foreign rhythms and intonations almost automatically.

Research by Ávila et al. (2025) suggests that disorders or deficiencies in stimulation during this critical period can have lasting impacts on future academic progress. Therefore, brief but meaningful exposure to videos in English is not only aimed at teaching words, but also at maintaining a cognitive openness to new linguistic systems. By confronting the child with native models interacting in digital contexts, it is guaranteed that the ear is tuned to melodic patterns that would be difficult to recover once the window of greater plasticity is closed.

2.2.4 Differences between L1 and L2 acquisition

The distinction between first language acquisition (L1) and second language (L2) lies primarily in the context of immersion and the cognitive maturity of the learner. Krashen (1982) emphasizes that acquisition is a subconscious process much like the way children learn their mother tongue, while learning is a conscious knowledge of rules. For preschoolers, this boundary is blurred; they usually "acquire" L2 through play and exposure, using mechanisms similar to those they used for their L1.

Unlike adults, children aged 3 to 5 do not analyze L2 grammar, but instead search for meaning through contextual clues. Dewi and Anggraeni (2023) observed that the habit of watching videos on platforms such as YouTube allows children to generate, capture, and use English words spontaneously in their daily communication. While L1 is developed through primary social interaction with caregivers, L2 can be driven by technological curiosity and imitation of digital characters that are attractive to the infant.

However, the support of L1 remains essential during the initial stages of English acquisition. Kemp (2020) points out that there is a clear cross-linguistic relationship, where children who have a strong vocabulary in their mother tongue tend to show greater gains in L2. This suggests that the underlying cognitive processes are shared; the mental structure developed for L1 serves as a scaffolding for the child to process the new input of the videos without feeling overwhelmed, allowing a more fluid transition towards bilingualism.

2.3 Learning theories applied to foreign languages

2.3.1 Sociocultural theory of learning

Sociocultural theory, led by Lev Vygotsky, proposes that learning is an eminently social and cultural process that occurs through interaction with others who are more knowledgeable. Vygotsky (1978) argues that all higher mental functions originate as real relationships between human individuals, moving from an intersocial to an individual plane. In language learning, language becomes the main tool for thinking and communicating, and the environment determines the ability to improve knowledge.

In the context of using videos, multimedia content can act as a symbolic social mediator. Children often imitate the behaviors and language of the characters they see on screen, a process Vygotsky calls imitation learning. As Anshary (2024) points out, when a child observes a character interacting in an educational video, they are engaging in a form of digital socialization that allows them to internalize instructions and speech models that they will then apply independently.

In addition, the theory highlights the value of the culture and context in which the child grows up to guide his or her learning process. According to research by García Juntas (2022), the social factor is so essential that human mediation is still necessary for the deep internalization of language; therefore, the effectiveness of the video increases when it is integrated into a "community of learners" where the teacher or parents reinforce what they have observed. In this way, video is not a substitute for interaction, but rather provides an enriched socio-cultural background that the child actively explores.

2.3.2 Constructivism and child learning

Constructivism holds that children are not passive recipients of information, but active participants who construct their own knowledge as they interact with the world. Jean Piaget and Lev Vygotsky developed theories that explain how the infant uses play, language, and the manipulation of objects to make sense of reality. In the stage of 3 to 5 years, the child

is in a period of symbolic representation, where he is able to establish associations between signifiers (real objects) and signified (mental images).

From this perspective, learning English vocabulary through videos is a form of active experimentation. The child observes an event on the screen, creates an internal replica of that object or action, and then attempts to apply that new phonetic "symbol" to his or her own reality. As indicated by Yafie et al. (2020), the integration of multimedia tools in early education fosters autonomy and allows the child to discover spatial, temporal, and linguistic concepts through the use of their senses.

Constructivist theory also emphasizes that the teacher must act as a guide who provides texts, operations, and bibliography appropriate to the student's context. Instead of a linear transfer of data, learning occurs through experiences created for the student to solve problems and build their own mental schemes. In preschool, this means that video should be presented not as an end in itself, but as a resource that arouses curiosity and motivates the child to inquire more about the events represented.

2.3.3 Meaningful learning

David Ausubel introduced the concept of meaningful learning to describe the process by which new information is substantively and not arbitrarily related to what the learner already knows. For this to happen, the learning material must be potentially meaningful and the student must manifest a positive disposition towards it. Guamán-Gómez and Venet-Muñoz (2019) explain that the study of English becomes significant when classroom experiences enrich the child's previous cognitive structure through daily life situations.

In vocabulary acquisition, Ausubel identifies three types of learning that are vital for the preschool level. The first is that of representations, where the child assigns meanings to specific symbols; the second is that of concepts, where it includes general categories; and the third is that of propositions, where he relates concepts to form complex ideas. The use of videos greatly facilitates the learning of representations by providing a clear image and simultaneous sound, which helps the word "dog" to be firmly anchored in the concept of dog that the child already possesses.

A determining factor for the success of this approach is the intrinsic motivation of the student. According to López et al. (2025), meaningful learning is not possible without adequate motivation that drives the child to want to use the new knowledge in his or her daily life. Children's videos, being perceived as rewarding and playful, reduce resistance to learning and promote a favorable attitude towards reading and speaking in English, allowing vocabulary to move from simple memorization to a functional tool of expression.

2.3.4 Theory of comprehensible input

Stephen Krashen's theory of comprehensible input is perhaps the most influential framework for understanding how video impacts language acquisition. Krashen says that human beings acquire language in only one way: by understanding messages or receiving "understandable input." The fundamental formula is $i + $1, where the input must be just

one step beyond the learner's current proficiency level to make it challenging but actionable.

Audiovisual content is a goldmine of understandable input due to its strong visual narrative. Cartoons and situational videos provide context clues that help the child understand the meaning even if they don't know some words. As Erla's team (2025) highlights, when the child understands a message in English, his brain unconsciously notices patterns: how words are combined and in what contexts they occur, building intuitive knowledge similar to that of native speakers.

In addition, Krashen suggests that the input should not only be understandable, but also "compelling" or interesting to the learner. If the child is not interested in what he sees, he will not pay attention, and attention is an essential component for the input to be processed. Videos that include music, rhymes, and characters beloved by preschoolers ensure that the affective filter is kept low, allowing the language to penetrate deep memory without the pressure of constant error correction.

2.3.5 Proximal development zone and scaffolding

The concept of the Zone of Proximal Development (ZPD) introduced by Vygotsky describes the gap between a child's actual developmental level and his or her potential development under the guidance of an expert. In English language instruction to preschoolers, the ZPD is the space where immediate change occurs and where learning resembles assisted performance. Video, in this context, serves as a form of "digital expert" that offers linguistic models that the child has not yet mastered but can begin to imitate.

Scaffolding is the temporary support technique that is provided to the child to achieve a task within his ZPD. Tharp and Gallimore (1991) suggest that the expert organizes experiences that allow the beginner to practice meaningful skills; In the case of videos, the scaffolding is provided by redundant images and repetitive structures that facilitate understanding. As the child gains confidence and vocabulary, this support is gradually withdrawn, allowing for independent resolution of communicative tasks.

The effectiveness of the ZPD in multimedia environments is significantly enhanced with the mediation of more skilled classmates or the teacher himself. Vygotsky emphasizes that learning involves a community of learners where dialogue and feedback are essential. For a 3- to 5-year-old, watching a video alongside an adult asking questions or pointing to important objects ("Look, a blue car!") creates an environment of sociocultural interaction that maximizes vocabulary acquisition potential, transforming a passive activity into a social-building exercise.

2.4 Cognitive processes in vocabulary learning

2.4.1 Fast mapping

Fast mapping is the process by which children acquire initial and preliminary knowledge about the meaning of a word after minimal exposure to it. This phenomenon, originally

studied by Carey and Bartlett in the 1970s, explains how preschoolers can incorporate new lexical labels at surprising speed. In the context of videos, a single encounter with a word associated with a clear image is enough for the child to create a mind map that links sound to concept.

This process is critical for early second language acquisition, as it allows the child to begin to recognize English vocabulary without the need for formal instruction. Kemp (2020) found that there are no significant differences in the effectiveness of fast mapping between the use of storybooks and cartoon videos; both mediums are equally capable of supporting the learning of unfamiliar words in bilingual children. The key factor is that the stimulus is part of a coherent narrative that offers sufficient clues to infer meaning.

However, fast mapping is only the beginning of the process; for knowledge to be lasting, it must be followed by extended mapping. While the former allows for quick comprehension, the latter requires time, repetition, and multiple encounters with the word in various contexts. For this reason, brief but recurrent exposure to videos is strategic: the first viewing activates fast mapping, while subsequent repetitions consolidate the meaning and allow the child to actively use the word in short sentences.

2.4.2 Working memory and semantic memory

Working memory is the system responsible for holding and manipulating information for short periods of time to perform complex cognitive tasks. In children aged 3 to 5 years, the capacity of this system is limited and expands with age, which directly influences their ability to process new linguistic elements. Blom (2023) notes that executive functions, such as working memory, are critical predictors of success in vocabulary acquisition, as they allow the child to filter the constant stream of information coming from a video.

The relationship between working memory and lexical acquisition is one of competition for resources. When a video presents excessive visual load or incongruous information, interference occurs that can hinder word retention. Teng (2024) observed that complex working memory capacity is a stronger predictor of incidental learning than simple auditory short-term memory. In preschoolers, this implies that videos must be simple and well-structured so as not to exhaust the mental resources that the child needs to decode English.

On the other hand, semantic memory acts as the storehouse of general knowledge and concepts about the world. Meaningful learning occurs when the information processed by working memory manages to integrate into the network of semantic memory. Yafie et al. (2020) explain that the use of multimedia facilitates this storage by combining sounds, images, and words in an engaging way, which accelerates information processing and allows new linguistic labels to become permanent, recoverable "neural fingerprints."

2.4.3 Selective attention in children

Selective attention is the ability to focus on specific stimuli while ignoring those that are irrelevant to the task at hand. This process is vital in preschool, where children learn to

hold their attention for longer periods and to direct their focus to particular objects or sounds. Atkinson and Braddick (2012) highlight that this ability develops linearly during the first five years of life and is essential for early learning.

In incidental vocabulary learning through videos, attention acts as the regulator of the flow of information. In order for a child to learn an English word, they must be able to select the relevant auditory stimulus and link it to the corresponding visual on screen. Lynn et al. (2020) point out that children with higher levels of sustained attention show faster growth in their receptive vocabulary, as they can more effectively ignore the distractions present in digital media.

Recent research suggests that attention is not a unitary function, but rather a set of surveillance and alertness brain networks that are strengthened by practice. Boujon and Quaireau (1999) indicate that learning requires focused attention, especially when confronted with a foreign language where the sounds are novel. For this reason, the design of educational videos should include signals that direct the child's attention to the key words, avoiding sensory overload that could lead to a loss of interest or lapses of distraction.

2.4.4 Multimodal processing

Multimodal processing refers to the brain's ability to integrate information from multiple senses, primarily vision and hearing, to create a unified representation. In young children, this approach is natural, as they explore and get to know the environment through their perceptual and motor skills. Multisensory integration improves information retention thanks to what is known as the "bimodal advantage" or multimedia effect.

Children's videos are, by definition, multimodal tools that combine music, rhymes, animations, and spoken language. Research by Tavasoli et al. (2020) corroborates that learning vocabulary in English is more effective when it is supported by multimedia glossaries that offer different input modalities. For preschoolers, the preference for content with colorful themes and songs (such as nursery rhymes over numbers or colors) is due to the fact that these formats activate multiple sensory channels, facilitating richer encoding of the language.

In addition, multimodal processing helps compensate for limitations in children's initial verbal communication. If a child has difficulty articulating a word, the visual support of video reinforces their comprehension and allows them to express ideas through gestures or images before achieving full oral production. As described in the Learning Progressions for a Foreign Language (2023), the use of audiovisual and playful resources favors the recognition of patterns and sounds, promoting an inductive learning model that is ideal for preschool age.

2.4.5 Image-word association

The image-word association is the basic cognitive mechanism by which the child links a phonetic label with an internal visual representation. Piaget explains that during the

preoperational period, the child develops the ability to remember, allowing him to refer to objects that are not physically present. Videos strengthen this ability by offering a situational context where the visual referent and the English word are presented in a synchronized manner.

At this stage, children are particularly sensitive to social contingency, which means they learn best when characters in the video address them directly or use clear gestures to point to objects. Anshary and Perangin-angin (2024) documented that, after repeated exposure to YouTube videos, 3-year-olds are able to spontaneously name fruits and animals in English because they have internalized the connection between sound and image. This association becomes a mental habit that allows for rapid retrieval of vocabulary in everyday situations.

Constant repetition is the factor that consolidates this association. García Juntas (2022) highlights that the child discovers that his actions have consequences and shows interest in active experimentation, which includes repeating words heard in videos to see the reaction of adults. By watching the same video several times a day, the child strengthens the neural fingerprint of the image-word association, which makes it easier for vocabulary to move from passive recognition to spontaneous and meaningful production.

2.5 Theories of Multimedia Learning

2.5.1 Theory of double processing

The theory of double processing, based on Allan Paivio's Double Coding Theory, postulates that human beings have two independent but interrelated information processing systems: one verbal and the other non-verbal or visual. Clark and Paivio (1991) argue that learning is enhanced when an idea is represented in both codes simultaneously, as this creates multiple routes for the retrieval of information in long-term memory.

In second language learning, this theory suggests that English vocabulary is acquired in greater depth when it is presented along with an image that illustrates it. For a preschooler, hearing the word "sun" while watching an animation of the sun allows his brain to process auditory information through the verbal channel and the image through the visual channel. Mayer (2014) points out that the integration of these two mental models is what generates significant and lasting learning, superior to what would be obtained through the use of words alone.

However, this advantage requires that the input be coherent and synchronized. If the word and image do not coincide temporally (principle of temporal contiguity), the child must expend additional cognitive resources to try to put them together, which can cause mental fatigue. Recent research from 2025 reinforces that bimodal presentation is the most effective method for preschoolers to recall information from narrative tasks, as long as the processing capacity of their dual channels is respected.

2.5.2 Cognitive theory of multimedia learning

Richard Mayer developed the Cognitive Theory of Multimedia Learning (CTML) based on the idea that deep learning occurs when the student constructs coherent mental representations from words and images. Mayer (2014) establishes that the brain is not a passive storage system, but an active processor that selects relevant information, organizes it into mental models, and integrates it with prior knowledge.

For CTML to be effective in children ages 3 to 5, multimedia materials must be designed with caution. Mayer warns that multimedia instruction is so cognitively demanding that it requires specialized principles to avoid harm to the learning process. For example, the multimedia principle holds that learning is best with words and images combined, but the principle of coherence warns against removing any extraneous material (such as distracting background music or irrelevant animations) that does not directly contribute to the educational goal.

The ultimate goal of CTML is to encourage generative processing, i.e., the effort that the child puts into making sense of the material. In preschool, this translates into videos that use conversational language rather than formal language (personalization principle) to establish "social proximity" with the infant. By feeling connected to the characters, the child devotes more mental resources to processing English vocabulary, integrating the new words into their knowledge schemes more efficiently.

2.5.3 Cognitive load in children

The Cognitive Load Theory (CLT), proposed by John Sweller, focuses on the limitations of working memory and how instructional design can saturate or facilitate information processing. Sweller (2020) distinguishes between intrinsic charge, which is the complexity of the subject itself; the extraneous charge, generated by a bad presentation; and the German load, which is the constructive effort of the student. In preschoolers, whose working memory is still small, the management of these loads is decisive to avoid learning blockage.

Extraneous charging is the main enemy of learning in children's videos. Elements such as advertisements, frenetic visual effects or the lack of synchrony between audio and image exhaust the child's mental resources before he can process the words in English. Research from 2025 suggests that reducing redundant information and avoiding the split-attention effect – where the child must look at two different places to understand a concept – significantly improves cognitive efficiency in digital environments.

To manage the intrinsic load of English as a second language, the use of strategies such as segmenting and scaffolding is recommended. By breaking the videos into small chunks or introducing only two or three new words per session, the child is allowed to process each "snippet" before moving on to the next. In this way, mental capacity for German processing is freed, allowing the child to be actively involved in the creation of mental schemas and achieve long-term lexical retention without experiencing cognitive stress.

2.5.4 Principles of educational multimedia design

The design of educational materials for the initial level must follow rigorous principles to ensure their effectiveness. Richard Mayer proposes, among others, the modality principle, which suggests that children learn best when words are presented as spoken narration rather than on-screen text. This is critical in preschoolers ages 3 to 5, as they do not yet possess the reading skills to decode text, and the use of subtitles or written words would unnecessarily saturate their visual channel.

Another fundamental principle is signaling, which consists of adding visual cues such as arrows, highlights or gestures of the characters to direct the child's attention to vital information. Learning is enhanced when the effort of "guessing" what is important is eliminated. For example, in a video about colors, signaling ensures that the child focuses on the object that changes color just when the English word is mentioned, thus optimizing the use of their limited attentional resources.

