



**UPSE**

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SANTA ELENA**

**INSTITUTO DE POSTGRADO**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**TÍTULO DE LA MONOGRAFÍA**

**USING VIDEOS IN AN EFL CLASSROOM TO DEVELOP  
LANGUAGE SKILLS**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN ENSEÑANZA DE INGLÉS.**

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**SANTA ELENA - ECUADOR**

**2021**

## APROBACIÓN DEL TUTOR

En mi calidad de Tutor de la **Monografía**, “Using Videos in an EFL Classroom to Develop Language Skills” Lic. EDGAR MAURICIO CEDEÑO TRUJILLO, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

Atentamente,



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Santa Elena, 18 de febrero del 2022

EL AUTOR



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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**Tema: Using Videos in an EFL Classroom to Develop Language Skills**

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Abstract

Este documento nos guía a conocer el potencial que los videos tienen para aprender un lenguaje en ambientes controlados guiado por manejo de aula de esta manera los estudiantes puedan sentirse motivados y comprometidos en la clase. El proceso de aprendizaje será divertido e interesante para los ellos liderado por el maestro quien provee las normas esenciales para mantener una buena atmósfera y compartir cultura y valores en contexto.

Por otra parte, los videos serán una herramienta interesante para enseñar a los alumnos y como ellos pueden desarrollar sus habilidades del lenguaje cuando miren los videos. También, los educandos pueden aprender a través de videos para rechazar todo tipo de acoso o ciberacoso y como ellos puedan ser una parte activa para evitar cualquier tipo de mal comportamiento.

**Palabras clave:** lenguaje, ambiente, manejo de aula, proceso de aprendizaje, acoso





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**Topic: Using Videos in an EFL Classroom to Develop Language Skills**

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Abstract

**This paper work lead us to know the potential that videos have to learn a language in control environments leaded by classroom management, so students can feel motivated and engaged in the class. The learning process will be funny and interesting for students guided by the teacher who provides the essential norms to keep a good atmosphere and to share culture, values in context.**

**On the other hand, videos are going to be an interesting tool to teach students and how they can be developing their language skills when watching them. Also, scholars can learn through videos to reject any kind of bullying or cyberbullying and how they can be an active part to avoid any bad behavior related to bullying.**

**Keywords:** language, environment, classroom management, learning process, bullying

## Introduction

The purpose of this research is to provide new perspectives about how videos can be useful to promote learning in an EFL classroom which is pretty interesting when a teacher is going to share what he or she knows about any subject. Jeremy Harmer (2001), stated “the use of videotapes has been a common feature in language teaching for many years. The use of videos can influence students’ motivation to learn a new language”. Also, they can be engaged in a different way with the materials given to learners, so they can be able to use them anytime they want. As we know we are in a digital age, and students are aware of this. They use technology to chat, to send videos, or to share things. Videos are used nowadays to teach and to help in the learning process. As we discover new techniques, methods to improve our teaching process the material that we can find on the web is huge, even though, as teachers, we can create our own videos according to our reality. It is also important to consider that creating videos to teach in any EFL classroom, blending learning is a must in the process.

Additionally, flipped classroom must be involved to fulfill our students’ needs when we talk about using videos to develop students’ language skills. Using technology is essential and a suitable way to focus students’ attention at home or in class.

According to (Crystal, 2002), “a new technology always has a major impact upon language” (p. 127). On this matter, technology has been evolving over the years, so the use of video materials can help to develop students’ engagement to learn any subject. As an applied science we should take into account how it will be changing during the time, so we must be prepared for the new challenge and update our knowledge about new trends in using videos.

The actual research is descriptive which implies that the methodology is qualitative, based on observation.

## CHAPTER I

### 1.1. Problem

Nowadays, technology has increased the number of videos in different platforms which has not been used for teachers to develop language skills in the classroom. The problem lies in the lack of interest some educators have, and they do not feel comfortable using it, besides they also have a lack of technology abilities. This is the reason why videos do not have interest for teachers. Using videos can help them to develop the skills that every learner needs.

