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**Thesis submitted to obtain the Bachelor in English with Concentration in
Teaching**

**YOUTUBE VIDEOS AS A STRATEGY TO IMPROVE THE VOCABULARY OF SIXTH
GRADE STUDENTS AT ESCUELA TRANQUILINO VIQUEZ DURING THE FIRST
QUARTER OF 2025.**

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MARZO, 2025

Acknowledgments

Words cannot describe how grateful and proud I feel at this moment to have reached this important academic goal. All this has been a journey that I imagined since I was a little kid. I remember promising my mom that one day I was going to become a professional in a specific area, and now, with the blink of an eye, I see it closer.

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Dedication

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
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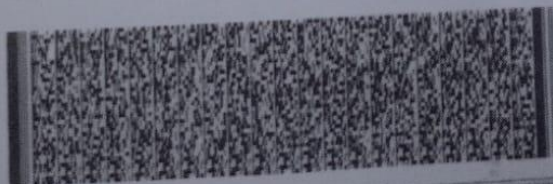
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Abstract

This study investigates the effectiveness of YouTube videos as a tool for improving vocabulary in sixth-year students at Tranquilino Viquez School during the first quarter of 2025.

Recognizing the importance of vocabulary knowledge in second language acquisition, this research aimed to analyze the use of YouTube videos as a source of vocabulary development.

The study followed a structured approach: First, traditional methods at Tranquilino Viquez School were observed, revealing limited interaction between the teacher and students. One of the reasons why the students in this study did not achieve extensive vocabulary knowledge was the fact that the teacher spoke little English during lessons. This was due to the students' limited knowledge of the language, along with minimal emphasis on techniques to improve listening skills, which are essential for expanding vocabulary knowledge in sixth-year students. Subsequently, a series of lessons were designed to introduce these techniques along with the analysis of YouTube videos, thereby promoting an interactive and engaging learning environment. The study employed pre- and post-assessments to measure the effectiveness of using videos as a tool to enhance students' vocabulary. Quantitative and qualitative data were collected through classroom observations and performance evaluations, providing insights into students' vocabulary levels, participation rates, and attitudes toward learning with new techniques. The data indicate that the inclusion of videos to improve students' vocabulary significantly enhanced their ability to acquire unfamiliar words, leading to a better understanding of the language.

Resumen

Este estudio investiga la efectividad de los videos de YouTube como herramienta para mejorar el vocabulario en los estudiantes de sexto año de la escuela Tranquilino Víquez durante el primer cuatrimestre del año 2025. Reconociendo la importancia del conocimiento de vocabulario en la adquisición de una segunda lengua, esta investigación tuvo como objetivo analizar el uso de los videos de YouTube como una fuente generadora de vocabulario. El estudio siguió un enfoque estructurado: primero se observaron los métodos tradicionales en el centro educativo escuela Tranquilino Víquez, los cuales relevaron una interacción limitada entre el profesor y los estudiantes, siendo una de las razones por las cuales los estudiantes de dicha investigación no alcanzaban un amplio conocimiento de vocabulario, el hecho de que el profesor habla poco en el idioma inglés en el transcurso de las lecciones, dado esto al poco conocimiento del idioma en los estudiantes, además, de un énfasis mínimo en el uso en las técnicas de mejora en la habilidad de escucha en los estudiantes, esto con el objetivo de ampliar el conocimiento de vocabulario en los estudiantes de sexto año. Posteriormente se diseñó una serie de lecciones con el fin de introducir estas técnicas junto con el análisis de videos de YouTube, promoviendo de esta manera un ambiente de aprendizaje interactivo y atractivo. El estudio empleó una evaluación previa y posterior para medir la eficacia en el uso de videos como herramienta para mejorar el vocabulario en los estudiantes. Se recopiló datos cuantitativos y cualitativos mediante observaciones en clase, evaluaciones de desempeño, proporcionando información sobre el nivel de vocabulario en los estudiantes, sus niveles de participación, actitudes en los estudiantes hacia el aprendizaje con nuevas técnicas. Los datos reflejan que la inclusión de videos con el fin de mejorar el vocabulario en los estudiantes

mejoro significativamente la capacidad de estos para adquirir nuevo vocabulario, mejorando su capacidad para comprender mejor el idioma.

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Chapter I

Introductory Framework

English is the international language spoken in more than sixty-seven countries and twenty-seven sovereign entities in the world; it connects the entire world. Being bilingual means connections to an individual who master the language, job opportunities, economic edge, it improves the ability to multitask, solve problems and think creatively. It can be said that to help students learn and communicate in English, it is necessary to teach vocabulary, and that is what You Tube videos as a strategy to improve it offers to students, an effective and fun way to achieve new vocabulary.

In an observation of an English class made at Tranquilino Viquez school, it was seen that there are various difficulties that the students present when it comes to achieve vocabulary. Sixth grade students are taught basic vocabulary such as the family member's names, the colors, the numbers, geometric shapes, and some others, however, it is just the basic and learners need to expand their vocabulary to become bilingual at the end of the school year.

It was also seen that, during the break times, students enjoy watching videos on YouTube on their cellphones. It is a fact that if students do not master vocabulary skill, they will have many difficulties in learning the language. This is how the idea of the use of You tube videos as a strategy to help students get more vocabulary came up, and that is the main purpose of this study which will have a qualitative approach.

The following investigation is aimed to help students who are finishing the sixth grade of school, meaning that, they will be moving forward to high school soon, where the students will

be studying more complex subject based learning; the idea of this investigation is that teachers use the same activities in the classroom, as it is desired to have better results when learning and practicing the language by using YouTube videos, supported by methodologies such as context clues, context vocabulary, based-learning and gamification.

1.1 Problem Statement

The more vocabulary a learner of a second language knows, the better. Increasing the student's vocabulary is a challenge for teachers and necessary for every single student; in other words, it is an essential skill in the acquisition of a second language. The Ministry of Education (MEP) is the institution in charge of education in Costa Rica; Cordoba et al. (2005) reported that English teaching in Costa Rica started as early as the mid-nineteenth century, and it was first institutionalized in 1825 in the internal bylaws of the Casa de Enseñanza Santo Tomas. As it can be seen, the intention of teaching English in Costa Rica has been present in the country since that remote time. However, the way the language has been taught in public institutions begs the question of whether the best methods have been used when teaching English.

According to MEP, language:

Needs to be complemented with the following objectives in the classroom settings:-
develop the ability to communicate for partial purposes; - frame a sound basis of the language skills, and attitudes required for the further study, work and leisure; - offer insights in to the culture and civilization of English speaking countries; develop an awareness of the nature of language and language learning; incite enjoyment and intellectual stimulation; encourage positive attitudes towards foreign languages and cultures; promote cognitive skills like application analysis, memorization, inferring,

develop student's understanding of themselves and their own culture (Campos et. al ,2003)

Sixth grade students require a change in the educational system, as they are moving from, in some cases, a small school to a bigger study center where the study of English will be deeper in all senses. Students will be studying more complex topics in English, and so they will be introduced to new vocabulary in different contexts that they may not know about, and it would complicate their learning process.

Nowadays, students in sixth grade have access to a cellphone, computer, or an electronic device with internet, and they spend a considerable amount of time on them, watching videos on YouTube, listening to music, etc. However, the interrogative here is, what is the effect of watching YouTube videos to improve and increase the vocabulary of sixth grade students at Tranquilino Viquez school? The answer is what is intended to be discovered in this study, and to provide teachers and students with a tool that may help them with the learning process and the acquisition of vocabulary in an easy and fun way.

1.2 Objectives of the Investigation

1.2.1 General Objective:

- To analyze the use of YouTube videos as a way of improving the vocabulary of sixth grade students at Tranquilino Viquez Rodriguez school during the first quarter of 2025

1.2.2 Specific Objectives:

- To identify the specific vocabulary difficulties faced by students through diagnostic assessment
- To apply YouTube videos for enhancing the students' vocabulary acquisition
- To evaluate the effectiveness of YouTube videos in facilitating vocabulary acquisition

1.1.3 Justification of the study

The topic is being studied as the sixth grader students at Tranquilino Viquez school need an improvement in their English vocabulary, which can be supported using YouTube videos as a strategy. In addition, it is necessary to provide the students with the right kind of videos that can really help them increase their English skills in order to upgrade their levels, taking into account that those students will be moving forward to a college and the study of English, as a result, will be deeper and by knowing as much as vocabulary as possible their learning process will be a success.

According to Diamond and Gutlohn (2017), vocabulary is the knowledge and understanding of words and how they fit into the world. It is important not only to know a wide range of vocabulary, but also to have the capacity to use words in different contexts. In English, words may change their meanings according to the context, and it is important to consider the characteristics of the oral and written language.

As reported by Rohit K.A (2017), there are many advantages that students can benefit from building and improving their vocabulary. It is necessary to learn new vocabulary in every single class and improve pronunciation and fluency. If so, learners would be able to understand

other people in the target language. As a result, it can facilitate the teaching-learning process because students would be able to interact with their classmates and teachers.

Additionally, to develop the student's vocabulary is an advantage that they will have in their pockets, knowledge means power, and in the acquisition of a second language is not the exception to the rule, and students will be exposed to certain scenarios to be able to understand that a word can have different meanings depending on the context of the conversation or topic, instead of getting the students used to a just one meaning.

Moreover, the study pretends to let the students know that sometimes in a conversation, a reading passage, or when listening to a podcast they will not be able to understand the whole meaning of it, however, by recognizing one word they will be able to get the big idea of it, the main view, and so that they will have an understanding of what it is about.

Added to that, the study serves as a tool for Teachers at Tranquilino Viquez school to include the use of You tube videos as an useful strategy that can expand the student's vocabulary rather than just teach them the one included in the English program, which will mean a limitation that students will face through their learning process; the use of this strategy can also help the teachers to have more dynamic classes by bringing the students videos with topics that students enjoy, introducing in this way the vocabulary skills.

The videos suggested to the students need to be interactive and appealing to engage them, as the study desires to create a habit that students and teachers can adopt when it comes to learn vocabulary; it also pretends to discover the reason why students are presenting issues achieving certain levels of vocabulary, and provide them with an alternative way of improvement on the vocabulary skill.

1.1.4 Antecedents

The main topic of this investigation is the use of YouTube videos as a strategy to improve the vocabulary of the students. “Krashen: An American linguist, educator researcher and activist, who is Emeritus Professor of Education at the University of Southern California, his main interest, Second-language acquisition, states that in order for the acquisition of a language to take place, learners need “comprehension input”, which is an instructional technique in which teachers provide inputs that allows students to understand most, but not necessarily all of the language. It talks about selecting videos according to the student’s interests, it says that teachers must be aware of what his or her students like to introduce vocabulary this way. Krashen also believes that students can learn through different experiences using videos in the classroom.

Chuang Wang professor of Educational Research at University of North Carolina at Charlotte (Wang 2015, pag.25) demonstrates the importance of using authentic videos in the classroom. He states that by using videos in the classroom as a strategy to improve not only vocabulary, but listening and oral skills, the students can see how English is used in real life, which is quite different from the traditional English Materials. He also refers to how they can see how different meanings a word can have depending on the context.

Edgar Dale, the father of the Cone of Experience and one of the greatest contributors the field of educational technology, in an article published in the educational journal in 2007, talks about how, in fact, videos effective is for presenting movement and continuity of ideas, he says that “you could even say that videos provide a “window to the world”. Moreover, Dale refers to the benefits videos have for learning a second language; after all, you can edit out any irrelevant parts, zoom on details, highlight information, or slow things down to provide focus. Students can also rewind and replay the video as many times as they need to.

Besides, the next source serves as a reference as to what teachers and students from around the globe indicate can be useful to improve vocabulary skill. “The use of Podcast to improve student’s vocabulary” for EFL learners, this was mentioned in an article by BBC World Service published in 2022, referring to the idea that watching a videos-podcast helps learn unfamiliar words every day for only six minutes daily, since people have limited time to expand their knowledge. The videos include skills to memorize each word, there is a separate video on ways to work on the pronunciation of the words being learnt. Likewise, the article mentions that there are other videos included on how to combine unfamiliar words to make a simple conversation flow naturally. After all, similar words can have quite different meanings, even if they are spelled the same.

McKinnon (2010) remarks that the scenes, movements, feelings, and gestures presented in YouTube videos segments present significant visual impetus for learning vocabulary. McKinnon (2010) also mentions that YouTube videos offer a myriad of opportunities for learning a second language while a learner can watch as well as listen to distinct kinds of spoken material (formal, informal) genres (songs, debates, talk shows, film clips) at the same time of learning fresh vocabulary or any additional language skills.

Next (Al-Seghayer, 2001, pag.202) indicated that the use of YouTube videos with a text description is more creative in the acquisition of new English vocabulary than the use of a picture with a text designation; it also mentioned that the fact that students are able to learn and memorize more vocabulary with videos than pictures as the application is different; following cues can supply meaningful learning knowledge.

Dwi Heriyanto Volume 6, Number, February 2015 (talks about YouTube videos as a multidimensional source that offers videos in all fields of knowledge that can be accessed

effortlessly. In addition, it states that video clips on You Tube are limited in lengths which make them suitable for the constricted classroom's time. It has also examined how YouTube videos can be part of a learning system to support independent learning and vocabulary learning. Moreover, it also demonstrates how YouTube can increase college student's involvement and participation in the classroom and learning strategies.

On the other hand, the following source talks about how English vocabulary as a skill has been studied in Costa Rica: "The use of videos subtitled in English to increase the vocabulary," was published in 2019 by *The Revista De Lenguas Modernas of the University of Costa Rica*.

The study talks about the importance of expanding vocabulary, which is one of the most essential steps in the process of learning a foreign language. Thornbury (2002) states that language comprehension and production can be hampered because of poor vocabulary. It also talks about how the Ministry of Public Education (MEP) asks for the enhancement of vocabulary to be taught, developed, and evaluated, nevertheless, many schools and high schools do not follow this requirement. It also talks about the fact that learners go through a stage where lack of vocabulary affects their communication skills and abilities, it remarks that it causes anxiety and affects the development of language acquisition.

Although this may be true, Nation (2001) claims that vocabulary learning should not be seen as a goal but as an interdependent language component meant "to help learners listen, speak, read or write more effectively" (pag. 362). As a result, it can be stated that vocabulary skill is vital for the acquisition of a second language, helping the rest of the skills.

Another study made in Costa Rica was "The Language Laboratory and the EFL course / El laboratorio de Idiomas y la clase de ingles como lengua extranjera" which was published in

Revista Electronica “Actualidades Investigativas en Educacion” in 2011. This article explains how vocabulary learning is a major aspect in the acquisition of a second language, it also refers to the importance of having a lab in schools and high schools, due to the fact that students have access to watch, listen and learn new vocabulary every day during the school time, it remarks the fact that teachers are able to create activities that include watching videos to enhance the vocabulary skills of the students.

1.1.5 Scope

- 1.** To be able to recognize the struggles of sixth grade students at Tranquilino Viquez Rodriguez school, and how they feel about their vocabulary learning skill to create a plan to improve it.
- 2.** To be able to use YouTube videos as a strategy to learn and memorize vocabulary, and to produce follow-up activities to get students engaged with spelling videos as helpful tools for them to achieve vocabulary.
- 3.** To be able to observe the results of tasks created for the students and analyze the effect of watching YouTube videos as a strategy to enhance the vocabulary of sixth grader students, study them to see possible consequences.