Finally, the principles of spatial and temporal contiguity dictate that images and corresponding words must be close to each other and occur at the same time. Research from 2022 and 2023 underlines that respecting these principles in digital storytelling applications increases children's participation, attention, and verbal responses. A multimedia design that respects the way the infant brain processes information not only facilitates vocabulary acquisition, but also builds a solid foundation for the child to become an autonomous and motivated learner.

2.6 Gaps in English Language Teaching in Early Childhood Education

The study of second language (L2) acquisition in early childhood, specifically the English language, is situated at a critical intersection between neurobiological development, educational public policy, and social equity. In the Ecuadorian context, the stage of Early Childhood Education, which includes children from 3 to 5 years of age, is constitutionally recognized as a priority area for State investment and a fundamental pillar to guarantee equality and social inclusion (Constitution of the Republic of Ecuador, 2008). However, despite the fact that the legal framework establishes compulsory and universal access to early education, there is still a structural disconnect between these aspirations for comprehensive well-being and the effective implementation of early bilingualism programs. This disconnection is the origin of multiple gaps that condition children's learning trajectories, limiting their ability to interact in a globalized world where mastery of a foreign language is not a luxury, but a need for functional literacy.

The current panorama reveals that the teaching of English in Ecuador faces systemic challenges that are manifested with greater intensity at the initial levels. According to international reports on language proficiency, the country has historically been placed in low-performing positions, occupying 82nd place out of 116 nations evaluated in 2024 (Pionce et al., 2023). For a child between 3 and 5 years old, this educational reality translates into uneven access to quality linguistic input, which is essential to take advantage of the window of brain plasticity that characterizes this age. Research suggests that child development is comprehensive and includes cognitive, social and affective aspects that are

interrelated; therefore, the absence of linguistic stimuli in an L2 during this stage not only affects the future lexicon, but also limits the development of higher cognitive skills and intercultural openness.

In this scenario, the use of audiovisual resources such as short educational videos emerges as a pedagogical alternative to mitigate these gaps, especially when access to formal instruction is limited or non-existent. However, the implementation of these digital tools is not without obstacles, as school infrastructure and teacher training create a scenario of inequality that prevents technology from being an effective vehicle for equity (Alvarado et al., 2025). Analysing these gaps not only allows us to understand the factors that impede learning, but also facilitates the identification of opportunities to innovate in teaching practice through brief and motivating presentations that respect the development rhythms of the little ones.

2.6.1 Gaps in English Teaching in Early Childhood Education

The absence of a policy of formal and compulsory instruction for the English language in the sublevels of Initial Education constitutes the fundamental gap in the Ecuadorian education system. The national curriculum of Early Childhood Education, although based on the right to education and respect for diversity, defines basic learning around axes of personal, social and communication development, but does not establish specific learning objectives for a second language (Ministerio de educación, 2014). This curricular omission ignores the vast neuroscientific evidence that positions early childhood as the period of greatest receptivity for phonological and lexical acquisition, where children are able to internalize linguistic structures naturally through incidental immersion.

On the other hand, this lack of formality generates an educational segmentation where only families with sufficient economic resources, who have access to private institutions, can guarantee their children an early and systematic exposure to English. In the public sector, the teaching of an L2 is subject to the isolated initiative of teachers who often have to prioritize the development of the mother tongue and basic motor skills. This initial asymmetry is the germ of a cumulative inequality that is evident at the higher levels of basic education, where students arrive without the necessary lexical bases to face the challenges of an increasingly technical and demanding English curriculum (Alvarez et al., 2025).

Consequently, the current legal framework, including the Organic Law on Early Childhood of 2025, reaffirms that education is a multifactorial process that depends on the quality of the social and cultural conditions in which children live. By not including English as a compulsory basic competence from the age of 3, the education system fails to guarantee the progressiveness of linguistic rights, limiting access to global information tools from the cradle (Cervantes, 2024). In this way, the "zone of proximal development" proposed by Vygotsky for language learning is wasted in the fiscal classroom, since there is no necessary mediation by a competent adult to model the use of the foreign language.

Finally, from a pedagogical perspective, the lack of formal instruction is manifested in the absence of assessment indicators for linguistic progress in an L2 during the preschool stage. Since the evaluation is exclusively qualitative and oriented to integral development in Spanish, teachers do not have standardized instruments to record whether a child is able to identify basic vocabulary or respond to simple commands in English. This pedagogical invisibility discourages the implementation of bilingual activities, reinforcing the perception that English is a secondary or optional area rather than a vital component of the child's cognitive and creative development (Ministerio de educación, 2021).

2.6.2 Curricular limitations

Curricular limitations in Ecuador have been exacerbated by administrative decisions that have negatively impacted exposure to the English language. In April 2023, a curricular change was implemented that reduced the subject of English from five to three hours per week in basic education, a measure that, although it does not directly affect initial education, disarticulates the pedagogical continuity of the system (Mero et al., 2024). This reduction in hours significantly limits the opportunities for natural language acquisition, forcing a formal and explicit learning model that is not suitable for the developmental stage of children from 3 to 5 years old, who learn best through playful and constant exposure.

In addition, the Early Childhood Education curriculum is organized through the "play-work" methodology, which allows children to achieve skills spontaneously according to their needs (Ministerio de educación, 2023). However, this flexibility becomes a barrier when there are no official guides that indicate how to integrate English in a transversal way in the different learning corners. Teachers, lacking technical guidelines, tend to omit the area altogether or limit it to the isolated repetition of words out of context, which contravenes the principles of meaningful learning where the child builds knowledge based on previous and motivating experiences.

On the other hand, recent studies in the context of the Ecuadorian curriculum reform indicate that the reduction in hours impacts 92% on vocabulary acquisition and 89% on students' ability to pronounce adequately (Mero et al., 2024). These figures suggest that the lack of dedicated and structured time for English prevents the formation of lasting language habits. Krashen's theory of second language acquisition holds that for language internalization to occur, the student must be exposed to understandable input in an environment with a low affective filter, conditions that are difficult to meet with current time constraints and curriculum design.

Consequently, the current Initial Education and Preparatory Sublevel curriculum presents a disconnection between the exit profile and the requirements of the first grade of Basic General Education. As the initial level is not compulsory in terms of entry requirements, the exit profile does not contemplate basic bilingual skills, which generates a knowledge gap when children are faced with more structured English curricula later. This lack of sequentiality violates the right of students to receive an education of excellence that responds to international standards of foreign language proficiency (Mero et al., 2024).

2.6.3 Insufficient teacher training in L2

The effectiveness of any bilingual curriculum depends on the competence of educators, an area where Ecuador presents critical disparities. Most teachers assigned to the initial education level have a solid background in early childhood pedagogy, but they lack the linguistic proficiency necessary to teach English with phonetic accuracy (Vásquez, 2022). Previous research has revealed that a large proportion of future English teachers have low proficiency, often below level B2, and this level is unlikely to improve significantly without external intensive training interventions (Abad et al., 2019).

In addition, the national "Strengthening English" program, although it has sought to certify teachers through international immersion, has had a limited scope and has not prioritized early childhood education teachers (Velez et al., 2025). Teachers at this level often feel excluded from continuing education opportunities, which creates an internal gap between high school specialists and early childhood generalists. This situation is aggravated by the fact that many public institutions do not have specialized English teachers for the preschool level, delegating this responsibility to the classroom teacher, who must deal with her own linguistic insecurities while trying to model basic sounds for the children.

On the other hand, the lack of mastery of innovative methodologies, such as Content and Language Integrated Learning (CLIL or CLIL), prevents teachers from taking advantage of everyday activities to introduce English organically. Instead of using songs, rhymes, and educational videos to encourage spontaneous communication, many teachers turn to traditional grammar-focused methods that do not respect the cognitive development of early childhood (Vásquez, 2022). Teacher training should, therefore, focus not only on raising the level of language, but also on providing specific didactic tools for technological mediation and playful learning in an L2.

Finally, the shortage of specialized English teachers in rural and Amazonian provinces creates an unsustainable problem of geographic equity. While there are platforms for teacher support and training in urban centers, rural educators operate in almost total isolation, without access to professional incentives to improve their language competence (Velez et al., 2025). This educational disparity is one of the factors that most influence low student performance in English, consolidating a gap that separates Ecuadorian children from the global competencies required to thrive in a digitalized and competitive world.

2.6.4 Technological and educational gaps in rural contexts

The digital divide in Ecuador is not only a matter of access to hardware, but a structural phenomenon that conditions the right to quality education in rural sectors. According to official reports, only 37% of the country's public educational institutions have a solid connectivity infrastructure, which leaves most students at a severe technological disadvantage (Ministerio de educación, 2022). For a child in early childhood education in a rural community, this lack of internet negates the possibility of using interactive

audiovisual resources, such as specialized YouTube channels, which have proven to be effective tools for acquiring English vocabulary through repetition and visual stimulation.
In addition, this limitation is deepened by the obsolescence of existing equipment and the lack of broadband networks in areas that are difficult to access, such as the Amazon and the mountainous areas of the Sierra. Although the State has managed international loans to reduce this gap by delivering technology kits to thousands of rural schools, the implementation of these programs is often slow and does not guarantee the necessary technical support for teachers to integrate these tools into their daily practice (IDB, 2023). Educational digitalization, far from being a homogeneous process, has created a new form of exclusion where access to technology becomes a privilege of geographical location.
Thus, in the rural household, the digital divide manifests itself in the low educational level of caregivers and the lack of cutting-edge technical resources, which prevents children from continuing their exposure to English outside school hours. Many parents in rural contexts do not have mobile devices with sufficient storage capacity or data plans to watch educational videos, which fractures the cycle of linguistic habituation necessary for learning an L2 (Alvarado et al., 2025). The lack of a rights-based approach to digitalisation means that technology is often perceived as a superfluous expense rather than an essential tool for social inclusion.
Consequently, in view of this reality, there is a need to promote the use of multiplatform software and low-data resources that work on basic devices. Tools such as YouTube, if used strategically through projections in neighborhood centers or mobile classrooms, could democratize access to linguistic input without requiring massive investments in individual hardware (Ministerio de educación, 2022). However, this requires a profound pedagogical transformation that moves rural teachers away from the traditional chalk and blackboard method, enabling them to be a mediator in the responsible use of technology for language teaching.

2.6.5 Urban-rural educational inequality

Educational inequality between urban and rural areas in Ecuador is a persistent challenge that is reflected in disparities in academic achievement and access to opportunities. While provinces with greater urban development achieve acceptable levels of English proficiency, rural and border regions have the lowest rates of language proficiency (Sempértegui, 2022). This gap begins in early education, where rural children receive significantly fewer bilingual stimuli than their urban peers, creating a learning debt that is extremely difficult to pay off in later school stages.
On the other hand, in the rural context, initial education is often provided in single-teacher or multi-grade institutions, where a single teacher must attend several educational levels simultaneously. This administrative saturation prevents teachers from dedicating specific time to English instruction, prioritizing basic literacy skills in Spanish or in ancestral languages in the case of Intercultural Bilingual Education (Ministerio de educacion, 2014). The bilingual intercultural system, although fundamental for the strengthening of the

plurinational State, faces the challenge of integrating English as a third language without displacing the child's own cultural identity.

In addition, rurality imposes socioeconomic barriers linked to poverty and the lack of family support at home. Many parents in rural communities have low levels of schooling and do not perceive the instrumental value of English, which reduces the child's intrinsic motivation to commit to learning an L2 (Sempértegui, 2022). Without an environment that reinforces the importance of bilingual education, rural children see English as a subject alien to their daily reality, which increases the risk of disinterest and eventual school dropout due to initial academic difficulties.

Consequently, to mitigate this gap, the Ecuadorian State has proposed digital transformation plans and the creation of itinerant training nodes that bring training opportunities to rural teachers. However, the effectiveness of these policies depends on their sustainability and the ability to attract qualified teachers to the most remote areas through real professional incentives. Educational equity in the teaching of English will only be possible when a child in a remote community has the same access to quality linguistic input as a child in the privileged sectors of large cities (IDB, 2023).

2.6.6 Shortage of teaching materials in English

The teaching of a second language in early childhood requires an environment rich in sensory and visual stimuli that facilitate the association of meanings in an intuitive way. However, in rural public institutions in Ecuador, there is a notable shortage of specific teaching materials for the initial level of education in the area of English (Sánchez, 2012). Teachers often lack pictures, storybooks, and educational toys in the target language, forcing them to resort to constant translation, limiting children's development of phonological awareness and bilingual thinking.

In addition, this lack of tangible resources directly impacts the motivation and attention of students aged 3 to 5 years, who need to manipulate objects and observe vibrant images to anchor vocabulary in their long-term memory. Research carried out in public educational units reveals that the lack of audiovisual and recreational materials makes English classes monotonous and less stimulating, causing restlessness and disinterest in infants (García, 2021). The scarcity of teaching materials is therefore one of the main structural barriers to achieving inclusive and equitable early education.

On the other hand, the materials gap is aggravated in contexts where teachers must design their own resources without having the necessary methodological support. The underutilization of free digital tools for the creation of innovative teaching resources is a direct consequence of the lack of technical training and precarious connectivity in rural classrooms (Sánchez, 2012). This situation generates an administrative overload for the teacher, who must improvise low-cost materials that do not always meet the linguistic standards required for effective modeling of the foreign language.

Finally, the scarcity of teaching materials in English not only affects the quality of instruction, but deepens inequality in access to meaningful learning experiences. While the

private sector has international multimedia content platforms, rural public education lags behind with insufficient basic inputs. An effective public policy must prioritize the provision of multisensory and technological resources that allow teachers to transform the classroom into a stimulating bilingual environment, where the short educational video acts as a bridge to close the lexical gap of the youngest (García, 2021).

2.6.7 Gaps in educational research

Scientific research in the field of second language acquisition has shown a historical tendency to prioritize studies based on prolonged exposures and long-term interventions. Much of the available academic literature focuses on full-academic year immersion programs or student follow-up in intensive bilingual school contexts (Wisniewska & Mora, 2020). While these studies have provided valuable data on the development of comprehensive language competence, they present a limitation in their applicability to contexts where exposure to the language is intermittent or limited to a few minutes per session due to curricular restrictions.

In addition, this predominance of studies with extensive exposure tends to favor populations of intermediate or advanced students, neglecting absolute beginners in the initial education stage. Most analyses of the use of videos with subtitles analyze the impact on adolescents or adults, mistakenly assuming that the mechanisms of processing audiovisual input are identical in early childhood. However, research suggests that children aged 3 to 5 process information differently, relying more on exogenous factors and joint attention than on reading text on screen (Webb & Rodgers, 2009).

Thus, the lack of studies on brief exposures prevents teachers from having empirical evidence to justify the use of micro-interventions in the preschool classroom. Science has shown that watching long-form TV series benefits incidental learning of complex structures, but little is known about the minimum threshold of time needed for a 3-year-old to begin internalizing basic vocabulary spontaneously through short clips. This research gap reinforces the idea that, if there is no massive workload of English, it is not possible to achieve significant results in the initial lexical acquisition.

Consequently, there is a pressing need to redirect the research focus towards paradigms of frequent but short-term exposure, which are more compatible with the sustained attention span of preschoolers. Studies of prolonged exposure often ignore the cognitive fatigue that young children can experience in the face of long sessions of audiovisual input, which invalidates many of their recommendations for the context of the fiscal initial classroom (Wisniewska & Mora, 2020). Only through a diversification of research methodologies will it be possible to validate pedagogical strategies that take advantage of the disruptive potential of short educational videos.

2.6.8 Little research on short exposures

Unlike extensive studies, research on the impact of brief exposures on English vocabulary acquisition is remarkably sparse, especially in the 3- to 5-year-old age bracket. Most

experiments exploring the use of short videos are conducted in controlled laboratory settings, making it difficult to generalize the results to real-life situations where the child interacts with digital media at home informally. This lack of evidence on micro-exposures leaves fundamental questions unanswered about the optimal frequency of viewing and the type of audiovisual content that maximizes incidental learning in infants (Dewi & Anggraeni, 2023).

On the other hand, recent case studies suggest that brevity of exposure is not a barrier if there is high frequency and repetition. It has been observed that 3-year-olds are able to acquire a significant amount of vocabulary and produce it spontaneously after repeatedly watching songs and short videos on digital platforms, while older children, with more divided attention between content in several languages, may show less spontaneous results (Dewi & Anggraeni, 2023). These findings indicate that learning through short exposures is mediated by habit formation and incidental immersion, areas that require greater theoretical depth.

In addition, the paucity of research is also manifested in the lack of models that explain how the infant brain transitions from passive recognition to spontaneous oral production under conditions of limited exposure. The theory of language acquisition suggests that children possess biological devices that are activated by environmental input, but the specific role of brief exposures in activating this mechanism has not been sufficiently documented. There is a research gap on how the brevity of the stimulus can act as a catalyst for imitation learning and experimentation in early childhood.

