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**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“MOVIES AS A TOOL FOR ENHANCING VOCABULARY DEVELOPMENT IN  
YOUNG LEARNERS”**

**As a prerequisite to obtain a:**

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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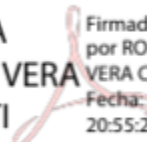
La Libertad, June 19<sup>th</sup>, 2025

### **Advisor's Approval**

In my role as advisor of the research paper and title “**MOVIES AS A TOOL FOR ENHANCING VOCABULARY DEVELOPMENT IN YOUNG LEARNERS**” prepared by, **FRANCO NARVAEZ GEORGINA EMILIANA AND ZARATE MACIAS ODALIS KRISTHEL** undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

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## Declaration

The responsibility for the information and content in this degree and research work lies with the Universidad Estatal Península de Santa Elena, which also holds intellectual property rights.



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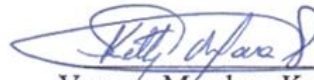
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We, Franco Narvaez Georgina Emiliana with ID number 240018873-2 & Zarate Macias Odalis Kristhel with ID number 240033288-4, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project MOVIES AS A TOOL FOR ENHANCING VOCABULARY DEVELOPMENT IN YOUNG LEARNERS, certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper.



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## **Acknowledgment I**

First, I thank God for giving me life, health, and the strength to keep going, even in the most difficult moments. His presence was a constant guide throughout this journey. Thank you for your dedication, patience, and commitment. Each of you left a mark on my education and supported us with wisdom from beginning to end. To my family, especially my parents, Ricardo Franco Barragán and Nancy Narváez Sánchez, thank you for being my foundation and my example. Your love, advice, and trust in me were essential to reaching this point. To my unconditional partner, Víctor Ríos, thank you for always being by my side, for your encouraging words, your constant support, and for giving me strength when I needed it most. And to myself, thank you for not giving up, for standing up every time I fell, for believing in my ability, and for giving my best despite the tiredness, the doubts, and the challenges. This achievement is also a sign of my courage, perseverance, and determination.

To all of you, my deepest gratitude.

- Franco Narvaez Georgina Emiliana

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I want to start by thanking God for giving me the strength I needed throughout this process; without him, I would not have made it. I would also like to thank my parents, Alfredo Zárate and Eulalia Macias, who always helped me, placed their trust in me, and were always there, ready to give me those hugs, those smiles, and those words of encouragement that I needed. Thanks to my dear professors, especially to my thesis tutor, MSc. Rossana Vera for giving me her help, thanks to the university, I take everything I learned to my mind and my heart. And finally, thanks to all my family and friends, especially Deivi Bonilla, thank you for believing in me and for all the times you told me that I could, I could thanks to God and to you.

With love.

- Zarate Macias Odalis Kristhel

## **Dedication I**

To my parents, **Ricardo Franco Barragán** and **Nancy Narváez Sánchez**, for being my support and my guide; and to my unconditional partner, **Víctor Ríos**, thank you for your unconditional love, for teaching me the value of hard work by example, and for being with me every step of the way. To my grandmothers, **Georgina**, and **Mamalobita**, for being my angels who always watched over me. This achievement belongs to you as much as to me.

With all my love and gratitude.

- Franco Narvaez Georgina Emiliana

## Dedication II

This thesis is dedicated mainly to my parents **Alfredo Zárate** and **Eulalia Macias**, to my siblings **Gabriela**, **Nohelia** and **Alfredo**, and my dear friend **Deivi** who I love very much because they supported me from beginning to end, also to my grandparents **Alberto Macias**, **Yolanda Morán**, and **María Luisa Fuentes**, who taught me the importance of studying since I was a child, and above all, to those whom I love with all my heart.

- Zarate Macias Odalis Kristhel

## **Abstract**

This research examines how movies can support vocabulary learning in young learners of English as a Foreign Language. The study was based on a qualitative approach using interviews with primary school English teachers. Results show that movies provide a visual and contextual environment where students can understand and remember new vocabulary more easily.

Teachers reported that movie-based activities, such as using subtitles, pausing scenes to explain words, and creating games or role plays, help students stay focused and take part more actively in class.

These techniques also improve pronunciation and support the development of speaking skills. Teachers highlighted those students feel more motivated and confident when learning vocabulary through movies because they enjoy the content and can relate to it. While some challenges exist, such as selecting age-appropriate content and having access to technology, the overall findings suggest that movies are a valuable tool for improving vocabulary in young English learners when used with proper teaching strategies.

**Keywords:** vocabulary, young learners, movies, EFL, classroom activities, motivation, speaking skills

## Resumen

Esta investigación analiza cómo el uso de películas puede apoyar el aprendizaje de vocabulario en niños que aprenden inglés como lengua extranjera. El estudio se desarrolló con un enfoque cualitativo, a través de entrevistas a docentes de inglés de nivel primario. Los resultados muestran que las películas ofrecen un entorno visual y contextual que facilita la comprensión y memorización de nuevo vocabulario. Los docentes indicaron que las actividades basadas en películas, como el uso de subtítulos, la pausa de escenas para explicar palabras y la creación de juegos o representaciones, ayudan a que los estudiantes mantengan la atención y participen activamente en clase. Estas técnicas también favorecen la pronunciación y el desarrollo de habilidades orales.

Los participantes destacaron que los estudiantes se sienten más motivados y seguros al aprender vocabulario mediante películas, ya que disfrutan del contenido y se identifican con él. Aunque se reconocen ciertos desafíos, como la selección de materiales adecuados para la edad y el acceso a recursos tecnológicos, los hallazgos sugieren que las películas son una herramienta útil para mejorar el vocabulario en aprendices jóvenes de inglés, siempre que se apliquen con estrategias pedagógicas adecuadas.