Chapter II

Theoretical Framework

This chapter is the next element in elaborating the effects of YouTube videos as a strategy to improve the vocabulary of sixth-grade students; it provides the topics that reinforce the study of this investigation. This chapter will describe the theories and investigations that have already been done and studied to support the problem to solve. Moreover, it is vital to remember the importance of this chapter, so according to Efron S.E; & Ravid, R. (2019), refers to the meaning and importance of the literature review:

It critically analyzes, evaluates, and synthesizes research findings, theories, and practices by students and researchers that are related to an area of focus. In the literature review, the writer should present a comprehensive, critical, and accurate understanding of the current stage of knowledge, it compares different researches studies and theories; reveals gaps in the current literature; and indicate what needs to be done to advance what is already known about the topic of choice, since it provides all the information that supports the ideas and variables of the problem to be solved. (p.2).

2.1 Vocabulary Skill

Most of the language researches defined vocabulary and studied the fact that it plays a significant role for language learners. For instance, Harmer states that “if language structures make up the skeleton of a language, the vocabulary provides the flesh and the vital organs.” The

role that vocabulary knowledge plays in second and foreign language acquisition has long been neglected. However, vocabulary is currently receiving increased emphasis in the language teaching curriculum. This is due to several reasons, such as the influence of comprehension-based approaches to language development, the research efforts of applied linguists, and the spelling possibilities opened-up by the development of computer-based language corpora (Nunan, 1999: 103). Vocabulary refers to the ability to understand and use words effectively in language learning and communication. It involves both receptive vocabulary, which is the ability to understand words, and productive vocabulary, which is the ability to use words in speech and writing. Assessing vocabulary skills involves evaluating knowledge of words, depth, and the ability to define words accurately; to know more about what vocabulary is.

According to Kamil & Hiebert (2007) in their article (Teaching English as a Foreign Language), they broadly define, “vocabulary is knowledge of words and word meanings.” Meanwhile, Alderson (2005, p. 88) concludes that “language ability is largely a function of vocabulary size”, meaning that, the more vocabulary one knows, the better and higher the level of the language is. Learning vocabulary is all about the words we need to know to both understand what we hear and read, and to communicate clearly and with precision. Analyzing the definition of vocabulary, it can be defined at various levels. First, related to an individual, vocabulary is all the words that a person knows. Second, related to the body of literature, it is all the words that exist in a language. Third, related to its own, vocabulary represents all the words that make up language. Consequently, there must be highlighted the importance of words in what vocabulary concerns.

Merriam Webster Dictionary offers one definition of the word “WORD,” and it states that a word is “a speech sound or series of speech sounds that symbolizes and communicates a

meaning without being divisible into smaller units capable of independence use.” Collins Dictionary provides another definition for word as it is “one of the units of speech or writing that native speaker of a language usually regards as the smallest isolable meaningful element of a language.” Educators often cite four types of vocabulary:

- Listening vocabulary, refers to the words we need to know to understand what we hear; a student’s listening vocabulary comprises the words recognized when listening to speech. Cues such as the speaker’s tone and gestures, the topic of discussion, and the conversation’s social context may convey the meaning of an unfamiliar word.
- Speaking vocabulary, consists of the words we use when we speak; a student’s speaking vocabulary comprises the words used in speech, and is generally a subset of the listening vocabulary. Facial expressions and tone of voice can compensate for this misuse.
- Reading vocabulary, refers to the words we need to know to understand what we read; it is also all the words recognized when reading. This class of vocabulary is generally the amplest, as unfamiliar words are more commonly encountered when reading than when listening.
- Writing vocabulary, consists of the words we use in writing; while many written words rarely appear in speech, a person’s written vocabulary is generally limited by preference and context.

The American philosopher Richard Rorty characterized a person’s final vocabulary as follows:

All human beings carry about a set of words which they employ to justify their actions, their beliefs, and their lives. These are the words in which we formulate praise of our friends and contempt our enemies, our long-term projects, our deepest self-doubts, and our highest hopes. I shall call these words a person’s final vocabulary. Those words are as far as he can go with

language; beyond them, are only helpless passivity or a resort to force. (Contingency, Irony, and solidarity p73.)

In other words, vocabulary is responsible for good skills in listening, reading, writing, or speaking, and the four skills are responsible for good mastery of vocabulary, so there is a tight connection between them; one cannot exist without the other. Vocabulary can increase the learner's level of communication and provides a strong basis to develop the four language skills.

2.1.1 The importance of vocabulary skill

Vocabulary is crucial for everyone who wants to learn a language in their life. Cameron (2001) explains that vocabulary, as one of the areas of knowledge in language, plays a significant role for learners in acquiring a language; besides that, the author states that without developing it, almost no one can achieve success in language learning. In other words, vocabulary is an important aspect of language development. Therefore, teachers should understand its importance if they want their students to achieve academic success in language learning. According to several searches, it is proven that vocabulary is a critical skill that can be comprehended through listening and reading; that is why knowledge of words plays a key role in the development of vocabulary and teaching vocabulary.

Learning vocabulary is a continual process of language, which begins in the initial stages of life, and continues through schooling and beyond. Focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of the learning process; children need to have explicit and robust instruction in vocabulary to support their oral and writing vocabulary. If students have enough knowledge of words, they can understand the text they are reading, the words they are listening. It is said by Ashley G (2018), that for many, lacking vocabulary

knowledge could be a reason that students are not able to access the meaning of a text.

Therefore, everyone who is learning a language should increase their knowledge of words in the first place. On the other hand, when students start learning, they do not know which words they need to learn to communicate, to develop their other skills as well.

The problem is how we can determine which words need to be taught to increase vocabulary knowledge; therefore, to increase and improve knowledge of words, every teacher utilizes various strategies and methods. There is a need for increased vocabulary instruction to gain knowledge of words. However, the National Reading Panel (NRP;2000) suggested that students should learn vocabulary through a variety of methods, and no single method is optimum.

Also, the importance of knowledge of words can be shown by its influence on comprehension skills. As vocabulary knowledge increases in students, their comprehension skills get better. However, if learners do not pay attention to their vocabulary growth, they cannot increase their ability to understand key points of a text which can lead to difficulty in comprehension. Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary, knowledge of vocabulary enables language use and, conversely, language leads to an increase in vocabulary use.

John (2000, p.16) states that vocabulary is knowledge of knowing the meanings of words; therefore, the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary tape-definition, or an equivalent word in their language. In learning vocabulary, word order knows the meaning of words themselves and can use them in sentences. Its role, its value, its importance is just limitless in teaching language. Word itself is such a thing which gives us the opportunity to express our ideas, emotions and even something

we want to show. Learning, understanding, and even realizing one word in the learning process is a real success, and gaining unfamiliar words, increasing the words we know, can give us enormous help to learn the language well.

Dassinger (2011) noted that:

Knowledge of vocabulary meanings affects children's abilities to understand and use words appropriately during the language acts of listening, speaking, reading, and writing. Such knowledge influences the complexities and nuances of children's thinking, how they communicate in oral and written languages, and how they will understand printed texts. (p.333).

A good mastery of vocabulary helps the learners to express their ideas precisely; by having many stocks-of words, learners will be able to comprehend the reading materials, catch others talking, give responses, speak fluently, and write some kind of topics. On the contrary, if learners do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversations, unable to express ideas and thoughts, or unable to ask for information.

In addition, Moh et al (2019, p34.) explained the importance of vocabulary learning through the following points.

- An extensive vocabulary aids expression and communication.
- Vocabulary size has been linked to reading comprehension.
- Linguistic vocabulary is synonymous with thinking vocabulary.
- A person may be judged by others based on their vocabulary.

- Wilkins (1972, p.74) mentioned that without grammar, truly little can be conveyed, without vocabulary, nothing can be conveyed.

In fact, Numan (2015, p.25) confirms that:

The larger the vocabulary you build up, the better able you are to define and refine the expression of the images and the ideas; moreover, she states that the more words you master, richer your thought process become, and the better you distinguish between shades of word meanings, the subtler grows your expression of ideas. (p.25)

Another reason is that a large vocabulary helps English learners in studying other English subjects, such as Business, Economics, Sociolinguistic, among others in conclusion, vocabulary learning is an inseparable thing from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary mastery. It is a key for English learners to achieve a success in their learning process.

2.1.2 Cognitive processes in vocabulary:

Learning vocabulary in both native and second languages is a lifelong process, and learning enough vocabulary is vital in the learning process of students; at the same time, it is a central issue in language development. Holston (2019), an American psychologist, defines cognition as information processing, cognition is problem solving, cognition is thinking, it involves a set of activities such as: perception, thinking, memory, judgment, reasoning, learning, imagination, language etc.

Yao, L. (2020, p 878-884) states about the process of English learners in vocabulary learning, and it states that vocabulary acquisition, and cognition are basic abilities of English learners. The

cognitive process in vocabulary learning depends heavily on the psychology of the learner. This paper proves deep into the cognitive process of English learners in vocabulary learning.

First, the author summarized some basic theories on vocabulary learning, such as lexical knowledge, lexical information, lexical processing, memory, and psychological lexical conversion. The author also shows that the cognitive process of vocabulary learning mainly includes three processes: attention, cognition, and output; the proposed cognitive process-based teaching model can promote the learning strategy and vocabulary acquisition of English learners.

Therefore, through various authors, this investigation will involve all the main keys and concepts under investigation to support or extend it. In the following pages, theories and investigations that have been studied throughout the globe, researches have been important for this investigation. Additionally, this chapter discusses authors who have contributed to the topic and that can be important for solving this problem.

2.1.2.1 Literature Review

2.1.2.2 Context Clues:

Students are presented with a YouTube video which presents pictures and sentences, the context clue will be presented with pictures, and the sentences include a word that they may not know, so they can link the unknown word with the picture presented, as a result, learn new vocabulary. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Here, students will be helped to develop the ability to use the context of unfamiliar words, as a clue to the word's meaning. According to Halliwell (1922), young learners possess good meaning interpretation skills without understanding the actual

meaning of individual words. Moreover, Halliday (1989), remarks that knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and student, or classmates, that are defined in the value systems and ideology of the culture; and the words that are exchange in these contexts get their meanings from activities in which they are embedded, which again are social activities with social agencies and goals, (pag.17).

In addition, it is important to remember that a context clue is information (such as a definition, synonym, antonym, for example) that appears near a word or phrase and offers direct or indirect suggestions about its meanings (Nordquist, 2018).

Tier I Words: Basic words or oral language that need virtually no attention to their meanings in school (Beck, Mckeown, & Kukan, 2008, p.7). Representing everyday, basic, familiar words (Beck et al; 2008, p. 7).

Tier II Words: Set of words that are more sophisticated than the basic set, but of high utility of language users (Beck et al; 2008, p. 7)

Tier III Words: Including words that are rare and/or words that apply to specific domains (Beck et al, 2008, p.7).

Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when students encounter an unknown word. Students must be aware that many words have several possible meanings; only by being sensitive to the circumstances in which a word is used can the student decide upon an appropriate definition to fit the context. According to Murcia (2001. P. 285) students should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meaning is needed for the student's purposes. Context clues should not be

relied upon when a precise meaning is required, when clues suggest several possible definitions, when nearby words are unfamiliar, and when the unknown word is a common one that will be needed again; in these cases, a dictionary should be consulted.

What are the major advantages of using context clues to figure out the meaning of unknown words? Context clues help students understand the overall meaning of a passage or text by providing hints about the unidentified words; this leads to a better understanding of the content. It also empowers students to learn unfamiliar words on their own. Students will not always have access to a dictionary or a teacher, so being able to decipher word meanings through context allows for independent learning and growth. Moreover, when using context clues, students can expand their vocabulary by inferring meanings of unfamiliar words, and they can quickly infer the meaning and continue reading without disruption. According to Hornby (1995), when students actively engage with words through context clues, they are more likely to remember the meaning compared to just looking it up in a dictionary. (p. 285)

Contextual understanding helps create a stronger memory association; he also states that context clues not only provide the meaning of an unknown word but can also offer insights into how the word is being used within the specific context, this helps students grasp the nuances, connotations, and association of the word, leading to a deeper understanding of the language. Besides, Harner (2001) mentions the fact that, since context clues require students to think critically and make inferences based on evidence, they cultivate analytical thinking and problem-solving abilities, which are transferable skills applicable beyond just word meanings. (p. 155).

In summary of the benefits of using context clues to figure out the meaning of unknown words, it can be said that relying on it to decipher unknown words benefits students, readers by improving comprehension, fostering independent learning, building vocabulary facilitating

efficient reading, aiding retention, promoting deeper understanding, and developing critical thinking skills.

2.1.2.2 Context Vocabulary

When studying English, most of the students are accustomed to the old methods of learning. Usually, they grasp grammatical rules and then remember a large vocabulary. It is a large obstacle to their way of learning English. The Traditional translation method in vocabulary teaching and learning should be discouraged, since it will lead students to acquire a bad habit of automatically matching words, regardless of a real situation.

With the development of reform of vocabulary teaching, many teachers have explored innovative approaches to classroom teaching, to change the situation in which study is not combined with practical application. Applying context theory can word choice to improve teaching quality of English. B. Malinowski first initiated the concept of context, a Polish professor of Anthropology, while he did the field work in the primitive culture. Malinowski thought that “a text written by these people into this language could not be understood by any foreigners, or by people living outside this society, even if translated into their ~~own~~ languages, because each message brought much more meanings than those expressed through the words, meanings that could only be by environment of the text.” (Malinowski 1986, p 6).

Moreover, it is important to define that context vocabulary gives students an idea, or hints, of what an unfamiliar word might mean. Contexts vary in their helpfulness of how much information they provide a student. Sometimes, the context provides a direct explanation of the meaning of an unfamiliar word; there are other scenarios where the context provides not enough

information for the student to be certain of its meaning; finally, sometimes the context can lead to a misunderstanding, referred to as a “mis directive” (Beck, Mckeown & Kukan, 2002)

After watching a YouTube video about people and their characteristics, students are asked to look for a synonym clue. Example: The BEAUTIFUL girl knew she was GORGEOUS. Gorgeous and beautiful are synonyms, then students look for nearby words that may mean the same thing as an unknown word. Also, students are asked to look for contrast clues, which can be defined as words that mean opposite; for example: After facing the TUMULT of the black Friday sales, the shopper longed for a CALM lunch; tumult and calm are opposites, students are asked to look for a nearby word that provides a contrast to the unknown word. Then, in the same video, students are asked to look for example clues; in some cases, the context will include an example that makes the meaning of the unknown word clear; for example: Her ATROCIOUS day included getting a speeding ticket, failing a test, and losing her keys. Moreover, students are asked to make inferences, inferences can be defined as an educated guess, for example: The instructor was Flabbergasted when a snowman walked into her classroom. Students probably guessed that FLABBERGASTED means shocked; however, it just makes sense in the sentence. In fact, looking for synonym clues, contrast clues, and example clues, and making inferences are proven ways for students to learn new vocabulary in different contexts. Wang also demonstrates the importance of using these techniques and authentic videos to do so in the classroom and clarifies the idea: “Students can see how language is used in real life which is quite different from the traditional English Teaching materials.

Wang (2015) mentions that “Listening to different varieties of accents help students’ strength their listening skills and improve their pronunciation and intonation” (p. 25). The possibility of controlling videos, such as pausing, rewinding, and repeating, brings the option of

analyzing language in terms of phonology, semantics, syntax, and pragmatics. Above all, body language is what also makes a difference when watching videos. The quality of being able to hear and see synchronous communication, communicator's such as gestures, gazes, and paralinguistic clues are especially important for learners (Mc Nulty, 2012, p.52). In other words, listening to other accents helps all learners to understand the language better.