### 1.2. Objectives

- To develop language skills in an EFL classroom to motivate students to learn a new language.
- To engage students to acquire new knowledge by watching videos.

### 1.3. Justification

The use of videos could be a great tool to develop language skills because it gives visual content, so the apprentices can practice these skills at any time which can be at home or at school. On the web, we can find lots of materials to teach any subject. In addition, as educationalists we can create our own videos to fulfill students' needs, this means that we can plan our class based on the principal points of the subject.

### 1.4. Methodology

The methodology to be apply on this research would be qualitative based on observation which will give us guidelines to develop language skills by using videos. Besides, the information to be obtained is going to focus on the problem or situation to be researched.

## Development

To start with, as technology has been increasing during the years, it is common that students to be attached to it. They use it for different purposes like chatting, searching, uploading, sending, etc., different kind of materials. These activities can be done by using the internet, at this point they know how to use it, so we must catch this opportunity to take advantage of it.

According to (Wang, 2015), we can apply three goals when we teach a foreign language by using video materials. Firstly, we have to facilitate the development of EFL learners' language skills. Students at this time obtain lots of information trying to get their attention with the video that has been created for the teacher to develop their linguistic competence. Secondly, the next goal is to foster students' competence in learning a new language and their intercultural communication with others. Consequently, culture and language are involved in the video shown to them and all the information that they are going to get by watching it. Thirdly, we can involve values and the ability to appreciate videos as artistic.

Some researchers have noticed the importance of using video materials in the process of learning a language (Lonergan, 1984); (Allan, 1985); (Cambre, 1992); (Terrell, 1993). They found out that videos can be used as teaching resources. Videos provide authentic materials, and also scholars can learn about any culture, the dialect in a cultural context ( (Chung, 1988), p. 553). At this point, the teacher can use a vast variety of topics to elicit their language skills. In addition, (Stempleski, Using authentic video in the English class, April 12-14 1987), an authentic video represents "a rich and exciting source of video software for EFL/ESL classes" (Stempleski, Short takes: Using authentic video in the English class. Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language., 1987). Therefore,

videos can integrate language skills which are going to allow students to acquire new knowledge and use it later on.

Videos should be adapted to pupils' needs so they can enjoy the class imparted by the teacher. Then, Harmer (2006), stated that deploying video in English language learning provides special points to the students; seeing language in use, cross-cultural awareness, the power of creation, and motivation to be engaged in the classroom or at home. This relies on videos are important to develop student's language skills, because videos are situated in a real context when people are talking and interacting among them.

The particular setting of videos is going to depend on the topic that the teacher is going impart to the class. Also, the level of difficulty must be according to the students' knowledge and needs. If the videos are present as difficult or as too easy, scholars will never be motivated to learn or to participate actively in the class.

#### **LITERATURE REVIEW**

#### **BLENDED LEARNING**

Blended learning according to Oxford Dictionary is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. According to my perspective, Blended Learning is a combination between online resources and in-person instruction which helps students to get information outside their classroom. It means that students have to read at home and then at school, they can complete the tasks by working as a team and by helping each other.

Blended Learning has some characteristics such as online resources, in-person instruction, Flipped Classroom, lecture resources consumed at home, tasks are done in-class, the teacher is a guide on the side, and students focus model is facilitated.

The technology used in blended learning is: learning management systems, in-class response systems, adaptive learning platforms, tablets, smartphones, and more, this tool and technology is still evolving and it has vast use. At this point, the most common has been and still remains is the video. (Panopto, 2019).

The benefits of using this approach by including flipped classroom are: It is personalized, mastery-based, high expectation, and students' ownership. Furthermore, students learn at their own pace, they can complete their tasks in class which promotes cooperative learning and social learning.

