Movie method based on students' likes as a strategy to reinforce the English vocabulary at Rafael Tello School in Santander de Quilichao

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APPROVAL

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The Undersigned Committee of Human and Social Sciences School approves the project

developed by E1, E2, and E3:

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Dedicated to

Omaira G., Deivis S., Juan H., Luzeli M.,

Alvaro C., Hermen G., Edilma B., Sandra C.,

Jennifer R., Marian Q., Jose J., Katherine A.

and the University teachers and classmates.

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Abstract

This project examines the effectiveness of Movie Method as a pedagogical strategy to reinforce English vocabulary in 4th graders of a public educational institution in Colombia. It was quantitative research with a quasi-experimental approach which was implemented to a population of 26 fourth graders at Rafael Tello school in Santander de Quilichao, Cauca. A questionnaire was used to identify the cinematographic students' likes, facilitating the selection of scenes for the videos to be presented, according to their preferences. A pre-test was also used to identify the difficulties in vocabulary that the students had. Continuing with the process, the implementation of the Movie Method was carried out in 6 sessions where different videos related to basic English topics (greetings, colors, animals, family members, the numbers and the commands) were projected. After the implementation of the Movie Method, a post-test was provided in order to identify the results obtained. Observation sheets were also used as an instrument to complement the information obtained in the pre-test and post-test. The findings showed that the Movie Method effectively reinforced the vocabulary of fourth graders. Besides generating an interest in the English language in students from the videos shown, thus evidencing how innovative and creative the Movie method is as a pedagogical strategy.

Keywords: *Movie Method, vocabulary, strategy, audiovisual material, movie, English (Foreign language)*

Resumen

Este proyecto examina la efectividad que tiene Movie Method como estrategia pedagógica para reforzar el vocabulario en inglés a estudiantes de cuarto grado de una institución educativa pública en Colombia. Esta investigación fue de tipo cuantitativa con un enfoque cuasi experimental la cual se implementó a una población compuesta por 26 estudiantes de grado cuarto de la escuela Rafael Tello en Santander de Quilichao, Cauca. Mediante un cuestionario se lograron identificar los gustos cinematográficos de los estudiantes, facilitando la selección de escenas para los videos a presentar según sus preferencias. Se utilizó también un Pre-test donde se identificaron las dificultades en vocabulario que los estudiantes tenían. Continuando con el proceso, la implementación del Movie Method se llevó a cabo en 6 sesiones donde se proyectaron diferentes videos relacionados con temas básicos en inglés (saludos, colores, animales, miembros de la familia, los números y los comandos). Luego de la implementación del Movie Method se suministró un Post-test con el fin de identificar los resultados obtenidos. Se utilizaron también las hojas de observación como instrumento para complementar la información obtenida en el pre-test y el post-test. Los hallazgos mostraron que efectivamente el Movie Method reforzó el vocabulario de los estudiantes de cuarto grado. Además de generar un interés en el idioma inglés en los estudiantes a partir de los videos mostrados, evidenciando así lo innovadora y creativa que es Movie method como estrategia pedagógica.

Palabras clave: *Movie Method, vocabulario, estrategia, material audiovisual, película, inglés (idioma extranjero)*

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Movie Method based on students' likes as a strategy to reinforce the English vocabulary at Rafael Tello School in Santander de Quilichao.

Education in Colombia, as in any other country, is the central axis of the community, since it is an essential process that allows the advancement of any society. With this in mind, it is crucial that education be varied, didactic, and meaningful, where the student is taught not only to memorize but also to act and think critically in different situations.

Following the ideals to be achieved, different subjects are stipulated in the curriculum, such as geography, mathematics, biology and English which have been taught for centuries and allow members of society to understand the world around them. In addition, it facilitates the entry of new knowledge from other cultures that can be of great help in this present in which we are all connected. In the same way, before such information, it is possible to help each individual to find their place in society.

Currently, English is one of the most important languages around the world, however, when it comes to teaching in Colombia, this becomes a challenging process since English in Colombia is a foreign language. It can be seen the challenges faced by students to maintain a connection with the language outside the classroom, thus provoking exhausting work on English teachers. For this reason, the strategies used in an English class should be based on meaningful learning, but at the same time maintain the curiosity and enthusiasm of the students that motivate them to continue studying the language outside the class.

Taking into account the above information, and analyzing the relationship of meaningful learning with the objects of the student's daily life, a strategy was thought to

reinforce that knowledge that is learned in class. For example, the use of electronic devices allows them access to any information in the world. However, it is noted that not all the Colombian student population has electronic devices, nor internet.

In this context, it was concluded that another tool should be used that is related to the previous one but is available to the majority of the population. This tool should be entertaining, didactic and innovative, and in this sense, the students and the general population will be motivated to learn through films. These are part of our daily life, you can find them on internet platforms such as Netflix, Disney plus, HBO, Star plus but at the same time, in a simple CD or a USB. Therefore, why not use them beyond entertainment and apply them to learn or to reinforce a new language?

In this way, Movie Method has been created, a teaching strategy that uses films as a means to reinforce students' vocabulary through short film scenes. For the above idea, a quantitative research project with a quasi-experimental approach was created which was employed in a primary level at the Rafael Tello school in Santander de Quilichao. This project was developed for a group of 26 fourth graders, aged 9 to 11, who had problems with basic English vocabulary.

According to the above, the main objective of this research work was: to reinforce the English vocabulary using the Movie Method as a strategy based on 4th grader's cinematographic likes which were first identified through a questionnaire that contained 6 questions (Close and multiple selection). Once the preferences were identified, a pre-test was carried out which would demonstrate the difficulties that the students had.

In concordance with this, Movie Method was implemented in 6 sessions, in which scenes were grouped according to the topics to be reinforced. In addition, the data of the

questionnaire about cinematographic likes and the range of attention time of the students were taken into account. Finally, the effects that this implementation had on the students were evaluated through a post-test. showing satisfactory results that can be seen in the analysis of results.

CHAPTER I

Justification

Currently, many people want to learn a foreign language like English that has become a requirement for personal growth in terms of economics, academics, work, social and cultural reasons. Even academic institutions have looked for ways to implement English classes in their curricula. However, there are certain actions that hinder this process. First, we can see that the hours allocated per week (2) are not enough for students to graduate with a basic level of English.

Second, the lack of didactic knowledge on the part of the teachers at the end generates an inappropriate methodological practice for a certain student population This is evidenced by the development of tedious, long, and finally boring classes that generate a lack of interest in students when they learn English at school. Third, is the implementation of outdated teaching strategies. Currently, it is necessary to search for new teaching strategies since they are the main pillar to carrying out a significant class. The will to innovate, seek and update must be shaped by the actions of all teachers.

Finally, it is essential to mention that we have a great problem that afflicts many schools today. Institutions do not have sufficient technological materials to facilitate the teaching and learning of English. Everything is taught through booklets, cards, primers, etc, which although they are supporting materials, do not cover all relevant aspects of the language.

In addition to the previous difficulties mentioned above, those materials are not enough to fulfill students´ learning needs. At this point, it goes hand in hand with the use of decontextualized and old material. It is normal to see the classrooms full of visual materials such as flashcards and posters pasted in the blackboard or the walls, additionally the use of

real objects and listening activities are part of the common classroom environment. But not the audiovisual components such as videos, films, series, slides, or TV programs and informatics support such as cell phones, computers, and the internet are not used more frequently. For those reasons, it is evident that we are facing a significant lack of English level in students.

Taking into account the previous paragraph of this project, it was intended to implement a pedagogical strategy to reinforce the English vocabulary of the 4th graders at Rafael Tello school in Santander de Quilichao. One of the main objectives was to identify those who had difficulty learning the English language with traditional methodologies. In that sense, a new pedagogical strategy was implemented based on movies that was focused on teaching English through scenes of videos obtained from various films and series chosen according to the students' interests to acquire new vocabulary.

Movie Method based on students' likes as a strategy to reinforce the English vocabulary

at Rafael Tello School in Santander de Quilichao.

Objectives

General Objective

To reinforce the English vocabulary using the Movie Method as a strategy based on 4th grader's likes at Rafael Tello school in Santander de Quilichao

Specific Objectives

To identify English vocabulary difficulties in 4th graders.

To Apply the Movie Method as a strategy to reinforce vocabulary in 4th graders.

To evaluate the effects of the strategy using the Movie Method in the English vocabulary of 4th graders.