2.1.3 Game Based-Learning

As a result of the ramifications of the pandemic, technology has been a topic of conversation, and many people use it daily as an essential part of their everyday lives. Consequently, using technological resources for working has gained popularity and acceptance, and teaching is no exception. Even though many teachers around the world use games as a didactic method for their classes, there is still some opposition to using them. This is mainly because of the lack of knowledge about the meaning of concepts such as game-based learning and others. Besides, education is constantly changing, and teachers are responsible for seeking new strategies and methodologies to have a quality education. To do that, educators focus their classes on student-centered learning in which they must include creative adaptive programs and methods to increase motivation, engagement, communication, and interest in students.

Students are shown a video with sentences with blanks for missing- but familiar words, then students are encouraged to suggest words that fit in each blank. According to Farber (2017) the goal of using videos with games was often to create meaningful experiences for students, followed by the teacher facilitation to connect to the curriculum, (p.10). Also, the use of games has become an essential tool for educators and learners, since it has been proven that with this strategy, they learn vocabulary easily. In addition, learning with the implementation of game-

based seems to be an effective technique for the retention of language, since students tend to feel more relaxed with the language and enjoy the activity so, as Hoe Tan (2018), mentions that Pupil's motivation to play and their commitment to completing the game, are more likely to be achieved and increased if the activities and feedback provided are meaningful to the students (p.9).

In addition, learning with the implementation of game-based seems to be an effective technique for the retention of knowledge. This is because students are more relaxed with the language and enjoy the activities given by the teacher. Daniela (2021) argues that games are more effective in learning and retention terms than conventional instructional methods. Playful and creative activities share certain characteristics that remind us of a direct relationship, which is often intrinsically motivated and rarely occurs when participants are anxious. (p.2). Using a game improves cognitive learning outcomes along with intrapersonal and interpersonal outcomes. Researches looking at other collections of studies has found that games help students retain what they have learned. There is consistent evidence that games can benefit all students, especially those with greatest need; games support both academic and social-emotional development. Teachers are designing the experiences their students will have in the classroom every day. As a result, it will be up to the teacher to create or select instructional tools and decide how best to incorporate them into their lessons. These decisions have a significant impact on learning outcomes, irrespective of the qualities of the tools involved.

Burke (2016) mentions the fact that games are becoming commonplace in the classroom. Teachers understand that providing another instructional tool that is not only engaging, but also simulates contextualized, or firsthand learning experience; enthusiastic teachers are excited to

transform school with creative implementations tools, however, the lack of resources and support, in some cases, complicates what teachers require to do so, (p.12).

It is necessary that teachers link materials and the topic for use, the game, and the purpose of playing it to increase pupil's motivation and the quality of learning experiences. Thus, if teachers can achieve that, then the use of games can encourage critical thinking and critical thinking skills and increase the use of imagination in which pupils have the freedom to produce solutions, and their ideas and learn from mistakes in a safe environment while they are playing.

However, in order to successfully implement this strategy, teachers must understand relevant concepts when they choose a game for the students, so Plass (2020) suggested that educators need to consider “the need to-know basic rules, the information that will allow players to stay in the game, to feel comfortable with the game, to find greater challenges, and the need for good videos or visual effects” (p.40). Therefore, teachers must consider these concepts to give the students a good game in which they feel motivated and engaged.

2.1.4.1 Audios

2.1.4.1 What is an educational audio?

In the world of learning, audio has always played a secondary role compared to visual components. However, since the need to provide continuous access to education for students worldwide during pandemic, audio has emerged as a particularly important and useful component for education. From that period on, the use of audio in learning strategies has not ceased. On the contrary, it has been found to offer unique advantages to improve the learning experience. Audios that can take various forms, including voice narration, podcasts, sound

effects, and background music. Its integration into digital learning environments supports different learning styles, increasing engagement, and improving information retention.

By incorporating audio into lesson plans, teachers can create a more dynamic and interactive learning environment. This approach not only caters to different learning styles but also encourages students to develop a more nuanced and well-rounded understanding of the subject. Educational audio is a learning resource that uses sound recordings to instruct students. The potential of audios when learning is vast, offering accessible, flexible, and engaging ways to learn; it enhances language and listening skills, and can make education more affordable and widely available. According to Richard Mayer (1999), in his theory, he suggests that learning is optimized when information is presented through multiple sensory channels, like both visual and auditory input, allowing for better information processing and reduced cognitive load.

The Dual Coding Theory by Paivio (1979) he proposes that information is encoded in both visual and verbal forms, and by presenting information through channels like reading text while listening to an audio explanation, learners can create stronger mental representations; moreover, he emphasizes managing cognitive load by presenting information in a way that minimizes unnecessary processing demands, which can be achieved by using audio to supplement visual information. Using audio can also help regarding overall understanding; audio includes intonation, stress, and rhythm, the parts of language that are difficult to express through text. Things like sarcasm are particularly difficult to communicate when written down, but can be clearly heard when spoken.

According to Farber (2017) explains how audios can be useful in introducing students to vocabulary above their reading level. Students who are still working on decoding or who are learning English may not be able to read beyond a certain level, however, that does not

necessarily mean they are not ready for more advanced vocabulary or to dive into content that is otherwise more advanced than their current reading level. Using audio to create a social experience also turns it into a great jumping-off point for discussions of the material, which allows listeners to “share their ideas and negotiate meanings with each other” wrote Frank Serafini (2019), a professor of literacy education and children’s literature at Arizona State University. “These discussions provide opportunities to generate understanding in a community of readers and help readers make sense of the stories they hear. Literature discussions at home and in school extend understanding, clarify misconceptions, and provide young readers with the support necessary for better comprehension.”

2.1.5 Audio-Lingual Method (ALM)

As humans, we cannot live without each other. We always need to communicate with our surroundings. Because communication is the process that people use to express messages and share the meaning of their ideas. So, language is the key element of communication. We cannot communicate with others without language. There are many languages in the world. One of the languages is English; it is also an international language used by everyone to communicate with others who come from different countries, and it is especially important for the development of education.

The Audio-Lingual Method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training technique Native language is discouraged in the classroom. The Audio-Lingual Method was developed in the United States during World War II, at that time, there was a need for people to learn foreign Languages rapidly

for military purposes. The US government found it a great necessity to set up a special language-training program to supply the war with language personnel. Therefore, the government commissioned American universities to develop a foreign language program for military personnel. It suggests that students be taught phonology, morphology, and syntax of the language; all these patterns can be learned through contrastive analysis of the differences between the native tongue and the target language, which helps students to acquire a new language more easily.

Richards (1987), states that this method claimed to have transformed language teaching from an art to science, which would enable learners to achieve mastery of a foreign Language effectively and efficiently. According to Richards and Rodgers (1987) it is noted how teachers must provide a variety of drills and tasks to keep learner's motivation. "Failure to learn results only from improper application of the method, for example, for the teacher not providing sufficient practice or from the learner not memorizing the essential patterns and structures; but the method itself is never to "blame".

In other words, students in Audio Lingual Method are actively engaged in the learning process through repetitive drills and exercises; teachers play a vital role in facilitating this active learning by providing clear instructions, feedback, and guidance. One of the Audio-Lingual Method teachers' major roles is that of a model of the target language; on the other hand, it is the student's job to repeat as accurately as they the teacher's model; language learning is seen to be a process of habit formation.

The Audio-Lingual Method (ALM) is a mode of language instruction based on a behaviorist approach. Brown (1994:57) argued that in Audio-Lingual Method there are some key

features; new material is presented in dialogue form, repetitive drills, memorization of a set of phrases, etc.

The aim of this method is to create communicative competence by giving wide-ranging repetition and drilling to the students in language study. From the audio Lingual-Method theory and research findings, it is suggested that the teacher gives much more repetition, drilling, and memorization extensively in English teaching-learning. The teacher gives drilling models, word, and sentence repetition. Moreover, the teacher guides the students to read dialogue, instructs the students to find the meaning and practice it in front of the class, then, the teacher monitors and corrects the students' performance. After that, by applying ALM, the student implements some roles. As a performer, the student practices and reads the dialogue in conversation. As the analytical person in the teaching-learning process, the students ask and answer questions from the teacher.

Furthermore, the Audio-Lingual Method does not focus on vocabulary and grammar teaching. However, they are given indirectly through the dialogue that the teacher gives. According to Larsen and Freeman (2000), Audio-Lingual Method is an oral based approach. It does not only emphasize vocabulary acquisition through exposure to its use in situations but also drills the students in the use of grammatical sentence patterns. This method is different from the grammar translation method, grammatical sentence patterns are explained clearly by the teacher through formula. In Audio-Lingual Method, the teacher lets their students learn unconsciously through the dialogue.

Students will slowly understand and master the grammatical patterns by the teacher's drill and practice that dialogue. Students are expected to be able to master practically than

theoretically. The teacher often gives the learners work orally. What the teacher does most in the classroom is drilling their students.

2.1.6 Listening Skills

Listening skills plays a significant role in the success of English language learning. The ability to listen well and effectively contributes to the success of the learners and teachers. The results of previous researches about the difficulties in teaching this listening skill has been shown that most teachers and students had negative attitude towards listening to English.

However, there have been other researchers who studied teaching listening skills all over the world. Listening plays a vital role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn,1994). Listening involves an active process of deciphering and constructing meaning from both, verbal and non-verbal messages; According to (Numan,1998) refers to the fact that unfortunately, the teaching of listening skills is neglected in the English language teaching process. Listening levels of learners are different from each other because listening is affected by crucial factors. The most crucial factors that should be emphasized are the significance of listening, the study of listening teaching theory, and the use of the most advanced listening teaching methods. It is now widely accepted that student's listening ability must be at the core of teaching practice, and it is the area in which teachers need to concentrate their own efforts to improve their teaching.

Listening skill can be defined as, "Listening is the act of hearing attentively." It is also a process like reading, which should possess knowledge of phonology, syntax, semantics, and text

understanding. Thomilson (1984) defines listening as, “Active listening, which is very important for effective communication”. Listening can word order defined as, “More than just hearing and to understand and interpret the meaning of a conversation.” Listening skills make people successful in the workplace, the family, and in the society; good listening skill is mandatory to get into a profession in communications, management, planning, sales etc. Listening skills involve a distinct set of etiquette, questioning for explanation, showing empathy, and providing a suitable response. Good listening skills include understanding ability; body language is also a part of listening skills. Body language is also a part of listening skills. Eye contact with the speaker, sitting straight and alert, are the good gestures of a good listener. Moreover, listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication; without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. According to Adler, R (2001), the difference between listening and hearing is that hearing refers to the sounds that enter your ears. It is a physical process that occurs automatically. On the other hand, listening requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well.

Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses her or his body. In other words, it means being aware of both verbal and non-verbal messages.

2.1.6.1 How to Improve Listening Skills

It is obvious that language is a weapon in communicating human ideas, thoughts, and feelings to other fellow human beings. To learn a language, people are required to study the

skills of that one. The main thing is to learn a foreign or second language, such as English; learners also must learn all four skills of it to prove themselves as good communicators.

These four skills are divided into two categories, which are, receptive or passive skills and productive or active skills. Listening and reading are receptive skills where the learners just receive and understand these skills, and there is no need for the learners to produce language to do these. On the other hand, speaking and writing skills are productive skills where learners must produce language utilizing these skills. But the main factor that generalizes them is accuracy, which is important. None of them should be neglected or pay less attention than the others. Among these four skills, listening is the first skill that the EFLs acquire initially.

According to Hornby (2005) the act of listening means, “To pay attention to somebody/something that you can hear”. But there is a difference between listening and hearing. Hearing refers to the sounds that your ears receive, and it is a physical process. By contrast, listening requires more than that, it requires focus and concentrated effort, both mental and somehow physical. There are some learners who opt for more listening than speaking, they are called good listeners. As Dr. Rachel Naomi Remen (2021), mentioned, “The most basic and powerful way to connect to another person is listening. Perhaps, the most important thing we ever give each other is our attention.” In other words, it can be stated that students need to learn how to listen first and then start speaking.

In fact, schooling aims to bring up a multilaterally perfect generation for future life; language classes involve teachers and pupils. Both types of people have a purpose to learn a foreign language, and to improve listening comprehension. According to the *Progressive Academic Publishing, UK* “methods used in listening comprehension are not only for the listening process, it is stated that they are also used in other skills, because each skill is practiced

separately.” (Page, 213) Once the text used for listening comprehension is developed, it is possible to discuss, of course, speaking skills. This can be more difficult in language learners in the early years, although the teacher will try to practice more skills.

According to Penny Ur in the *European Journal of Research and Reflection in Educational Sciences* (2021), there are some problems in listening activity:

1. Trouble with sounds
2. Cannot understand fast, natural native speech
3. Find it difficult to keep up
4. Get tired
5. Need to hear things more than once
6. Must understand every word

To avoid these possible issues, professors at Niagara University did some research and recommended solutions for them:

- Resists distractions. Concentrate on what is being said, not what is happening around you.
- Be an opportunist. Find areas of shared interest between you and the speaker.
- Ask yourself, “What’s in this for me?”
- Stay alert. When your thoughts run ahead of the speaker’s words, use the time to evaluate, anticipate, and review what is being said.
- Identify the speaker’s purpose and adapt to it. Ask yourself if the aim of the speaker is to inform, persuade, or entertain.
- Listen to central themes rather than for isolated facts.
- Plan to report what you hear to someone else within eight hours.

- Do not just depend on the speaker.
- As a listener, take primary responsibility for successful two-way communication.

Furthermore, in modern pedagogy, productive and peculiar methods for listening encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Moreover, another helpful resource for teaching listening skills are videos tools, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio materials, it is important to choose the portion and length of the video materials in accordance with the skill level of the student. Firstly, students watch the video without any sound and discuss it together. At this time, the teacher should encourage the students to identify what they think will be the content of the tool. Then, they watch the video material again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video, the educator can have students write a summary of the video, or it is possible to take time to discuss as a group how the video compares with the student's expectations.

According to Lindsay Miller (2003), one of the major advancements to come out of research into listening strategies was the understanding that listening exercises can be divided into three main parts: pre-listening, while-listening, and post-listening activities. This division has proved very fruitful for the learners as well as teachers. For example, in the pre-listening stage, a teacher can start a quick discussion with the learners with the aim of knowing about their views about the topic which she/he is going to start. In this way, she/he will be activating their world/personal knowledge about the topic. Then the learners can be asked to share whatever information they get from the text in an extended discussion in the post-listening stage. In

between these two stages the learners can be given help to remain focused on their listening by careful selection of tasks that are meaningful and that cater to developing specific listening skills.

The use of videos in the classroom can also give learners good practice in listening. They have an upper hand over radio as here they can also see what is happening, in addition to listening to the text. Students often watch videos for entertainment; however, it is the teacher's duty to sensitize the learners how they can make the use of videos to help them develop their second language listening skill.

2.1.7 YouTube as a learning tool

Social media has deeply penetrated many aspects of our lives. Our every necessity is now just a click away, which has made our lives comparatively much easier and more convenient. Social media provides a new dimension to artists and teaches people to share their art and knowledge. It covers updates and knowledge of everything like health, politics, discovery, invention, science, mathematics, and education.