**Palabras clave:** vocabulario, aprendices jóvenes, películas, inglés como lengua extranjera, actividades en el aula.

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## Introduction

Learning English as a foreign language has become an important goal in many schools around the world. In countries where English is not spoken every day, it is taught as a subject from a young age, and one of the biggest challenges for students is building a strong vocabulary. Vocabulary is the foundation of any language. Without enough words, students cannot understand what they read or hear, and they struggle to express their thoughts clearly when they speak. For young learners especially, vocabulary learning can be difficult because they often get bored with traditional lessons and may not understand the meaning or use of the words they are asked to remember.

To solve this problem, many teachers have started to look for creative ways to teach vocabulary. One of these ways is using movies in the classroom. Movies offer more than just entertainment, they show real conversations, everyday situations, and different cultures. When students watch movies in English, they hear how native speakers use vocabulary in natural ways, and they can connect the words with images, sounds, and emotions. This makes it easier for them to remember new words and understand how to use them. According to Kristiawan et al. (2022), using movies with storytelling techniques helps students develop motivation and expand their vocabulary in a more meaningful way. Similarly, Rulina et al. (2025) explain that English subtitles help students focus on vocabulary and grammar while watching scenes that are interesting and familiar to them.

This research project focuses on the use of movies as a tool for helping young learners improve their vocabulary in English. The study uses a qualitative method, collecting data through interviews with experienced English teachers who work with children. It aims to understand which techniques work best when using movies in class, what teachers think about this strategy,

and how students react to it. It also looks at some of the problems teachers may face, such as choosing the right movie for the students' level, keeping students focused, or dealing with technical issues like lack of internet or projectors.

The importance of this topic lies in the need to make English classes more enjoyable and effective, especially for young learners. Traditional methods are not always enough to keep students engaged, and that's why movies can be a valuable support. They create a fun and motivating environment that allows students to learn new words in context, practice their speaking skills, and gain confidence in using the language. By exploring this topic, the research hopes to give useful suggestions to teachers who want to improve their vocabulary lessons using movie-based activities that connect better with their students' interests and learning styles.

## Chapter I

### The problem

#### Title

Movies as a Tool for Enhancing Vocabulary Development in Young Learners.

#### Problem statement

The English language is well known as a conduit to communicate among individuals of different countries; hence, it has become one of the most recognized languages around the world because of its permanent use. According to Ilyosovna (2020), the English language cannot be put aside, since it is used for several nations as a mean of communication with other countries, and it is considered a global language. The English language is adopted as a first language or as a secondary language, also other countries require certain English ability to finish high school and university grades.

Creating strong knowledge and communicative skills by having daily practice is key to developing an extended vocabulary. Furthermore, Pangestuni et al. (2025) mentioned the importance of English learning in early stages, because it offers the opportunity to reach a high level of ability as students get higher levels of education. To reach intermediate and advanced levels, there is a lot of work to be done since the English language is taught in the very first stages of education starting from kindergarten along university.

Vocabulary is quite important for proper communication and the accuracy of context that are being engaged in conversation. However, vocabulary tends to be hard for young learners, because of its complex meanings or classroom settings. According to Cahyaning et al. (2024), the lack of vocabulary hinders communication and narrows the meanings of words delivering

incorrect expression of words. Vocabulary problems are the most common trouble during the English learning process and must be addressed to ensure feedback and reinforcement.

Ecuador's situation related to English proficiency is not the best in teaching wise, teachers are not using an accurate teaching basis, some of them do not have an adequate English level causing problems on English language learning. Young learners are instructed from kindergarten. However, methodologies and techniques used are not attractive because peers got bored, barely understand and disengagement. According to Macías and Villafuerte (2020), there are studies that have acknowledged Ecuador as a non-competent place where English is spoken, which has been placed at the bottom of English proficiency in South America due to the lack of training for teachers and low English level.

During professional practicum in public schools, the authors noticed that kids were involved with characters of movies because they knew phrases or facts about the movies. The attraction of superheroes led students to become immersed in the characters and learn vocabulary and practice other main skills. There was a workshop where students had to use costumes of superheroes and tell facts about the character, the peers had speeches, although not the perfect pronunciation, but the kids enjoyed it. Simanjuntak and Ristia (2025) stated that Films are quite useful for basic English levels. These activities are useful due to the narrative structure of scenarios allowing the learner to follow a dialogue full of unknown words to learn.

The importance of having proper vocabulary is relevant because English proficiency is becoming a requirement in all degrees of education and professional life instead of an option. This paper will analyze the key aspect of using Movies for developing vocabulary in young learners. The study aims to explore the influence and how these activities promote improvement.

The relevance of the topic pushed authors to develop this research to gain insights and guidance about how to use films in classrooms with young learners.

## **Problem formulation**

### *General question*

How can movies influence learning vocabulary?

### *Research questions*

What is the influence of movies on improving vocabulary?

What activities are used for using movies to develop vocabulary?

How are the insights of teachers about the use of movies to foster vocabulary development?

## **Objectives**

### *General objective*

- To use movie entertainment to develop English language vocabulary by reflecting on educators' experiences.

### *Specific objectives*

- To analyze how movies relate to vocabulary development.
- To explore movie-based activities to strengthen vocabulary.
- To reflect on the Educators perspectives about Movie activities to enhance vocabulary development

## **Justification**

Overall, having good English proficiency is quite important nowadays; the word choice and delivery of information are aspects where young learners struggle mostly into his transition

to elementary and middle school. Kids often get anxious, because they do not know the meaning of words or feel unsure about the use of the word in a certain context.

Vocabulary plays an important role in communication, whether spoken or written, and that is important to use accurate words for expressing ideas and arguments to not misinterpret ideas. According to findings of Nadhifan's (2020) all participants find that watching movies can increase their vocabulary due to its dynamic and attractiveness to kids. Moreover, it is considered that children must learn English very well to prevent gaps in knowledge in further grades of education.