Cooperative learning as an instructional method allows students to work in small groups to accomplish a common learning goal under the guidance of the teacher. (Rigacci, 2020).

Social learning according to Albert Bandura, suggests that observation and modeling play a primary role in how and why people learn. In his book Social Learning theory, he stated that "most human behavior is learned observationally through modeling from observing others one forms an idea of how new behavior is performed, and on later occasions, this coded information serves as a guide for action" (Berkely People & Culture, s.f.).

### ***1.1. Flipped classroom***

As a pedagogical model it transfers some learning processes outside the classroom, and the class time together with the teacher and his experience to facilitate and to enhance practice and acquisition of knowledge in the class, keeping the cycles of the learning process.

It is somehow a type of blended learning where teachers assign reading tasks to students to be done outside the classroom or at school. They will have to complete activities based on what they have read or watched with the material given on the web. (The Flipped Classroom, s.f.)

### ***1.2. Video in blended learning***

The requirement to use flipped classroom is the review of readings or lectures prior to class. As instructors, we must always remember that when presenting a video, it should be short otherwise students are going to get bored. After that, the teacher can share it through a learning management system (LMS) or video content management system (video CMS). (Panopto, 2019)

Another platform to share videos is YouTube which is very popular among students. It is a platform that does not required to open an account to watch videos.

## **CHAPTER II: CLASSROOM MANAGEMENT**

Classroom management intervenes in the process to maintain appropriate students' behavior in the classroom settings. The goal of classroom management is to apply strategies to enhance academic engagement and social behavior ( (Edmund Emmer, 2014); (Evertson, 2006)). Effective classroom management principles work across almost all subject areas and grade levels (Lewis, 2015)) (Brophy, 2006).

### ***2.1. Bullying***

Bullying or school harassment is one of the biggest problems that educational institutions have due to the negative effects it causes to the victim who suffers with emotional well-being, physical health, and low academic performance. (Save the children, s.f.).

There are some kinds of bullying: psychological bullying, verbal bullying, sexual bullying, and physical bullying. As we can notice, bullies take advantage of the weakness of the victim. Schools have to pay real attention to this matter by creating a safe environment and preventing this kind of aggression. To prevent this behavior institutions can create videos to upload them on the social media not only to inform people about the problem, but also to educate

the whole school community, this way they can be prepared to help and to act as soon as they detect the problem.

Bullying has been a major problem at schools where weak students have been laughed at, hit by others, staff steal, etc. we can find 2 bullying modes: direct bullying and indirect bullying.

Direct bullying appears in presence of the targeted victim which behavior of the bullies is aggressive against the other.

Indirect bullying is not addressed directly. It happens in a hidden way so the victim does not know is the aggressor.

Now, some forms of bullying are going to be listed: made fun of, called names, physical harm, subject of rumors, excluded from activities on purpose, threatened to be harmed, forced to do things they do not want to do, property destroyed, and cyberbullying.

## ***2.2. Cyberbullying***

Cyberbullying is harassment or bullying through digital technologies. It can occur on social networks, messaging platforms, gaming platforms, and cell phones. It is repeated behavior that seeks to frighten, anger, or to humiliate other people. (Unicef, 2022).

As human beings we have to take into account the following examples: sharing or posting any kind of photos, or videos on any social media, sending hurtful or abusive messages, images or videos via different platforms, impersonating someone and sending messages to others on their behalf or through fake accounts. (Unicef, 2022).

The effects that cyberbullying can produce are: anxiety, depression, decreased academic performance, feelings of isolation, changes in eating and sleeping habits, lowered self-esteem, increased schools' absences, loss of interest in hobbies and other activities, and using alcohol and drugs to cope.