Since education is the center, which is largely influenced by social media tools, this research focuses on how social media tools are harnessing the education and learning process particularly "YouTube." It is an inevitable fact that the human brain processes images 60,000 times faster than text, and 90% of information transmitted to the brain is visual. YouTube has proved to be an effective educational tool, as it connects academicians, educators, and researchers from all over the world and provides interesting, knowledgeable, and engaging content, which has added a new dimension to education by making it innovative as well as creative. Educational videos have become an important part of higher education, providing a content-delivery tool in many flipped, blended, and online classes (Brame, 2016).

According to (Brandon Gaille,2021), cites a list of cons of using YouTube in education; they can be used in a classroom environment to supplement the key points an instructor is talking about. It may be a way to offer additional information, show a real-world example, or be a visual method of taking students through a step-by-step solution for problem-based learning. Besides that, it extends the classroom into the home, not every student is able to complete their studies or assessments on their own, and some may lack additional or peer support. Using YouTube videos, an instructor can provide various topical videos for reference, so that the information can be thoroughly studied and retained. Furthermore, students can re-watch YouTube videos as often as needed, in a classroom or lecture setting, a student may not feel comfortable asking if the key point could be repeated. On YouTube, there are no limits, and they can use this asynchronous resource at a time that suits their schedule and replay it as many times as needed. Students can also re-watch key videos for revision purposes in preparation for examinations. Added to this, educators can use YouTube videos as an educational resource in class or upload helpful supplemental videos into Canvas courses for students.

Additionally, YouTube is a resource library or network for instructors, since not every instructor has the ability or time to create and upload videos, and sometimes there is just no point, “reinventing the wheel.” For instructors who teach the same topic or curriculum, YouTube can be used as an extensive resource library for various subjects or topics, and it allows educators to connect with and support each other in a unique way. Teachers need to teach students media literacy to differentiate different videos and ensure they are critical enough to distinguish different videos and get videos suitable to them. Also, since the videos are super diverse, students are easily distracted by some videos about games, TV dramas and so on. When they log into YouTube, it is not guaranteed that they are watching what they have been asked to,

so the students need to have strong self-discipline skills and good management skills to get work done. Due to it being easily accessible and having a vast amount of content on the website, it is bound to have what students are looking for. For educational purposes, there might be videos of college professors explaining whatever topic it is that they have searched. YouTube states that “300 hours” worth of content gets uploaded to the main site every minute” (CNET, 2014).

Overall, YouTube is a particularly useful learning tool as it is always there with the same video that you might have seen previously that explained the problem in such a way that learners understood. In effect, it acts as an “extra lesson,” but on a specific topic so hopefully there will be answered. In some cases, it allows for further research to be done into a topic if it goes to say a suggested video has some relevance.

2.1.7.1 Listening Activities Using YouTube

Listening skill is a personal understanding of what we heard and relies on his word choice understanding of the meaning (Hamouda, 2013). Therefore, the listening ability is not easy to implement. It requires considerable training to be able to master this ability. Listening skill is listening and receiving and understanding the information obtained, and then giving the proper response to the information obtained with meaning. According to Huy (2015), cognitive strategy is used to help the student obtain their knowledge, such as understanding the meaning of words from context and linking current information. This fact is evident, then, that listening skill is passive as claimed. The models of cognitive processes include listening for main ideas, listening for details, listening for inferring meaning, listening for predicting, and listening for summarizing (Chen,2013). Wilson (2000) and Harmer (2001), cited in Yusroh (2018), suggest that students are better at listening skills when they use audio-visual as a learning tool than

audio-based method. Students would be able to connect words and images that can help them analyze the language.

2.1.7.2 YouTube for student-made exercises (YouTube Tuesday)

This activity consists of having the students prepare two exercises about a video of their choice for their classmates. Each week, two students bring a video of no more than five minutes; or two students pair up to bring a ten-minute video if they are older and more advanced. And students bring two exercises about the video, they will introduce their video and lead the exercises as well. It is an engaging activity each week, and students look forward to the video their classmates bring. This way, activities will be implementing how to create their self-learning process, it increases responsibility since they would not want to miss the weekly video for their classmates. Teachers can also ask the students to summarize the video their classmates brought to the class, for example: Is it a story? What happened? Teacher should use W/H questions: who, what, where, when, why and how, to give a full summary and show their understanding of what they just listened to. To get students to understand how to prepare, teachers must spend a few lessons modeling and practicing. This activity is a wonderful way for students to listen to English being spoken in an authentic setting, and by giving them choices and responsibility, you give them ownership of their learning.

2.1.7.3 Listening Comprehension questions

These include multiple choice, true/false, matching questions, and open questions. Ask the students to answer questions for which they can find the answer in the video. You will need to listen to it first yourself to create the question. Teachers can also have students produce questions themselves for another student. It is not super hard to produce questions, but it is a task

that takes time. This way, students will be listening to different accents, listening to vocabulary they may not know, enhancing vocabulary, it promotes concentration, memorization, and the ability to take a posture about a topic. By doing this kind of activity in the classroom, students will be in full contact with the target language, since they will be not only listening to a native speaker but listening to how they pronounce and the way those speakers use the language in different and real contexts. Students will also be able to practice their speaking skill when answering the questions. Listening comprehension questions allow for assessment of how well the students understand spoken information, which is vital for effective communication, language learning, and overall comprehension in various situations, including academic settings and daily life interactions, they will help identify areas where a listener may need further support in their listening skills.

When students work on improving comprehension, they unlock better learning outcomes. By requiring listeners to actively process information and respond to questions, they promote deeper understanding and retention of the material. Besides, good listening comprehension is vital for effective communication in real-world situations, like conversations, meetings, and lectures. It refers to a set of questions designed to assess a person's ability to understand and interpret spoken language by asking them to respond to information they have just heard. It also refers to the cognitive process of interpreting and constructing meaning from videos.

Chapter III

Methodological Framework

This chapter gives an outline of the research method that was followed to develop this study. It encompasses information about the subjects of research and the sample. Besides, it describes the research method and the type of investigation that structures the data to support the hypothesis of this study. There are described the instruments proposed for collecting data and how the researcher will analyze the data.

3.1 Research Approach

The following paper will take quality research. In this case, Cropley (2021) defined it as “the one that studies the way people face their real-life situation, when the researcher asks for information about that it tends to feel familiar, and people answer with naturality.” (p.5). For this reason, this type of research allows the investigator to be in real context with the student’s daily situations. Different from quantitative, this approach gives the chance to interact with people and see the way they react to a particular situation. Therefore, it will provide the researcher with the opportunity to develop the study in the normal atmosphere of the students, when going through didactic activities that involve context clues and the acquisition of vocabulary.

The qualitative research gathers participant’s experiences, perceptions, and behavior. It answers the how and why, instead of how many or how much. Moreover, it could be structured as a stand-alone study, purely relying on qualitative data, or it could be part of mixed-methods research that combines qualitative and quantitative data (Teny et al, 2022). This type of research

provides a holistic view of complex phenomena, and its application can vary based on research goals and objectives. As a result, due to the characteristics of this type of research, it enroots Context Clues in the acquisition of vocabulary from YouTube videos, within the purpose of this study as it focuses on a specific group of students, it is developed in a real scholarly context, it considers the student's contributions, it leads to some theoretical concepts, and it conveys social issues.

On the other hand, a qualitative approach is more concerned with feelings, ideas, or experiences. According to Denzin & Lincoln (1994) on their book, states that "this method is about what people think and why they think so" (p. 12). and defined as a market research method that focuses on obtaining data through open-ended and conversational communication; it also describes it as a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. In other words, a qualitative method seeks more to investigate the growth of the idea of the investigation than to calculate a weighted or percentage of some unit.

The qualitative method is more open to interpretations since the fact that it includes tools such as satisfaction evaluations as the progress of an evaluative work. It is thought that this kind of research will be useful in this investigation because its characteristics can be connected to the objectives established from the beginning of this investigation.

Since this investigation is starting from a problem based on a skill, and also the perspective students have towards the acquisition of vocabulary, it will adapt qualitative approach, however, it is thought to apply satisfaction surveys to collect the student's perspective and reactions of each of them, which is believed, as vital to educators in order to create

engagement in their learning process, and promote motivation about the English subject in the classroom, and life itself.

3.2 Research Design

It is mandatory to trace the paths to follow and the instruments to be used to answer the research question and the problem detected previously when investigating. To do this, it is important to collect the information properly and concisely state the methods to be used. L. Myers, & Arnold D, (2010), state that Research Design provides comprehensive coverage of the design principles and statistical concepts necessary to make sense of real data, (p.11). By considering the tools well, it will allow a useful result, resulting in the end, more real data that reflects good, orderly, and satisfactory research.

Thanks to the research design, it is possible to follow a series of concrete steps to develop the study, having a structured plan which does not give chance to confusions about what to do, allowing the researcher to concentrate on the central theme of the study and not on not knowing how to apply the instruments or answer the question. Saunders et al. (2012) defined the research designed as a plan to specifically answer the research question, understood as the appropriate management of the research data, combined with different strategies, components, and methods to obtain, and analyze the data.

According to (Sacred Heart,2020):

The research design refers to the overall strategy that researchers choose to integrate the different components of the study, coherently and logically, thereby, ensuring them will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. (p.1)

Meaning that, when we discussed a strategy to collect, study, and evaluate data, we talk about research design. This design addresses problems and creates a consistent and logical model for data analysis.

The research design of this investigation will be focus on the descriptive design, since, the descriptive research design, a its name suggests, searches for the full-on explanation, with great detail of population, a situation or a phenomenon, which is why, this investigation will follow the outcomes of the sixth-grade students at Tranquilino Viquez School, it will look for the details of every phase the students will go along this investigation. According to Creswell (2020), in the article published in the Pacific Rim International Journey of Nursing Research, this method is mostly used within the health sciences areas, and by health professionals, in order to study different cases, however this author mentions that it can be used in different areas as well, since it has their rightful place in the world, not just used for health research.

Creswell (2020) also mentions that researchers who use this method need to focus on the investigation itself and need to know how to get involved in the interpretation of what the participants have to say about assorted topics, during the time they are being investigated. Moreover, the limitations and the benefits that this method has need to be known, if the researcher is focused on interpretating the data collected at a non-superficial level, the descriptive design can lead to a deeper investigation. Phenomenological method is most effective at illustrating individual experiences and perceptions, and therefore, to challenge structural or normative assumptions. In other words, participants will be asked to focus on their phenomenal world and will explain their experiences in their words.

3.3 Information Sources

An information source is a person, thing, or place from which information comes, arises, or is obtained; information source can be known as primary or secondary. According to Chatterjee (2017), the very first-time information appears in an information media, which is considered as a primary source, however, if the publication appears later in another media, it is a secondary source. Moreover, publications such as bibliographies are denominated tertiary sources (p.5). The information that is used during the investigation is essential, because this will give the necessary support to what is being studied. The sources are divided into three categories: primary, secondary, and tertiary sources. Any object from which something can be obtained or found out may be called an information source.

Lisbdnetwork (2022) explains that an information source is a source of information for somebody, anything that may inform someone about something, it also provides knowledge that helps gather and increase the awareness about a specific or general topic, (p.1).

3.3.1 Primary Sources

Primary information sources are those that contain original or newly generated information. These are the first and often the only published records of original research, or accounts of application of the results of such research. According to Wesson (2011), it states that primary sources are considered as original documents and objects that were created at the time under study by someone without firsthand documents that provide direct evidence of the topic in the study, (p.11). Meaning that, primary sources can be considered as the most trustworthy sources since they are first published by someone who got the information for the very first time.

3.3.2 Secondary Sources

On the other hand, secondary sources are documents such as comments, reviews, a thesis, or articles written about primary sources. Therefore, Oluwatosin (2017) defines it as the data collected that already exists, taken by agencies and organizations earlier. (p.2). Examples of secondary sources are academic and official papers, bibliographical references, academic articles, and websites.

3.3.3 Tertiary Sources

These are sources that abstract, organize, index, compile, or organize other sources. Reference materials and textbooks are considered tertiary sources when the purpose is to list or simple repackaging ideas or other information. Engle (2022) defined them as “publications that summarize and digest the information in primary and secondary source to provide with background on a topic, idea, or event”. Encyclopedias, bibliographies, textbooks, study guides, are proper examples of tertiary sources.

3.4 Analysis of Categories

In this section, the investigator will mention the parts that will be supportive for the development of the study. It will also clarify important aspects about the subject under study. Since the research is of a qualitative approach, this analysis will only be logical, to better understand the objectives of what it is intended for.

3.4.1 YouTube Videos as a Strategy to Acquire New Vocabulary

It is supported by Ramli (2020) that the use of YouTube videos is highly effective and helpful in the process of increasing student vocabulary, in addition to attracting student's

attention and interest because of the pictures and audio-visuals, YouTube also has features that are easy to access by anyone, so it allows teachers and students to access it. In other words, the use of videos from YouTube is certainly a special attraction to enrich vocabulary for students. In this investigation, it is desired to remark on the lack of interest, engagement, motivation that students feel in the classroom, in some cases, because of the use of old and tedious techniques used by teachers, because of this, learners tend to study to approve an exam, rather than learning for lifetime. According to Prachnant (2012, p.112) stated that English plays a significant role as the main communication tool in a globalized world. That means that students must learn the language properly and they will have more job opportunities, chances to travel and get to know other countries and cultures.

Technology intrigues all of us, and we all feel fascinated by it. Student's books are no longer the only and main source of material used in classes; interactive whiteboards, laptop computers, tablets, and even eBooks have taken place, as a result, students can acquire new vocabulary by watching YouTube videos. The visual elements are a particularly good reason to motivate the students to interact with the foreign language since they can visually determine that the language is used by means of significant elements that attract their attention, and at the same time motivate them to use the language in diverse ways.

According to MUSLEM (2017) it is said that there are two possible effective ways of developing ESL speaking skills, it is needed to know vocabulary to be able to speak a language, namely staying abroad in an English country and learning through media, such as YouTube, video, live programs, TED, toastmasters (p.25). Vocabulary is vital in the learning process of a language, the more vocabulary someone knows, the easier it is for them to use the language;

however, it is also needed to know how to use that vocabulary, considering aspects such as context and experience.

3.4.2 Vocabulary Skill

Vocabulary is not just a list of words in a language. It is a bridge that connects ideas, thoughts, and communication, and they can be different depending on the context. Therefore, it is one of the four skills that a student needs to master. Moreover, mastering this skill involves not just the ability to communicate but to interpret what a word can mean in a specific context or scenario. It also includes elements that make it hard for many students, since it is not just about memorizing a list or words, it involves practice in a safe and positive environment.

3.4.3 Didactic Strategies

Medina (2003) defines didactic as:

A discipline that focuses on the teaching goals and compromise with the aim of better human beings through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process. (p.7).

For this reason, we defined didactics as the discipline that studies techniques, procedures, discipline, strategies, and methods to enhance the teaching process.

3.5 Context Clues

Human beings make sense of the world through intuition, certainly, but through context as well. The context is how we know books can be found in libraries, and cold cuts can be found in delis. It is also how we know words can be understood, even if we lack their definition.

Context clues can also be defined as elements of grammatical and visual composition that suggest meaning. In vocabulary learning, context clues give students a hint of what a word can mean within the context; in case students do not know the word, they can guess their meaning based on images, or a synonym, antonym, an explanation, or even an illustration. According to Graves, Michael F. "The vocabulary book: Learning and instruction." (2006), states the purpose of context clues, suggest meaning, conceal meaning, explain meaning. (p.12). Helping students increase their critical thinking and problem-solving minds this way.