Traditional teaching practices make students lose the willingness to learn because their peers get bored of same text-based assignments. Since the implementation of communicative frameworks and psychological approaches, teachers have forgotten additional tools to be used such as interactive content must be prevalent as teachers follow educational frameworks.

Movies offer the opportunity to allow students to learn in an environment that they are used to experiencing instead of textbooks or lectures, comics, and movies align with students' preferences promoting engagement. In addition, Sari, and Aminatun (2021) stated that students have a positive perception of using movies to learn the English language. Also, it mentioned the increased motivation and rapport in the classroom due to the engagement of students because it can be adapted to trivia or crosswords applying gamification.

The research project seeks to investigate the influence of movies on developing useful vocabulary. Furthermore, the findings will be aimed at connecting with studies and experienced teachers who can offer points of view. Hence, English skills are improved as communication is enhanced, allowing students to navigate in movies by using the vocabulary learned and structure activities.

## Chapter II

### Theoretical framework

#### Background

According to Kristiawan et al. (2022), movies promote vocabulary building and motivation. The activities suggested by the author are to use digital storytelling along with movies, which are a perfect combination to promote holistic language development. Pavithra and Gandhimathi (2024) stated that movies are a multimodal tool and are also relevant, authentic materials that support language development through exposure to L2. The students adopt cultural approaches since the input is related to American or British English, equipping students with lots of vocabulary.

Minalla (2024) stated that conceptualizing vocabulary along with animated videos empowers teachers to push students to learn new words while they are enjoying the input given. Furthermore, the activities must follow a structure without missing gamification. Furthermore, Rulina et al. (2025) recommended the use of movies with subtitles to improve vocabulary and grammar. It has been seen that the ease of learning by using emblemed subtitles in English is for independent users starting from A2+ users.

Delgado (2024) stated that films influence the acquisition of vocabulary, also demonstrating that students are encouraged to learn informal and formal English vocabulary through exercises that involve films. Furthermore, Arias and Delgado (2024) concluded that using animated media such as short videos or movies breaks paradigms of traditional teaching to move forward to a mixed method of post-modern English language teaching. This approach allows young learners to immerse themselves in the language through something they feel an

attraction and the learning outcomes are related to increased vocabulary learning, boosting main skills.

Malave and Toala (2025) analyzed the perception of experienced English teachers and concluded that movies and short videos that contain idiomatic expressions help to create interactive activities aimed at improving vocabulary and other skills. New methods are effective when technologies are involved, as well as authentic materials. Therefore, Bustos and Chalco (2024) elaborated that methods based on movies leverage the function of language learning and vocabulary acquisition. The term peripheral learning focused on the ease of learning the English language through unconscious learning, which happened by constant exposure to visuals such as movies or videos. The young learners tend to learn without noticing since students' media preferences and the application of gamification techniques by teachers.

Tobar et al. (2024), this study scopes strategies for improving vocabulary in young and teen learners. It determines that students learn mostly by using movies and videos. Moreover, Authors suggested that using technology and connectivism, as well as vocabulary, must be considered due to their influence on the development of others' English language skills. Hence, Pazmiño and Uquillas (2024) stated that the use of phones has an impact on kids' language development, besides being a distraction. If teachers adapt their teaching style to these resources, the outcomes are an extended vocabulary and an enhancement of overall language proficiency. Challenges such as the usage of the phone and laws are part of the process of adaptation of technologies focused on educational purposes.

Guachamín and Suárez (2024) explored strategies to help students engage with vocabulary. The study undertakes various strategies and techniques, such as the use of films.

Films tend to be useful for classrooms with a lack of motivation and dull classrooms, where students attempt to participate, creating a proper learning atmosphere.

## **Pedagogical Basis**

### ***Cognitivism***

Cognition is about senses and the influence that the environment has on it. Shkurenko et al. (2024) stated that cognitivist practices support students during the learning process by using content that is aligned to learning style, understanding students' mental representation of knowledge, involving a problem-solving approach, and guiding students on processes of organization and data processing of the information. Cognitivism is widely used in classrooms nowadays because it is aligned with practices that involve technology as well as senses and ideas construction.

### ***Constructivism***

Abraret al. (2025) stated that Vygotsky used to mention that learning happened through problem-solving situations within students with different levels of knowledge, which is to offset and reaffirm knowledge in the classroom. Vygotsky's studies allowed researchers, teachers, and students to learn how to gather people and focus teaching based on letting students exploit the potential of ideas through the exchange of thoughts to build knowledge.

Wibowo et al. (2025) stated that nowadays, Constructivism theory is linked with student-centered or flipped classrooms. This is driven to make classes active and guided by teachers without controlling students to learn topics by heart; instead, it is driven to join students to create concepts based on discussions, speech, and more activities that involve class participation. Building knowledge through the involvement of people in the classrooms and holistic teaching are the main parts of constructivism. Within theories of learning, constructivism has been

accepted as the most useful theory to create teaching methods and apply techniques such as the use of films to empower English language skills.

### ***Learning styles***

The way people learn is always different from others, some people learn by watching movies and writing as well others learning by movement and listening. According to Kanchon et al. (2024), learning is a complex process that involves cognition and behavior; these variables influence how people used to learn. There are four learning styles such as visual, auditory, kinesthetic, reading, and writing. It is mentioned that individuals must be instructed by using the correct input depending on the students' learning style. This study, which uses films to improve skills such as vocabulary, uses auditory and visual exposure to promote the learning of new words.

## **Theoretical Basis**

### ***English as a foreign language***

The English language is taught across the world, in some places where English is a primary language, and it is learned as a second language, regardless there is another native language. Besides, the English subject is taught as a foreign language, diving into the culture to understand English-speaking countries in Hispanic countries.