Problem Statement

For many years in Colombia, learning a foreign language has become one of the subjects in the curriculum of educational institutions that allow students to have access to better working opportunities, personal growth, social relationships, economic advancement, and even cultural exchange. However, despite the goals set forth in the Programa Nacional de Bilingüismo, based on Law 115 of 1994, its objective for basic and secondary education demands "la adquisición de elementos de conversación, lectura, comprensión y capacidad de expresarse al menos en una lengua extranjera" (Ministerio de la Educación Nacional [MEN], 2005). That is why it is expected that students already have a basic command of English as a foreign language, which is not demonstrated in this way. This can be corroborated in the EPI English Proficiency Index exams in which it can be observed that Colombia obtained the 81st position among 112 countries, ranking at a low English language proficiency level (EF, 2021). Based on this, it can be said that the low level of English is a problem that affects many institutions around the country.

At Rafael Tello school in Santander de Quilichao as in Colombian schools, the English subject seeks to provide students with the necessary tools to learn and become competent in the language. Since English has become one of the most important languages in the world, along with the socioeconomic conditions in which the community lives, English can become a hope of personal and economic growth for them. Bearing this in mind, the institution has implemented English classes for a few years. However, it does not have the expected results, according to the Programa Nacional de Bilinguismo. This could be caused by the few hours of class implemented (2 per week). English teachers are actually teachers specialized in other areas who do not know teaching strategies in other languages. The

interests of the students are not taken into account, which causes the English class to become boring and monotonous, and finally, memorization is constituted as the only objective of the English class. Although memory is part of learning other languages, it is not the only element when it comes to establishing bases in vocabulary, and neither should work be done in isolation from the other components of teaching, such as didactics.

In accordance with the previous paragraph, the following question arises, What effect does Movie method based on students' likes have as a strategy to reinforce the English vocabulary at Rafael Tello school in Santander de Quilichao?

CHAPTER II

State of the art

Currently, the studies of the different strategies and the ways to learn a foreign language such as English are becoming more popular and significant. Between these strategies, the most common are the ones related to technology and virtuality. Some of these works are focused on videos as an efficient way of learning English and others ones on the use of YouTube and multimedia activities to acquire vocabulary or improve a language skill. On this basis, the analysis of the state of the art is presented. These studies are grouped into 2 national and 2 international which focus on multimedia technology, videos, and virtual environments as a strategy for learning the vocabulary of a foreign language (English).

International

Kamelia Kamelia in 2019 made a research titled "Using video as media of teaching in English language classroom: Expressing Congratulations and Hopes". It's an article carried out under the qualitative method and the descriptive approach in Indonesia. Its main objectives include the fact that videos are considered an efficient way for students to enjoy their teaching and learning processes. In addition to this, the videos are established as active and easy-to-understand material that generates relaxing spaces in order to learn English. It should also be noted that this study shows a systematized documentation of different studies that support and show the effectiveness of videos as a resource for teaching English as a foreign language. It includes some ways to be applied for teachers, such as Fast Forward, Silent Viewing, Partial Viewing, Active Viewing, Pictureless Listening, Picture of Speech, Freezing Framing and prediction, Silent Viewing, Sound on and Vision off Activity,

Repetition, and Role-Play, Reproduction Activity, Dubbing Activity, and Follow-Up

Activity. Finally, it focused on three phases to teach English using videos (previous activity,

main activity, and final subsequent activity).

Hadeel A. Saed, Ahmad S. Haider , Saleh Al-Salman and Riyad F. Hussein made a

research named "The use of youtube in developing the speaking skills of Jordania EFL

university students' ' in Jordania, 2021. This research aims to evaluate the impact of the use of

YouTube videos on the improvement of oral skills of 80 students from a private university in

Jordania. For this, the students were divided into two groups, one with 40 students, called an

experimental group which used videos as a strategy to improve their speaking skills, and the

other one called a control group which used strategies based on the traditional teaching

approach. To evaluate the effects of the implementation of YouTube videos, they used a pre

and post- test for both groups. In addition, 4 TEFL experts were asked to evaluate them in

fluency, coherence, lexical resources, Grammatical range, accuracy, and pronunciation. The

findings showed that the performance of both groups improved. However, the experimental

group showed greater improvement in pronunciation, fluency and coherence, than the other

group.

National

Feria Marrugo (2019) in her research project "El video como estrategia de enseñanza de

vocabulario en inglés básico para estudiantes del SENA Centro Internacional Náutico, Fluvial y

Portuario de Cartagena." carried out in 2019, she sought to design a pedagogical intervention

proposal using video as a strategy for teaching vocabulary for SENA technologists in

colombia. For this, she used the quantitative method and a design of non-experimental

exploratory research. Additionally, the design of the aforementioned proposal involved the

development of the ADDIE instructional model. Data collection was carried out through online surveys of 35 apprentices from the Gente de Mar program and two instructors in the English area. The results account for the quantitative analysis of the needs in relation to autonomous learning, vocabulary, and video as teaching material, in addition to the perspective of the 35 students and two teachers about the scope and limitations of this resource as a learning strategy.

Acevedo Samacá, Martha Cecilia, Castiblanco Espinosa, María Angélica Quintero and González Sandra Yineth, in their research work "Adquisición de Vocabulario Básico en Inglés a través de un Ambiente Virtual de Aprendizaje con Actividades Multimediales Desarrolladas en JClic en Grado Sexto." Carried out in Colombia in 2021 sought to analyze the acquisition of basic vocabulary in English through a Virtual Learning Environment (VLE) with multimedia activities developed in JClic; which promote and facilitate the learning of three vocabulary topics, in the sixth-grade students of the Montebello IED school in the city of Bogotá. For this purpose, the study was based on the mixed method and Pedagogical Action Research (IAP), with different phases:

First, the observation and diagnosis phase applied an input test, which allowed us to determine the problem previously raised. Second, with the planning stage and action in which a series of innovative and striking multimedia activities were designed and executed, developed in JClic. Finally, the evaluation stage in which an exit test, an observation and a survey were applied, the results of which showed appropriation of the lexicon and liking by the students around the development of each of the activities. With this work, we can observe that this experience enriches the pedagogical field since it provides a didactic and technological proposal to the way of teaching-learning basic English vocabulary in an innovative, playful and interactive way.

Contextual Framework

The Institución Educativa Instituto Tecnico is located in the municipality of Santander de Quilichao, North of the department of Cauca with a population of approximately 99,354 inhabitants. This public Institution is made up of three branches: Rafael Tello, José Edmundo Sandoval and Francisco de Paula Santander.

This project was carried out at the Rafael Tello Educational Institution located in the neighborhood El Centro that "opened its doors on April 3, 1913 thanks to the Proyecto de Ordenanza presented by the Martial Deputy Lemus Nates" (Bolívar, 2012). Since then it has had educational levels: Preschool, Middle, Basic and Elementary. This research was implemented specifically with the fourth-grade student population belonging to different ethnic groups (Afro-Colombians, mestizos and indigenous) and cultural groups in and around the city center.

On the one hand, its mission is mainly focused on "formar personas íntegras, comprometidas en la construcción y vivencia de paz. En el contexto de un sistema educativo institucional democrático, participativo, pluralista, sostenible y con actitud científica para la consolidación de un mundo mejor." (Taken from Rafal Tello, N.D)

On the other hand, its vision is expressed with the idea that over the years

La Institución Educativa Instituto Técnico de Santander de Quilichao (C) continuará liderando procesos educativos de calidad que potencialicen la formación de personas: trascendentes con principios y valores desde una concepción humanista, autónomas y competentes, asertivas y generadoras de paz, socialmente comprometidas, con capacidad para aceptar y respetar las diferencias, con un desarrollo humano y científico sostenibles, con capacidad para hacer y transformar su entorno, generadoras de procesos investigativos que propendan por el bienestar

social mediante el uso y apropiación de estrategias pedagógicas acordes con las

exigencias y retos del siglo XXI. (Taken from Rafal Tello, N.D)

Taking into consideration its vision, it is an institution that in 109 years has built a successful

and fruitful career preparing students with the ability to make and transform their world. For

this reason, it has come to be classified as "one of the best Educational Centers nationwide

whose recognition is reflected in the distinctions to the best baccalaureate awarded by entities

such as Coltejer, Ecopetrol and Andrés Bello" (Bolívar, 2012).