3.5 Data Collection Instruments

Having already a base about the relationship between students and their level of vocabulary, this lets the investigator observe the weaknesses that students present in a general way. Observation sheets are a tool that serves to observe and measure the level of success, or achievement of learning. Sugiyono (2015) states that observation is a data collection technique that is not limited to people, and in the teaching area, it is an important part of the teacher evaluation process. The main purpose of it is to develop teachers by providing them with feedback on their performance, so that they may improve upon it in the future.

3.5.1 Observation Sheet

Having already a base about the relationship between students and their level of vocabulary, this lets the investigator observe the weaknesses that students present in a general way. Observation sheets are a tool that serves to observe and measure the level of success, or achievement of learning. Sugiyono (2015) states that observation is a data collection technique that is not limited to people, and in the teaching area, it is an important part of the teacher

evaluation process. The main purpose of it is to develop teachers by providing them with feedback on their performance, so that they may improve upon it in the future.

This instrument was selected since the investigator can evaluate each student according to the categories of the sheet. Andale, J. (2021) states that observation helps the teachers to identify areas of opportunity and difficulty in the students, it also shows which teaching techniques are useful, and which of them need improvement, and which subjects need to be reinforced.

3.5.2 Pre-Test

This instrument was selected since the investigator can evaluate each student according to the categories of the sheet. Andale, J. (2021) states that observation helps the teachers to identify areas of opportunity and difficulty in the students, it also shows which teaching techniques are useful, need improvement, and subjects need to be reinforced.

There are endless methods to collect data in an investigation, however, it is up to the investigator to choose the ones that better fit the necessities and objectives of the study. In the qualitative method Austin, Z. & Sutton, J (2015) refers to the qualitative method that serves the investigator to better understand the feelings and thoughts of the sample of the topic in study. It gives the opportunity to understand real meaning the people give to things they are familiar with. Instruments are part of the work; each approach has its own instruments which help the complement and understand the method in greater depth.

There are different data collections such as questionnaires, observation sheets, interviews, diagnosis, and scales. Two of the mentioned above were chosen, considering the options and the analysis they provide with; the diagnosis and the observation sheet are the instruments to be

used, since they have the most suitable characteristics to provide the necessary information for the purpose of the study.

A Pre-Test will be applied to evaluate the student's first knowledge. Its main objective is to understand student's comprehension of texts and analysis of ideas. This instrument will be conducted in the second class and given to sixth graders, as part of their assessments for evaluation. It will contain questions at the A1-A2 level, as part of a first introduction to the comprehension of listening and vocabulary. It includes a first YouTube video related to "My Daily Routine," how I spend my day, English for beginners A1-A2. It describes a daily routine a young woman has. The question analysis from the video comes in a multiple-choice form that allows students to identify answers better. The students will answer eight multiple-choice questions with four viable options, with only one being the right answer. Questions for what hour does the girl wake up, what does the girl do first, what does she have for breakfast, what does she do at 9 o'clock, what hour does she finish working, where does she go for lunch, what does she study at university, and what time does the girl fall asleep. The student's objective is to comprehend information by identifying keywords/clues that can allow them to get the answer.

The second video of the instrument consists of a YouTube video related to "A big family," English listening practice, basic level. It describes a conversation between two friends at university who are discussing vacation time, and they describe their families. Questions of this video were stated in a long answer form to assess their ability to provide long responses with information taken from the video. The students will answer eight questions in a long form, providing the correct structure for long answers.

Questions are about what Linda planning is to do on her vacations, why does Tom's brother look like him, talk about Tom's twins' personalities, what did Linda post on twitter

yesterday, how many people are there in Tom's family, who is the youngest, what are Tom's parents' names, and why are Linda and Tom excited about. Information from the video is stated to assess it in questions and answers. The students can easily get the information from it. A pre-test rubric based on their abilities will address the pre-test results.

Since we do not know that much about the vocabulary that students have at this moment, pre-test would be the most suitable and useful tool. It is a form of pre-assessment that allows the teacher to determine the student's individual strengths, weaknesses, skill, knowledge, and vocabulary. It also helps teachers guide and find out lessons and finding out difficulties that students present in a specific area or skill, so that the educator knows what topics they need to teach or re-teach from the curriculum after applying it. It will be applied in the first and last week of the study in the classroom. The pre-test consists of a list of synonyms-verbs, so students will have to choose from the ones on the right and write down a synonym for each of the words on the left. The main goal of this class observation is to observe the student's knowledge of vocabulary and understanding of concepts. Each student will have the grade they earned on the first and last pre-test to ~~later~~ start with the data analysis.

3.5.3 In-between Activities

The execution of the thesis is considered especially important. The application of instruments during the process can help you better understand how the students are evolving during the investigation. This study will adopt two instruments as part of the in-between activities to help measure the student's advanced abilities. The application of these instruments is required to better understand how ideas are interpreted and how students interact when listening

to a YouTube video. For instance, the instruments will evaluate different main idea recognition strategies.

The first strategy will focus on activating prior knowledge from information already stated or known by themselves. It will be applied in the third class. The second strategy will be about inferring content clues and making predictions with the words given, and it will be applied in the fourth class of the lesson plan.

3.5.3.1 Activating Prior Knowledge

The first instrument applied according to the in-between activities discussed previously will be to assess prior knowledge of a specific topic. The students will be evaluated by demonstrating how much they know about a specific topic before being analyzed. The instrument is divided into two parts of assessments: The first part consists of completing a concept map with a main idea. Students will be asked to brainstorm related ideas of what they know about the topic “sports.” Students will write down words related to that topic in the space provided. Then, the second part will be about writing a paragraph with the words they already knew, and the new ones added to their vocabulary. The paragraph will have an introduction, a body, and a conclusion. Moreover, vocabulary from the video contains basic knowledge and understanding. Therefore, writing the paragraph will require a low level of inference, allowing the students to use the vocabulary easily by having a wider knowledge of words to add to their writing. This instrument will be ten points, five points each part.

3.5.3.2 Making inferences

The second instrument applied according to the in-between activities will be making predictions and inferences; it is hoped that students will use the vocabulary they know from the

context to make an educated guess about the meaning of the unfamiliar word. This instrument will evaluate the student's ability to make assumptions from the provided information, also, students will be allowed to predict what will happen next from the given content. It is desired that students can predict what will happen next from a given context it will also assess how much students can understand and get the main ideas from the context given. The instrument contains two paragraphs, where the students need to describe a prediction of what will happen next.

The first paragraph describes a series of events the main character did in his daily routine, then students will need to predict what happened after the character missed the bus on the way back home. The second paragraph states how a family went on vacation to Paris, and the youngest member of the family got lost at the airport. Based on the information given, students must predict which story's conclusion best fits the given context. Each paragraph will be five points, and that is how the evaluation will be addressed.

3.5.4 Post Test

As part of the final analysis of the instruments applied in this study, the students will have to work on two YouTube videos, containing vocabulary A-1/A-2 level. The main purpose of this instrument is to evaluate the student's knowledge regarding listening comprehension. On the first video, students will listen to a YouTube video called "At the Airport English Conversation", it is about a conversation at the Airport, and questions relate to, where is the character flying to, how many bags does the guy have for check-in, what is the bag's weigh, what gate will he be boarding at, what is his full name, how old is he, what does he do for living, and what does he study. It has eight multiple-choice questions, with four options given, with only one possible

right answer. Students will be evaluated the next way; one point each correct answer, eight points total.

The second video is about going to the doctor and describing how you feel. It is a two-minute video, with A-1, A-2 vocabulary level. After listening to the audio, students will be assessed by answering five multiple-choice questions, with four possible answers, with only one being right. The questions are the following: what is doctor's name, what are Mr. Burke troubles, how many times does Mr. Burke have to take the prescription sent by the doctor, what is the main character's name, what is the video about. Moreover, each correct answer means one point, for a total of five points total.

3.6 Collection Data Process

During the study, information will be collected by applying different instruments. First, a class observation will be applied to know prior knowledge, the first abilities and knowledge the students have about English Language. Next, other instruments will be applied, consisting of a pre-test for initial knowledge, and two in-between activities consisting of short evaluations based on different techniques for listening comprehension, and vocabulary acquisition in strategies such as activating prior knowledge, as well as making inferences and predictions.

Then, students will be assessed by applying for a post-test, which represents a short assessment to evaluate how students are able to apply the techniques mentioned to enhance vocabulary and reinforce the strategies studied. The information collected will be analyzed with one rubric, and the rest will be analyzed by assigning points to each correct answer.

Chapter IV

Data Analysis

On this chapter, it will be explained all the different instruments applied on the study done. The main purpose of it is to understand and obtain through the different instruments applied the abilities of the students in enhancing vocabulary. Analyzing the information collected will lead this study to comprehending the best results of the students and which their level is. It will be found in this chapter the different instruments used and applied to the sixth graders.

Studies have a purpose of elaboration, and as Numan (2017) explains it, “The most significant aim of Data Analysis is to transform the available cluttered data into a format which is clear to understand, more legible, conclusive and which supports the function of decision-making” (p.163). As in any other study, it begins with the finding of a question or problem that has the need to be solved, it also has a question to be measured, and in this case, it was related to how learners can improve and enhance vocabulary using YouTube videos, specifically, sixth graders. To get the results, different instruments were applied which were going to provide a way for the results.

4.1 Analysis and Interpretation of the Results

It is vital to understand how each of the instruments were applied to the students for the analysis of information. The process started with the observation of a class to understand the dynamic of the class, and their interaction within vocabulary acquisition. The participation of the teacher had an especially key role in the given of the class. Next, there were applied a group of vocabulary acquisition instruments about different techniques and their usage in the application

of each of them in different classes. Including a pre-test as well and a post-test, reinforcing the initial concepts and the results obtained after the application of all the instruments.

By the application of these instruments, information in regards the acquisition of vocabulary and the troubles when learning vocabulary was going to be determined and analyzed thoroughly by the results of each of the instruments applied in the group. Moreover, the main objective was to know how much vocabulary the students were able to comprehend by watching a YouTube video and the analysis of main ideas related to the topic of analysis. In addition, the interpretation of results will help you determine the strengths and weaknesses the students may present by the application of the instruments in the different vocabulary acquisition strategies and state how they could help students in the enhancing of vocabulary.

4.1.1 Observation Checklist

As part of the strategies applied was the observation checklist. This class observation had the main goal of observing the level of student's comprehension of concepts and problems faced with the interpretation of vocabulary and getting of main ideas in a video. As part of the intended objectives was to understand the interaction of the students while being exposed to different videos containing various levels of vocabular and unknown concepts and words. Another important aspect which was analyzed was the student-teacher interaction while working on a video. It is important to mention that understanding the surrounding was intended to enhance their ability to make guesses from a video. This class observation was applied in March to a group of seventeen students of sixth grade. During this class observation the total of the students participated in its application. The teacher observed was Professor Ronald Sanchez Sibaja and it was applied on March 12, 2025, on their 1st and 2nd lesson of the day.

The class was started by the professor asking the students questions about techniques when learning English. Almost all the students were actively making comments about the question asked by the teacher. Then, with all the ideas said by the students, the teacher was taking notes with key points on the board. Next, students were asked what they knew about “Sports” and different kinds of them to create a brainstorming with things related to that topic.

During the class, the teacher and the students kept a constant interaction with each other, the teacher was making the students participate as much as possible with all the questions that he was asking them. The dynamic was that each student who wanted to participate needed to raise their hand to express themselves and keep the order, and at the same time have better organization in the classroom. Besides, the teacher wanted to make sure that all students were going to have a turn in participation. It was observed that one of the main objectives the professor had was to maintain the group engaged with the topic of discussion.

Students already knew some vocabulary about the topic “Sports,” and they had some ideas clear to share, and the exchange of ideas was done easily, allowing the teacher to listen to their ideas and provide corrections to the ideas mentioned by the students by analyzing and responding to each of the student’s arguments and the way they expressed their ideas. By doing it this way, the teacher had the chance of being part of their comments and being able to provide the students with some feedback.

The next activity that the teacher had planned to do during the class was to make the students make groups of four to work on a short reading related to “Olympic Games Paris 2012”. Students had to analyze and answer eight multiple questions; to do this, students were given twenty minutes for the reading to be analyzed and the questions answered. The teacher had the role of a facilitator, walking around the class to guide the students and provide them with clues in

case they were not sure about some vocabulary or ideas within the reading. Every moment of the students had a doubt, they tended to ask questions related to vocabulary to the teacher for them to be clarified by making use of the context given.

The professor used to suggest the students try to get words by context or the teacher gave them clues in phrases for them to get an approximate meaning in context when they were facing an issue with vocabulary. At the same time, students were asked for their opinion in regards different concepts found in the reading, encouraging their participation to be done in English, so that way, students could practice and make use of their vocabulary in context.

For a better comprehension of the questions, the teacher helped the students read and discuss the questions before working, so in this way, students were able to manage their answering of them and a better understanding of the reading and analysis was promoted. The main idea was for the students to show a better understanding of the reading analysis and comprehension of vocabulary. Once the reading was read and the questions were already answered by the students, the teacher made the students share and compare their answers to the rest of the class, so that students could have a better understanding of the text.

Additionally, it was observed that the teacher had a good posture in relation to the students and the class development; the teacher was using a proper tone of voice, and the interaction between him and the students was done in a positive way. Consequently, the students were fully motivated and engaged with the teacher and the activities that were being done during the class.

Throughout the reading process, the students were asked to complete a multiple-choice question about the reading, with four possible answers, one being the right one, to determine how

much the students were able to understand the vocabulary that the reading contained, and main ideas from a reading. The pupils were able to interpret the analysis of the text by the analysis of main parts of the text and were able to identify key elements from the reading, by answering an average of six right questions out of eight.

Moreover, when referring to the general aspects of the class observation checklist, some of the main points could be observed during the class. It can be stated that the warm-up question that the teacher did about what they knew about “Sports” was successful, since the topic was introduced slowly, and the different techniques used for understanding texts. Also, the teacher pretended to observe how students were able to use the vocabulary they already knew to answer questions, and how they were able to use contexts to get information they did not understand from a text. The additional material which could support the reading worked in class, to do so, the teacher used the short reading about the “Olympic games Paris 2012”.

A worksheet was given to the students for it to be worked in groups and answer the multiple-choice questions. The teacher created a brainstorming session related to the topic of discussion in which the students, with the help of the teacher, made a brainstorming about “Sports,” as part of the introduction of the topic. It was created with concepts known by the students and successfully assessed by the teacher. It can also be said that the professor had great class control, making the students stay focused on the activity. Another aspect that caught the attention was the fact that the teacher got involved with the student’s correction of concepts and provided feedback when needed.

Getting to the understanding of the students was one of the goals the teacher had to be successful with the teaching-learning process. Moreover, it was observed how students were assigned with some time for individual/group work, where the students were sitting in groups of

four to work on a collaborative work about the reading worked in class for later to have a general revision.

Students showed interest in the activities assigned during the class, pupils were actively participating in the activities done by the teacher. Students were motivated and engaged by the teacher, and his way of making them feel involved, and how the teacher interacted with them when doing the activities. Besides, it was showed how much knowledge the students had on a specific topic studied, students were able to provide the teacher with clear ideas about the topic “Sports,” which was important to the development of the first activity, then, on the second activity, students continued to showing interest on the reading comprehension part.