Ma and Wang (2024) stated that Holistic teaching environments must be created to enhance students' engagement and creativity. EFL teachers should use inputs that connect with students to foster language learning and proficiency in encounters with native English speakers.

### ***Speaking skills***

Since oral communication is part of our daily lives, speaking skills are a main part of a language because they involve gestures and emphasis on words that allow people to fully express ideas and thoughts in an immersive manner. According to Huy et al. (2024), speaking skills have an important role in our daily communication. People with speaking proficiency tend to elaborate complex arguments in various areas such as politics and other industries; for that reason, having proper speaking skills is relevant to engaging and understanding complex topics.

### ***Films as a tool for improving speaking.***

According to Younas and Dong (2024), using animated movies in classrooms serves as a connection with the students through gamification techniques. This practice motivates the learner to study vocabulary daily seen in the input. The teacher must oversee the activities that will drive language learning development.

Regina and Rajasekaran (2024) highlighted that using visual aids improves comprehension for mixed learning styles, as well as multimedia such as animated movies that are attractive for young learners. The authors underscored that activities can be adaptable for language skills; vocabulary is present as a subskill of the main skills.

## **Legal Basis**

### ***Constitucion de la Republica del Ecuador***

Art. 26.- La Educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Constitución de la República del Ecuador, 2008).

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional (Constitución de la República del Ecuador, 2008).

Art. 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La Educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel (Constitución de la República del Ecuador, 2008).

### ***Ley Orgánica de Educación Intercultural (LOEI)***

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo: Plurilingüismo. - Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional.

Art. 5.- La educación como obligación de Estado. - El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de la vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la 29 Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley (Ley Organica de Educacion Intercultural, 2011).

## Chapter III

### Methodological framework

#### Qualitative research

The qualitative approach in the investigation is described as the use of techniques that analyze holistically the information, which is a subjective form of experiences and arguments of events of relevance for scientific research. Susanto et al. (2024) highlighted that the qualitative approach supports problem-solving and analysis for case studies, which cannot be answered by using numbers and statistics. This means that the phenomenon can be described through qualitative analysis to extract information without losing participation and objectivity in outcomes. This research focuses on collecting data from the perceptions of teachers about the use of films to improve English skills.

According to Clandinin and Connelly (2000, as cited in Puspitasari, 2024), narrative inquiry is a qualitative methodology that is driven by a further examination of lived experiences, allowing researchers to look deep into the complex insights of participants. To sum up, the implementation of this approach is accurate in developing this investigation. The experiences of teachers who have used the English teaching techniques will be narrated their experiences where many factors will arise, supporting categorization and analysis of the data collected.

#### Type of Research

##### *Phenomenological study*

Phenomena are inferred as events with relevance to researchers; they capture the essence of human behavior influenced by external factors, which become a case study. According to Manen and Manen (2021), a phenomenological study is defined as part of two qualitative

approaches, it is based on reported experiences and storytelling of phenomena that follow influences in positive or negative outcomes. Doing a phenomenology study involves taking up an attitude of describing events with attentive awareness of the experiences lived to conceptualize or theorize them.

According to Zehra et al. (2024), referred to the use of phenomenological inquiries aimed the understanding personal experiences in specific situations, such as the use of English teaching techniques that promote language skills development. Furthermore, it examines the interpretation of events, understanding of mechanisms, engagements, and description of lived experience.

### **Data collection techniques**

#### ***Interview one-to-one***

In general, interviews are a tool used to gather qualitative data from participants. According to Langley and Meziani (2020), interviews have long been a central component of qualitative research, particularly in management studies focusing on organizational change. Interviews have provided valuable insights into how individuals make sense of change, manage emotions, navigate job transitions, function as change agents, and develop their identities during periods of transformation.

Due to its wide use, interviews are often regarded as the standard approach for qualitative research in the education field. This investigation applied interviews as a tool to correctly extract the information by using a questionnaire tailored to comprehend and deeply understand participants' insights.

## **Instruments**

### ***Questionnaire***

Questionnaires are instruments to collect data through questions focused on delving into the variables of investigation. According to Kuphanga (2024), questionnaires are versatile tools for data collection. Its structure allows researchers and participants TO organize, categorize, and analysis of information. On the other hand, this tool cannot be used for quantitative information, but it serves as a support for mixed methodologies. For the research, questionnaires are essential due to their personalization and suitability for collecting practices and behaviors. The questionnaires will serve to allow teachers to convey experiences of using certain activities aimed at improving English skills.

### **Types of questions**

#### ***Open-ended questions***

Open-ended questions ensure the free will of the participants to express themselves freely without filters, which empowers the participants to describe further events and experiences. Singer and Couper (2017, as cited in Neuert,2021) argued for the implementation of more open-ended questions because of their qualities, such as understanding reasons for reluctance or refusal. Hence, the use of open-ended questions allows researchers to gather truthful answers and opportunities for feedback. The questions of the research are driven to get to know past experiences of films used in the classroom, as well as an elaborate narrative of it, by using adequate open-ended questions.

## **Population and Sample**

According to the study related to Research population and sampling in a qualitative study carried out by Hossan et al. (2023), the importance of selecting a population plays a crucial role in the future of investigation, the target population shares resemblances with the variables of investigation that define its importance to be selected. The population chosen by the authors aimed at educators from schools, 24 Julio, English teachers from the school, such as 24 de Julio, Sagrados Corazones, Mauricio Hemernejildo Dominguez, and Teodoro Wolf, focusing on English Language teachers. This population is experienced in answering the questionnaires because they engage in the English teaching and learning process.