Conceptual Framework

Foreign language

A foreign language is any language different from the mother tongue which is

consciously learned by a person for personal or professional purposes. In addition, "Foreign

language learning and teaching refer to the teaching or learning of a nonnative language

outside of the environment where it is commonly spoken" International Encyclopedia for

Social and Behavioral Sciences 2nd Edition (p. 327). Taking this into consideration, it is

necessary to highlight the difference between a second language, also known by the acronym

L2 or SL, and a foreign language, Fl. The first one is a language learned by people after their

mother tongue, which generally arises as a result of exposure to multilingual environments

and is used primarily as a means of communication in places other than home, such as work

or school. while the other one is learned consciously and for pleasure, in a context in which it

lacks social and institutional function.

Regarding teaching a foreign language, it can be said that it is a rigorous task for the

professor since he must use different methods to achieve meaningful learning for the

students. Taking this into account, Ruiz & Ruiz (2019) mention that teaching a foreign language means posing a challenge that requires answering at least three questions: what to teach? how to teach it? Why teach it? In addition, they also say that the ultimate purpose of language teaching is to prepare the student to exercise the communicative activity of the language.

The role of the foreign language teacher is based mainly on being the mediator, who guides and promotes the development of the linguistic skills of their students. In this sense, the functions of the teacher offer strategies and techniques adapted to the student's context, which facilitate the learning of a new language. This vision implies the need to delve into the life of each student, observing their social, economic, cultural, and even ideological context.

Moreover, the role of the student according to Beltrán (2017), "Representa el componente más importante dentro del proceso de enseñanza y aprendizaje del idioma Inglés dado que una vez finaliza el mismo, serán ellos en quienes se podrá verificar los resultados del aprendizaje" (p. 2).

 In this sense, it can be inferred that students are the only ones who can check their progress in the language. They did this through the experiences that the language leads them to, such as talking to someone from a foreign country, watching a movie in that language, and other everyday situations that allowed them to test their knowledge. In view of the above, foreign language students must take an active role in the classroom since they are the ones who benefit directly from following the guidelines given by their teacher. For this reason, foreign language students who want to improve their level of English show commitment, respect, and responsibility towards the development of the required tasks. Once they

understand well, this allows them to reduce the barriers that stand in the way of learning a foreign language.

Didactics

As we know, didactics is a very necessary pedagogical tool in the teaching process since it allows us as teachers, to choose different methods or techniques to make knowledge known; in this case, to learn a foreign language.

As Medina Rivilla (1987) mentions, didactics is the study of the intellectual education of man and of systematic knowledge, which helps the student to know himself, providing him with adequate guidelines for his personal realization. In addition, this author also says that didactics is a pedagogical discipline, which analyzes, understands, and improves teaching-learning processes. This is very useful for teachers in their educational task.

According to this concept, didactics provide us with sufficient tools in the teaching-learning process which leads to good and positive results.

Finally, it is necessary to point out that didactics, in the process of learning a second language, plays a very important role because, by providing us with the necessary resources, we were able to know the needs, tastes and failures of our students. In this way we can implement the most appropriate method to generate meaningful learning in the teaching of the second language.

Audiovisual Material (AVMs)

Currently, the Audiovisual material is considered one of the most relevant tools used in the academic domain, since it is constituted as an innovative and multifunctional instrument for the presentation of information. Kinder S. James (2002) stated that audio-

visual materials are any device which can turn the learning experience more concrete, more realistic, and more dynamic. Audiovisual material in the educational field facilitates the transmission of information since it creates a process where the viewer, who at the same time is the student, establishes significant learning while enjoying the material.

Finally, audiovisual materials in the teaching of a foreign language become an opportunity to create knowledge and experiences far beyond the classroom. Since it enables the presentation of real and significant material in contexts where the language is not spoken. with the purpose of breaking down the geographical barriers to learning or improving language knowledge. According to Anzaku,(2011) The term 'audiovisual material' generally refers to materials that can be used to convey meaning without relying solely on verbal symbols or language.

Pedagogy

Pedagogy is a set of knowledge that seeks to have an impact on the different dimensions of the educational process, to put it in another way, pedagogy is a concept that defines "interactions between teachers, students, and the learning environment and the learning tasks." (Murphy, 2008. p 35). From this perspective, pedagogy is a primary element in the educational field which should be far beyond a way to teach and more as a way to improve the educational experience of the students.

In the educational field, there are two main characters, the professor and the student who perform two of the most important functions, teaching, and learning. In this case, the professor being the one who performs the functions of teaching is the one who has one of the most essential tasks which is finding accurate pedagogy. Pedagogical knowledge pertains to a teacher's mastery of a particular subject as well as the most effective ways to teach it (Bashir

et.al. 2018, p. 280). Taking this into consideration, the professor, beyond looking for tactics, must reflect on his teaching process, and its objective, why, how, for what, and in the end to find the best way to fulfill that objective,

Pedagogical Strategy

A pedagogical strategy is based mainly on the actions carried out by teachers in order to simplify the process of learning and training in a language. "They compose the curricular scenarios for the organization of training activities and the interaction of the teaching and learning process where knowledge, values, practices, procedures, and problems specific to the training field are achieved" (Bravo, 2008, p.52).

It can also be defined as the set of autonomous guidelines for carrying out focused and planned training work. These strategies aim to motivate, promote and develop each student's skills in pedagogical areas where their interests and preferences are highlighted. So that after interacting in these spaces from their role as students, they are attracted to fields like these.

It should be noted that this way of making educational work more meaningful requires a great commitment from the teacher. Since it is here where he must be creative and innovative in adapting his strategies according to the student's needs and existing resources.

Vocabulary

Vocabulary is one of the most important constituents when learning a language since it is the basis for the development of the four skills. According to Richard & Renandya

(2002) "Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p. 255). On the other hand, talking about vocabulary in the English language is a key element. However, vocabulary in English and another language is not only knowing the word's meaning but also knowing how to use it. Schmitt, N (2000) says "Vocabulary is more than just individual words working separately in a discourse environment. Rather, once words are placed in discourse, they establish numerous links beyond the single orthographic word level" (p.113). Thus, it is possible to conclude that learning vocabulary in English is a process that never ends because this is a living language that is constantly growing due to its global impact. Therefore, new realities will always appear.

Audiovisual Method

An audiovisual method is a method for teaching languages that has the premise that the language is learned through communication, thus prioritizing oral skills over writing. In this method, as the name implies, the new linguistic elements are presented in a context created from images and sound which are presented simultaneously. Dale (1967) stated one of the effective ways to extend the range of our vicarious experience is audiovisual materials. In that sense, it is expected that audiovisual material such as videos, images, and slides seek to improve the student's learning experience.

The audiovisual method favors the learning and use of a natural language that is closer to the daily realities of native speakers, realities that are often difficult to experience if you are learning a new language as a foreign language. Dale (1972) wrote: "To experience an event is to live through it, to participate in it, to incorporate it, and to continue to use it. To experience is to test, to try out. It means to be a concerned participant, not a half-attentive

observer" (p. 4). Thus, the principles used in this method tend to fill the student with memorable and successful experiences that they can use to improve their level and even as motivation.

Audio-lingual method

According to Richards & Rodgers (1986) the audio-lingual method arose out of the need to create a new method for teaching foreign languages in World War II. Taking into account that the US navy needed people who could get conversations in different languages and universities in the United States were obliged to create a special teaching method. In this way, they changed their conventional approaches: First, the direct method was created based on intensive oral practices of greater contact with the foreign language, then another theory emerged called the auroral or structural approach. Thanks to the combination of the previous two linguistic theories and behavioral psychology, the audio linguistic method was created. It should be noted that it was not a method that started from zeros, since as mentioned above it contained the ideas of direct method, structural approach and behavioral psychology.

This new term (audio - lingual) was stipulated by Professor Nelson Brooks (1964, p. 20) who stated that "the essence of language lies in the audio - lingual band rather than the graphic - material. The language is primarily what is said and only secondarily what is written". According to this, the audio-lingual method prioritizes the processes of listening and oral expression over other dimensions of language such as reading and writing.

Complementing the above, it should be noted that this method uses the listening-repetition process in order for the student to deductively learn the existing grammatical structure in different situations given by the teacher. These situations are explained mostly

through dialogues that are pronounced first by the teacher and then memorized and repeated by their students. This means that learning grammar rather than vocabulary is prioritized.