Based on what was observed, the students showed a great ability to express their ideas and opinions by themselves based on thoughts. Lastly, as a general observation made by the students, they were able to understand the reading through discussion and get information from it. However, at the same time, students presented some difficulties understanding vocabulary comprehension, making it difficult to be understood by the lack of strategies in regards vocabulary acquisition, but in general words, students showed themselves to have a proper team work and abilities to get over uncertain situations.

Escuela Tranquilino Viquez Rodriguez

Sixth Grade

Professor's name: Ronald Sanchez

Class: Sixth Grade Date: Wednesday, March 12, 2025

Observation Checklist	
The teacher introduces the topic of analysis.	1 2 3 4
The teacher makes use of additional material to support the activities.	1 2 3 4
The teacher makes a brainstorming with concepts related to the topic.	1 2 3 4
The teacher chose a topic of interest for the students.	1 2 3 4
The teacher implements different techniques according to the activities.	1 2 3 4
The teacher gets involved with student's corrections and provide feedback.	1 2 3 4
The teacher provides support with unknown words.	1 2 3 4
The teacher communicates with a clear purpose and tone.	1 2 3 4
Students are given time for individual/ group work.	1 2 3 4
Students apply different techniques to get vocabulary.	1 2 3 4
Students have a sufficient range of vocabulary related to the topic.	1 2 3 4
Students participate actively while reading.	1 2 3 4
Students show interest on the activities assigned.	1 2 3 4
Students show knowledge on the topic studied.	1 2 3 4
Students feel engaged with the topic of discussion.	1 2 3 4
Students make questions related to the reading.	1 2 3 4
Students are able to express their ideas and opinions.	1 2 3 4
Students are able to work in group.	1 2 3 4
Students have the ability to keep themselves focus on the activity.	1 2 3 4
Students ask for help when needed instead of losing time.	1 2 3 4

4. Excellent 3. Good 2. Needs improvement 1. N/A

Comments: Students were able to understand the topic of discussion, however, at the same time they showed some trouble with vocabulary, comprehension, making it hard to express themselves clearly.

Figure 1

4.1.2 Pre-Test

As part of the first instruments applied to the students to evaluate the student's first knowledge was a pre-test. The main goal of it was to understand the student's listening skills and knowledge of vocabulary. This instrument is intended to measure the initial knowledge of the student's to assess their development. The level of comprehension of the text was applied at the A1-A2 level. This exam included two YouTube videos, containing questions with multiple-choice answers and questions presented to be answered after listening to each video, each one once.

The first video was about a conversation between two teenagers talking about their family member's personalities at school, it also described what they were going to do on their summer vacation. The resolution of questions comes in a multiple-choice form, allowing the students to identify answers better. The pre-test contained five questions with four possible answers, with only one as the right answer. The second video contained eight questions with four viable options, with only one as the right one. The first question asked why Linda and Tom were excited, how old Tom's brother was, what Tom's parents' names were, how many people were there in Tom's family, and what Linda posted yesterday.

The second video of the instrument consisted of a YouTube video as well, it was about a woman's Daily Routine. It described in general words what a girl used to do since she woke up in the morning, until what she did before going to bed. Questions of the reading were stated in multiple-choice way, with four viable options, with only one being the right one. Questions in the second video were about what hour the girl woke up every morning, what the girl did first, what the girl had for breakfast, what she did at 8'o clock, and what hour she finished working. All the information needed to answer the questions was in the video. The first five questions

were five points, and the second group of questions was five points as well to address the pre-test results.

According to the lesson plan, the pre-test instrument was applied in the second class to the sixth graders. During the application of the pre-test, there were several sixteen students out of the total amount of eighteen for the class to be completed. The two missing students did not attend due to health problems. This instrument was applied the same day that the observation class was made, March 12th on the 5 and 6 lessons according to their schedule. On that, the pre-test was applied afterwards as a way of initial evaluation of their first knowledge with the main intention of understanding the student's vocabulary and the analysis of ideas.

At the beginning of the class, students were asked about their ways to enhance their vocabulary skill, they were also asked if they liked YouTube videos, and what kind of YouTube videos they liked to watch. The teacher was constantly encouraging the students to give their opinions and preferences about the YouTube videos. The main objective was to make them visualize possible topics that could be shared with the rest of the class. Most of the students had an active participation during the class and wanted to keep giving their opinions about the topic of discussion. Students mentioned their different opinions about the topic, some shared that they used YouTube videos to listen to music, some others said that they like topics such as soccer, fashion, adventure, and novels.

During the elaboration of the first part of the instrument about the first YouTube video of "A big Family," where the characters had a conversation about their family's personalities, the students did not have many questions about the vocabulary from the video, it was clear to most of them. The students did not show themselves to have any issue with solving the five multiple-choice questions. Most of the students showed the ability to use the context of the audio to

answer the questions, they presented an improvement in the identification of keywords regarding vocabulary of the pre-test. The instrument was finished successfully by all the students with a good understanding of what things done.

As part of the first skill expectation analyzed, the ability to demonstrate understanding of listening videos can be stated, in which students had to demonstrate through answering questions in a multiple-choice form. On this skill, ten students demonstrated having an excellent ability in listening skills and vocabulary acquisition, four of them were able to do it in a particularly effective way, one of them did it in an acceptable way, and lastly, only one of the students showed the need for improvement in these skills.

On the second video shown to the students, My Daily Routine, which it described the daily routine, a woman had from the time she woke up until the time she went to bed, students showed a great ability to answer questions in which they had to analyze main ideas from the video. On this skill, seven students demonstrated excellent listening and vocabulary skills in answering questions; five of them were able to do it in a particularly effective way, two of them did it in an acceptable way, and lastly, only one of the students showed the need for improvement on this skill.

Tabla 1

Illustrates the results obtained on the Pre-Test instrument applied to sixth grade (Video 1).

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Demonstrate Understanding	10	4	1	1
Make Inferences	5	9	1	1
Extend Understanding	5	9	1	1
Answer Question	4	10	1	1

Table 1. Source. Researcher's creation**Figure 2**

Figure1 Illustrates the results obtained on the first instrument applied for initial knowledge.

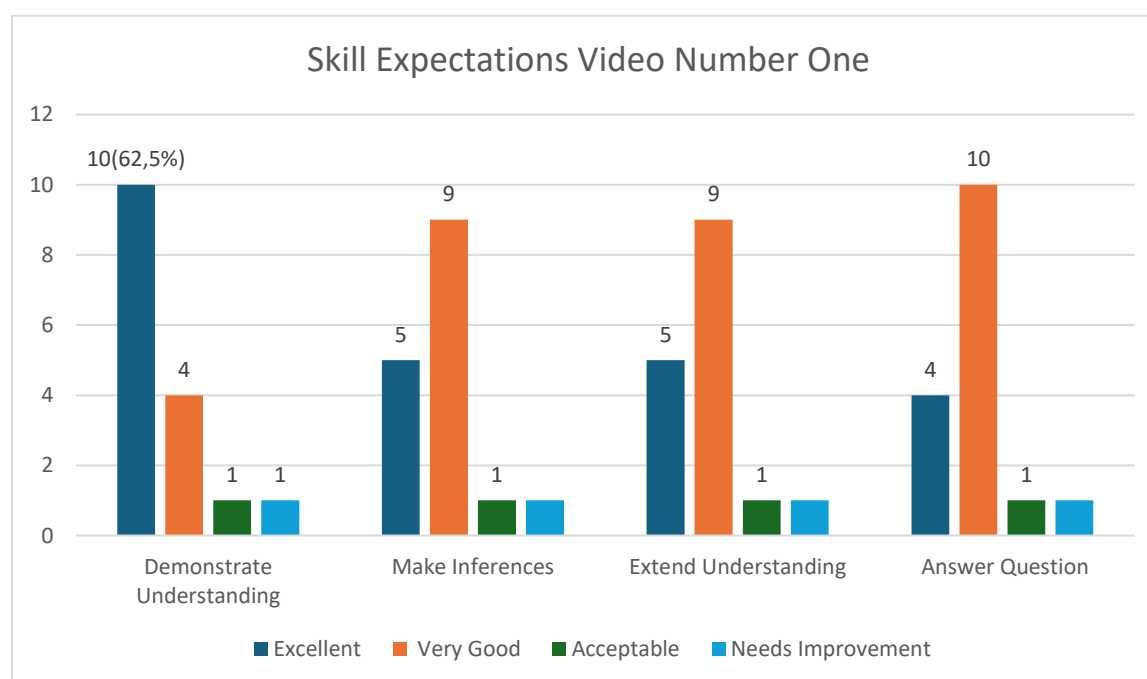


Figure 1. Mean the level of understanding of the students at the beginning of the study of understanding, making inferences, expansion of ideas, and answering questions.

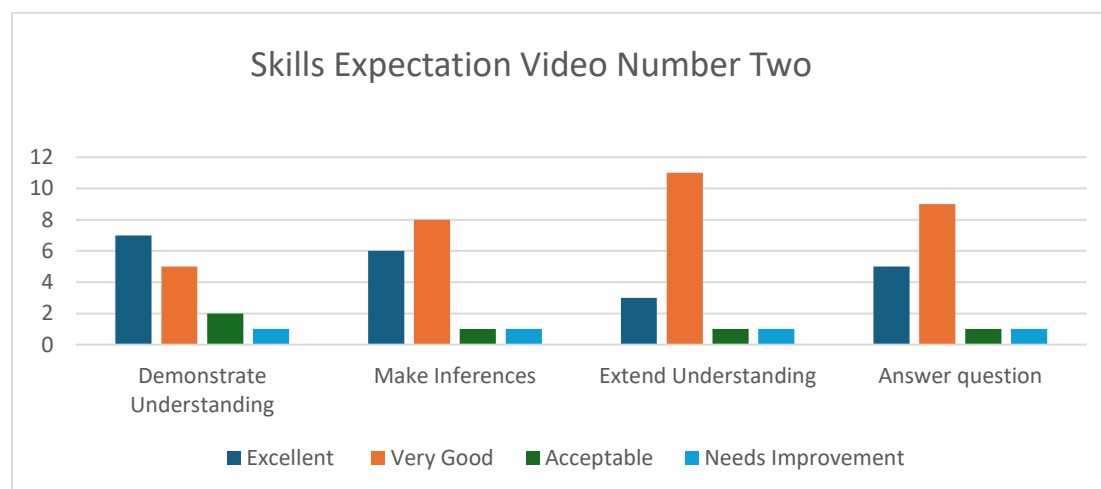
Tabla 2

Illustrates the results obtained on the second video of pre-Test.

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Demonstrate Understanding	7	5	2	1
Make Inferences	6	8	1	1
Extend Understanding	3	11	1	1
Answer Question	5	9	1	1

Table 2. Source: Researcher's Creation

Figure 3 *Illustrates the results obtained in the Pre-Test instrument applied to sixth grade, (Video II).*



4.1.3 In-Between Activities

During the realization of the thesis, the application of instruments was considered vital. Two in-between activities were applied, which were going to help us understand in a better way how students were evolving in their vocabulary acquisition development throughout the study. The main goal of their application was to help with the measurement of their abilities, and at the same time, see how students were able to interpret when analyzing a text.

The first strategy applied was focused on activating prior knowledge from some information the students had about the topic “Sports.” The second strategy was about inferring ideas and making predictions with ideas given or clues that could be used as part of the context to understand what the text was talking about.

4.1.3.1 Activating Prior Knowledge

As part of the in-between activities, the first instrument was applied to assess prior knowledge of a specific topic. The students were evaluated by demonstrating how much knowledge they had about a specific topic before being analyzed. The students were encouraged to think and determine concepts from the topic “Sports.”

It consisted of completing a concept map with a main idea; at the same time, students had to brainstorm related ideas of what they knew about the topic “Sports.” Next, students provided the teacher with written words related to the main topic on the board. In the second part of the instrument, students had to write a paragraph, where they needed to refer to their favorite sport, why it was their favorite one, and its characteristics.

Students were suggested to use the ideas, concepts, and characteristics given to the teacher in the previous step in the paragraph. Students were actively adding words and ideas to

the concept map, they referred to different kinds of sports, what they wanted to practice, the benefits of a specific sport, among others. The teacher provided them with connective words, so that students could use them in the writing. Moreover, it can be stated that the knowledge of vocabulary the students knew about the topic was considerably basic, making it hard to write down a paragraph. However, students showed a great interest in doing an excellent job, they were asking the teacher questions about how they could write a specific sentence, students tended to ask the teacher for the correct manner to express themselves, the teacher used to give them clues, which lead them to self-correct. This instrument was evaluated with points.

The activating prior knowledge instrument, according to the lesson plan, was applied to the class done on Thursday, March 18th, on the 3rd and 4th lessons according to their schedule. During the application of this instrument, there were several fourteen students out of the total number of seventeen students for the class to be completed. The three missing students did not come to class due to health problems.

According to the lesson plan, at the beginning of the class, students were asked to think about the topic “sports.” Afterwards, the students were told to give their opinions to the teacher, who was taking notes on the board, to create a concept map, or a brainstorm the ideas was to have as many ideas as they could think according to the topic of discussion. The teacher suggested the students organize their ideas into categories for it to be easily described and understood in a proper way.

Later, students were asked to start writing the paragraph, the teacher was walking around the class, to assist the students when needed, as a facilitator. Students were constantly asking questions related vocabulary or grammar structures they did not have noticeably clear; for instance, the teacher had to explain to them the fact that a sentence is separated by commas, a

semi colon, or final period. Besides that, the teacher went ahead and refreshed to the students the structure of a simple sentence in English, which is: a subject, plus a verb, plus a complement.

Students were asked to write at least a five-sentence paragraph about the topic “sports,” and they were at the same time, told to use the vocabulary and the ideas given by themselves on the first part of the instrument. They showed a lot of interest in this activity since they were working collaboratively, and it was an interesting topic for them. This strategy was easily understood and comprehended by the students. Pupils were working individually and separated from each other during the application of this instrument.

During the application of the first part of the instrument about the brainstorming of the concept map, pupils did not show to have any issues with the realization of it, since it was easily explained, and the instructions were clear with the giving of related ideas to complete the map from the main topic stated about “Sports.” On the second part of the instrument about writing a five-sentence paragraph, students were able to get and use the vocabulary from the brainstorming, however, they struggled with the composition of the paragraph due to the lack of grammatical structures.

The instrument was applied to fourteen students. As part of the first skill expectation analyzed, it can be stated that in the ability of associating and providing vocabulary and ideas about a specific topic of discussion, students showed the ability of idea recognition and vocabulary association from the given ideas. The instrument was successfully completed by the students demonstrating a good understanding of what they had done.

4.1.3.2 Making Inferences and Predictions

According to the In-between activities, the second instrument applied was the making of inferences and predictions from a given text. This instrument evaluated the student's ability in to make assumptions from provided information. Moreover, as part of another objective was to allow students to make predictions of what will happen next from a context given. On the same side, students were asked to learn how much they were able to understand and get ideas got from a given context.

The instrument contained two paragraphs in which students had to describe and guess the prediction of what will happen next from the information given. The first paragraph is intended to measure the initial knowledge of the student's to assess their development. It started a series of events the main character did in his daily routine. Students were asked to predict what happened after he missed the bus on his way back home by using the previous information given. The second paragraph stated how a family went on vacation to Paris, and the youngest member of the family got lost at the airport. Based on the information given, students needed to predict which story's conclusion best fits the given context. The main goal for the students was to predict which's story's conclusion best fitted the given context. The results of the instrument were addressed by assigning points to each guess, 5 points each paragraph.