Hossan et al. (2023) explained that sampling is a complex process of discrimination and narrowing the population. It eases the role of the investigator by allowing the collection of data from a small population without missing validity and objectivity. The sample of the research was narrowed to five English teachers from the school, such as 24 de Julio, Sagrados Corazones, Mauricio Hemernejildo Dominguez, and Teodoro Wolf were selected as a sample. The participants have wide experience in English Language teaching due to work experience in schools, the educators are well known in advance for how to implement English teaching techniques and improve language skills, and these authors can contribute these assumptions to reinforce the thesis.

















However, some participants use content-based instruction or Total Physical Response to address different learning styles, while others incorporate flipped classroom strategies to extend learning beyond class time. These methodologies, when combined with film-based content, create a rich environment for vocabulary development and communicative growth.

### **Interpretation of the bibliographic review and discussion of the interviews**

Regarding the first question, the participants agreed that movies can be an effective strategy for teaching English because they expose learners to real-life situations, dialogues, and vocabulary in context. Students reported that movies made them more engaged and helped them connect emotionally with the language, especially when they saw daily-life content. This response is in line with Kristiawan, Ferdiansyah, and Picard (2022), explained that movies promote vocabulary acquisition and rapport through digital storytelling in movies when using interactive online platforms. Their study also suggested that movies, when used with structured activities, enhance holistic language development in young learners.

In the second question, students mentioned that repeated exposure to language in movies helps reinforce vocabulary. They found that the use of subtitles, combined with audio-visual input, allows them to better understand and internalize new words. This finding aligns with Rulina, Harefa, and Syahputra (2025), affirmed that subtitles in English promote vocabulary and grammar learning, especially for learners starting from an A1/A2 level. Their research highlighted that such visual-linguistic combinations make vocabulary acquisition easier than using traditional methods.

For the third question, the most helpful film-based techniques mentioned by participants include short clips, repetition, use of flashcards, and interactive games such as role-play or matching activities. These methods support engaging and help maintain their attention of young

learners. These results reflect Minalla's (2024) that animated videos support vocabulary learning when paired with structured tasks and gamification. According to his study, learners are more likely to acquire vocabulary when they enjoy the activity, and the input is well-organized.

Regarding the fourth question, student responses to film-based techniques were reported as feasible and aimed at vocabulary acquisition. Teachers shared that students were more motivated and confident, and they improved vocabulary retention. Learners enjoyed using the new words during speaking tasks and bonded with the content. Moreover, this observation was supported by Delgado (2024) stating that films help learners develop both formal and informal vocabulary through engaging tasks, leading to improved learning outcomes and higher levels of interest.

In the fifth question, communication skills were reported to improve when movies were used for vocabulary learning. Participants explained that students performed role-plays, participated in group discussions, and practiced dialogues based on scenes from the movies. Hence, these activities provided a chance to use new vocabulary in real-life situations. Younas and Dong (2024) supported this approach, arguing that animated movies combined with gamification and teacher-led tasks allow learners to engage in vocabulary use while developing oral expression and confidence.

Challenges in using movies in the classroom, as discussed in the sixth question, include finding content appropriate to students' age and level, managing distractions, and dealing with technical issues like internet problems. Teachers also mentioned the importance of planning lessons carefully to make movie-based activities meaningful. This reflects the findings of Pazmiño and Uquillas (2024) explained that digital tools enhance vocabulary learning, they also

bring new challenges such as classroom distraction and the need for better adaptation by teachers.

In the seventh question, teachers recommended using pre-watching, while-watching, and post-watching activities to help students understand and remember vocabulary. They suggested that introducing keywords before viewing, pausing to ask questions during scenes, and organizing games or quizzes afterward keeps students engaged and helps reinforce learning. These practices align with the techniques presented by Guachamín and Suárez (2024), who emphasized the use of structured strategies, in low-motivation environments to encourage vocabulary learning through films.

Finally, in the eighth question, participants described the methodologies they use when teaching vocabulary through movies. These include the communicative approach, task-based learning, content-based instruction, and Total Physical Response. Teachers preferred methods that promoted student interaction, storytelling, and role-play to keep learning dynamic. This is consistent with Wibowo, Wangid, and Firdaus (2025) who stated that constructivist classrooms promote active student participation and allow knowledge building through real-life communication, often supported by tools like movies.

## Chapter V

### Conclusions and recommendations

#### Conclusions

This research was directed to examine how movies can be used as a tool to enhance vocabulary development in young English learners. Based on the analysis of teachers' perception, the theoretical framework matched several conclusions of using movie-based activities.

First, movies serve as a feasible strategy for vocabulary learning by offering authentic and contextualized language input. Moreover, students benefit from watching real-life dialogues, expressions, new vocabulary, and gestures that help them connect with the language. This affirmed that movies could foster a natural and motivating environment for language acquisition, and vocabulary is easy to learn in an enjoyable environment.

Techniques such as the use of subtitles, repetition, and visual input allow learners to reinforce vocabulary through multiple exposures; therefore, these tools help improve understanding and retention, especially when combined with structured activities. Visual and auditory support make language more accessible to A1 and A2 level learners. Furthermore, flashcards, games, role-play, and pausing for explanation were found to be the most effective in teaching vocabulary through films. These methods not only attract students' attention but also encourage participation and improve recall. In addition, the use of movies changed students' attitudes and engagement because they feel attracted to the content exposed.

Learners are motivated to participate in speaking activities, and the emotional bond with movie content makes them more confident and active in class. Therefore, communication skills

were also strengthened as students practiced vocabulary in meaningful interactions using interactive activities. Role-plays, discussions, and creative exercises using movie content helped learners apply what they had learned in authentic speaking tasks. Despite these benefits, challenges were also identified.

## **Recommendations**

Teachers must select age-appropriate and level-appropriate films, manage class time efficiently, and overcome technological limitations. Planning and adaptation are essential to ensure the success of movie-based lessons. However, they should be combined with engaging techniques such as role-plays, flashcards, and games to keep students motivated and involved.