Finally, the lack of research on brief exposures limits the ability of educators to design compensatory interventions that mitigate the impact of reduced class hours in Ecuador. Without clear data on the efficacy of watching video clips of a few minutes a day, teachers lack a scientific basis to recommend reinforcement activities at home that are brief but effective (Cervantes, 2024). Closing this research gap is essential to develop educational policies that integrate the use of mobile devices as strategic allies in early bilingual literacy from the age of three.

2.6.9 Poor measurement of indirect effects

One of the most notable omissions in research on technology and language acquisition is the lack of metrics to assess the indirect effects of learning, such as motivation and attention regulation. Most studies limit themselves to applying vocabulary tests, ignoring that success in acquiring an L2 in preschool children depends largely on their affective disposition and their ability to filter out irrelevant stimuli (Madrid, 2021). In infants ages 3 to 5, motivation is the causal factor that determines persistence in the task and how often the child wants to re-engage with the English material.

In addition, sustained attention is a complex cognitive process that develops gradually during childhood and is essential for learning a foreign language. However, measuring attention in children of this age presents significant methodological challenges, as traditional assessment paradigms are often too long for their limited capacity for focus

(Ruff & Rothbart, 2001). Researchers often fail to distinguish between attention captured by the physical properties of video and voluntary attention geared toward processing linguistic meaning, leaving a major gap in our understanding of how videos impact the infant brain.

On the other hand, motivation is also influenced by extrinsic factors, such as parental involvement and their perception of the importance of bilingual education. Research suggests that children with parents who have positive attitudes towards English demonstrate a greater willingness to learn and better lexical retention (Dewi & Anggraeni, 2023). However, there is a gap in the measurement of how the consumption of educational videos in the family influences the child's affective orientation towards L2, an indirect effect that could be more lasting and significant than learning a specific list of isolated words.

Finally, future research should adopt a multidimensional approach that integrates the analysis of motivational and attentional trajectories along with lexical acquisition results. The use of innovative techniques, such as eye-tracking during video viewing, could provide a clearer view of the underlying mechanisms by which short exposures manage to capture the child's mind (Ruff & Rothbart, 2001). Only by systematically measuring these indirect effects can audiovisual resources be designed that not only teach vocabulary, but also foster a lasting love of language learning from the preschool stage.

2.7 Using Videos to Teach Vocabulary in English

2.7.1 Definition of children's educational video

Children's educational video is conceptually defined as audiovisual material that, although not always created with an original pedagogical intention, is integrated into a teaching strategy to achieve specific didactic objectives (Acuña, 2022). At the preschool level, this resource acts as a sensory bridge that facilitates the transmission of knowledge through the combination of auditory and visual stimuli, allowing the child to associate meanings intuitively (George Reyes, 2010). For learning English, video transcends the mere exposure of images, becoming a playful environment that captures the sustained attention of the infant (Prospherus, 2025).

From a technical perspective, a distinction is made between curricular videos, which are strictly adapted to a syllabus, and dissemination or playful videos that are used as motivational support (George Reyes, 2010). In the education of children aged three to five, the effectiveness of the material depends on their ability to present the content in a complete way, minimizing the need for complex external explanations (Acuña, 2022). Thus, educational video is positioned as a multipurpose tool that energizes the classroom and favors the active assimilation of a second language (Prospherus, 2025).

The integration of these resources in the initial classroom allows the teacher to act as a mediator, selecting fragments that break the monotony of traditional methods and offer clear linguistic models (Alonso Surí et al., 2021). Video should not be perceived as a

substitute for the teacher, but as a dynamizer of higher cognitive processes such as phonological memory and semantic inference (Prospherus, 2025). In this way, audiovisual material constitutes a fundamental support for the construction of knowledge in early childhood (Acuña, 2022).

Finally, contemporary academic literature highlights that children's educational video must have a technical and literary script specifically designed for the cognitive maturity of the age group to which it is addressed (George Reyes, 2010). This ensures that the information transmitted is neither too intense nor too precarious, respecting the learning pace of preschoolers (Acuña, 2022). Consequently, the video is transformed into a real or fictional document that transfers everyday situations to the classroom, enriching the student's bilingual experience (Alonso Surí et al., 2021).

2.7.2 Educational Video Features

One of the primary characteristics of educational video is its expressive potential, which is classified into low, medium, and high levels according to its ability to convey a complete message by itself (Acuña, 2022). High-potential videos are those structurally designed to facilitate comprehension and retention through a coherent narrative and visual resources that do not require constant intervention from the teacher (George Reyes, 2010). On the contrary, those with low potentiality function merely as image banks that require the verbal guidance of the teacher to make pedagogical sense (Acuña, 2022).

Another essential property is technical versatility, which allows instant reproduction, personalized editing according to classroom objectives, and storage of productions for recurrent use (George Reyes, 2010). Video allows us to observe not only oral language, but also non-verbal elements such as gestures, facial expressions, and interpersonal distances, which are critical for communication in English (Alonso Surí et al., 2021). This multimodal richness helps the preschool child to decode the bilingual message more easily than through unisensory stimuli (Mayer, 2009).

Educational video design should prioritize visual simplicity and audio clarity, avoiding excessive embellishments that may distract from the central linguistic goal (Mayer, 2009). The cognitive characteristics of children aged three to five years require that content be presented in an organized manner and highlighting relevant information, a technique known as signaling (Sánchez Corrales & Murillo Rojas, 1993). Thus, video becomes a resource that guarantees the permanence of educational messages and facilitates their exchange among the school community (George Reyes, 2010).

Additionally, educational video is characterized by its ability to motivate the student through the use of music, vibrant colors, and familiar characters that generate emotional security (Alonso Surí et al., 2021). This playfulness is essential in preschool, as it allows learning English to be perceived as an entertaining activity rather than a rigid academic task (Prospherus, 2025). In this way, the technical and didactic characteristics of the video merge to create a meaningful and highly participatory learning environment (George Reyes, 2010).

2.7.3 Advantages of audiovisual resources in preschool

The use of audiovisual resources in preschool offers significant advantages by involving multiple senses in the learning process, which increases information retention compared to methods based solely on text or audio (Acuña, 2022). It is estimated that learning is much deeper when it is seen and heard simultaneously, reaching levels of effectiveness of up to 75% in the assimilation of content (George Reyes, 2010). For the teaching of English, this advantage translates into an improvement in the decoding and listening comprehension of infants (Prospherus, 2025).

In addition, video allows authentic real-life contexts to be brought into the classroom, which helps children understand how English vocabulary is used in practical, everyday situations (Alonso Surí et al., 2021). This reduces the gap between theoretical learning and communicative application, favoring the development of self-confidence in the use of the foreign language (Sánchez Corrales & Murillo Rojas, 1993). The audiovisual resource also facilitates the introduction of intercultural topics that enrich the student's vision of the world from an early age (Alonso Surí et al., 2021).

Another advantage lies in the ability to repeat the content as many times as necessary, which is vital for preschoolers who require multiple exposures to consolidate a new word (Pearson, 2025). Video allows for specific scenes to be paused and discussed, allowing the teacher to customize instruction according to the needs of the group (George Reyes, 2010). Likewise, the use of dynamic videos has been shown to increase student participation by 90%, showing them more open to bilingual interaction (Alonso Surí et al., 2021).

Finally, video acts as a compensatory resource that can level learning opportunities among children from different socioeconomic backgrounds by providing high-quality language models (Cáceres Zúñiga, 2020). When presenting multimodal stimuli, brain processes linked to long-term memory are activated, making it easier for the child to integrate the new lexicon into their cognitive structure in a natural way (Prospherus, 2025). In this way, the audiovisual becomes a strategic ally to overcome the initial educational gaps (Cáceres Zúñiga, 2020).

2.8 Pedagogical design of videos for children

2.8.1 Proper Video Length

The length of educational videos for children aged three to five years is a critical factor that determines the effectiveness of learning, as sustained attention time at this age is limited (Acuña, 2022). It is recommended that video segments do not exceed five minutes, or that they be divided into smaller parts controlled by the teacher, following the principle of pedagogical segmentation (Mayer, 2009). This brevity prevents cognitive fatigue and allows the child to process essential information before moving on to a new concept (George Reyes, 2010).

The brevity of the resource also makes it easier for the teacher to take strategic pauses to ask questions or engage in interaction activities that reinforce what has been visualized (Strouse et al., 2013). An excessively long video can cause the child to disconnect from the activity, transforming learning into passive viewing devoid of didactic purpose (Acuña, 2022). By keeping videos short, cognitive load is optimized, allowing working memory to focus exclusively on the English vocabulary to be taught (Mayer, 2009).

Research suggests that children learn best when content is presented in short bursts of meaningful information interspersed with moments of social interaction (Strouse et al., 2013). This is aligned with the biophysiological characteristics of preschoolers, whose psychological structures are in the process of formation and require direct and precise stimuli (García Aldaco, 2022). Therefore, time management within audiovisual design is as important as the content itself to guarantee pedagogical success (Acuña, 2022).

In teaching practice, the use of short videos allows greater flexibility in daily planning, integrating the resource as a start, development or closing activity without saturating the school day (George Reyes, 2010). Brevity encourages children to request to watch the video again, which opens the door to the repetition necessary for lexical acquisition (Pearson, 2025). In this way, the appropriate duration becomes a facilitator of the student's retention and intrinsic motivation for the English language (Alonso Surí et al., 2021).

2.8.2 Lexical repetition

Repetition is the cornerstone of learning a second language in childhood, as children aged three to five thrive when confronted with familiar words and phrases on a recurring basis (Pearson, 2025). By hearing an English term repeatedly within a video, the child strengthens the neural connections necessary for comprehension and long-term memory (Pearson, 2025). The design of educational videos must, therefore, incorporate lexical repetition in a rhythmic and contextualized way to ensure that the new vocabulary is integrated into the child's mental lexicon (Sánchez Corrales & Murillo Rojas, 1993).

This strategy should not be a monotonous duplication, but a varied presentation of the word in different narrative scenarios within the same video or through different materials (Pearson, 2025). Lexical repetition helps children anticipate what will come next, which generates a sense of success and competence that is vital for their self-confidence (Alonso Surí et al., 2021). Studies show that words frequently presented in isolation or repeated in close sentences are the first words that children manage to produce autonomously (Pearson, 2025).

In addition to repetition within the audiovisual content, it is essential that the teacher promotes the recurrent viewing of the material on different days (Pearson, 2025). Preschoolers enjoy predictability, which allows them to focus their attention on finer phonetic details of English that they may have initially missed (Alonso Surí et al., 2021). This process of repeated exposure is what allows learning to go from being an incidental recognition to a consolidated and productive lexical knowledge (Sánchez Corrales & Murillo Rojas, 1993).

Finally, the use of catchy rhymes and choruses in videos greatly facilitates spontaneous repetition by the child, even outside of the school environment (Pearson, 2025). Lexical repetition guided by musical rhythm decreases the mental effort required to memorize complex sounds of English (Mayer, 2009). In conclusion, repetition is not only a reinforcement technique, but a cognitive need that the pedagogical design of the video must satisfy to ensure effective vocabulary acquisition (Pearson, 2025).

2.8.3 Use of characters and narratives

The inclusion of recurring characters and simple narratives in educational videos provides preschoolers with a safe and predictable emotional framework that favors learning (Alonso Surí et al., 2021). Children tend to identify with characters who face situations similar to their own, which increases their interest and motivation to understand what the character says in English (Alonso Surí et al., 2021). A well-structured narrative allows vocabulary to be presented in a contextualized way, making it easier for the child to infer the meaning of words through the action of the story (Acuña, 2022).

Characters act as role models who can demonstrate positive linguistic and social behaviors, inviting the child to imitate their pronunciation and gestures (Acuña, 2022). Using a simple plot, with a clear beginning, middle, and end, helps children organize their thinking and develop basic narrative skills in the second language (Pearson, 2025). This sequential structure reduces confusion and allows the child to focus on the "chunks" or blocks of language that the character uses to communicate (Sánchez Corrales & Murillo Rojas, 1993).

Likewise, video stories encourage creative imagination and fantasy, essential elements of child development that keep the child engaged in the learning task (Alonso Surí et al., 2021). By following the adventures of a favorite character, the infant is motivated to participate actively, either by repeating phrases or answering questions that the character throws at the audience (Pearson, 2025). This simulated interaction is essential to overcome the barrier of the "video deficit" and bring digital content closer to the child's social reality (Strouse et al., 2013).

In short, characters and narratives are not only decorative elements, but pedagogical vehicles that transport linguistic knowledge in a friendly and meaningful way (Acuña, 2022). Audiovisual design should prioritize stories that highlight values and situations close to the preschool environment, ensuring that English is learned as a tool for life and not as an abstract concept (Alonso Surí et al., 2021). Thus, narrative becomes the common thread that unites visual stimulus with lasting lexical learning (Prospherus, 2025).

2.8.4 Music, rhythm and songs

Music and songs are first-rate resources in preschool education, acting as powerful facilitators of phonological memory and attention (Alonso Surí et al., 2021). Rhythm allows children to absorb the phonetics and cadence of English almost subconsciously, making it easier to identify sounds that do not exist in their mother tongue (Alonso Surí et

al., 2021). Action songs, which combine lyrics and movement (Total Physical Response), are especially effective because the child associates sound with a physical response, strengthening long-term retention (Pearson, 2025).

The design of educational videos must use analytical music, that is, melodies that exactly match the visuals, reinforcing the meaning of the vocabulary shown on screen (George Reyes, 2010). By singing short rhymes, infants exercise their memory and strengthen their expressive language naturally and without academic pressure (Pearson, 2025). Using simple instruments or rhythmic sleight of hand integrated into the video helps children segment the flow of speech in English, improving their pronunciation (Pearson, 2025).

In addition, the exaggerated intonation characteristic of child-directed speech, when incorporated into the songs in the videos, provides crucial clues to define sentence boundaries (Pearson, 2025). This musicality of language helps to highlight key words within a semantic field, making learning more intuitive (Sánchez Corrales & Murillo Rojas, 1993). The constant repetition of choruses allows the preschooler to anticipate the lyrics, which reinforces their feeling of competence and personal success (Alonso Surí et al., 2021).

In short, music and rhythm are not embellishments in preschool video design, but rather structural components that organize learning and create a positive emotional environment (Acuña, 2022). The combination of melody and contextualized vocabulary ensures that the child opens up to linguistic diversity with enthusiasm (Alonso Surí et al., 2021). In this way, songs are consolidated as the most effective resource to introduce preschoolers to the world of sounds and words in English (Pearson, 2025).

2.8.5 Visual and linguistic simplicity

Simplicity is a fundamental principle in the design of materials for early childhood, based on the need not to overload the child's working memory (Mayer, 2009). An effective educational video should present clear images, with simple lines and vibrant colors that do not distract from essential information (Mayer, 2009). This visual simplicity allows the child to focus their selective attention on the objects and actions that are being named in English, facilitating the process of "rapid mapping" of meaning (Cáceres Zúñiga, 2020).

In the linguistic field, priority should be given to the use of frequent terms with specific references, preferring the name of the whole object over its parts to avoid initial confusion (Sánchez Corrales & Murillo Rojas, 1993). Lexical density should be low, using short and simple sentences that the child can process and eventually imitate (Sánchez Corrales & Murillo Rojas, 1993). By reducing the complexity of language, the Germanic burden of learning is increased, allowing the child's brain to devote resources to the construction of solid linguistic schemes (Mayer, 2009).

Audiovisual design must avoid background noise or irrelevant visual elements that do not directly contribute to the pedagogical objective, following the principle of multimedia coherence (Mayer, 2009). Clarity in speech, with moderate speed and precise articulation, is vital for the child to recognize English phonemes (Tadayyon, 2024). This simplicity does

not imply a lack of quality, but rather a technical and didactic adaptation to the biopsychosocial maturity of students aged three to five years (García Aldaco, 2022).

Finally, visual and linguistic simplicity fosters the child's autonomy by allowing them to understand the content with minimal support from the teacher (Acuña, 2022). A well-designed video under these principles allows the preschooler to feel confident in what they are seeing and hearing, which is the first step to successful bilingual communication (Alonso Surí et al., 2021). In conclusion, minimalist and focused design is the most powerful strategy to ensure that the educational message reaches the infant's mind in its entirety (Mayer, 2009).

2.9 Intralingual subtitles as a visual aid

2.9.1 Sound–grapheme relationship

Although children aged three to five are in a pre-reading stage, the use of intralingual subtitles where audio and text coincide in English helps establish the first connections between sound and grapheme (Tadayyon, 2024). By visualizing the written word as it is pronounced in the video, the infant begins to globally recognize the shape of the words, preparing for formal literacy (Teale & Sulzby, 1987). This incidental exposure to text written on the screen reinforces phonological memory by providing an additional visual clue that anchors the meaning of the term heard (Tadayyon, 2024).