The making of inferences and predictions instrument, according to the lesson plan, was applied in the fourth class to sixth grade. During the application of the instrument, there were several fifteen students out of the total amount of sixteen students for the class to be completed. The three missing students were reported as having health problems. This instrument was applied on Wednesday, March 19th, on the 1st and 2nd lesson according to their schedule. It is important to mention that on that, I was given the opportunity to make use of the two English classes they

had during the day to work on a general review about the strategy of making inferences and predictions.

According to the lesson plan, students at the beginning of the class were asked for what they knew about “Wild Animals” as a warm-up activity. Students were given the opportunity to work in pairs, then, as initial activity and introduction to the strategy of making inferences and predictions, students were given a worksheet about a story for them to practice the concepts of inferencing. In this activity, students needed to infer from the context given of what the story was, trying to express to them, then, students had to answer the questions stated. After that, the teacher gave students a short passage about “Wild Animals,” students needed to infer what happened in the story by making use of the text given and be able to answer the questions asked about the reading given.

Consequently, students were given a worksheet containing images on which they had to write predictions for each of the images provided. At this point, the teacher explained to the students the difference between making inferences and predictions by using pictures given, since the students showed not to be sure about making inferences due to the fact it was something that students were not use to do in the learning process of English, however, students showed interest for the class when they started understanding how to make predictions. After the teacher’s explanation, students were able to comprehend the relationship between both strategies and how they connect to each other.

Finally, as part of the application of the instrument, students were asked to work on making inferences and predictions. To do this, students were working individually and separated from each other. Instructions were generally explained to the students and how it had to be solved. The instrument contained one part to be worked with two short passages that they had to

read and predict what might happen next. Students were told to write complete, coherent sentences when making the predictions.

Students did not show difficulties in understanding and were able to understand what had to be done during the application of the instrument. They could read each of the passages at their own pace and were able to produce their ~~own~~ predictions from the situation stated. On the other hand, students showed some issues when writing complete and logical sentences. One positive aspect was that students were able to express themselves in relation to the situation presented in the passages given to them, also they used vocabulary from the context given. The instrument was successfully completed by students, showing a good understanding of what they had done.

Additionally, on the second skill expectation analyzed, it can be stated that the ability the students had to make correct inferences, in which students had to make the correct inference with many supporting details, good explanations, and very well-chosen examples with vocabulary provided. On this skill, students were able to provide a good conclusion based on what they had seen. Students were able to describe and guess the prediction of what happened next. Students did not show much inconvenience when writing a logical conclusion of the texts, however, students were constantly asking for the meaning and translation of ideas. Besides that, students showed to have an excellent ability in making correct inferences in relation to the situation presented, students showed to have a good imagination to finish the paragraphs logically, however, the lack of vocabulary skills made it hard for those ideas to be written.

Moreover, it can be stated that pupils tend to translate from one language to another, in this case from Spanish to English. It can be considered as a not recommended action a learner can do, since the real meaning of the thought got lost.

4.1.4 Post-Test

As part of the final instruments applied to the students to understand the level of comprehension of YouTube of the students was a post-test. The main purpose of this instrument was to measure the student's ability to acquire new vocabulary from YouTube videos, and to get innovative ideas by applying the different strategies worked on the previous instruments. The instrument is intended to analyze the final student's abilities in enhancing their vocabulary by listening to videos. The students worked on two YouTube videos containing vocabulary of A-1/A-2 level.

On the first video, students listened to a YouTube video called "At the Airport English Conversation", it was about a conversation at the Airport, and questions related to, where is the character flying to, how many bags does the guy have for check-in, what is the bag's weigh, what gate will he be boarding at, what is his full name, how old is he, what does he do for living, and what does he study. It was eight multiple-choice questions, with four options given, with only one possible right answer. Students were evaluated in the next way, one point for each correct answer, eight points total.

The second video was about going to the doctor and describing how you feel. It was a two-minutes video, with B-1 vocabulary level. After listening to the video, students were assessed by answering five multiple-choice questions, with four possible answers, with only one being right. Questions were about what the doctor's name is, what are Mr. Burke troubles, how many times does Mr. Burke have to take the prescription sent by the doctor, what is the main character's name, what is the video about.

Students were addressed by answering eight and five multiple-choice questions with four possible answers with only one being right. The post-test instrument according to the lesson plan was applied in the sixth class to the sixth graders.

During the application of the instrument, there were fourteen students out of the total number of seventeen students for the class to be completed. The three missing students did not attend the class due to health problems. The instrument was applied to the class done on Wednesday, March 19th, on the 7th and 8th lessons according to their schedule. I was given the chance to make use of the two lessons in order to work on a general review about general aspects of vocabulary and things already learnt on the previous strategies as reinforcement of concepts studied and apply the post-test instrument afterwards as a manner of final evaluation of their knowledge with the main intention of understanding the student's ability in the acquisition vocabulary from YouTube videos analyzing the way of main ideas acquisition.

As part of the final revision for the class, the students worked on the post-test. To do so, pupils were sitting individually and separated from each other. The students were explained that the instrument had two YouTube videos that they had to listen to, and then, they needed to solve it, applying the different concepts studied in the previous classes. Students were also instructed that they had to listen to the videos carefully, to get the information that were going to be asked later the multiple-choice questions. The first video was about a "conversation at the airport," with a B-1 level, with eight multiple-choice questions, and the second video was about visiting the doctor and telling how you feel, with five more multiple-choice questions. Students were suggested to work on the instrument consciously by giving their best to the resolution of it. Students seemed to be sort of grateful for what they had learnt up to that moment. During the

time of listening to the videos, students were paying full attention and having a good positive the whole time.

During the application of this instrument, students did not have any questions related to the YouTube videos in regards vocabulary, since they were applying the techniques reviewed in previous classes and making use of the context for the getting of key words in case, they found themselves struggling with the understanding of the video itself. Ideas were found easily and correctly, and students were able to interpret and analyze each question in the right way. On this skill, 5 students demonstrated having an excellent ability in the demonstration of understanding, 6 of them were able to do it in a particularly effective way, three of the students did it in an acceptable way, and lastly, one of them showed the need for improvement on this skill.

In the second YouTube video, it showed a great ability in understanding the video and had at the same time the ability to create a relationship between the questions stated and the ideas represented in the video. Besides, students tried reading the questions and answers carefully to look for the right answer. It can be stated that the instrument was successfully completed, having a good understanding of the exercises done.

As part of the skill expectation analyzed, it can be stated the ability to demonstrate understanding by selecting and describing relevant ideas and information. On this skill, four of the students demonstrated having an excellent ability in the demonstration of understanding, six of them were able to do it in a particularly effective way, three of the students did it in an acceptable way, and lastly, three students showed the need to improve on this skill.

Tabla 3

Illustrates the results obtained on the application of the Post-Test instrument to sixth grade.

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Demonstrate Understanding	4	6	3	3
Make Inferences	6	4	4	2
Extend Understanding	5	7	3	1

Table 3. Source: Researcher's Creation

Figure 4

Illustrates the results obtained on the last instrument applied for final knowledge.

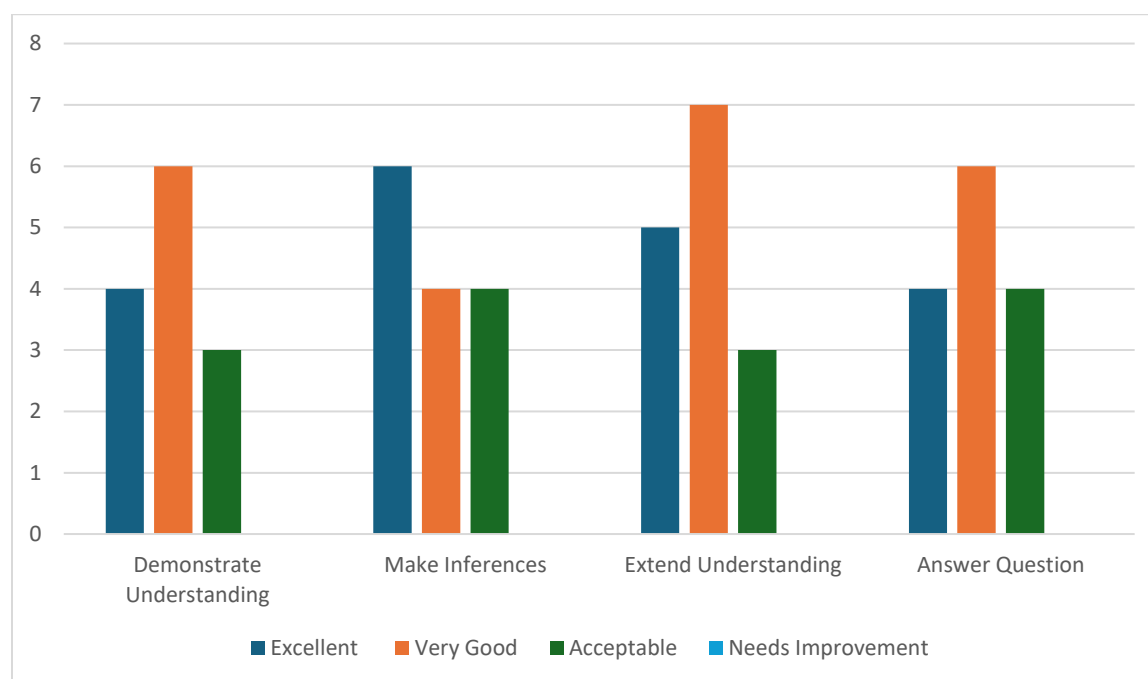


Figure 3. Mean the level of understanding at the end of the study in their level of their final knowledge of understanding by demonstrating understanding, making inferences, extending understanding, and answering questions. Video 1.

Tabla 4 Illustrates the results obtained on the application of the Post-Test instrument to sixth grade, Video II

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Demonstrate Understanding	4	6	3	3
Make Inferences	5	6	3	2
Extend Understanding	6	5	3	2

Table 4. Source: Researcher's Creation

Figure 5

Illustrates the results obtained on the last instrument applied for final knowledge.

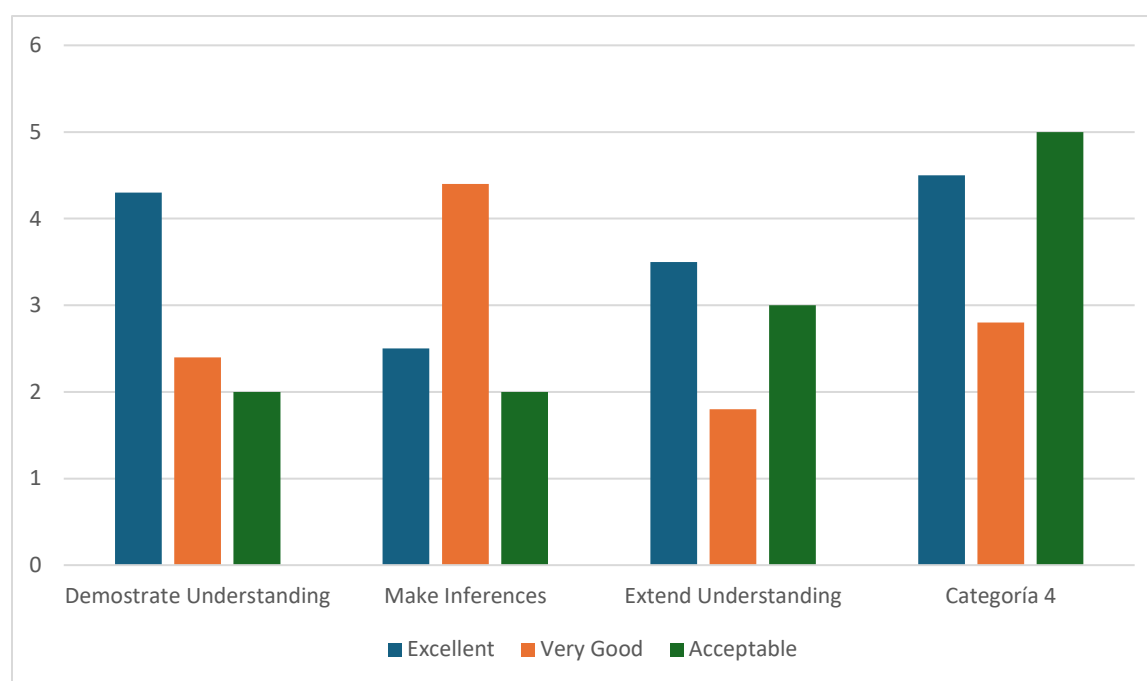


Figure 4. Meaning the level of understanding of students at the end of the study in their level of their final knowledge of understanding, making inferences, and extending understanding. Video

CHAPTER V

Conclusions and Recommendations

The following chapter contain the conclusions and recommendations applied for this thesis. They will give us a better understanding of the results obtained during the application of each of the instruments worked on this study to determine the different strategies the students could apply when it comes to acquiring new vocabulary or any kind of issues with the meaning of words due to the lack of vocabulary.

5.1 Purpose of the Conclusion

Having a wide amount of vocabulary is one of the greatest skills when it comes to learning of language. The more words someone knows, the more capable of transmitting a good message they will be. On the other hand, learners must know how to make proper use of the words with the context, it can be a challenge for many and tends to make understanding difficult if the student does not have a good foundation of the language in vocabulary. This study had the main objective of understanding how students could improve their level of comprehension of the context through listening to YouTube videos and be able to have a better vocabulary acquisition.

It was considered vital for the students to determine their level in vocabulary when facing listening comprehension with unknown context, and the way students were able to know the meaning of words from a context given. By knowing that at the beginning of the study, the students were having some difficulties with the understanding of words and context, and the interpretation of ideas given. However, students found themselves choosing answers without

analyzing the context of the video, selecting the option they considered was the right one. It was positive that students developed a good understanding when listening to a video, especially if the vocabulary was unknown at that moment, students were able to infer the meaning by guessing expressions from context, which will help them to be more related to the video, the vocabulary, and the context of it.

Additionally, another intention this study had was the fact of demonstrating how students had the skill of analyzing questions and get a proper understanding of what they were really being asked without making the listening of videos a hard time, since students tend to feel lost and disoriented about the information they had to listen to, and interpret what the questions were trying to ask. Students were not always able to deal with them, and as a result, they ended up giving up looking for keywords that could lead them to the correct answers, or main ideas that could help them get the meaning of questions.

Another purpose of this study was to make the students understand the reasons why they were not achieving a proper number of words in their learning process, and how their skills could be improved by getting the habit of listening to YouTube videos to improve vocabulary in time. By the application of the different strategies, the students were going to be able to understand the different techniques that could be used when listening to a video. These techniques had the purpose of making students develop the ability to have a critical point of view based on the vocabulary included in the questions and main ideas.

It was intended in this study to encourage students to create a perspective to develop their point of view in the application of strategies, it was intended to help them identify and locate keywords and phrases that were going to help them understand the whole context of a video, let them know that they do not need to understand all the words saying in a video, but the context of

it. The students had a lack of listening comprehension, and it was something that they struggled with a lot when listening to videos.