Hence, the study found that combining communicative, task-based, content-based, and Total Physical Response methodologies with movie content creates a rich and dynamic learning environment. These approaches support vocabulary learning and align with constructivist principles that promote active student involvement.

The curriculum should include multimedia resources such as movies in the English syllabus for young learners. Moreover, schools and institutions need to ensure that classrooms are equipped with technological tools, such as projectors, speakers, and internet access. Additionally, they should provide guidelines to be able to use movies without closing boundaries to focus on teaching and maintaining the student motivated.

Future researchers are encouraged to explore the benefits of using movie-based activities to improve and develop vocabulary in English language proficiency. Further studies could also compare the use of movie genres or evaluate results across various age groups within the young learners' population. Lastly, movies are more than just entertainment; they are an important

pedagogical tool that, when used appropriately it can enhance vocabulary learning and communication skills in young English language learners.

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## Annexes

### Annexes A: *Certified Anti-Plagiarism System*

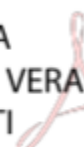
La Libertad, 18 de junio del 2025

#### **Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado “MOVIES AS A TOOL FOR ENHANCING VOCABULARY DEVELOPMENT IN YOUNG LEARNERS”, elaborado por las estudiantes Franco Narváz Georgina Emiliana Zárate Macias Odalis Kristhel, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

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## **Annexes B: *Questionnaire***

### **MOVIES AS A TOOL FOR ENHANCING VOCABULARY DEVELOPMENT IN YOUNG LEARNERS**

1. How can movies be used as a strategy for teaching English?
2. How does the movie strategy encourage the development of vocabulary?
3. What kind of film-based techniques are most helpful in teaching vocabulary to children?
4. What is the student's response to using film-based techniques during the class?
5. How can you develop communication skills through movies for vocabulary learning?
6. What are the challenges of implementing movies inside the teaching-learning process?
7. What techniques do teachers recommend for implementing movies to engage in vocabulary?
8. What teaching methodologies do you apply to enhance vocabulary with movie entertainment?

## **Annexes C: *Interviews transcription***

### **Interviewee #1**

Good morning, we are interviewing as part of our thesis entitled *Movies as a Tool for Enhancing Vocabulary Development in Young Learners*. The purpose of this interview is to gain insights and gather expert opinions that would help support our research and better understand the use of movies on vocabulary acquisition in young learners.

Okay, the first question is: **How can movies be used as a strategy for teaching English?**

Well, I use movies as a strategy to teach English by selecting a scene that shows students real-life situations, helps them understand vocabulary, pronunciation, and cultural context more engagingly.

The next question is: **How does the movie strategy encourage the development of vocabulary?**

Well, I consider the movie strategy helps develop vocabulary because students are exposed to new words in context. They can hear how words are pronounced and used naturally, which reinforces their learning.

Next question: **What kind of film-based techniques are most helpful in teaching vocabulary to children?**

Well, in my case, I find using short clips with subtitles, pausing to explain key words, and playing vocabulary games are the most effective techniques for teaching vocabulary to children.

Okay, **what is the student's response to using film-based techniques during the class?**

Well, in my case, my students usually respond very positively. They feel more motivated and excited to learn. Many say that they enjoy the class more, and they remember the vocabulary better.

**How can you develop communication skills through movies for vocabulary learning?**

Yeah, I encourage students to re-enact or perform scenes, practice dialogues, and discuss the movie context in person or groups. This helps them use new vocabulary while improving their speaking and listening skills.

**What are the challenges of implementing movies inside the teaching-learning process?**

Well, one of the main challenges is finding age-appropriate and level-appropriate material. Also, some students may get distracted or focus more on entertainment than on their main learning objective.

Okay, **what techniques do teachers recommend for implementing movies to engage in vocabulary?**

Yes, well, in my case, I recommend using pre-watching, while-watching, and post-watching activities. For example, introducing key vocabulary before watching, asking questions during the scenes, and assigning tasks like quizzes, summaries, or vocabulary lists afterward.

And lastly, **what teaching methodologies do you apply to enhance vocabulary with movie entertainment?**

Okay, in my case, I use communicative and task-based methodologies. I design activities that make students interact, such as debates, vocabulary challenges, and storytelling based on real-life situations from the movie, which makes learning more active and fun.

Thank you, Miss.

Okay.

**Interviewee #2**

Good afternoon, Interviewee #2.

We are interviewing as part of our thesis entitled *Movies as a Tool for Enhancing Vocabulary Development in Young Learners*. The purpose of this interview is to gain insights and gather expert opinions that would help support our research and better understand the use of movies on vocabulary acquisition in young learners.

The first question is: **How can movies be used as a strategy for teaching English?**

Okay, hello. It is a pleasure for me to give this interview for you, and I think that for this question, you can use movies as a strategy in English when students watch a movie.

They apply some skills such as listening and reading. When you use subtitles, they can practice reading, enhance comprehension, and provide scenarios to relate to real life.

Thank you, Ms.

The next question is: **How does the movie strategy encourage the development of vocabulary?**

When the students watch a movie many times, they can learn new words because the movies show visual support, interactions, and expressions.

Next question: **What kind of film-based techniques are most helpful in teaching vocabulary to children?**

For an easy form, you can apply a pause-and-explain technique. When the students watch a movie, you pause and explain the scenery, sometimes words they do not know.

You can apply the subtitles, and after that, you can use vocabulary worksheets related to that movie, and you can add role-play.

Question number four is: **What is the student's response to using film-based techniques during the class?**

They like it. They find movies enjoyable and motivating, which increases participation.

My question is: **How can you develop communication skills through movies for vocabulary learning?**

Communication skills are even developed through discussion sessions, group activities, dialogue practice, or role-play, too, depending on the level of students.