CHAPTER III

Methodological Framework

Data Collection Method

This project was based on quantitative research which is a methodological design that focuses on the management and analysis of data that are quantifiable. Quantitative research in general terms is implemented to address questions regarding relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena that will generalize to other persons and places (Leedy & Ormrod, 2001, p. 101). This allowed us to measure, control and analyze the phenomena involved in this study.

In addition, this project was focused on the Quasi-experimental design which conforming to Thomas (2022) it aims to establish causal relationships between independent and dependent variables. In this way, we sought to study the impact of the Movie Method, as an instrument of change and improvement in the acquisition of new vocabulary of students of grade 4-C of the Rafael Tello school. It should be noted that this group was chosen after identifying the deficiencies they have in this field, that is to say they were not chosen under a random criterion.

Research Stages and Instruments

First Stage: Identify The Problem

The first stage consists of the identification of the problem of the 4th grader's, through a pre-test (Appendix A) which is a research instrument used to gather, calculate, and analyze data related to the research interest. In this research, the pre-test was based on topics established in Rafael Tello School 's English Area Plan and following the "Mallas de Aprendizaje de Inglés".

Taufik et al. (2019) said that "pre-tests were given to participants before they started training as a tool to measure how much they already knew about the topic / problem or concept to be discussed in this study" (p. 714). Specifically, the pre-test topics were greetings and farewells, commands, numbers (1 to 100), self-introduction, classroom objects, colors, animals, and family members. These topics have already been learned in previous English classes over the years. Based on Angelo, A. & Cross, K. (1993) the survey should include at least one question that most students were sure to be able to answer correctly, and at least one more question that we consider more difficult. In concordance with the foregoing the pre-test is designed with topics that are consistent with the knowledge in English that students are supposed to have at that educational level. In that sense, the 4th graders had the opportunity to answer the questions correctly.

This stage or session lasted approximately two hours. Students responded to a series of vocabulary exercises where they had to write, complete, fill, match and translate. With this, we measured the English vocabulary of 4th graders at Rafael Tello school in Santander de Quilichao and in this way to identify the difficulties they have in this regard.

Second Stage: Questionnaire To Identify Students' Likes

The second stage consisted of the application of a structured questionnaire, in which a series of closed questions were asked (Appendix B) which was a measuring instrument in quantitative and qualitative approaches. Cheung (2014) A structured questionnaire is a document of standardized questions with a fixed template that defines the correct wording and order of questions to collect information from respondents. This allowed knowing the cinematographic likes of the fourth graders student. The questionnaire contained 6 questions, among which were: What is your favorite movie and series? What is your favorite animated character? And, which digital platform do you prefer to watch movies or series? The answers to these questions gave a broader and at the same time personalized vision of the student's likes, which facilitated the selection of movies and series that were used in the next stage.

Third Stage: Creation and Implementation Of Movie Method

The third stage consisted of using the information previously collected through the pre-test and the questionnaire on cinematography based on their likes to create the material on which this project was based. For this, we took videos from three different YouTube channels: Learning English with tv series, Aprende ingles con Movie Method, and Movie clips. These channels allowed us to have variety in the selection of videos, in that sense, they also gave us more possibilities to make the videos as consistent as possible based on students' likes.

The videos were taken and modified in such a way that they could satisfy the needs and likes of the children. Clearly, the respective credits were given to the channels that created the videos. Once the scenes were selected, 4 scenes were unified for each session.

Thus, creating videos of approximately 8 minutes which in total , 6 sessions were implemented, due to the academic calendar of the students and classes ended in the middle of November. In this way, 2 sessions per week were performed during a month which included a pre test, questionnaire about cinematographic likes, observations sheet and post test.

Besides, we used an observation format (Appendix C) which is an instrument to collect data based on sample observation and using a structured form to record information. Gorman & Clayton, (2005) define observation studies as those that "involve the systematic recording of observable phenomena or behaviour in a natural setting" (p. 40). This instrument was implemented during Movie Method sessions in order to complement the information gathered by the tests.

Fourth Stage: Evaluation of The Movie Method

The fourth and final stage consisted of evaluating the Movie Method. Once the 6 Movie Method sessions were implemented, a post-test (Appendix A) was implemented in one session. A post-test was a test that was done after the implementation of a plan, which allowed us to measure the changes that have occurred between the first test and the plan. Taking into account that, it was the same test used before the implementation of the Movie Method. Once the post-test was done, the data obtained before and after the implementation was compared. This data and the data from the observation format allowed us to determine the effect that the implementation of the Movie Method had on the students' English vocabulary.

CHAPTER IV

Results

Questionnaire Analysis

Considering the quantitative approach, the first instrument used consisted of a questionnaire to identify cinematographic students' likes. This survey consisted of 4 open-ended and 2 multiple-choice questions related to films, series, characters, favorite actors or actresses in addition to the film genre and the streaming platforms. All in order to find the scenes that were presented in the videos.

This questionnaire started with 4 open questions. The first one was: What's your favorite movie? The aim of this approach was to obtain a wide range of possibilities to choose the scenes corresponding to the established themes, all of this, taking into account the preferences of the students. As a result, it was found that the most favorite films were: Encanto, occupying the first place with 27% and Shrek, Sonic and Chucky, in second place with 8%. Among others, each one with 4%: Harry Potter, Abracadabra, Star Wars, Blanca Nieves, Deadpool 2, Turning Red, Spiderman lejos de casa, Titanes del pacifico, Ratatouille, Jurassic World, la Purga and Norbit.

The second question was asked about the students' favorite series in order to broaden the focus of the videos. Besides including more entertaining scenes that were not only found in the movies. In this part it was evident that among the most outstanding or favorite series of students is Lucifer with 12% and Lazy Town with 8%. Among others, each one with 4% such

as: 74 gatos, Miraculous, Gravity Falls, Attack on titan, Jóvenes titanes, el afecto del rey, One punch man, Naruto, Estamos muertos, los Simpsons, el juego del Calamar, los siete pecados capitales, Jessica Jones, Jurassic World (cretácico), Sense8, Frozen, Discovery Kids, Detective de sueños , Pablo Escobar and the terror.

The third question was: What is your favorite fictional character? The purpose of this question was to add more films or series to the videos taking into account their characters or protagonists. For example, in the case of Iron Man, they were considered scenes from different films of this saga, not just a specific one. Here it was found as favorite characters, occupying a first place with 12% to Mirabel Madrigal and Spiderman-Peter Parker. The second place was occupied by Goku with 8%. Among others, each one with 4% such as: Sonic, la mujer maravilla, Peppa, Naruto, Darius-Lol, Kiara-Lion King, Barbie, Sakura, el príncipe, Ania, Blanca nieves, Whist-DB, Toretto, Iron Man, Bart Simpson, Batman and Cyborg.

The fourth question: Who is your favorite actor or actress? was created in order to add more films or series to the videos taking into account their main actors or actresses. Here it was found as favorite actor, taking first place with 15% to Will Smith and second with 8% to Amparo Grisales and the Rock (Dwayne Johnson). Among others, each one with 4% such as: Carlos Torres, Tom Cruise, Brad Pitt, Henry Cavil, John Cena, Harry Styles, Jackie Chan, Tom Holland, Lily James, Rapunzel, Karol G, Natalia Dyer, Vin Diesel and la Balanetta.

Finally, two multiple-choice questions were asked. The fifth question: What kind of films do you prefer to watch? It was raised with the aim of obtaining more information about films in question of the genre. It was found that the most chosen genre, with 18% was action.

The following were: adventure and horror with 15%, 13% animated films, 12% comedy and musicals, 6% drama, 4% historical and romance and 1% fantasy.

The sixth question: What kind of platform or websites do you use to watch your movies?. This question was posed to identify the streaming platforms or websites that the students used to watch the movies and series. All in order to have another means to search for more audiovisual material. The findings showed that the platform most used by students was Netflix with 34% and the following were: the Cinema with 18%, 15% the TV, 13% Disney Plus, Amazon Prime Video with 7%. Star+ with 5%, Cuevana and theater with 3%. And finally, HBO with 2%.