The sound-grapheme relationship is strengthened by the principle of dual coding, which suggests that the brain processes information more efficiently when it is received through auditory and visual channels simultaneously (Mayer, 2009). In pre-readers, subtitles do not act as a text to be read word for word, but as symbols that the child associates with the object or action shown (Tadayyon, 2024). This practice familiarizes the child with the convention that spoken language has a constant written representation, which is a pillar of phonological awareness (Teale & Sulzby, 1987).

Recent studies indicate that children exposed to captioned videos show a greater ability to identify letters and words that are common in English in other contexts (Tadayyon, 2024). This pedagogical strategy takes advantage of the child's natural curiosity for the symbols that appear in his environment, turning the video into an initial bilingual literacy tool (Teale & Sulzby, 1987). Clarity in the font and size of the subtitles is essential for the child to be able to distinguish graphic shapes without excessive visual effort (Tadayyon, 2024).

In conclusion, integrating English subtitles into educational videos for preschool lays the foundation for a healthy relationship with reading in the future (Teale & Sulzby, 1987). The visual support of the text complements the richness of the audio, allowing the child to develop a deeper understanding of the structure of the language (Tadayyon, 2024). In this way, the sound-grapheme relationship is cultivated in a playful and natural way from the first years of schooling (Teale & Sulzby, 1987).

2.9.2 Emerging literacy

Emergent literacy refers to the set of skills, knowledge, and attitudes that children develop toward reading and writing prior to formal instruction (Teale & Sulzby, 1987). The use of textually supported videos in English contributes to this process by showing that print conveys meanings and follows specific rules, such as the direction of reading (Teale & Sulzby, 1987). When interacting with educational videos, preschoolers perform acts of "proto-reading," pointing to words and pretending to read them, which is a crucial indicator of reading maturity (Teale & Sulzby, 1987).

This development is enhanced when the school and family environment offers abundant opportunities to interact with written language in motivating contexts (Teale & Sulzby, 1987). Educational video, being a resource very close to the child, becomes a catalyst for this interest in discovering the linguistic code (Alonso Surí et al., 2021). Emergent bilingual literacy benefits from the child's ability to transfer knowledge about language functioning from his or her mother tongue to English (Teale & Sulzby, 1987).

Research highlights that vocabulary knowledge in preschool is deeply related to reading comprehension skills in later years (Cáceres Zúñiga, 2020). Therefore, using videos that promote emergent literacy through subtitles and structured narratives is a long-term investment in a child's school success (Cáceres Zúñiga, 2020). Preschoolers learn the communicative functions of written language versus oral language, understanding that texts printed on the screen serve to tell stories and transmit information (Teale & Sulzby, 1987).

Finally, support for emergent literacy through audiovisual resources should be an inclusive process that values the child's initial attempts at literacy (Teale & Sulzby, 1987). Valuing "doodling" or the identification of logos and frequent words in English reinforces the child's self-esteem and their desire to continue learning (García Aldaco, 2022). In short, the educational video with subtitles is consolidated as an essential tool to nurture the preschool's path towards full mastery of bilingual communication (Tadayyon, 2024).

2.9.3 Multimodal support in L2

Multimodal learning argues that the combination of audio, image, and text facilitates the acquisition of a second language (L2) more effectively than the use of a single modality (Tadayyon, 2024). For preschoolers, this approach is ideal because it respects their need for varied and concrete stimuli to understand abstract concepts (Mayer, 2009). Educational videos that integrate visual and textual support allow the child to receive redundant information that ensures the correct interpretation of the linguistic message (Tadayyon, 2024).

This multimodality helps to reduce the anxiety that learning an unknown language can generate, since the child always has visual clues to decipher what he hears (Alonso Surí et al., 2021). By watching a captioned video, the preschooler engages in an immersive experience where English is presented in a meaningful and entertaining context (Tadayyon, 2024). This methodology promotes incidental vocabulary learning, allowing the child to

absorb expressions and idioms without the need for exhaustive direct instruction (Tadayyon, 2024).

Studies show that multimodal support is particularly supportive of long-term retention of new vocabulary (Tadayyon, 2024). By activating different areas of the brain responsible for visual and auditory processing, more robust memory networks are created that make it easier to retrieve words when the child needs them (Prospherus, 2025). In addition, this approach responds to the different learning styles of students, ensuring that everyone has access to information equitably (Mayer, 2009).

In conclusion, multimodal support through educational video is a cutting-edge pedagogical strategy for teaching English in preschool (Tadayyon, 2024). Providing language input rich in sensory and visual stimuli ensures that the child not only learns isolated words, but also understands the overall functioning of the foreign language (Sánchez Corrales & Murillo Rojas, 1993). Thus, multimodality becomes the bridge that connects the infant's world with bilingual communicative competence (Prospherus, 2025).

2.10 Foreign language vocabulary

2.10.1 Receptive vocabulary

Receptive vocabulary refers to the set of words that a child is able to understand when listening to them, even if they are not yet able to pronounce them autonomously (Owens, 2016). In early education, the passive or receptive lexicon is significantly broader than the productive one, which is a natural stage in the acquisition of any language (Owens, 2016). Educational video is an exceptional tool to strengthen this mastery, as it provides clear visual contexts that allow the child to decode the meaning of what they hear without the need for direct translation (Prospherus, 2025).

The acquisition of receptive vocabulary in English benefits from the phenomenon of "rapid mapping", where the preschooler associates a new verbal label with a concept after a brief and incidental exposition (Bloom, 2001). Videos that present words in playful and repetitive situations facilitate this mapping, allowing the child to increase his lexical repertoire in an accelerated way (Bloom, 2001). It is essential that the teacher selects materials that present the language clearly to ensure that the child correctly identifies the referents (Tadayyon, 2024).

Research has revealed that there is a worrying gap in the development of receptive vocabulary linked to socioeconomic status and stimulation at home (Cáceres Zúñiga, 2020). In many preschool contexts, it is observed that a significant proportion of children have delays in this area, which can predict future difficulties in reading comprehension (Cáceres Zúñiga, 2020). For this reason, the strategic use of videos in the initial classroom acts as a leveling agent that guarantees quality language experiences for all students (Cáceres Zúñiga, 2020).

Finally, receptive vocabulary is the basis on which the ability to express oneself is built (Owens, 2016). A child who has developed a broad listening comprehension in English

through the use of audiovisual resources will feel more confident and motivated to try to produce their first sentences (Alonso Surí et al., 2021). Consequently, the pedagogical approach in preschool must prioritize the input of understandable and abundant language to nourish this fundamental lexical store (Owens, 2016).

2.10.2 Productive vocabulary

Productive, or active, vocabulary comprises words that the child is able to use spontaneously and correctly to communicate (Owens, 2016). The transition from receptive to productive vocabulary is a slow and graduated process that requires constant practice and an environment that encourages active participation (Bloom, 2001). Interactive educational videos, which invite the child to repeat words or name objects on the screen, are effective catalysts for this development (Pearson, 2025).

To encourage oral production in English, teachers should use strategies such as modeling and parallel speech while watching the videos (Sánchez Corrales & Murillo Rojas, 1993). The use of songs and rhymes makes it easier for the child to produce "chunks" or blocks of complete language, which gives him a sense of fluency and communicative success (Sánchez Corrales & Murillo Rojas, 1993). It is normal for children at this stage to mix languages or use single words to express complex needs, which should be valued as progress in their learning (García Aldaco, 2022).

The quality of social interaction during and after the video is decisive for the child to dare to use the new vocabulary (Strouse et al., 2013). When the mediating adult positively reinforces the infant's attempts to speak, the affective filter is reduced and bilingual production is enhanced (Alonso Surí et al., 2021). Videos that propose challenges or question-and-answer games are valuable tools for transforming passive knowledge into active communicative competence (Pearson, 2025).

In conclusion, the development of productive vocabulary in preschool must be approached with patience and respect for individual rhythms (García Aldaco, 2022). Educational video provides the sound model necessary for correct pronunciation, but it is classroom interaction that consolidates the functional use of language (Strouse et al., 2013). In this way, the preschooler builds their ability to express themselves, managing to communicate ideas and feelings in English progressively (Owens, 2016).

2.10.3 Semantic fields

The organization of vocabulary in the child's mind does not occur randomly, but through semantic networks that group words according to their common meaning or function (Sánchez Corrales & Murillo Rojas, 1993). For children from three to five years old, it is essential that English learning is structured through semantic fields or centers of interest close to their reality, such as "Toys", "Food" and "Animals" (Sánchez Corrales & Murillo Rojas, 1993). Educational video allows these fields to be presented in a visually rich and logical way, making it easier for the child to establish association relationships between the new terms (Pearson, 2025).

The theory of semantic fields suggests that success in lexical acquisition depends on vocabulary being linked to the infant's previous knowledge (Sánchez Corrales & Murillo Rojas, 1993). By using videos that explore a specific field, such as body parts or clothing, the child is allowed to anchor the new information to a semantic core already existing in his or her memory (Sánchez Corrales & Murillo Rojas, 1993). Lexical availability improves significantly when learning is carried out in a categorized and meaningful way, allowing a faster retrieval of the word (Sánchez Corrales & Murillo Rojas, 1993).

Research indicates that certain categories, such as food and stocks, show intervention success rates of up to 90% in preschool children (Sánchez Corrales & Murillo Rojas, 1993). On the other hand, more abstract fields or less frequent in their immediate environment may require a greater number of audiovisual exhibitions and concrete support (Sánchez Corrales & Murillo Rojas, 1993). The teacher must, therefore, select videos that cover these centers of interest progressively, starting from the general to the specific (Alonso Surí et al., 2021).

In short, teaching based on structured semantic fields ensures that English vocabulary is not perceived as a list of unconnected words (Sánchez Corrales & Murillo Rojas, 1993). Educational video acts as a provider of context that makes sense of these categories, allowing preschoolers to construct an organized and functional language system (Prospherus, 2025). In this way, the semantic organization becomes the foundation of a solid and coherent bilingual competence (Sánchez Corrales & Murillo Rojas, 1993).

2.10.4 Lexical frequency

Lexical frequency refers to the regularity with which a word appears in the language and is a determining factor in the ease with which a child can learn it (Sánchez Corrales & Murillo Rojas, 1993). In the design of materials for preschool, priority should be given to high-frequency lexicon, that is, those words that are essential for everyday communication (Sánchez Corrales & Murillo Rojas, 1993). The educational video allows the child to be exposed to these frequent words in natural contexts, ensuring that the most useful terms are the first to be assimilated (Alonso Surí et al., 2021).

Words that the child frequently encounters in isolation or rhythmically repeated in videos have been shown to be the ones that integrate most quickly into their productive language (Pearson, 2025). Therefore, the use of traditional English songs and stories is an effective strategy, as these materials are often built on a foundation of high-frequency vocabulary (Pearson, 2025). By mastering these key words, preschoolers acquire the basic tools to understand a wide variety of messages and situations (Alonso Surí et al., 2021).

It is crucial to avoid the use of strange or infrequent lexicon in the initial stages, as this can cause a sense of failure and demotivation in the student (Sánchez Corrales & Murillo Rojas, 1993). The teacher must act as a filter, selecting videos that maintain a low lexical density and focus on the terms of greatest communicative utility (Mayer, 2009). This strategic selection allows for the optimization of instructional time and guarantees tangible results in the child's linguistic development (García Aldaco, 2022).

Finally, lexical frequency also influences the child's ability to make predictions and inferences about the content of a video (Bloom, 2001). By recognizing frequent words, preschoolers can deduce the meaning of less common terms from the visual and narrative context, enhancing their incidental learning (Tadayyon, 2024). In conclusion, teaching focused on lexical frequency, supported by audiovisual repetition, is the most direct path to efficient English acquisition in early childhood (Pearson, 2025).

2.11 Assessment of vocabulary learning

2.11.1 Pictographic evidence

Pictographic tests are one of the most appropriate assessment methods for children aged three to five, as they do not require formal reading or writing skills (García Aldaco, 2022). This type of evaluation consists of presenting sets of drawings to the child and asking them to point out the one that corresponds to a word pronounced in English by the evaluator or the digital resource (García Aldaco, 2022). As it is a visual and playful format, it reduces the student's anxiety and allows their level of receptive vocabulary to be accurately measured (García Aldaco, 2022).

This approach aligns with the preschool mindset, which is predominantly visual and symbolic, allowing objective data on language comprehension to be collected (García Aldaco, 2022). Instruments such as the Picture Vocabulary Test (TEVI-R) have been adapted for early educational contexts, demonstrating their validity in identifying lexical progress after an intervention with videos (Cáceres Zúñiga, 2020). Pictographic evaluation makes it possible to determine how many kinds of words the child is able to understand in different combinations of complexity (García Aldaco, 2022).

The application of these tests should be carried out individually and in a safe environment so that the child can show their true potential without feeling pressured (García Aldaco, 2022). The use of digital tools to carry out these pictographic tests makes it easier to obtain personalized reports that the teacher can share with the family to monitor the development of the infant (García Aldaco, 2022). This feedback is vital to adjust teaching strategies and ensure that the use of videos is meeting its pedagogical objectives (Acuña, 2022).

In summary, pictographic tests are essential tools for documenting bilingual linguistic growth in preschool (García Aldaco, 2022). By focusing on visual vocabulary recognition, they respect children's maturation stage and provide a solid basis for evaluating the effectiveness of audiovisual resources in the classroom (Cáceres Zúñiga, 2020). In this way, assessment becomes an authentic process that supports and motivates continuous learning (García Aldaco, 2022).

CHAPTER III

3 METODOLOGY

3.1 APPROACH

This research adopted a mixed-methods approach, combining both quantitative and qualitative methods. According to Hernández, Fernández, and Baptista (2014), the quantitative approach is based on data collection to test hypotheses through numerical measurement and statistical analysis. In this study, the quantitative component was used to objectively measure changes in children's receptive English vocabulary before and after an audiovisual intervention through standardized instruments.

Specifically, a pretest was administered prior to the intervention in order to establish a baseline of the children's receptive vocabulary in English. After the completion of the intervention, a posttest was applied under the same conditions to evaluate possible improvements. This design allowed for a direct comparison of results and the identification of significant changes attributable to the intervention.

In addition, a qualitative approach was incorporated. Creswell (2014) stated that qualitative research focuses on exploring and understanding the meanings individuals attribute to a phenomenon through observation in natural settings. In this study, the qualitative component was used to analyze children's behavioral responses during the intervention. Particular attention was given to indicators such as attention span, motivation, emotional reactions, and verbal engagement while the children were exposed to the videos. These observations were systematically recorded using a checklist.

3.2 RESEARCH METHOD

The descriptive method was employed. According to Sabino (1996), this method is based on the systematic observation of phenomena as they occur in reality, allowing for their characterization without manipulating variables. In this research, the method was used to describe both the quantitative changes in vocabulary acquisition and the qualitative behaviors observed during the intervention process.

Participant observation was also employed. According to Anguera (2003), observation involves the systematic recording of observable behaviors in a natural context. This method was used to document how children responded to the audiovisual material, identify patterns in their learning process, and analyze their level of engagement throughout the sessions. observation was also used.

3.3 TYPE OF RESEARCH

The study adhered to a mixed-methods approach, combining quantitative and qualitative strands to achieve a comprehensive understanding of the phenomenon. On the quantitative side, the research was pre-experimental in nature, specifically utilizing a single-group pretest-posttest design. This approach was appropriate as it allowed the researcher to evaluate receptive vocabulary development in a single, pre-existing classroom group of 15

children before and after the pedagogical intervention, without a control group (Imran et al., 2023). Concurrently, a qualitative-observational design was integrated through the systematic use of structured checklists. This allowed for an immersive, context-rich observation of the participants' behavioral dimensions such as attention and motivation directly within their natural classroom environment during the intervention (Kavalieraki-Foka et al., 2024).

3.4 POPULATION

The target population consisted of 15 children aged 3 to 5 years enrolled at the Early Childhood Education Center “Los Arbolitos,” located in the community of Tusnhi-San Miguel, in the province of Chimborazo, Ecuador

3.5 TECHNIQUES AND INSTRUMENTS

In this study, two main techniques were employed to collect data. The quantitative technique consisted of a standardized test. According to Hernández et al. (2014), testing involves the systematic application of an instrument to objectively measure a specific skill. For this purpose, the Peabody Picture Vocabulary Test (PPVT) was selected as an instrument due to its reliability and validity in assessing receptive vocabulary in young learners, providing measurable data that could be statistically analyzed to evaluate the effectiveness of the intervention.

The PPVT was applied as both a pretest and a posttest. The pretest was administered before the intervention to measure the children’s initial level of receptive English vocabulary, individually in a controlled environment to ensure clear understanding of instructions and responses without external interference. After the intervention, the posttest was applied under similar conditions, allowing direct comparison of results and identification of improvements in receptive vocabulary.