The sixth question is: **What are the challenges of implementing movies inside the teaching-learning process?**

The most important thing is time. You sometimes do not have time, technical issues, language level mismatches, distraction risks when students focus on entertainment rather than learning, and cultural differences, which may make certain content hard to understand.

The seventh question is: **What techniques do teachers recommend for implementing movies to engage vocabulary?**

The best technique is pre-teaching key vocabulary before debuting the movie, using short clips rather than full movies to focus learning, and interactive quizzes or games based on movie content.

Can you pause? Give me a moment, please.

The last question is: **What teaching methodologies do you apply to engage vocabulary with movie entertainment?**

Sorry, task-based learning, communicative language teaching, content-based instruction, total

physical response, and for each student to act out vocabulary, are especially useful with young learners.

Thank you, miss.

You're welcome.

### **Interviewee #3**

Good morning, Interviewee #3. We are interviewing as part of our thesis entitled *Movies as a Tool for Enhancing Vocabulary Development in Young Learners*. The purpose of this interview is to gain insights and gather expert opinions that will help support our research and better understand the use of movies on vocabulary acquisition in young learners.

#### **The first question is: How can movies be used as a strategy for teaching English?**

Okay, well, that is a great question. Movies are a good way to teach English because the students can hear real English and see how people talk. For example, I use the movie *Coco* to teach family vocabulary and, of course, expressions like I love my family, or He's my grandfather, or She is my grandma. So, in this case, you are learning vocabulary and, of course, the students watch, listen, and repeat the words.

Thank you.

#### **Question number two: How does the movie strategy encourage the development of vocabulary?**

In this case, movies help students learn new vocabulary by showing it in context. In class, when I put on a movie or any movie, I must pause the video and ask them questions like "What's this? but of course, you must have the object or what you are asking for. But that is not the only

important thing here. It is the way you interact with your students. For example, moving your face or being very well, not strict but expressive. For example, if you are saying, oh yes, what is this? Is that a boy? Is that a girl? I love my family!

What kind of person is this? What kind of animal?

So those are very important things not only pausing the video and asking questions of course, the students need to answer with new words that they are learning.

For example, in the movie *Frozen*, they learn words like *snow*, *castle*, *ice*, and even more vocabulary.

**Question number three: What kind of film-based techniques are most helpful in teaching vocabulary to children?**

Using short clips with subtitles is very useful. I show a short part of *Peppa Pig* and give students flashcards with words like *father* or *grandma*, depending on the vocabulary you are teaching.

But in this case, if I am teaching vocabulary about family, of course, I am going to use flashcards. Then we play a matching game, and in this way, children learn vocabulary in a fun way.

That's our job. Our job is not only giving them a bunch of books, but also making them happy, and the class needs to be very funny, okay?

**Question number four: What is the students' response to using film-based techniques during class?**

Students love it. They love learning through watching videos or movies. That is their favorite part. They are more active and happier.

For example, one student might say, Oh, I love learning with cartoons!

After watching *Frozen* or whatever movie you are showing, they want to act out the characters and use new words like *snow*, *snowman*, *magic*, or *sparkles* any vocabulary you are teaching.

**Question number five: How can you develop communication skills through movies for vocabulary learning?**

Great question. Well, after the movie, I asked the students to talk in pairs.

For example, after watching *Toy Story*, it's a great movie two students have a short dialogue where the first student needs to ask, What's your favorite toy?

And the other student is going to say, Oh, my favorite toy is a car, or My favorite toy is a Barbie, or whatever toy they are learning. They practice speaking and using new vocabulary or new words.

**Question number six: What are the challenges of implementing movies in the teaching-learning process?**

Okay, it is not always smooth sailing. There are positive and, of course, negative things when you are teaching English with movies.

Sometimes, movies are fast and difficult. For example, based on my experience, I worked at an institution where the internet was not available. So I had to download the movie and, of course, find a movie that has easy vocabulary and clear pronunciation.

For example, it can be *Finding Nemo*, *Moana*, *Frozen*, *Toy Story* those are movies that are very interesting and kids love to learn with those kinds of cartoons.

So you have to be careful with the internet. First, when you are going to work in a place, you

must ask everything if they have internet, what materials are available, everything so you can create your material or be prepared to tutor your students with this kind of technique or tool.

Thank you.

**Question number seven: What techniques do teachers recommend for implementing movies to engage in vocabulary?**

Teachers use techniques like pre-teaching vocabulary that means showing words before the movie. As I mentioned before, watching movies with subtitles is helpful, and pausing and asking questions. For example, before watching *The Lion King*, I taught words like *lion*, *jungle*, or *king* of course, using pictures, not words, but pictures.

**The last question is: What teaching methodology do you use with movie entertainment?**

Okay, well, in this case, I use the communicative method where students talk, ask, and answer questions in English.

My favorite one is total physical response, where the student needs to say and act.

For example, we are learning about animals, and we are watching the movie *Madagascar*. We play a game where the students act like an animal and say, "I am a zebra, or "I'm a lion." That captures their attention. And if you have time to prepare this, maybe you can tell the parents one or three days before your class and explain the topic. Maybe they can paint their face like a lion, a penguin, or any kind of animal, so they can be happier and more engaged with the new vocabulary they are going to learn.

Yes, that is everything I can say or mention about my experience and about how movies are helpful to tutor students' young learners.

Okay, Interviewee #3, thank you.

#### **Interviewee #4**

Good afternoon, Interviewee #4. We are interviewing as part of our thesis entitled *Movies as a Tool for Enhancing Vocabulary Development in Young Learners*. The purpose of this interview is to gain insights and gather expert opinions that will help support our research and better understand the use of movies on vocabulary acquisition in young learners.