Pre And Post Test Analysis

This section presents the analysis of the results obtained from the pretest and the posttest which were applied to 26 fourth graders at Rafael Tello school from October to November 2022. In order to carry out a clear and organized analysis, a document was created in Microsoft Excel where the resulting data was located to be later examined by means of tables and bar graphs

Figures

Figure 1

Results section 1 - Pre and post test
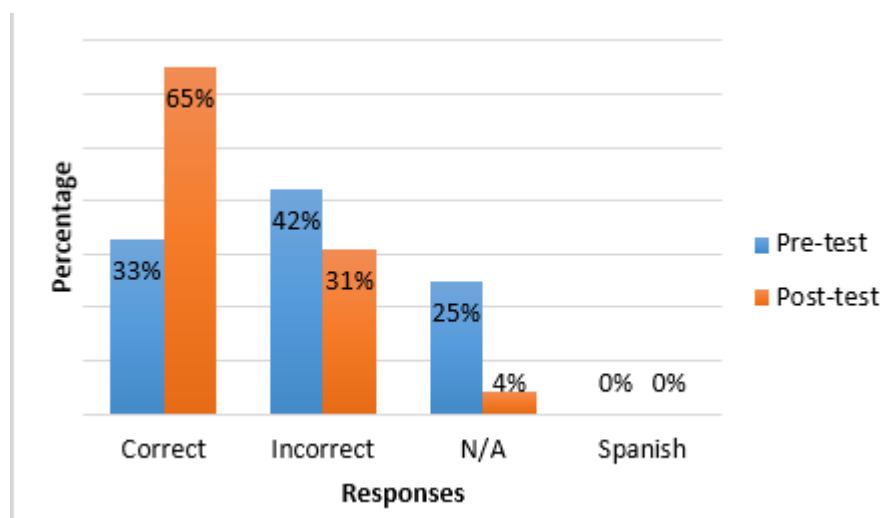
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of greetings.

According to section 1 of the pretest, it can be seen that most of the students have a lack in the basic vocabulary related to greetings in English. According to the curriculum standards, students should learn basic topics such as greetings in the first years of schooling. However, through the pre test it was evident the difficulty with the topic. Taking this into account, after the implementation of the ***Movie method***, the number of incorrect answers dropped considerably from 42% to 31%. Which indicates that in one way or another we managed to reinforce the vocabulary related to greetings through the Movie Method.

In the same way, it can be seen that the correct answers increased to 65% in relation to the pre-test where 33% of correct answers were obtained. This clearly shows the positive impact that Movie Method had after being applied.

On the other hand, the blank answers were considerably reduced between the pre and post tests while students even without knowing the answer venture which may indicate that the method not only helped to reinforce the vocabulary but also its confidence.

Concerning the responses in Spanish, they were 0% in both tests, which shows that there is a desire and willingness to get involved in the language that is being taught.

Figure 2

Results section 2 - Pre and Post test
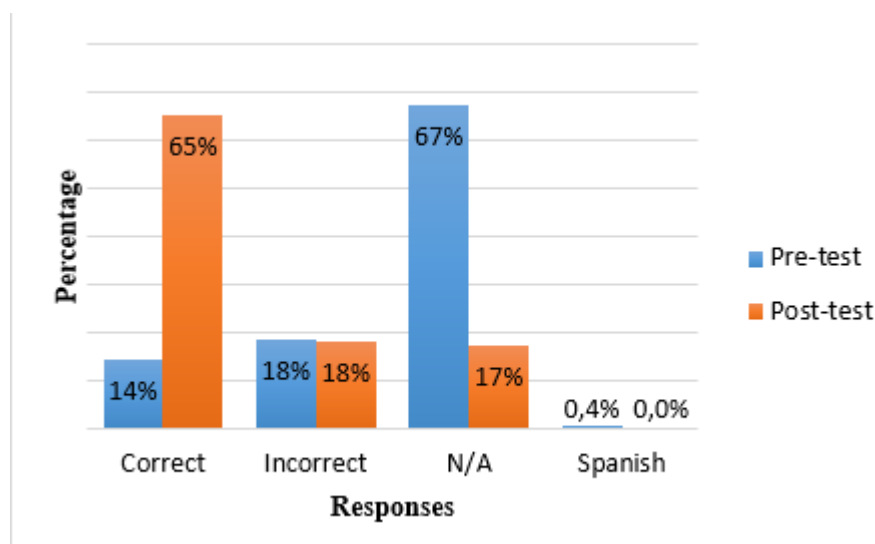
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of commands.

Regarding section 2 on the topic of commands, it can be clearly observed that the students presented certain difficulties in relation to this topic. Despite the fact that the commands are very useful in daily life because they are basic orders that can be used at any time, it can be seen that students do not master this topic well.

The pre-test graph shows that 67% of the students did not answer the questions, leaving the spaces blank. In this way, it is evident that the students were not familiar with this topic. Regarding the post-test, we were able to obtain a significant change, where only 17%

of the students left blank spaces. These results are gratifying since it is revealed that a good job was done with the implementation of the **Movie method** and it was also notorious that the students lost their fear of writing even if they had spelling errors.

However, regarding the incorrect answers, there was no change since both in the pre-test and in the post-test, 18% of the students made a mistake in their writing. But it can be noted that the students in the post-test had fewer spelling errors in relation to the pre-test.

On the other hand, we have very enriching results in terms of correct answers because we went from 14% in the pre-test to 65% in the post-test. In this way, it can be seen that the students of grade 4-B at the Rafael Tello institution achieved fruitful learning after the implementation of the **Movie Method.**

Finally, regarding the responses in Spanish, there are no cases in either of the two tests.

Figure 3

Results from Section 3 - Pre and Post test
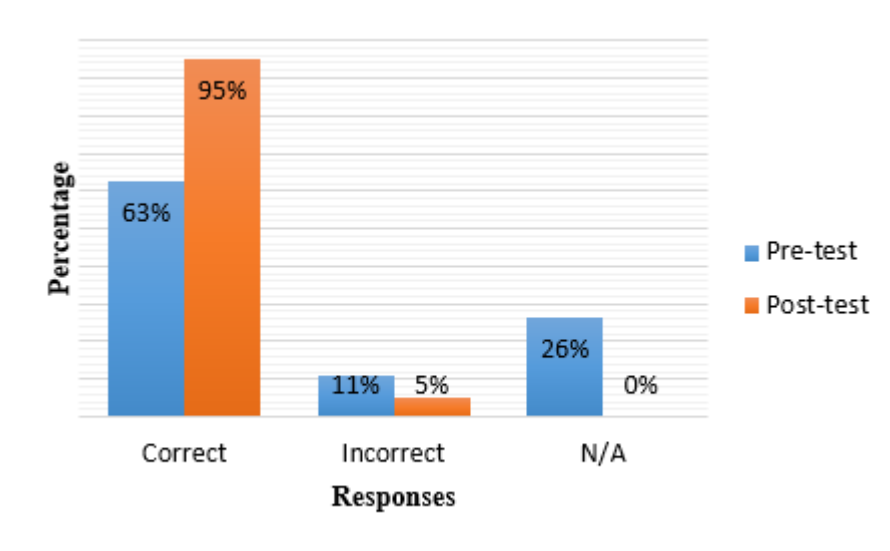
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of numbers, section A.

In section 3, the basic vocabulary related to numbers was evaluated, that is from 1-100. For this, the section was divided into sub-points A and B. The analysis of point A is presented below.

In section A, in the pre-test, we can see through the 63% correct answers that the student's knowledge of numbers is good, so it was decided to increase the difficulty in the post-test. Regarding this point A, the students had to review an image, make a count and write the name of the total number. Despite this, it can be interpreted that although their difficulty increased, the students responded positively to the change, as shown in the post-test whose percentage of correct answers was 95%. This not only demonstrates the acceptance of the method but also, that it was close to the perfect score by only a difference of 5%.

In the same way, it was observed that the percentage of incorrect answers in the pre-test was 11%, and in the post-test 5% it means it was reduced considerably. This indicates that the students strengthened their knowledge thanks to the implementation of the Movie Method.