### CHAPTER III: VIDEO IN AN EFL CLASS

To start with, watching videos can be relaxed because it takes you to a real-life situation where you can learn lots of things and this helps learners feel motivated and engaged. As Hammer (2006), has stated that there are four interesting techniques to use when presenting a video:

1. Play the video without sound: in this part, students and teachers can discuss specific points or clues about the video, predicting what is going to say the speaker, here is the opportunity to rewind the video and play it with no sound.
2. Play the video without the image of the video: a reversing technique from the last one could be really fun. While the people are talking, they could guess what the place is, what is going on, after that, you can show them the video images.
3. Freeze time: like a pause and play the game the teacher is going to ask questions about what is next, so they should be ready to answer.
4. Dividing the class in half: this technique divides the class into two groups, the first one in front of the screen, and the second one sits the other way, their backs to the screen.

So far, we have read that video is useful as a resource to promote intensive language study giving real communication in context. This author has 4 techniques but we can find more strategies using the internet. It could depend on how the teacher can use videos to teach.

Krashen stated that receptive skills and productive skills are based on input and output hypotheses: comprehend, reusable input, mental processing depends on the quality and quantity of language comprehensive input (Krashen, 1981).

Moreover, (Mohammed, 2013), discovered a new way of using video to develop language skills. He started using subtitles in the video to teach grammar, so his students were involved in grammar accuracy.

The digital era has been increasing by uploading videos which can be used interactively which provides a real situation and what is going on in the video material. In terms of feedback students can verify how they are doing during the class.

As videos are increasing in social networks where people can choose which of them to use some are going to be mentioned to help our classes to be interactive and engaging for our pupils.

### ***3.1. Facebook***

Facebook is a website where people around the world can access for free, to connect with friends, colleagues where they can share photos, pictures, articles, opinions, audio, and videos. This platform is unlimited where everybody can share videos from a singing video to a lecture or a speech. It is required to open an account.

### ***3.2. Instagram***

Instagram allows people to share pictures and videos with friends anywhere at any time. It also gives you the chance to transform images. A funny way to use photos and how you can create videos to people.

### ***3.3. Tik Tok***

Tik Tok is a social media to create and share short videos. People can express how they feel by singing, dancing, making drama, and lip-syncing. All videos have to be created in 30 seconds. Using this platform, we can produce short videos to entertain others or to send creative visual materials.

### **3.4.YouTube**

YouTube was created to share videos which you can watch, like or share including commenting and uploading your own videos. It is not mandatory to open an account. This platform, offers a variety of tools to create videos. You can find lots of songs to put them into your videos to make more attractive the experience of watching.

### **Conclusion**

To sum up, the research has enlightened us the way we should use videos in an EFL classroom, depending on the approach, on the techniques or activities involved during the process. Videos as real material, real context, provides the opportunity to learn not only the language but also the culture, values, dialect of people around the world. As we advanced in our teaching process, their productive skills and communicative skills are increasing during the class or when they are at home reading the tasks assigned.

As teachers, we have to be prepared for any change in technology, right now we have been teaching virtually and this experience has not been nice for some teachers.

Also, using social media can give us the occasion to produce our own videos to teach at school leading the teacher to focus on learners' needs and use the technology to develop their language skills. Social networks have appeared to share massively videos and they can be used to teach a language at school or at home.

### **Recommendations**

As teachers we need to be prepared to challenge ourselves in terms of technology. This research has given some valuable points of view about how videos can develop language skills. It is going to be a big change but we do not have to forget that our students need are very important, so we must plan our classes taking into account that we have an interesting and

innovative tool to help them to achieve their goals in learning a new language and the opportunities they will have in the future by speaking a language.

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### Annex 1

#### CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor de la monografía “USING VIDEOS IN AN EFL CLASSROOM TO DEVELOP LANGUAGE SKILLS” elaborado por EDGAR MAURICIO CEDEÑO TRUJILLO egresado de la MESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS PRIMERA COHORTE, de la Universidad Estatal Península de Santa Elena previo a la obtención del Título de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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TÍTULO DE LA MONOGRAFÍA USING VIDEOS IN AN EFL CLASSROOM TO DEVELOP LANGUAGE SKILLS PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS.

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