#### **How can movies be used as a strategy for teaching English?**

Films constitute a dynamic and effective didactic strategy to teach English since they offer an authentic context where students can observe the real use of language, accessing paralinguistic elements such as gestures, intonation, and facial expressions that enrich the comprehension of the language.

#### **How does the movie strategy encourage the development of vocabulary?**

The use of films develops and expands students' vocabulary because it helps them conceptualize lexicon and allows them to internalize linguistic patterns, grammatical structures, and paralinguistic cues.

**What kind of film-based techniques are most helpful in teaching vocabulary to children?**

The most effective techniques for teaching vocabulary with movies include the use of short clips with subtitles, repetition of key dialogues, interactive scene-based games, and the development of visual glossaries.

### **What is the students' response to using film-based techniques during class?**

The response is highly positive. The use of film techniques has been shown to increase motivation, reduce fear of the foreign language, and improve students' engagement.

### **How can you develop communication skills through movies for vocabulary learning?**

Communication skills are strengthened through activities such as creating alternative endings, conducting fictitious interviews with characters, or elaborating oral summaries. These activities improve listening comprehension, help students recognize intonation, and allow them to become familiar with essential idioms for effective communication.

### **What are the challenges of implementing movies inside the teaching-learning process?**

Among the main challenges of using films in teaching are the selection of appropriate materials according to the students' age and level, the availability of technological resources, classroom time management, and careful didactic planning.

### **What techniques do you recommend for implementing movies to engage in vocabulary learning?**

I recommend using English subtitles and repeating selected sentences to reinforce vocabulary. I also suggest using lexical cards and organizing learning by themes such as

emotions, daily routines, or physical descriptions, which facilitate the comprehension and retention of vocabulary.

**What teaching methodologies do you apply to engage vocabulary through movie entertainment?**

I employ active, student-centered methodologies such as the communicative approach, task-based learning (TBL), and the flipped classroom model, which allows students to watch films outside the classroom and use class time for collaborative activities that reinforce vocabulary learning.

Thank you.

**Interviewee #5**

Hello Interviewee, 5, we are interviewing as part of our thesis entitled *Movies as a Tool for Enhancing Vocabulary Development in Young Learners*. The purpose of this interview is to gain insights and gather expert opinions that will help support our research and better understand the use of movies on vocabulary acquisition in young learners.

**How can movies be used as a strategy for teaching English?**

I think using movies is a strategy that can motivate students to acquire new vocabulary. If they are focusing, for instance, on a specific vocabulary, they can learn through contextual learning. It is presented in context, which makes acquiring a new language easier. Also, if the vocabulary theme is attractive for students, they may focus more on specific topics. We can use movies in role plays. When you play the video, especially with children, you can focus attention on the characters. You can pause the movie and start asking questions about the character, for

example, describing physical appearance using adjectives. So, we have many techniques to improve language acquisition through movies.

### **How does the movie strategy encourage the development of vocabulary?**

When you plan your classes, you need to set your goals. If you want to improve a specific vocabulary area, you can let students learn contextually. For example, choose a specific movie related to the topic you want to teach, such as clothing. You can also introduce culture and ask students to describe the clothes the characters wear, according to the weather. When analyzing scenes, you can use the new vocabulary you want to teach, like character actions if they are singing or dancing, you can introduce that vocabulary through the scenes they observe in the movie.

### **What kind of film-based techniques are most helpful in teaching vocabulary to children?**

One of the most helpful techniques is post-film activities. You can play vocabulary games such as bingo or matching flashcards to reinforce learning. Also, when watching the movie, you can pause the scenes and use flashcards. Creative writing works well too. You can ask students what scene they liked the most, and they can write one sentence describing it using basic vocabulary.

### **What is the students' response to using film-based techniques during class?**

Students engage and have fun watching movies in English. They realize English is not only used in the classroom, but also outside of it. If you choose an attractive movie, they can enjoy it and use the expressions in class. They can use specific vocabulary you want them to

learn once they know the pronunciation. Using subtitles helps them understand better when they have basic vocabulary.

### **How can you develop communication skills through movie vocabulary learning?**

I like to use role-play techniques. Students can choose characters and develop their dialogues or conversations using expressions and new vocabulary from the movie. They can act out scenes, use their imagination, and even change the movie's ending. For example, if it is a sad movie, they might prefer a happy conclusion and rewrite it. This helps creativity and speaking. However, they need a certain level of vocabulary. For A1 or A2 students, it can be difficult, but for B1 or B2, it works well since they have more vocabulary and feel more confident.

### **What are the challenges of implementing movies inside the teaching-learning process?**

As teachers, we must plan our classes if we choose to use movies. You need to consider class time and available technology whether you have a projector, TV, internet, and so. You also need to choose movies that are attractive to students. For example, right now, children like *Lilo and Stitch*. Sometimes we like movies, but that does not mean the students will. The topic of the movie is also important. You must be careful not to choose movies that could create issues, such as those involving religion, since not all students share the same beliefs. So, it is important to choose a movie that is proper, that students can enjoy, and that fits their interests, not just yours.

### **What techniques do teachers recommend for implementing movies to teach English vocabulary?**

For vocabulary practice, you can use movie scenes for critical thinking, analyzing themes, or making comparisons. While playing the movie, pause it and discuss the scene with

students. You can also use word journals or graphic organizers. For example, ask students to find the main characters and have them fill in a chart. It depends on your goals, but movies can be adapted to all the needs you have as a teacher.

**What method do you apply to integrate vocabulary with movie entertainment?**

I love to apply role play. It is the most useful technique for me. When students finish watching the movie, you can organize them into groups and ask what scenes they liked the most. Each group will have different ideas. Then ask them to create a conversation or dialogue about that scene. They will recycle vocabulary they have just learned, use their imagination, and apply expressions or even slang. So, for me, role play is one of the most useful techniques in that case.

Thank you, Miss. That is all for this interview.