5.2 Conclusions

During the application of any study, the analysis of results plays a vital role when it is time to discuss intentions and expectations. This study was applied at Escuela Tranquilivo Viquez Rodriguez in Los Angeles, Atenas, Alajuela, to sixth grade students during the first quarter of 2025. For this study to be possible, it was thought about the issues, inconveniences, and needs the sixth graders faced regards vocabulary acquisition, taking into account that those students were about moving to high school in the coming year, and it was a fact that they did not manage a good number of vocabularies, and ~~also~~ it thought that the methods to learn the skill may not be the correct ones in the enhancement of vocabulary.

While working on the study, it was applied different strategies to evaluate the student's performance when learning the vocabulary skill. It was found in this study that students had a considerably basic level of vocabulary, and at the same time, they were not able to identify those weaknesses related to the acquisition of words; besides that, they were not applying any method to do so. As a result, the following conclusions took an especially key role in the application of the study and the analysis of the main objective in understanding the capacity of sixth graders to acquire vocabulary through listening to YouTube videos and identification of ideas and thoughts.

5.2.1 To identify the specific vocabulary difficulties faced by students through diagnostic assessment

As part of the evaluation process, the first activity was an observation of the sixth-grade class. The main idea was to identify the main problems faced by the students, and how they were

able to assess vocabulary on a YouTube video. It was also intended to observe how the classes were done, what kind of activities the teacher used to introduce the topics, including vocabulary. It was also desired to analyze the methodology of the lessons, and at the same time, the reasons why it is so hard for students the acquisition of vocabulary, moreover, the enhancing of that skill tends to become tedious and boring for them. During the observation of the class, the interaction and the way of working, and their interaction with the teacher. As a result, it can be stated that the teacher had-great control of the class, leading his students to focus on the topic of study, and it was seen that students perform and show an excellent attitude when listening to a video, allowing the identification of key issues that they could face.

At first, it was observed that there was good teacher-student interaction during the application of the process, creating a great teaching-learning environment, allowing the students to have a better understanding of what was going to be done during the class. Students were engaged and motivated the whole time, they wanted to participate and express their thoughts about the topic. The class was done considering major elements in the class when introducing the topic. The use of additional materials, brainstorming for the analysis and comprehension of ideas, and the implementation of techniques to involve and support students with vocabulary and the way of communication of the teacher with the students.

Second, it can be stated the great attitude the students had during the realization of the class, they showed a superior performance and the ability to be able to work in groups, stay focused, and pay attention while listening to the teacher when instructions were given. They showed a good knowledge and felt engaged with the topic studied. Students kept themselves asking questions, elaborating arguments, and having the ability to express themselves. All this may be true, it led to the fact that student's vocabulary level was considerably basic, making it

hard for them to construct coherent and complete sentences. It can be stated that students were missing techniques to enhance their vocabulary.

Additionally, during the observation class, it was seen that there was a lack of the student's knowledge of vocabulary techniques for the acquisition of vocabulary, it was seen how students struggled with the understanding of some sounds, ideas, and meaning of words and did not know exactly how to get words from context. Listening skills was another aspect where students need improvement. As a result, it was more complicated and needed more time to complete some exercises since it did not apply listening strategies that could help them overcome the duties done. It can be concluded that it is a weakness that students present, not having sufficient vocabulary that makes them feel frustrated since they cannot express themselves as they want. The inability to use listening techniques and not having a wide range of vocabulary about a specific topic becomes part of the issues identified as part of the study.

Moreover, a pre-test instrument, to evaluate their first knowledge. Based on this, it can be concluded that most of the students had an excellent level of demonstrating understanding on the videos worked, demonstrating understanding on the ideas expressed on the videos, students were able to get the main ideas from the videos, by selecting and describing relevant information. It can be stated the ability of demonstrating understanding of listening videos, in which students had to demonstrate through answering questions in a multiple-choice form. On this skill, ten students demonstrated having an excellent ability in listening skills and vocabulary acquisition, four of them were able to do it in a particularly effective way, one of them did it in an acceptable way, and lastly, only one of the students showed the need for improvement in these skills.

It is a fact that one of the main reasons why students were not achieving a wide range of vocabulary was due to the lack of English spoken in the classroom; it was observed that the

teacher barely speaks English to the students. Students struggled to learn English due to numerous factors, including limited exposure, ineffective learning strategies, student's fear of making mistakes, and lack of motivation or practice. During the observation class, it was clearly seen that there was a lack in the student's management of listening techniques in the acquisition of vocabulary. It was seen how students struggled with the understanding of some ideas and the meaning of words, and did not know exactly how to get words from context.

Moreover, it can be concluded that students were able to show ability in listening skill, choosing correct answers in multiple-choice questions, making complex inferences and conclusions about characters and events given in supported by evidence and logical reasoning, from ~~this~~ only one student showed a low level of comprehension and understanding of vocabulary. In addition, it can be concluded on the skill of extending understanding the great ability shown by most students, by not presenting an issue to critically analyze videos ideas and share opinion, provide with accurate, relevant, and complete supporting details and connections.

On the same side, it was observed the fact of two students did not show the ability to succeed with this ability. Lastly, it can be stated that as a conclusion, that most students had the ability to answer questions by analyzing main ideas and supporting details on the identification of keywords to be provided in a multiple-choice answer, only couple students showed the deficiency of not improving this ability, making it hard in comprehension. As a general conclusion, students were able to work with videos with easy comprehension.

5.2.2 To apply YouTube videos for enhancing the student's vocabulary

As part of the conclusions stated on this objective, two different strategies that were applied in YouTube videos for enhancing student vocabulary acquisition can be mentioned. At

first, the activation of prior knowledge in which students were evaluated by demonstrating how much they knew about a specific topic without being analyzed. It can be concluded that on the application of the instrument, students were able to work in an effective way. The students were encouraged to think and determine concepts from the topic “Sports.”

It consisted of completing a concept map with a main idea; at the same time, students had to brainstorm related ideas of what they knew about the topic “Sports.” Next, students provided the teacher with written words related to the main topic on the board. In the second part of the instrument, students had to write a paragraph, where they needed to refer to their favorite sport, why it was their favorite one, and its characteristics. Students were suggested to use the ideas, concepts, and characteristics given to the teacher in the previous step in the paragraph. Only one of them struggled a little with the identification of key elements, making it difficult for the paragraph to be understood. Moreover, as the conclusion of the skill of identifying details, it can be stated that most of the students had a good ability to provide and collect several ideas and details added to concept map and used them later in the paragraph.

In addition, most students showed a great level of understanding about the activity that was going to be done. They actively participated when adding ideas about the specific topic, they had a cheerful outlook towards the concept map. As a general conclusion of this skill, students were showing a great a good manage of the vocabulary provided to the teacher, and a great understanding of the vocabulary usage, and at the same time, students felt engaged with the discussion topic. Moreover, when enough ideas were added to the concept map, students struggled with the structure of simple sentences. They had the ideas, but it was difficult for them to write them down in the paragraph. Some of them did not know how to create a sentence, and some others did not know how to write the words. Therefore, a few students struggled a little

with having a narrow range of vocabulary. From all the information stated and their development, it can be understood that students showed a great understanding in the application of the technique of activating prior knowledge.

Secondly, it can be concluded on the application of the strategy of writing down a paragraph, it intended to evaluate the student's ability in writing about a given topic, students were able to use the vocabulary from the concept map. It can be concluded that even though few students presented issues when it comes to writing due to the lack of knowledge in grammar, rather than the vocabulary skill, since they were able to complete logical sentences, most students showed the ability in accomplishing that skill, therefore few students struggled a little when writing down the paragraph.

Moreover, it can be concluded on the application of the strategy of making inferences and predictions from a given text, which it intended to evaluate the student's ability in making assumptions from provided information. It can be concluded that by making a correct inference, most students showed the ability to accomplish that skill, therefore, a few students struggled a little with it, presenting an issue in the ability of understanding the context of a text given. Through these skills, students were able to improve their level of understanding of vocabulary. Also, all this mentioned, led to the fact that students showed not having major problems with the understanding of texts when they were addressed by the professor and explained if not understood.

5.2.3 To evaluate the effectiveness of YouTube videos in facilitating vocabulary acquisition

For this objective, the students were first evaluated on their final knowledge on the post-test instrument, the ability to enhance new vocabulary at an advanced level, and to get innovative

ideas by applying the different strategies worked on previous instruments. It can be concluded from their first skill expectation that evaluated if students were able to demonstrate understanding through listening to YouTube videos; only a few students had the ability to work on analyzing questions from videos with a more advanced level of understanding. To understand the level of comprehension it was the post-test, the main purpose of this instrument was to measure the student's ability to acquire new vocabulary from YouTube videos, and to get innovative ideas by applying the different strategies that worked the previous instruments.

The instrument is intended to analyze the final student's abilities in enhancing of their vocabulary by listening to videos. The students worked on two YouTube videos containing vocabulary of an A-1/A-2 level. On the first video, students listened to a YouTube video called "At the Airport English Conversation," it was about a conversation of two people at the airport, with more complex vocabulary than the ones presented on the pre-test of this study, then, students had to answer eight multiple choice questions from the video. Students seemed to be quiet all the time, they liked these videos more than the ones presented previously in the pre-test, since they were more confident of themselves for the application of techniques to get information from a video or a text.

In the second YouTube video students showed a great ability in understanding the video, and at the same time, they had an impressive performance in creating a relationship between the questions stated and the ideas represented in the video. Also, students tried to read the questions and answer carefully, to be sure what they were being asked and look for the right answer. It can be stated that the instrument was successfully completed, having a clear understanding of the exercises done. On this skill, it can be concluded that the students had a good ability in demonstrating of understanding by selecting and describing relevant ideas and information from

the video, six of them were able to do it a very good way, three of the students did it in an acceptable way, three of the students did it in an acceptable manner, and lastly, three students presented the need for improvement. After the application of this instrument, as a general conclusion, it can be mentioned that most students showed the ability of working on YouTube videos with an advanced level of vocabulary, and showed a slow improvement of vocabulary, and just few were not ready to work on more advanced videos due to the low level of comprehension and poor application of strategies on the information listened to.

Therefore, in regards of their listening performance, most of the students stated that they normally watch shorts videos about comics or listen to their favorite music, making it as a good option to improve their vocabulary; then, it can be concluded that most of the students thought that listening was important to be able to understand main ideas, contributing to the good understanding of vocabulary acquisition.

As part of the outcomes of listening in the student's life, can be concluded by most of the students that listening could give us vital important tools for living, and that it could teach us unfamiliar words, and have fun at the same time. It can be concluded that when students do not know the meaning of a word, they could look for words that can help identify main ideas, improving their level of vocabulary in this way. As a general conclusion, of this part, students had a clear understanding of the role of YouTube videos in the acquisition of vocabulary, how useful it could be in their daily lives by being able to recognize the different scenarios and strategies to understand the context of a video.

5.3 Restatement of the Research Question

During the application of the study, the vital role of students' understanding vocabulary through listening to videos can be noticed. Since the first instrument applied related to the class observation was noticed, their involvement with the methods, techniques about listening activities used, and the way they struggled with the acquisition of vocabulary found in videos, and the use of strategies done in the class. After that, students demonstrated their abilities in comprehension on pre-test, where they were able to successfully work on the first part, achieving most of the students were able to overcome the first knowledge instrument.

Consequently, during the application of the in-between activities, students showed great understanding in how each of the techniques were done and it can be stated that students started showing improvement on the analysis of vocabulary and main ideas recognition, applying the various techniques, considering the level of difficulty, almost half of the group was able to get it done correctly.

On the last instrument, the posttest, it was intended to show the final improvement of the students in the enhancement of vocabulary, and the comprehension of videos at an advanced level, at which the level of improvement was seen in most of the students. Based on these facts, it can be stated how students improved their performance in understanding vocabulary, step by step, little by little through the analysis of different videos, and the research question states the same: What is the effect of watching YouTube videos to improve and increase the vocabulary of sixth grade students at Tranquilino Viquez school during the first quarter of 2025?

5.4 Unexpected Results

Despite most of the results being positive, a satisfactory level of improvement was shown on the level of comprehension of videos, the way students face tricky situations when being assessed through the resolution of the different instruments containing listening exercises, where students put into practice the different techniques learned. Few students showed the need for improvement, it was due to the lack of and the poor application of strategies and vocabulary recognition. However, all students still struggle with general concepts, such as poor knowledge of grammar structures, to create simple sentences. It was noticed that many of them do not know the simple structure of the verb be or simple present; besides this, some of the students do not know what a subject is, which is an aspect that worried since they are sixth grade students.

5.5 Recommendations

Through the development of the study, it can be recommended the following for any future investigation:

5.5.1 It is important to know if students are planning to work on the thesis during the first quarter of the year; it must be considered the beginning of the school year, for them to work on the application of the instruments.

5.5.2 It is desired to be recommended that YouTube is not the only option to enhance the student's vocabulary, but any kind of videos, such as podcasts, short movies, or music.

5.5.3 It is vital to get to know the schedule of the students, so that in case students have extracurricular activities on the chosen days does not complicate the realization of the tasks.

5.5.4 It is especially important to consider the duration of the activities, since students may lose interest in them, and it can become kind of tedious for all.

5.5.5 During the application of the instruments, students need to have clear and simple instructions to avoid misunderstanding

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Annexes

PRE-TEST LESSON PLAN.

Institution: Escuela Tranquilino Viquez Rodriguez

Teacher: David Gonzalez Castro.

Topic: Daily Routines Time: 40 minutes

Grade /Level: Sixth

Objectives	Activities	Procedures	Materials	Time	Evaluation
To identify recognition of basis listening skills.	Students will listen to videos about experiences or activities.	The teacher will take notes of all behavior shown by the students and their comprehension on listening and knowledge of vocabulary.	Youtube videos and speaker.	First 20 minutes for the test. Rest 20 minutes for the activity.	Check all the answers with the teacher in charge.

IN-BETWEEN ACTIVITIES LESSON PLAN

Institution: Escuela Tranquilino Viquez Rodriguez

Teacher: David Gonzalez Castro

Topic: Sports Time: 1 hour 20 min

Grade / Level: Sixth

Objectives	Activities	Procedures	Materials	Time	Evaluation
<ul style="list-style-type: none"> To Understand how students evolve their vocabulary acquisition. To predict which's story's conclusion best fits the given context. 	<p>Students will create a concept map with vocabulary related to sports, then, they will write a paragraph about the topic in discussion.</p> <p>Students will predict which story best fits a given context.</p>	<p>The teacher will write down the vocabulary provided by the students on the whiteboard, so that students can use it later on the writing of a paragraph.</p> <p>Students will be given with two paragraphs in which they will have to describe and guess what will happen next from the information given.</p>	Whiteboard, white sheets, markers.	1 hour 20 minutes	<p>Demonstrating how much knowledge students have about a specific topic before being analyzed.</p> <p>Student's ability in to make assumptions from provided information.</p>

POST-TEST LESSON PLAN

Institution: Escuela Tranquilino Viquez Rdriguez

Teacher: David Gonzalez Castro

Topic: Listening comprehension Time: 1 hour 20 min

Grade: Sixth

Objectives	Activities	Procedures	Materials	Time	Evaluation
To measure the student's ability to acquire new vocabulary from YouTube videos, and to get innovative ideas by applying the different strategies worked on the previous instruments.	Students will listen to two YouTube videos, then, they will answer five multiple-choice questions with information from the video.	The teacher will take notes of all behavior shown by the students and their comprehension on listening and ability to acquire new vocabulary.	YouTube videos and speaker.	1 hour 20 minutes	Analyze the final student's abilities in enhancing their vocabulary by listening to videos.