In addition, the technique of observation was used. During each session, the children were observed while watching the videos, using a checklist as an instrument to systematically record indicators such as sustained attention, motivation, emotional responses, and verbal participation.

3.6 DATA ANALYSIS TECHNIQUES

The collected data were analyzed through both quantitative and qualitative procedures. On the quantitative side, descriptive statistics were employed to summarize the pretest and posttest scores. Qualitatively, the observational data obtained via the checklist were analyzed descriptively to identify behavioral patterns, including attention span, motivation, emotional responses, and levels of participation throughout the 14 sessions. This approach allowed for the triangulation of quantitative results with observational evidence, thereby strengthening the overall interpretation of the findings.

CHAPTER IV

4 RESULTS AND DISCUSSION

4.1 Peabody Picture Vocabulary Test Results

The following section presents the results obtained from the pre-test administered to 15 children aged 3 to 5 at "Los Arbolitos" Early Childhood Education Center. Tables 1 and 2 provide a detailed overview of the participants' initial receptive vocabulary levels in English prior to the intervention.

Table 1

Results of the vocabulary pre-test applied to the 15 children aged 3 to 5 years

Performance Level	**Score Range**	**Frequency (n)**	**Percentage (%)**
Excellent	24 – 28	0	0
Good	18 – 23	0	0
Fair	12 – 17	0	0
Poor	0 – 11	15	100%
Total		15	100%

Table 2

Results of the average number of correct answers per semantic category in the initial diagnosis

Semantic Category	**Average Score** (Max. 4)	**Level of Knowledge**
Animals	*0.60*	*Poor*
Family Members	*0.33*	*Poor*
Numbers	*0.27*	*Poor*
Shapes	*0.27*	*Poor*
Colors	*0.20*	*Poor*
Body Parts	*0.00*	*Poor*
Daily Routines	*0.00*	*Poor*
Overall Average	*1.67*	Poor Performance

Analisys: Table 1 presents the distribution of performance levels in the pre-test. The data show that all 15 children were placed in the Poor performance level (0–11 points), representing 100% of the sample. No student achieved scores high enough to be classified in the Fair (12–17), Good (18–23), or Excellent (24–28) levels.

Furthermore, Table 2 presents the average score of all participants for each semantic category, allowing a direct comparison of their initial lexical knowledge across categories. The overall average was only 1.67 points, confirming a low baseline performance. Notably,

categories such as Body Parts and Daily Routines recorded a score of 0.00, while Animals showed the highest average, although still minimal, with 0.60 points.

Interpretation: This initial "Poor" level of performance reflects a baseline condition in which learners lack prior exposure to the target language, resulting in minimal or null lexical knowledge. In contexts where English is not integrated into the learners' immediate environment, vocabulary acquisition is significantly limited, particularly at early ages. According to Arango et al. (2013), such outcomes are expected when the second language has not been part of the children's previous academic or social experiences, as there are no established cognitive or linguistic references to support comprehension or production.

In this sense, the results from Table 2 suggest that the participants' mental lexicon in the L2 was practically non-existent at the beginning of the intervention. From a psycholinguistic perspective, the absence of prior input restricts the formation of lexical networks, making it difficult for learners to associate meanings, recognize phonological patterns, or retrieve words. This initial "void" in the mental lexicon suggests that the nodes and connections necessary for lexical processing have not yet been established through sufficient exposure.

Additionally, this situation may be linked to limited opportunities for incidental learning, which typically occurs through exposure to media, interaction, or informal contexts. Recent research emphasizes that without a minimum threshold of vocabulary, learners struggle to leverage incidental encounters for word growth (Webb & Nation, 2020). Furthermore, the lack of an established lexical base limits the brain's ability to engage in "fast-mapping" during initial L2 acquisition (Crossley, 2021). Therefore, the pre-test results not only confirm a low level of performance but also establish a clear starting point for measuring the impact of the instructional intervention.

The following section presents the results obtained from the post-test administered to 15 children aged 3 to 5 at "Los Arbolitos" Early Childhood Education Center after the intervention. Tables 3 and 4 provide a detailed overview of the participants' receptive vocabulary levels in English following the implementation of the instructional strategy

Table 3

Results of the vocabulary post-test applied to the 15 children aged 3 to 5 years after the intervention

Performance level	**Score range**	**Frequency (n)**	**Percentage (%)**
Excellent	24 – 28	0	0
Good	18 – 23	8	53.3%
Fair	12 – 17	7	46.7%
Poor	0 – 11	0	0
Total		15	100%

Table 4

Average number of correct answers per semantic category after the application of audiovisual resources

Semantic category	**Average score** (max. 4)	**Level of knowledge**
Animals	*4.00*	*Good*
Family members	*1.20*	Fair
Numbers	*3.00*	*Good*
Shapes	*4.00*	*Good*
Colors	*3.93.*	*Good*
Body parts	*0.60*	*Poor*
Daily routines	*0.27*	*Poor*
Overall average	*16.93*	Fair / Good Performance

Analysis: As it can be observed in Table 3, none of the 15 children were classified in the Poor performance level. The majority of the students, consisting of 8 children representing 53.3%, achieved the Good level (18–23 points), while 7 children (46.7%) were placed in the Fair level (12–17 points). Notably, no student reached the Excellent level (24–28 points).

Furthermore, Table 4 provides a detailed breakdown of these improvements by semantic category. The data show a significant rise in the overall average to 16.93 points, moving the group into a Fair / Good performance range. Specific categories like Animals and Shapes reached a perfect average score of 4.00, followed closely by Colors with 3.93.

Interpretation: The shift from a completely homogeneous "Poor" level in the pre-test to a distribution concentrated in the "Fair" and "Good" levels in the post-test demonstrates a substantial improvement in the learners' lexical competence. This change indicates that the participants were able to construct and consolidate basic vocabulary knowledge within a relatively short period, reflecting the effectiveness of the instructional strategies applied.

This transformation can be interpreted as the initial development of a functional mental lexicon in the second language. As noted by Berthely et al. (2023), vocabulary acquisition in early learners is a gradual and non-linear process, influenced by factors such as semantic complexity, frequency of exposure, and the degree of concreteness of the lexical items. In this case, the uneven distribution between "Fair" and "Good" levels suggests that while all students progressed, the depth of lexical acquisition varied among individuals.

A brief look at the categories in Table 4 helps explain this general improvement. Greater progress in areas such as Animals, Shapes, and Colors indicates that learning was more effective when dealing with concrete, visually identifiable concepts. This aligns with the findings of Larroca Saavedra (2023) and Blonska (2023), who argue that young learners tend to acquire vocabulary more efficiently when it is linked to familiar, meaningful, and easily representable elements, facilitating both retention and recall. Moreover, these types of categories often promote intrinsic motivation, which plays a key role in early language learning.

Furthermore, the use of audiovisual and musical resources appears to have significantly contributed to this progress. According to Cáceres Zúñiga et al. (2020) and Guamán-Gómez et al. (2021), such materials enhance vocabulary acquisition by combining visual, auditory, and contextual cues, allowing learners to establish direct associations between words and referents. This process is closely related to fast-mapping, through which children can quickly assign meaning to new lexical items after limited exposure.

Although some categories involving more abstract or action-based vocabulary, such as Daily Routines (0.27) and Body Parts (0.60), showed comparatively slower progress, this does not undermine the overall outcome. On the contrary, the results reveal a meaningful qualitative advancement in the learners' linguistic development. Within the constraints of the educational context, the intervention successfully facilitated the transition from an absence of lexical knowledge to the emergence of a structured and functional vocabulary base in the L2.

4.2 Results of the Observation Checklist

The observational checklist revealed rich and dynamic behavioral patterns in the children during their brief exposure to children's videos in English. The dimensions of attention, motivation, verbal participation, and group engagement showed meaningful responses that evolved throughout the intervention.

Attention demonstrated a responsive and fluctuating pattern. At various moments, the children exhibited intense and sustained visual focus, remaining captivated by the screen for most of the videos. They reacted promptly to changes in music, character movements, and striking visual elements. This strong attentional engagement aligns with Piaget's description of the preoperational stage, in which children tend to center their attention on salient perceptual features of the stimuli (Piaget, 1951). Vivid colors and high visual contrast appeared to act as powerful anchors that effectively captured and maintained their attention. From a neuroeducational perspective, such striking visual stimuli seemed to activate immediate interest responses linked to the limbic system.

In contrast, when the content involved greater abstraction, the children showed more difficulty sustaining focused attention, with occasional moments of distraction. This behavior illustrates how abstract concepts can increase cognitive demand and challenge the still-developing selective attention of preschoolers (Sweller, 1988; Sánchez et al., 2011). Attention tended to improve when the videos presented more concrete and familiar content, suggesting that linking new information to the children's prior experiences and concrete schemas facilitates attentional integration (Collanqui et al., 2019). These patterns underscore the importance of selecting visually engaging and developmentally appropriate content to sustain attention in early childhood.

Motivation toward the videos began with noticeable enthusiasm and curiosity. In the initial sessions, the children displayed clear signs of joy and anticipation smiling, leaning forward, and showing excitement when the videos started. This initial surge reflects the "novelty effect" commonly associated with the introduction of digital resources in educational

contexts (Tivan Soria & Zambrano Vélez, 2024). As the sessions progressed and the format became more familiar, the intensity of this extrinsic motivation gradually decreased. However, motivation remained at a consistently positive level. The children continued to demonstrate involvement, spontaneous gestures, and enjoyment of the activities. According to Self-Determination Theory, this sustained interest suggests that the intervention successfully transcended mere novelty and began to nurture intrinsic aspects of motivation, such as enjoyment and a sense of competence (Daher et al., 2026). The fact that motivation stayed relatively high even after the initial excitement faded indicates that the selected videos offered meaningful and playful content, allowing the children to maintain a genuine interest in the learning experience (Mancini, 2018).

Verbal participation followed a distinctive developmental pattern. In the early stages, many children actively repeated words and sang fragments of songs, particularly when the content was rhythmic and repetitive. However, as the sessions advanced, verbal production decreased noticeably. Far from signaling a lack of learning, this reduction reflects the natural "Silent Period" described by Krashen (1982), during which children concentrate on absorbing comprehensible input before feeling ready to produce language. The children appeared to be internally processing the sounds, rhythms, and vocabulary of English. This phase of "functional silence" is especially important in early foreign language acquisition, as it allows them to build solid mental representations of the new language without pressure (Alcedo & Chacón, 2011; Luis Gómez et al., 2025). The initial rhythmic songs supported phonological imitation, while the later decrease in oral production suggests that the children were consolidating their understanding before progressing toward more active language use (Almeida Luque & Zambrano Montes, 2020). Therefore, this pattern should be viewed as a normal and necessary stage of development rather than a limitation.

Group engagement stood out as the most consistent and resilient dimension throughout the intervention. The children frequently participated collectively, singing together, imitating gestures, and spreading enthusiasm from one child to another. This collective dynamic created a lively and supportive learning atmosphere. From a Vygotskian perspective, such behavior clearly illustrates how learning is first constructed on the interpsychological plane through social interaction (Vygotsky, 1978). The videos served as a form of shared scaffolding within the children's Zone of Proximal Development, enabling them to engage with English in ways that would have been more challenging individually. Imitation, cooperation, and social reinforcement played a central role in sustaining group energy and consolidating learning (Guapulema-Guaman & Cárdenas-Benavides, 2026).

Occasional signs of fatigue appeared in some moments, suggesting instances when the scaffolding was insufficient or when sensory overload occurred. In such cases, alternating video exposure with movement-based strategies such as Total Physical Response (TPR) could help renew group energy and maintain engagement (Gaona Ávila et al., 2025; Noriega Guzmán & Senra Silva, 2023).

In summary, the qualitative analysis of the checklist shows that brief exposure to children's videos in English generated a highly engaging, motivating, and socially supportive learning environment. These behavioral patterns not only favored sustained attention and motivation, but also created favorable conditions for language acquisition, helping to explain the positive results observed in receptive vocabulary.

4.3 Discussion

The present section offers a critical interpretation of the pedagogical intervention by integrating the quantitative results of the Peabody Picture Vocabulary Test with the behavioral patterns observed through the structured observation checklist. Through this triangulation, the analysis seeks to explain how key factors such as attention, motivation, cognitive load, and contextual limitations influenced early second language vocabulary acquisition in the rural context of Tunshi-San Miguel.

At the outset, the pre-test results revealed a uniformly low level of performance, with all participants classified within the "Poor" range. This initial condition reflects a context in which learners had virtually no prior exposure to the target language, limiting the development of any functional mental lexicon. As noted by Arango et al. (2013), such outcomes are characteristic of rural environments where the second language is not part of the children's academic or social experience. In this sense, the absence of prior input restricted not only vocabulary knowledge but also the formation of basic cognitive associations necessary for language acquisition.

Following the intervention, the post-test results showed a clear general improvement, with students progressing from a homogeneous "Poor" level to being distributed across the "Fair" and "Good" performance levels. This shift indicates that the children were able to begin constructing foundational lexical knowledge in the L2, representing a meaningful qualitative advancement in their learning process. However, this progress was not uniform across all types of vocabulary. As Berthely et al. (2023) suggest, lexical acquisition is influenced by factors such as semantic complexity and the degree of imageability of the concepts, which helps explain why some areas developed more efficiently than others.

The overall improvement can be attributed, in part, to the effectiveness of audiovisual input in capturing attention and facilitating initial word-meaning associations. The use of dynamic visual and auditory stimuli enhanced engagement and supported processes such as fast-mapping, allowing children to rapidly connect new lexical items with recognizable referents (Cáceres Zúñiga et al., 2020; Guamán-Gómez et al., 2021). Additionally, the repetitive and visually reinforced nature of the materials contributed to the consolidation of basic vocabulary, particularly when the content was concrete and perceptually salient.

Nevertheless, the results also reveal important limitations. The more moderate progress observed in certain areas can be explained by the increased cognitive demands associated with abstract or less visually accessible concepts. For instance, early numerical learning often begins as a process of memorization rather than full conceptual understanding (Navarro, 2009), while other types of vocabulary require higher levels of abstraction and

cognitive processing (Larroca Saavedra, 2023). In these cases, the instructional input may have exceeded the children's immediate processing capacity, limiting deeper acquisition.

Furthermore, the limited development in some lexical areas suggests that exposure alone was not sufficient to ensure meaningful learning. From a sociocultural perspective, language acquisition depends on interaction within meaningful contexts (Vygotsky, 1979, cited in Cáceres Zúñiga et al., 2020). In the case of this study, the rural setting and the lack of opportunities to use English beyond the classroom restricted the internalization of certain terms. Similarly, some types of vocabulary require experiential and kinesthetic learning, as children benefit from physically engaging with the concepts rather than only observing them (Corrales, 2008). Without such reinforcement, learning tends to remain at a superficial level.

In conclusion, the results demonstrate that the intervention produced a clear general improvement in receptive vocabulary, allowing learners to move beyond an initial state of minimal knowledge toward the development of a basic lexical foundation. However, this progress was shaped by multiple factors, including the nature of the content, cognitive demands, and contextual limitations. These findings highlight the importance of complementing audiovisual resources with more interactive, contextualized, and developmentally appropriate strategies to achieve deeper and more balanced language acquisition.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Prior to the intervention, the children exhibited a very low level of receptive English vocabulary, typical of rural settings with minimal exposure to the language.
- The implementation of English children's videos proved to be a viable and suitable strategy for vocabulary acquisition in children aged 3 to 5 years, enabling systematic and playful exposure to the language over 14 sessions.
- Although the intervention was brief, the results indicate that children's videos were an effective resource for promoting early English vocabulary acquisition. Learners showed clear progress in developing a basic lexical foundation in the L2, suggesting that audiovisual input can support meaningful learning even in contexts with limited prior exposure.
- The brief exposure to English children's videos produced positive indirect effects, achieving high levels of motivation, sustained attention, and group participation throughout the intervention.

5.2 Recomendations

- English children's videos should be systematically integrated as a complementary resource in rural early childhood education programs, given their effectiveness in supporting receptive vocabulary acquisition and maintaining high levels of attention and motivation.
- Video selection must prioritize content with high visual salience, rhythmic elements, and concrete referents, as these characteristics proved most effective for lexical learning in children aged 3 to 5 years.
- It is recommended to design learning experiences that go beyond passive viewing, promoting opportunities for interaction, repetition, and contextual use of new vocabulary.
- Future implementations should be possible providing specific teacher training on video mediation to strengthen long-term vocabulary retention and sustain learner engagement in rural contexts.