Finally, in the blank category, in the pretest, 26% of the students did not mark an answer, while in the post-test, it was possible for no student to answer in blank. Based on this, the data could indicate that the implementation was able to satisfactorily consolidate the knowledge of students, in addition to involving other aspects such as the willingness to answer even if their answer seems wrong

Figure 4

Results from Section 3 - Pre and Post test
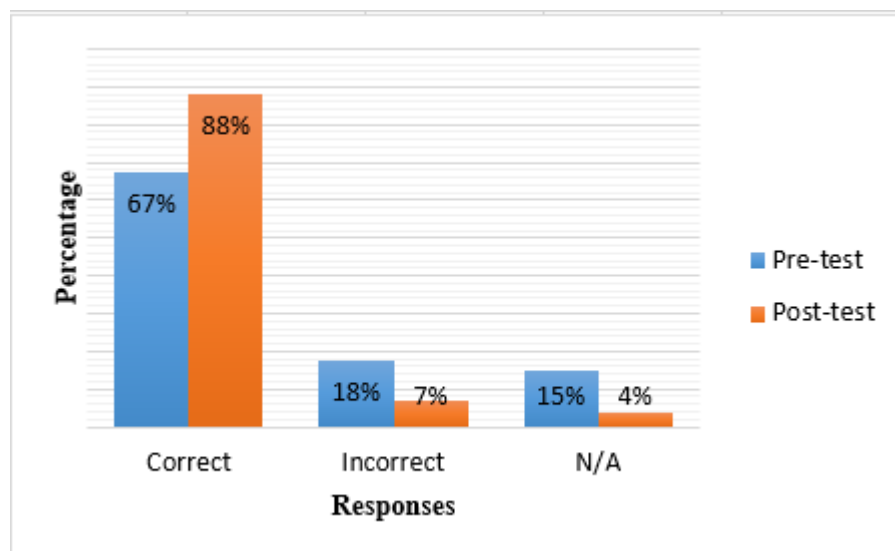
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of numbers, section B.

In section B, in the pre-test, the students were asked about the names of the numbers in English, due to the positive response shown by the data, it was decided to increase the

difficulty. In consequence, now they had to do a sum and write the number of the result, that is to say a transversality was made within the area of mathematics.

In the percentage of correct answers, it can be deduced that in the pre-test 67% of the students answered correctly, which led to the change mentioned before. Despite this, after the implementation, the post-test percentage reached 88%, which may indicate that regardless of the degree of difficulty, students responded positively to the changes made. In addition to verifying that the vocabulary reinforcement was successful.

In the incorrect answers, it can be observed that between the pre and post-test, there was a percentage reduction, it went from 18% to 7%. Added to the increase of correct answers could help to conclude that the majority of students strengthened their vocabulary and step from answering incorrectly to answering correctly.

In the blank answers section, in the pre-test, 15% of the students answered blank, which could indicate that although they generally had good prior knowledge of vocabulary related to numbers, there was a small percentage that needed reinforcement. After the implementation of the movie method, this percentage dropped to 4%, which would indicate that more than half of the students who needed reinforcement in the pre-test achieved it.

Figure 5

Results from Section 4 - Pre and Post test
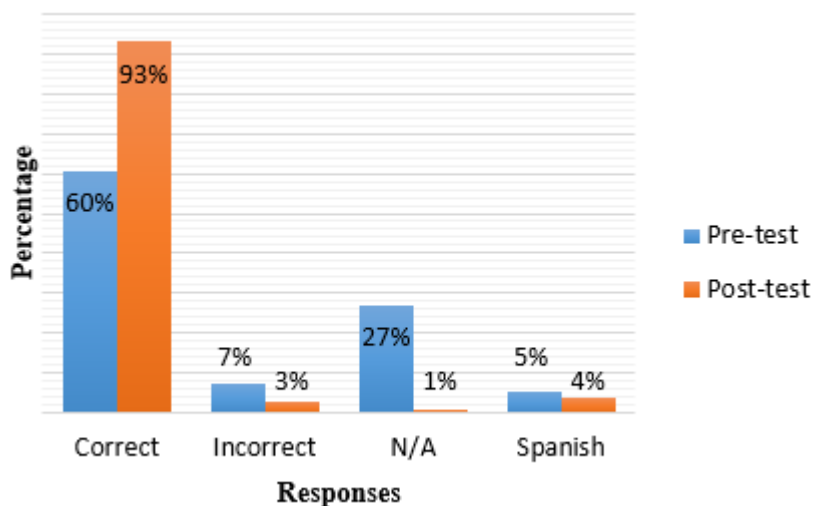
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of personal introduction expressions.

Session 4 aimed to evaluate knowledge on personal introduction expressions such as: My name is, I am... years old, my mother is, my father is, I live in, my favorite food is and I like. However, at the same time, thay had to create a question according to a response given.

To begin the analysis of this session it is essential to highlight the great progress that there was after the implementation of the Movie Method. As can be seen in figure 5, the percentage of correct answers rose from 60% to 93%.

Considering that although the pre-test showed a good handling of the different structures on personal introduction, this improved considerably after observing the videos where vocabulary related to this topic was addressed. In this way, we are facing a percentage close to perfection, leaving only a 7% difference compared to 100%.

Continuing with the percentages of the incorrect answers, we can recognize that although there was at the beginning a very low percentage (7%), this was reduced even more

in the post-test (3%). Which allows us to infer two things: First, that 4% difference went to the place of correct answers and secondly, a possible correction of grammatical errors was presented by the students, after carefully observing the spelling of the vocabulary shown in the videos.

In the classification of blank responses, it can be identified as in the pre-test, 27% of students presented no response at all while in the post-test this percentage was reduced to 1%. This allowed us to deduce that first, the number of blank responses after implementation was almost zero. Second, the range of difference being 26% most likely went to the percentage of correct answers.

Finally, in the segment of answers in Spanish, we can observe how in the pre-test there is a 5% and, in the post-test, a 4%. Although there was only a 1% difference, this indicates that few students showed a difficulty based on basic vocabulary. For example, in the section where they were asked to write what they liked. One of their answers was "cantar" instead of "sing".

Figure 6

Results from Section 5 - Pre and Post test
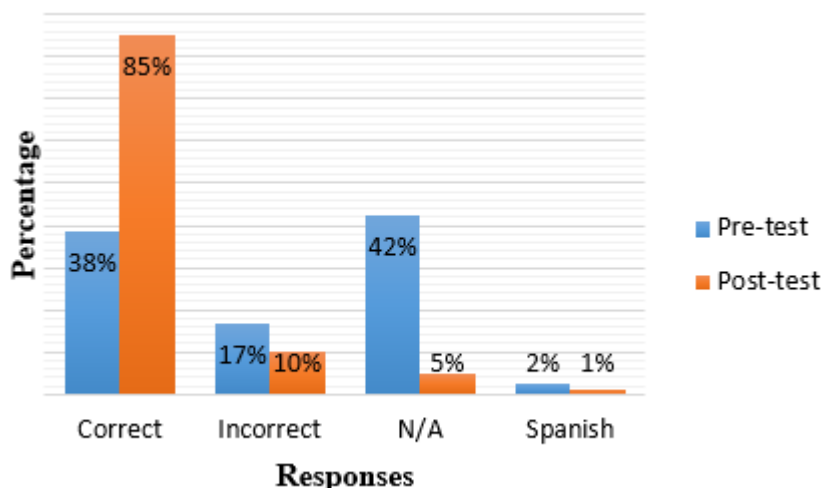
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of question and answer.

Session 5 evaluated the question-and-answer topic. These questions were based primarily on the student's name, age, favorite number, animal, and color. In the first part four questions were asked whose main objective was to identify the translation of each one and then give an adequate answer. In the last part of the section, it had not been requested to respond to a question but rather to formulate a question based on the reply given.

In this session we can also highlight the great positive change reflected in a range of difference of 47% which was only under 3% of the half. Based on the graphs, the number of correct responses rose from 38% to 85%. Based on this, it can be concluded that students had a regular handling of the ways to solve questions and create them, however, this changed after identifying the vocabulary requested in different videos. It should be noted that this session did not have an exclusive video despite that, the vocabulary was present in the videos of the other sessions.

Continuing with the incorrect answers, we found that in the pre-test these presented as 17% and in the post-test with 10%. Their range of difference was 7%. This allows us to deduce that the students by means of the videos recognized certain mistakes when answering the questions. For example, in this question: What is your favorite color? There were answers like "ret" instead of "red". This means that before the implementation of the Movie Method, students wrote certain words in English as they heard them. Leaving aside his good spelling. Later, this improved greatly as students had the possibility to observe the subtitles of the videos where the main vocabulary was highlighted in bold and capitalized.

In the classification of blank answers, we found an abysmal difference when comparing the pre-test with the post-test. According to the graphs, in the pre-test the students had 42% of answers with empty spaces while in the post-test this decreased to 5%. This established a difference range of 37%. This allows us to identify firstly that 95% of the students did not have the need to leave the blank spaces since this time the vocabulary was more implanted.

Finally, in the category of answers in Spanish it could be said that the low percentage of responses remained since in the pre-test only 2% was reflected and in the post-test 1%. The difference was only 1%.

Figure 7

Results from Section 6 - Pre and Post test
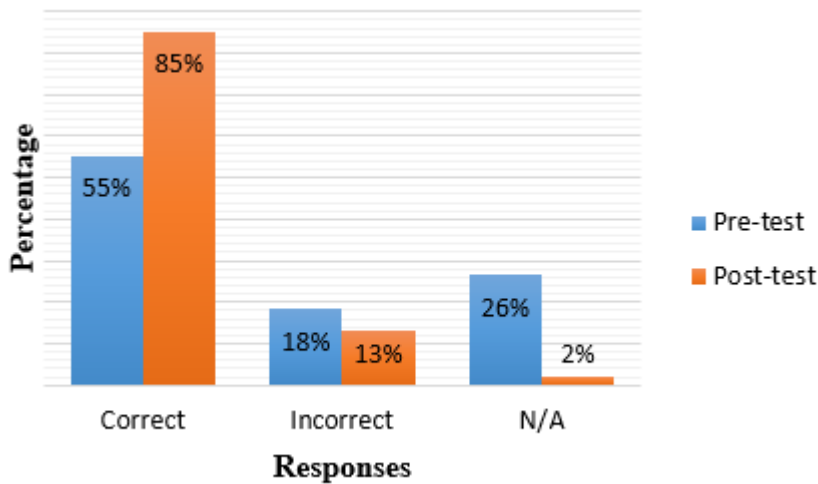
Note. These graphs show the results obtained from the pre-test and the post-test, on class materials.

Next, the results of section 6 on class materials are presented. According to the basic proficiency standards, this is basic vocabulary that students in the fourth grade should know.

During this section, true and false questions were asked on both tests. The vocabulary that was presented to them was book, chair, teacher, scissors, ruler, pencil and notebook. Simple vocabulary that is considered the most used in the classroom.

In the graph it can be clearly seen that in this subject the students had a little more knowledge. It can be seen that in the pre-test 55% of the students had the correct answers. Obviously, once the method was implemented, the percentage rose to 65% of correct answers. Revealing once again the success of learning vocabulary through the Movie Method.

In the same way, incorrect answers decreased to 13% in the post test, after having had 18% in the pre test.

Finally, regarding the blank responses, a significant reduction was also obtained. It went from 26% of students who left their answers blank to 2%.

The students on this occasion chose to write an answer instead of leaving the spaces.

Figure 8

Results from Section 7 - Pre and Post test
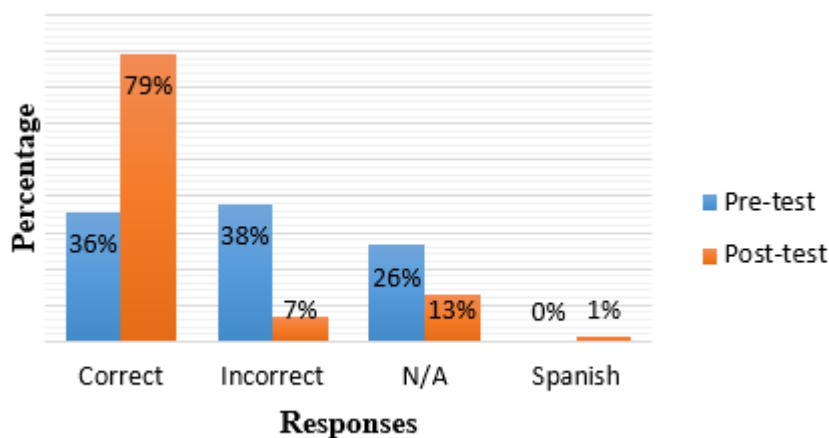
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of colors.

The section 7 is related to colors. In the pre-test, the students had to write the name of the color in English according to the different images that were presented to them. In total, there were eight colors, blue, pink, brown, black, red, yellow, white, and green, that is to say the basic vocabulary. In the post-test, it was decided to increase three more colors since analyzing the pre-test data, it was concluded that more could be incorporated.

In the correct answers in the pre-test, it can be noticed that the percentage is 36%, with only a difference of 2% with the incorrect answers. This indicates that, as in the other sections, there was a vocabulary issue regarding colors which meant a problem since this usually corresponds to the most basic of the language that must be taught in the first years of the school stage. However, analyzing the percentage of correct answers in the post-test, which is 79%, it can be concluded that the implementation of the Movie Method fulfilled its objective of reinforcing the vocabulary related to colors.

The incorrect answers in the pre-test represent 38% this is the highest percentage of answers, which was worrisome. However, the errors made most of the time were related to small writing errors, which after the implementation of the movie method were reduced considerably, as we can see in the post-test graph where incorrect answers only represent 7%.

In the blank answers in the pre-test, 26% of the students answered blank, which again affirmed the lack of vocabulary, which added to the lack of time that the fourth graders had. However, everything improved when presenting the post-test with 13% of blank answers. It can be seen that the implementation worked and that probably the other 13% of difference with the pre-test is now part of the percentage of correct answers.

The answers in Spanish went from 0% in the pretest to 1% in the post test. This was a big surprise while analyzing the data. However, when looking closely at the reason, a small language interference came to light in some of the answers, this was the color gray, and some students answered gris.

Figure 9

Results from Section 8 - Pre and Post test
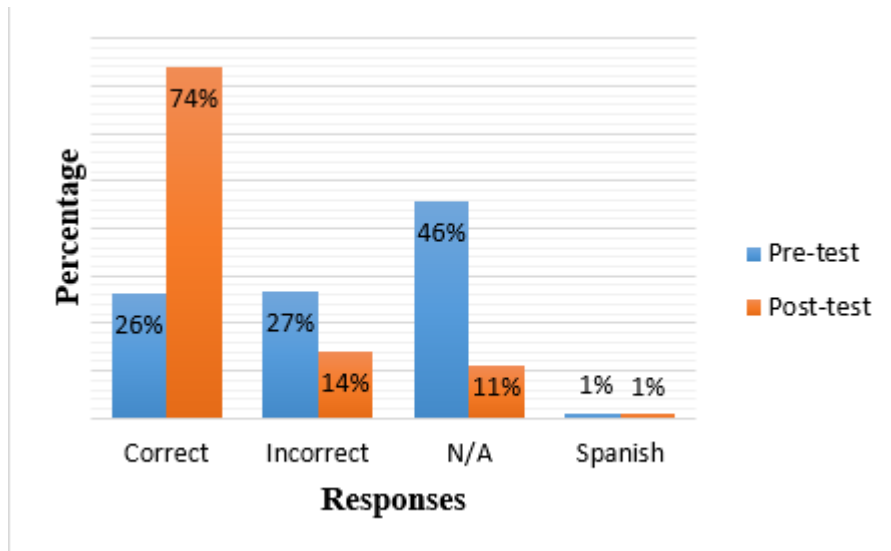
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of animals.

Session 8 shows results on the topic of animals. Vocabulary related to animals in English is one of the things we usually learn first, because they are almost anywhere. According to the above, this topic is essential in learning the English language, not only to improve their vocabulary but also helps them improve their language skills in the language.

To evaluate this topic, 12 of the most common animals were taken, among which are: cow, turtle, lion, cat, dog, bird, rabbit, pig, tiger, elephant, horse and chicken.

In this section the students had to complete each of the words.

The graph shows that in the pre-test only 26% of the students answered correctly but this improved in the post-test where 74% of correct answers were obtained. It was possible to show that more than half of the students improved in relation to the pre-test.

Along the same line, the blank responses decreased considerably from 46% to 11% blank responses. This indicates to us that the students took the risk of writing even though they have presented errors in their writing.

On the other hand, the results are shown according to the incorrect answers. In the pre-test 27% were obtained and in the post-test 14% of incorrect answers. Here it is evident that the students studied were really concentrated in the videos, thus managing not to make the same mistakes that appeared in the pre-test.

Finally, it can be observed that 1% of the students answered in Spanish both in the pre-test and post-test. This happened mostly in the image of the tiger, where the children wrote "tigre" in Spanish.