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ANNEXES

- **Children from the "LOS ARBOLITOS" Early Childhood Education Center**

- **Peabody Picture Vocabulary Test Administration**

- **English Video Intervention**

Adapted PPVT-4 (Peabody Picture Vocabulary Test)

Universidad Nacional de Chimborazo

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Contextualized Receptive Vocabulary Test

Research project: Direct and indirect effects of brief exposure to children's videos on English vocabulary acquisition in children aged 3 to 5

Population: Children aged 3–5 from Tunshi-San Miguel (rural parish),

Design: Pre-experimental, Post-test

Duration: 7–10 minutes

Total items: 28 items (7 thematic sections)

Prepared by: _____

Date: ____ / ____ / 20____

Introduction to the Instrument

This test, adapted from the PPVT-4, is used to evaluate the receptive English vocabulary of the children participating in the study. This format measures which words they understand upon hearing the term, by selecting the correct image from four options. The instrument does not require reading, writing, or oral production, which reduces anxiety and facilitates a more natural measurement of learning acquired through brief exposure to children's videos.

Scoring

- Correct = 1 point

- Incorrect = 0 points

- Maximum = 28 points

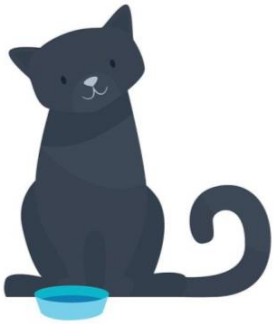
Levels:

- **24–28 =** Excellent
- **18–23 =** Good
- **12–17 =** Fair
- **0–11 =** Poor

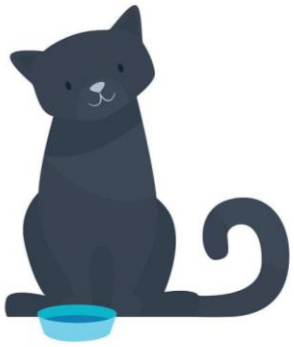
Picture Booklet Template

SECTION 1 — ANIMALS

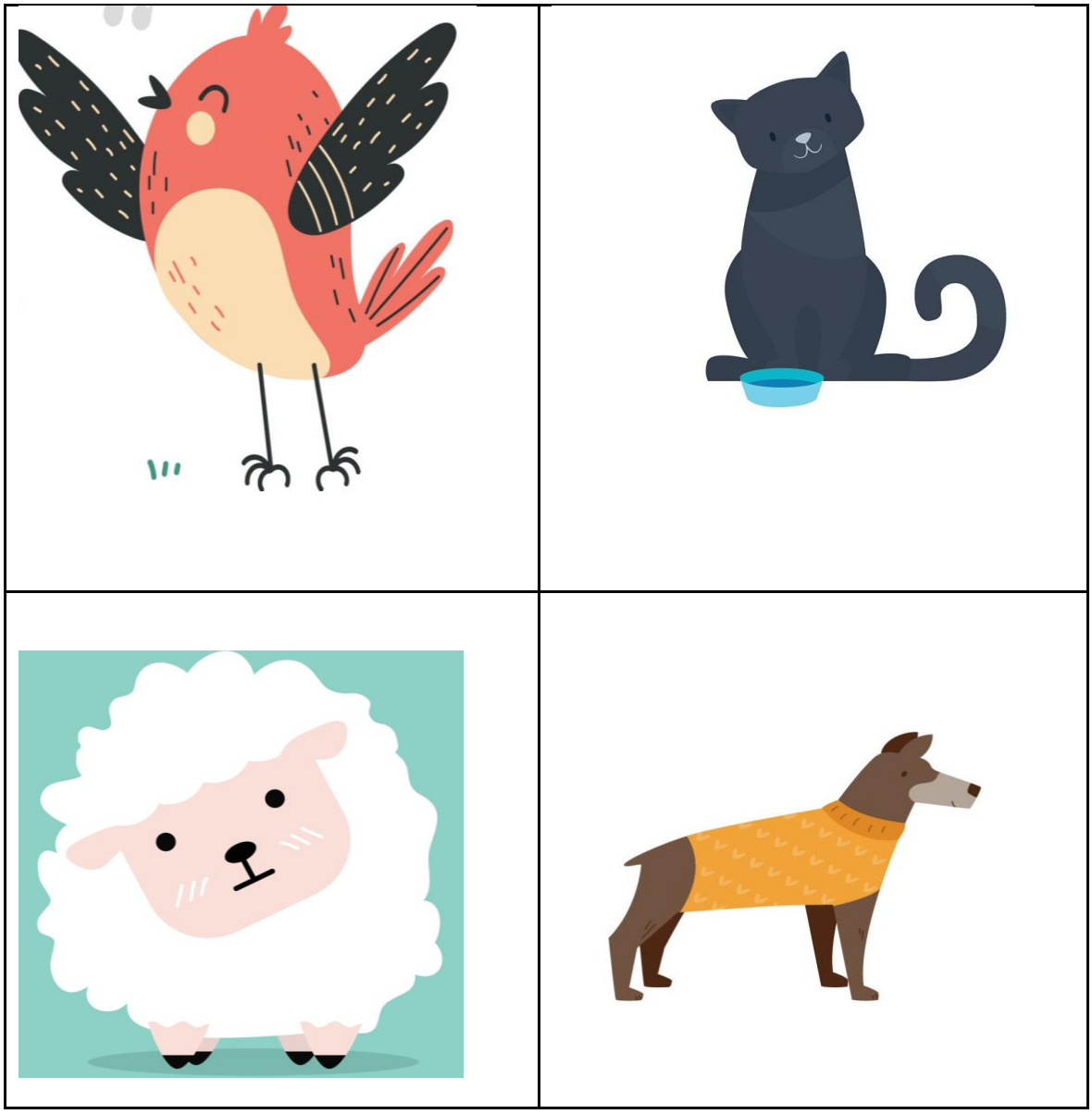
Item 1 — Target word: dog

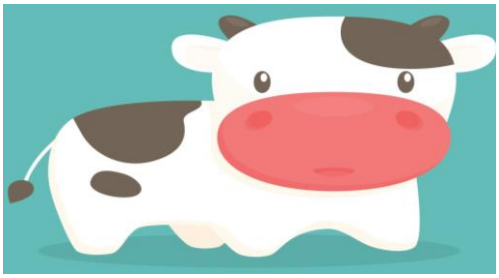
Item 2 — Target word: cat

Item 3 — Target word: bird

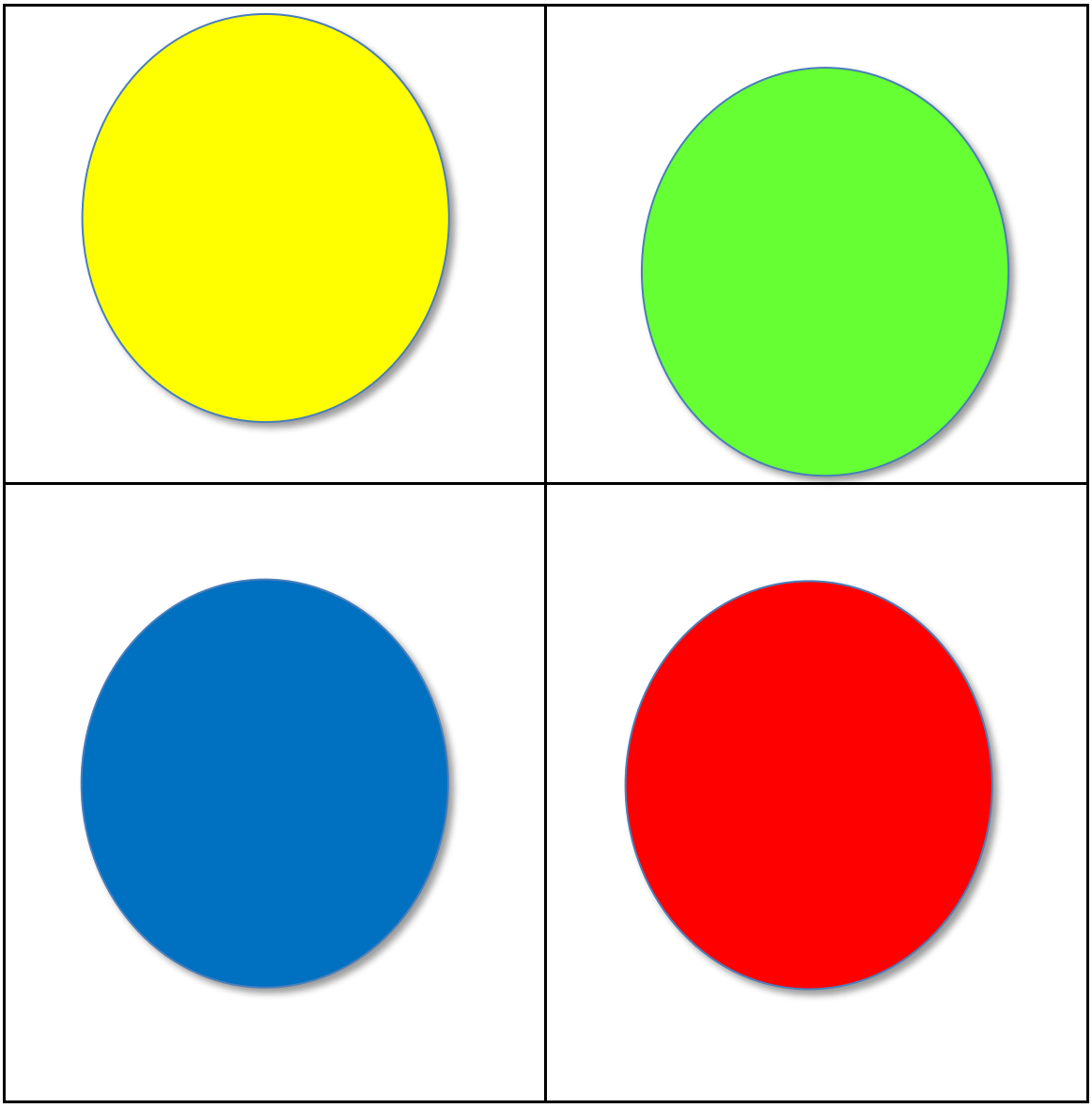


Item 4 — Target word: cow

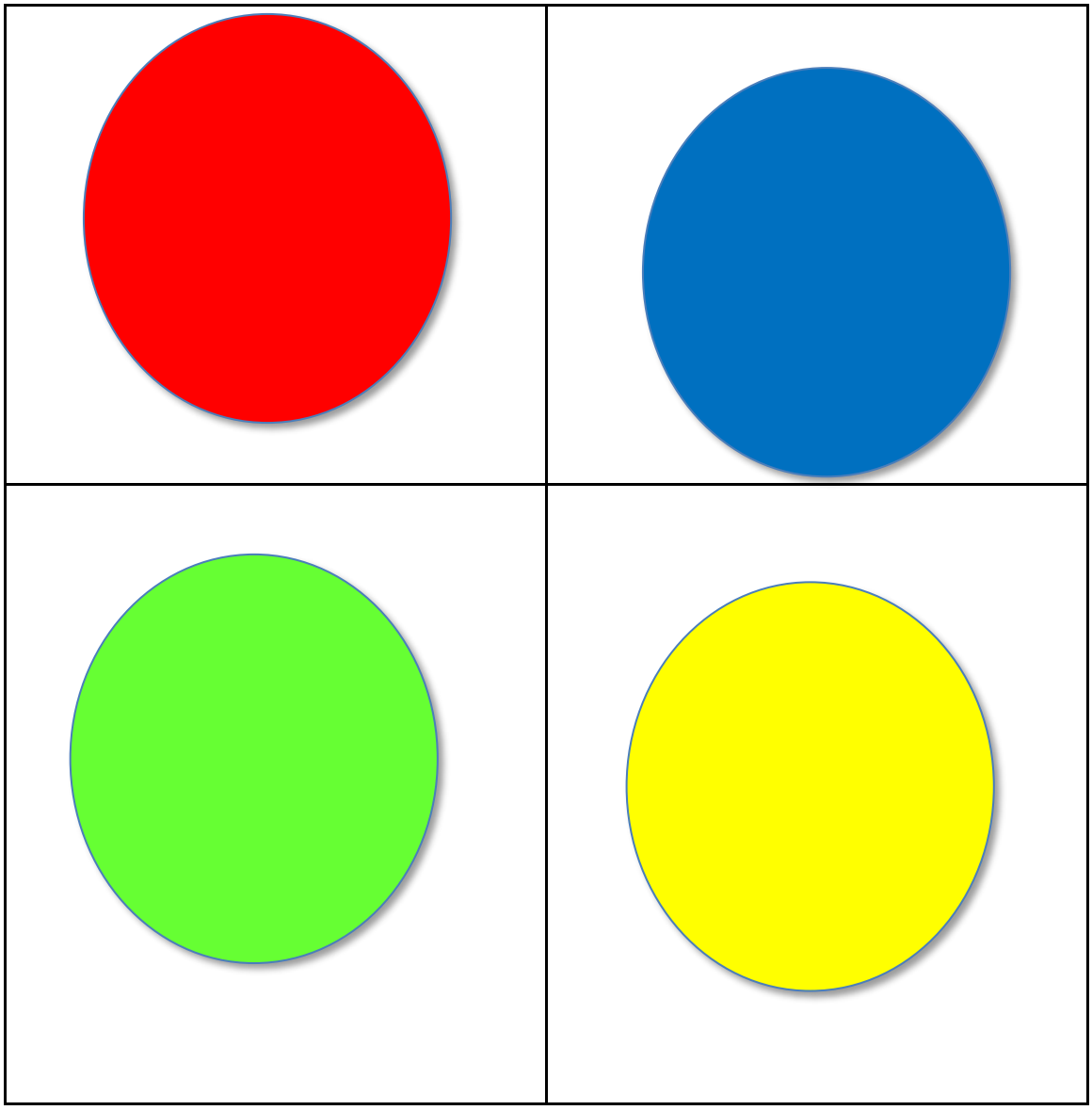
	
	

SECTION 2 — COLORS

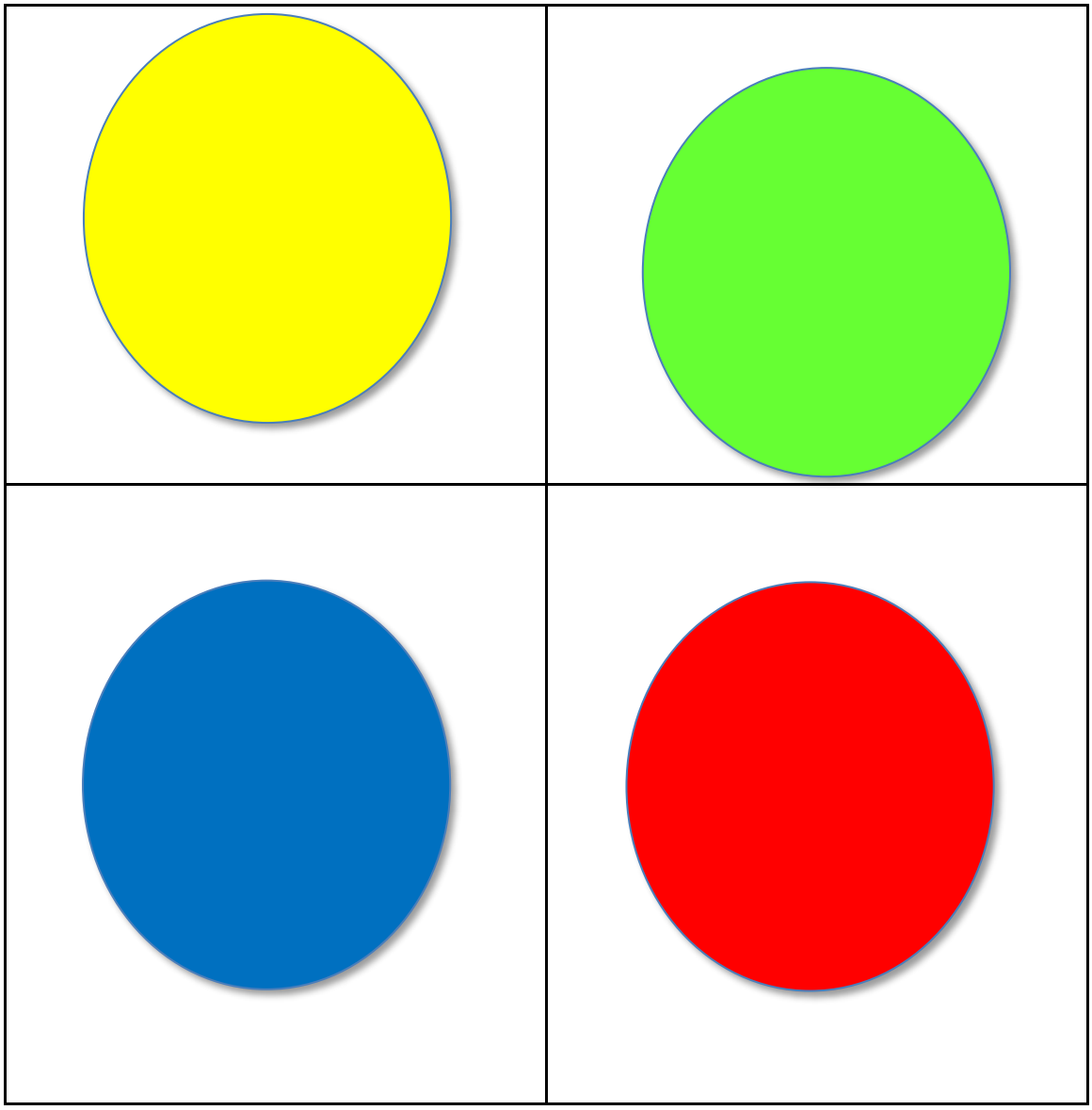
Item 5 — Target word: red



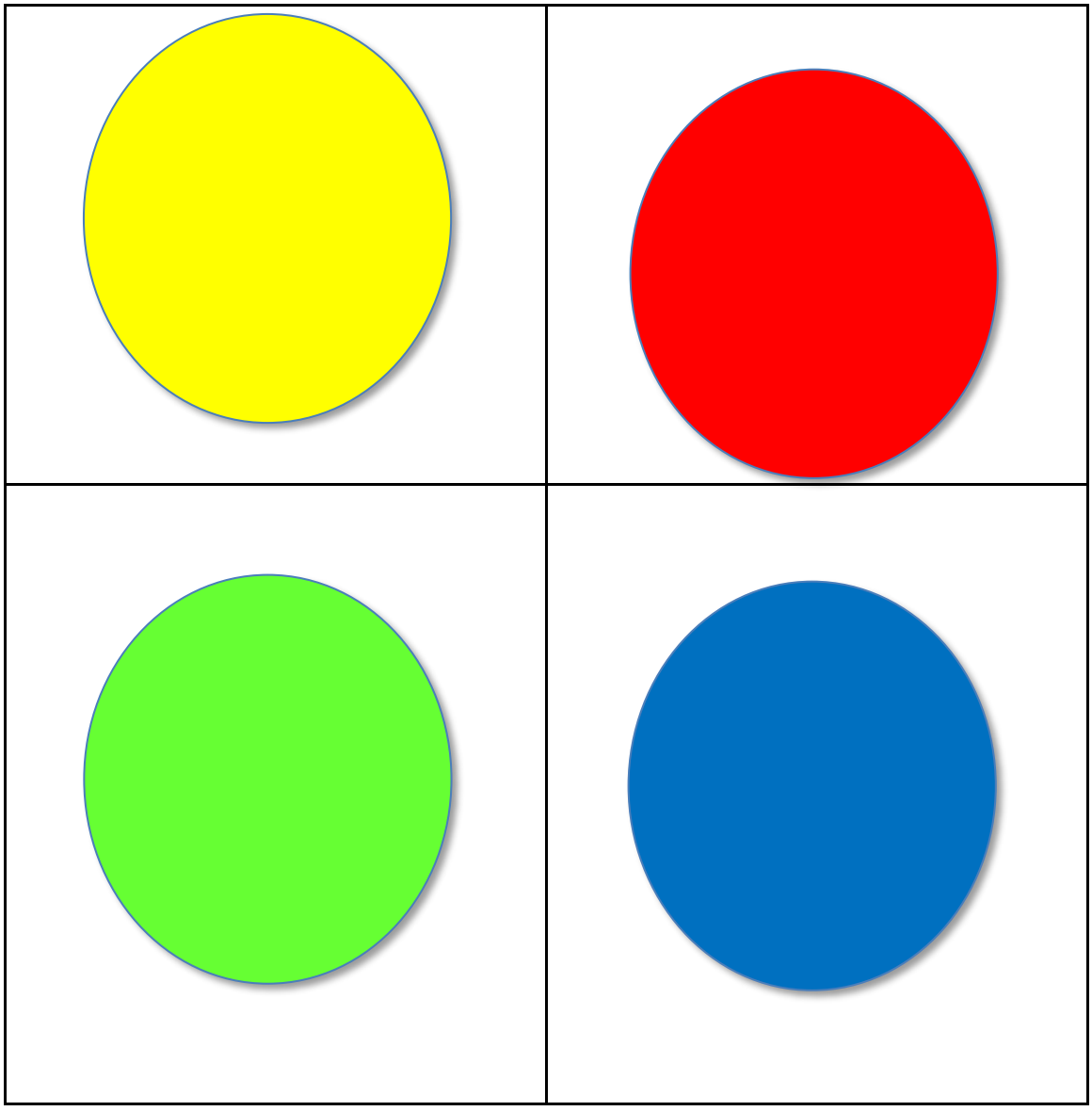
Item 6 — Target word: blue



Item 7 — Target word: yellow



Item 8 — Target word: green



SECTION 3 — NUMBERS

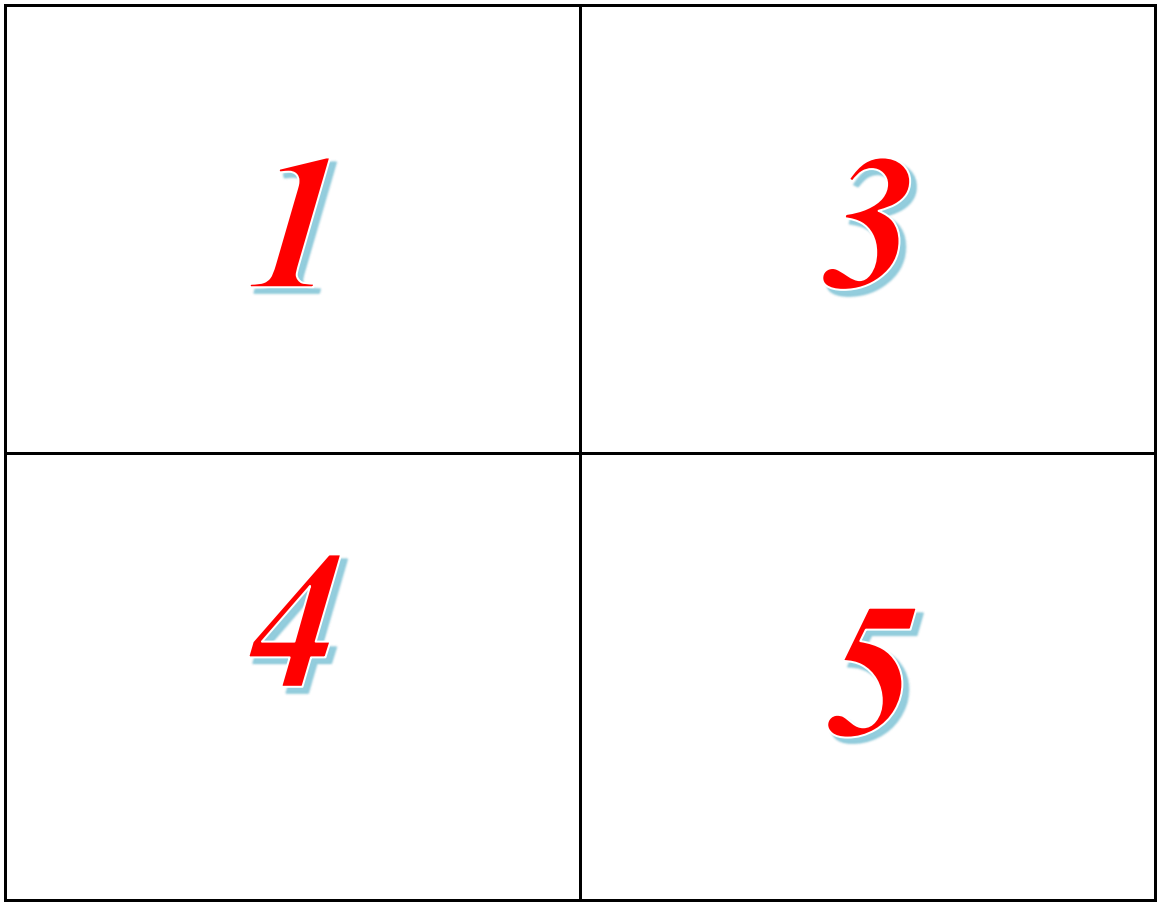
Item 9 — Target word: one

2	4
3	1

Item 10 — Target word: two

1	5
2	4

Item 11 — Target word: three

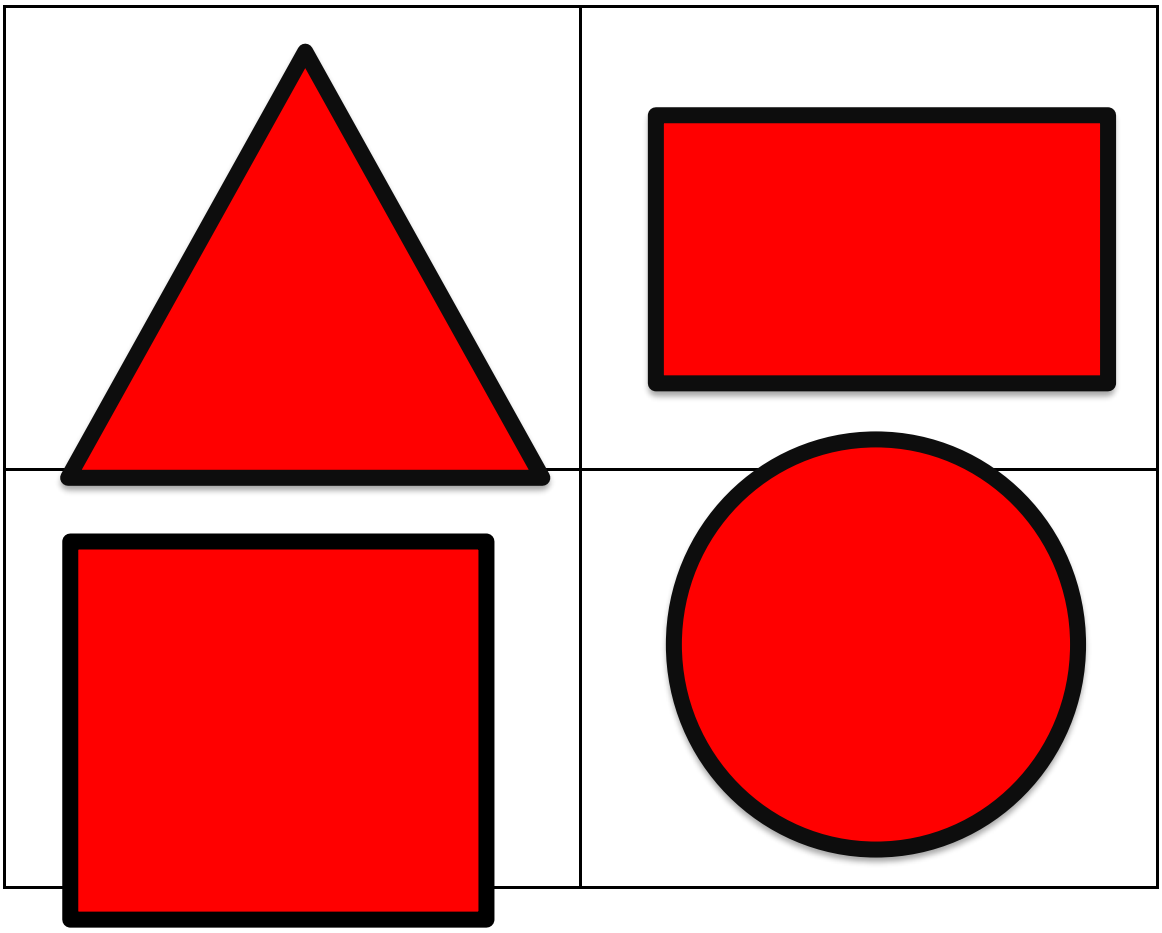


Item 12 — Target word: four

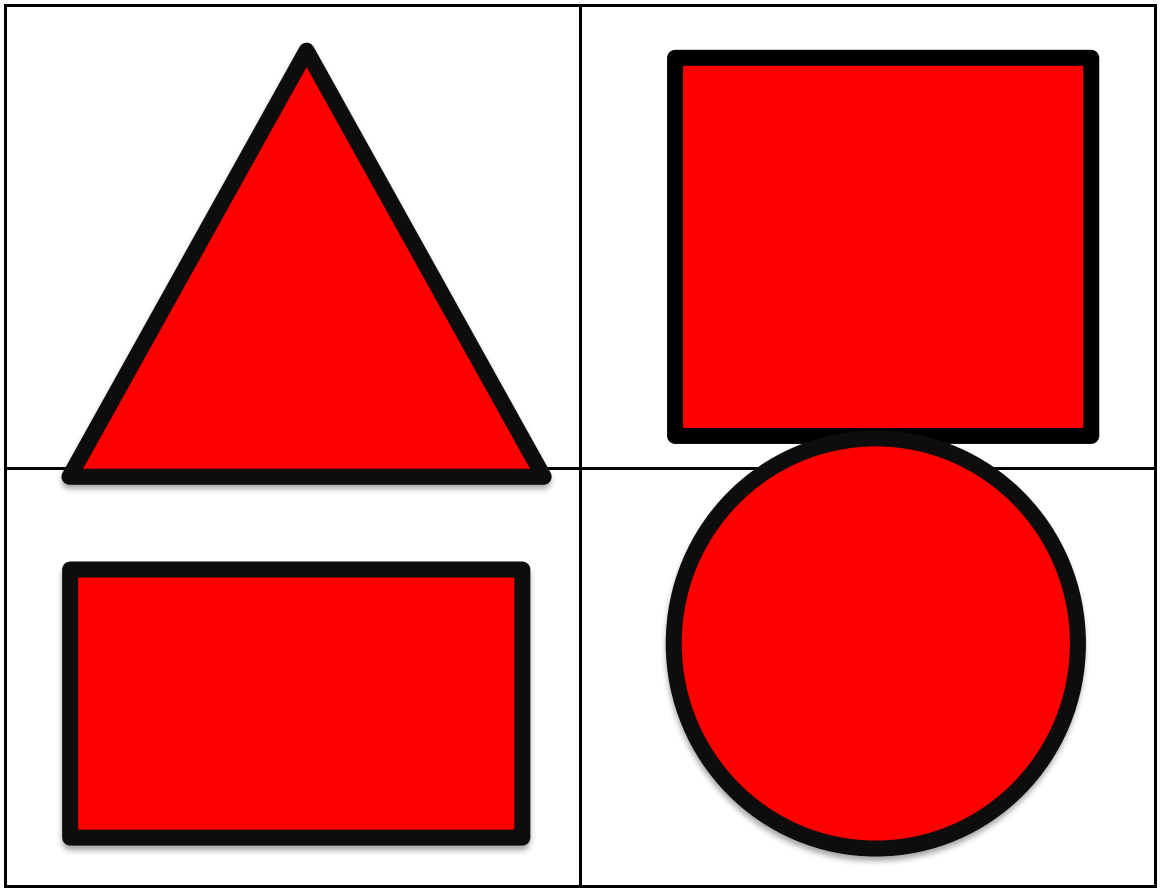
2	4
3	1

SECTION 4 — SHAPES

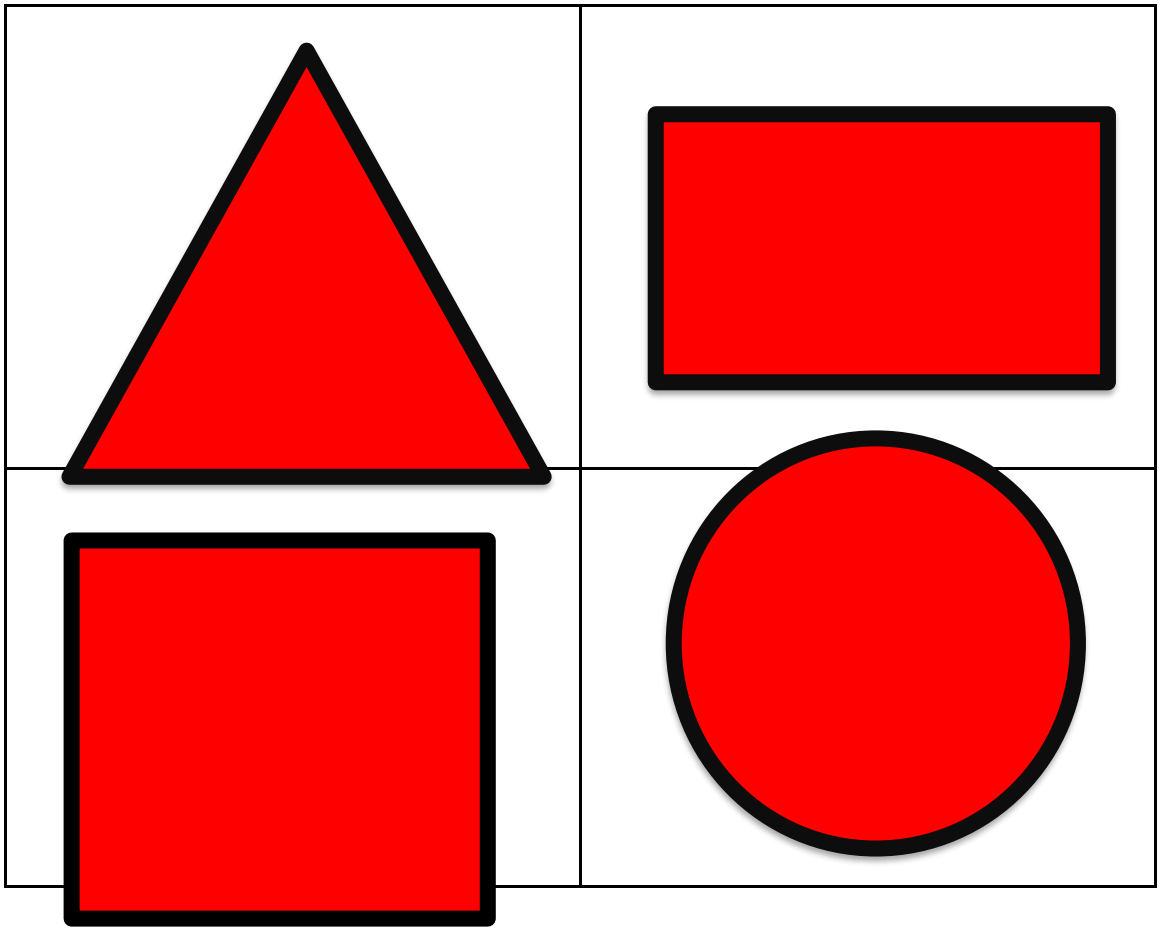
Item 13 — Target word: circle



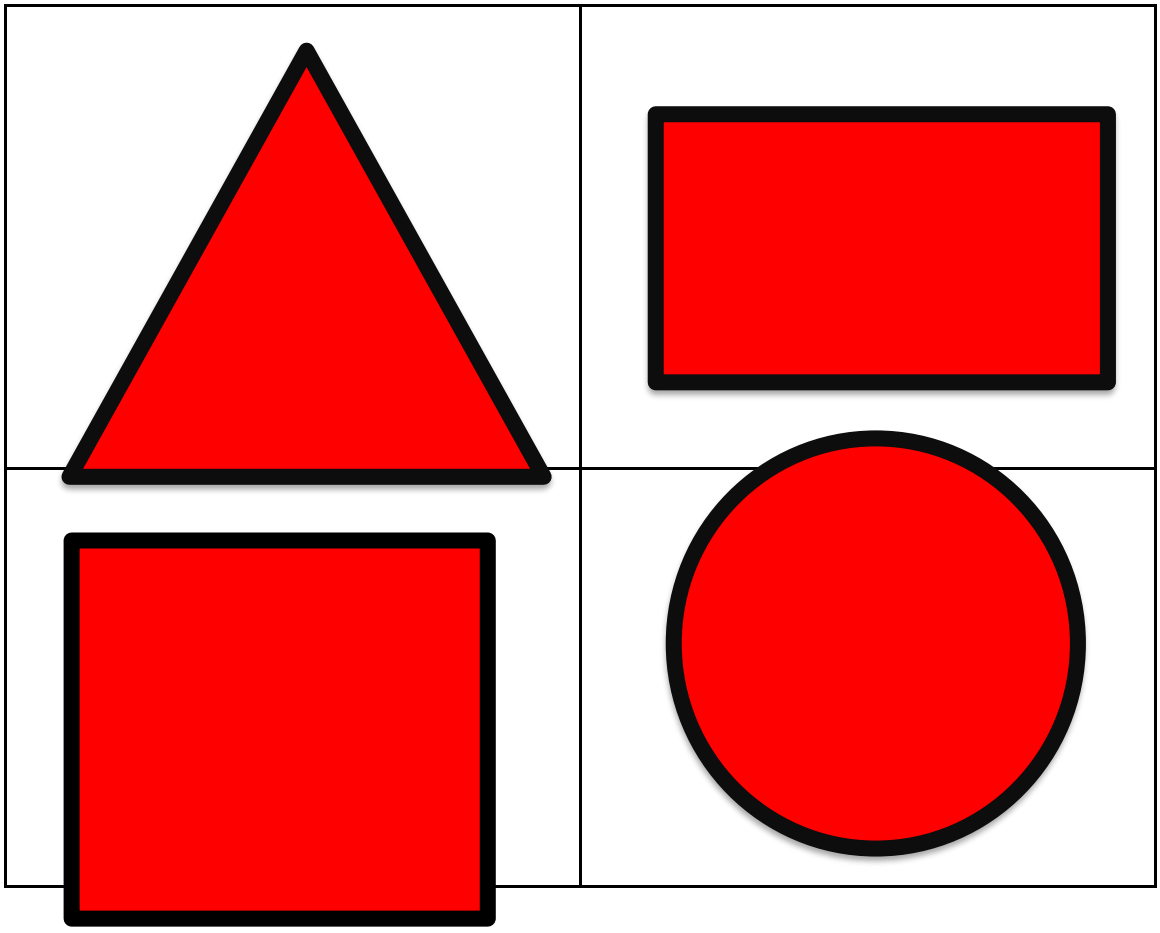
Item 14 — Target word: square



Item 15 — Target word: triangle



Item 16 — Target word: rectangle



SECTION 5 — FAMILY

Item 17 — Target word: mother

Item 18 — Target word: father

Item 19 — Target word: sister

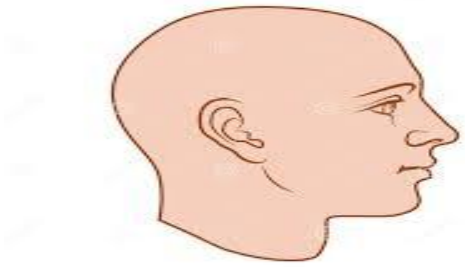
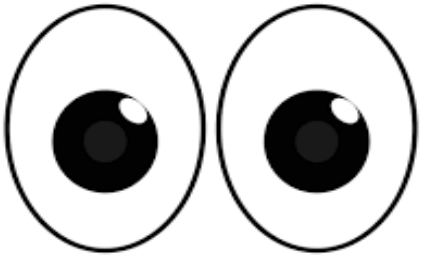
	
	

Item 20 — Target word: brother

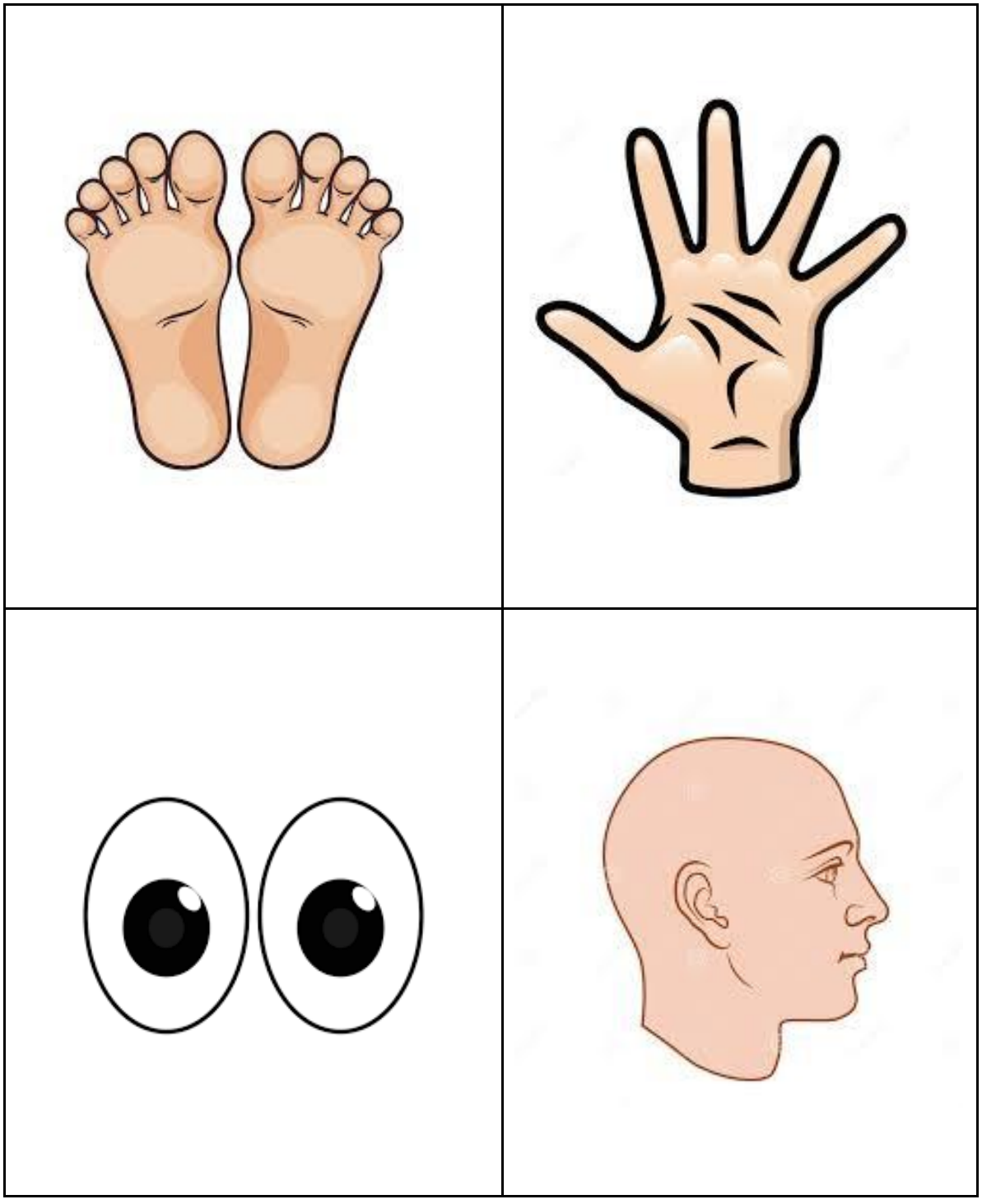
	
	

SECTION 6 — BODY PARTS

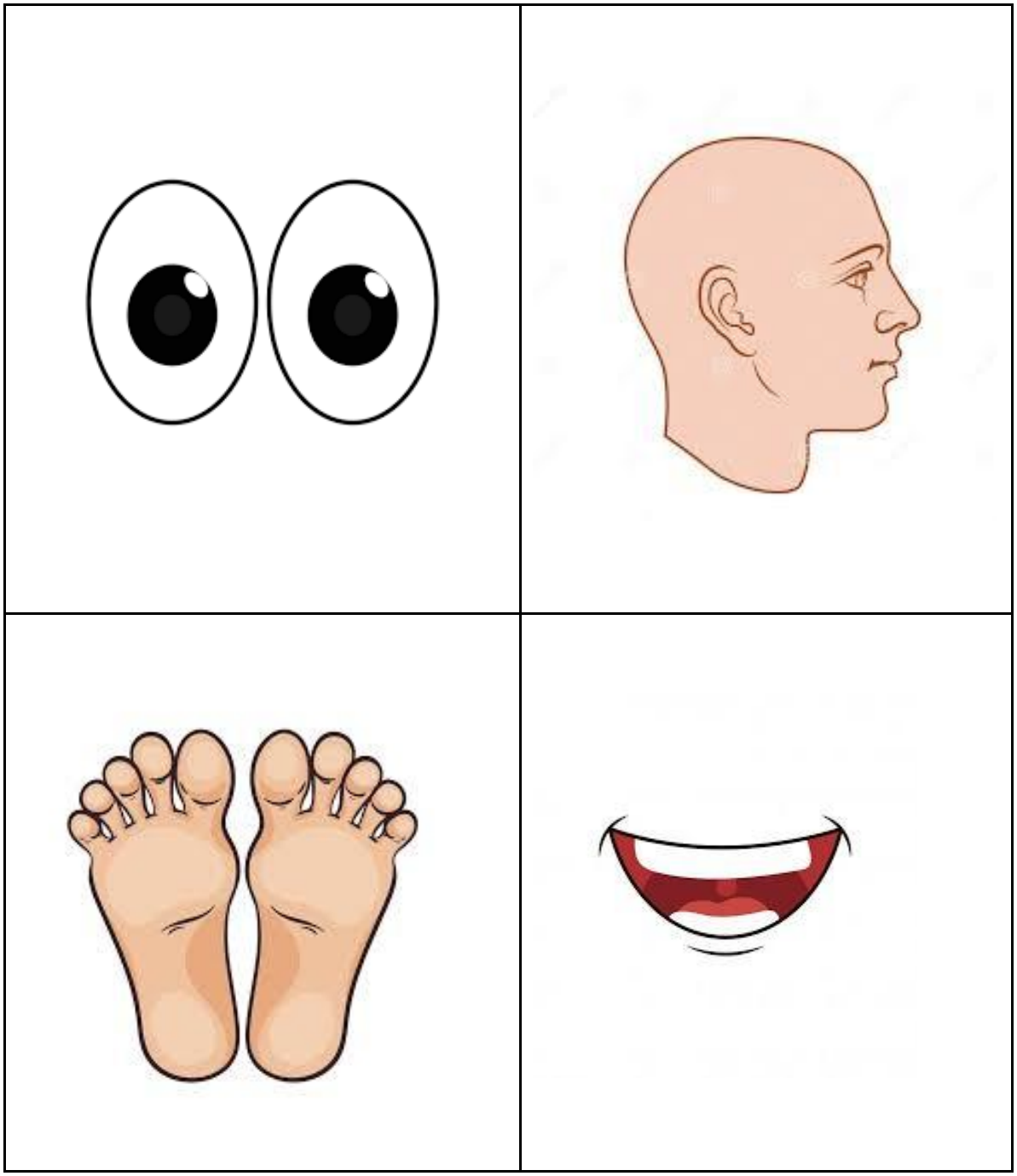
Item 21 — Target word: head

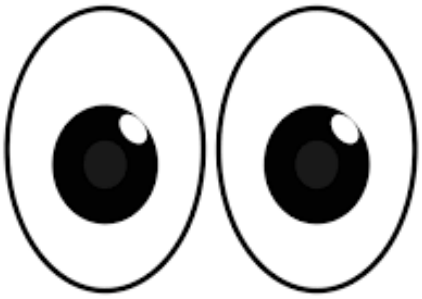
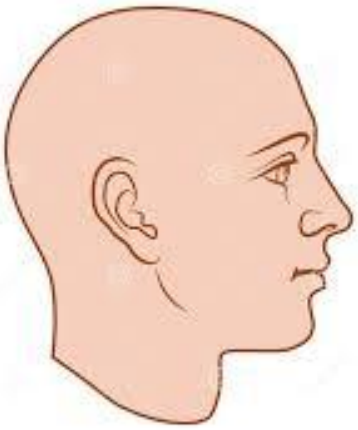
Item 22 — Target word: hand



Item 23 — Target word: foot



Item 24 — Target word: eyes

SECTION 7 — DAILY ROUTINES

Item 25 — Target word: eat

Item 26 — Target word: sleep

Item 27 — Target word: brush teeth

Item 28 — Target word: wash hands

- **Observational Checklist**

Universidad Nacional de Chimborazo

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

A. Participants Information				
Date: / / 20				
Student Name / Code:				
Session #:				
Video Title / Topic:				
B. Rating Scale (0–3)				
Score		**Descriptor**		
NEVER		The behavior did not appear during the video.		
SOMETIMES		Occurred rarely or with very low intensity.		
USUALLY		Appeared several times clearly.		
ALWAYS		Appeared frequently and consistently.		
C1. Attention to the Video				
Indicator	NEVER	SOMETIMES	USUALLY	ALWAYS
Maintains gaze on the screen most of the video.				

Follows characters or relevant visuals with attention.				
Avoids distractions or quickly returns attention to the video.				
Shows reactions to changes in video (music, actions, visuals).				
C2. Motivation Towards the Video				
Indicator	NEVER	SOMETIMES	USUALLY	ALWAYS
Shows excitement when the video starts (smiles, comments).				
Maintains involved posture (leans forward, watches closely).				
Participates spontaneously (gestures, sings, imitates).				
Shows interest at the end (asks to repeat, comments positively).				
C3. Verbal Participation Related to the Video				
Indicator	NEVER	SOMETIMES	USUALLY	ALWAYS
Repeats words or phrases from the video.				

Attempts to sing parts of songs or rhymes in English.				
Responds to video-related questions using English vocabulary.				
Uses vocabulary from the video in later activities.				
C4. Indicadores Grupales	NEVER	SOMETIMES	USUALLY	ALWAYS
Choral participation (almost everyone sings/repeats together at some point)				
Contagious enthusiasm (one initiates a gesture/song and several quickly copy it)				
Distractions among children (few are distracted by touching, talking or looking at others)				
Signs of fatigue or general boredom (few yawn, move without purpose or look outside)				

D. Observer Notes

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