Figure 10

Results from Section 9 - Pre and Post test
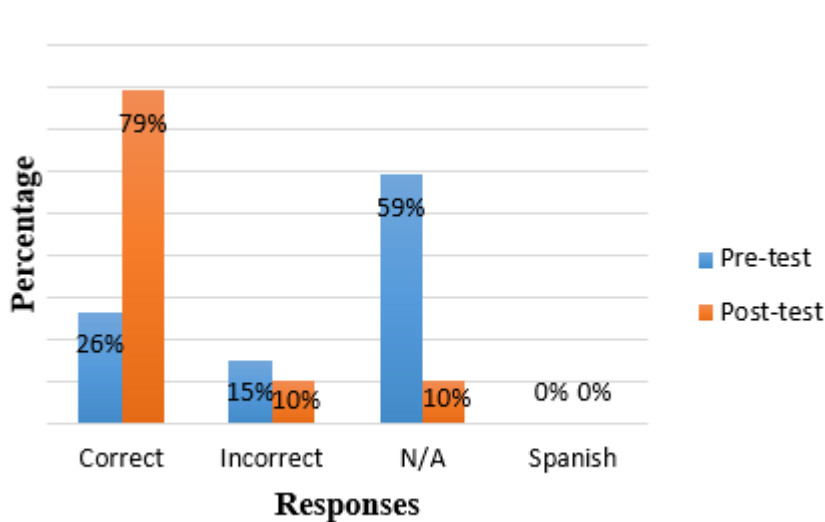
Note. These graphs show the results obtained from the pre-test and the post-test of the topic of family members.

Section 9 was related to family members. Therefore, the main members of the family such as mother, father, grandfather, grandmother, brother, and sister, were selected. In this sense, each student had to fill a blank space with the name of the family member presented.

In this section, the fourth graders presented some difficulties to answer as can be seen through the pretest graph. The correct answer was only 20%, which indicated that there was a lack of vocabulary. For that reason, in the first implementation of Movie Method, this section was worked on. After analyzing the post-test data, it can be perceived that the reinforcement was successful since 79% of the students answered correctly, showing a prime example of before and after the implementation of the Movie method.

The percentage of incorrect answers in the pre-test was 15% which indicated a minimum percentage difference between the correct and incorrect answers, confirming the lack of vocabulary that the fourth graders presented. However, in the post-test, the percentage dropped to 10%, showing an improvement.

In the blank answers, the difference from 59% of the pretest to 10% in the post-test shows a great advance in two aspects. First, the vocabulary was successfully reinforced. For this reason, the number of blank answers decreased, and an increase in the correct answers. Second, there is also the possibility that a large percentage have answered wrong, which indicates that despite not knowing, the student is willing to at least try to answer.

The answers in Spanish were 0% in both tests, which could show that, as in the rest of the sections, there is a willingness to learn the English language.

The Observation Sheet

The observation sheets were a data collection instrument that was added as a complement to the pre and post-test to broaden the perspective of the implementation of the Movie Method. This instrument through its ten items helped to collect information about the student's knowledge during the implementation of each video. In that sense, there were six observation sheets in total that correspond to the six Movie Method sessions implemented.

The sheets were made up of general information about the project. In addition,10 items were measured by five adverbs such as never, rarely, sometimes, almost always, and always.

In accordance with the above, the information provided by the observation sheets was analyzed based on the frequency of responses to each item. In accordance with the above, the results are as follows.

Table 1

Observation sheet results

Item	Analysis
1. The students remember the basic vocabulary of the topics learned from first to fourth grade	In item number 1 it is related to the previous knowledge that the students had about the basic vocabulary in English and their ability to remember it. According to what was observed it could be concluded that before the implementation of each session sometimes the students remembered this vocabulary.
2.Students correctly pronounce basic vocabulary in English.	This item is related to a deeper aspect of vocabulary pronunciation. In this sense, most of the students almost always pronounce the English vocabulary correctly, which could give an idea that despite not remembering it, they have the intuitive ability to pronounce it correctly.
3. The students are able to write basic vocabulary words already learnt.	Considering item number 3, the students could sometimes write basic words in English, which would indicate that there is not only an ability to remember the words but also to write them, which could show

	that the students already have some basics in the language. However, since they do not have the basic vocabulary, they present certain problems to continue improving those skills
4. Students are able to read a basic vocabulary word already learnt.	Considering item N 4 we could observe that students are sometimes able to read the basic vocabulary of words already learnt. The difficulty that students presented in the first sessions when reading the words of the different topics improved a little.
5. The students participate in the class.	According to item N 5 students almost always participated in each of the topics of each session, which were presented in class. This shows that the students were interested in the work done through the videos.
6. Students show interest in the videos presented in class.	According to item N 7 all students were always very happy and interested in each of the presentations that were made with Movie Method.

7. Students take notes in their notebooks about topics covered in class.	In Item 7, we found that most students almost always took notes in their notebooks on subjects studied in class. This shows that students reinforced the learning of vocabulary seen through writing.
8. Students ask questions when they don't know or remember the pronunciation of a word in English.	In item 8, most students rarely asked questions when they did not know or remember the pronunciation of an English word. This shows that the students used the videos as the main source of response to their internal questions about the vocabulary that they did not remember.
9. Students recognize words from the videos when they hear them	In item 9 it was found that most students almost always managed to recognize English words from the videos when they listened to them. However, this recognition was based more on establishing the category to which every word belonged, not on its translation. For example, there were students who recognized that "Purple" was a word but they did not remember that it was referring to a specific color.

10. Students answer simple questions on topics covered in the previous grade	Considering that most students almost always manage to answer simple questions about topics studied in class, we establish that this happened mainly because students found and used the proper vocabulary in the projected videos.

Triangulation

Taking into account the information collected through the three instruments used before, during and after the implementation of the Movie Method, it can be concluded that:

Questionnaire

In the questionnaire related to the cinematographic likes of the students, it was found that most students prefer movies such as Encanto, Shrek, and Sonic. Thanks to this information, the search for scenes used for the implementation of the Movie Method was facilitated.

In this sense, Shrek was used in session 1 of family members, and Encanto was also used to reinforce the vocabulary of the same topic. However, it must be admitted that not all the information provided was necessarily implemented, as is the case with Sonic movie. In consideration, this film did not provide the specific vocabulary required, but to avoid these inconveniences, the questionnaire had other questions related to favorite series, actors, streaming platforms, etc.

The data analyzed from the question about favorite series, among the most popular answers was Lazy Town which helped to reinforce the vocabulary of the animals. In the third question about fictional characters, the favorites were Mirabel Madrigal and Peter Parker, who were used in the family members' session. Regarding actors, with a large percentage of responses, the great favorite was Will Smith, this expanded the search possibilities since the actor has more than 40 films and series. In this case, the film Men in Black was used in the section about numbers.

The favorite film genres were action, adventure and horror. In the action category, the Iron Man movie was selected, in which one of his scenes was used in sessions related to the commands. In the adventure category there are movies such as a Rango that was employed for the commands section, and the series the Adventure Time for the color session. The horror category, the movie **Paranormal Activity** was also selected for the commands' session.

The favorite streaming platforms are Netflix and Disney plus. Therefore, the movies were taken from their catalog for the different reinforcement sessions such as Encanto, Spiderman, Far From Home, Shrek, Hocus Pocus, Madagascar, Winnie Pooh, Forrest Gump, among others.

Pre test

The pre-test was used as a tool to measure students' previous knowledge of different basic English topics. In this respect the following was found:

a. In the topic of greetings and farewells, students proved to have a low management. This was evident in the high percentage of incorrect and blank responses.

b. The commands showed that the students were not familiar with the topic so they did not respond, leaving many answers blank.

c. In both sections working with numbers, it was found that the students have a good management of the topic. Most of the students were able to join the numbers with the translation at once and were able to write them in letters.

d. In the section of self-introduction expressions, it was found that the students had a good handling of the different structures on personal introduction. Most of the

students were able to complete the required information related to the topic of the session.

e. The question-and-answer section showed that the students had difficulties when solving and asking questions in English since a high percentage of them could not fill in the blank responses.

f. In the classroom objects section, most of the students answered correctly the questions of true and false, and a low percentage of answers were blank. This shows that despite the fact most of the students answered correctly, the others need reinforcement in their vocabulary related to the class materials.

g. Regarding the color section, it was found that the students have a vocabulary problem which is reflected in the high rate of incorrect and blank answers.

h. In the section related to animals, it was found that the students also had difficulties which were reflected in the high number of blank responses.

i. In the last section related to family members, it was evident the lack of vocabulary of the students since the majority of them did not answer the questions.

Observation sheet

As for the instrument of observation it could be seen that it was very enriching because through this the significant progress that the students had during and after the implementation of Movie Method was observed. For this a series of questions were made and their rating was based according to the following adverbs of frequency: **Always - almost always- sometimes - rarely - never.**

According to this it was found that:

1. Students **sometimes** remember the basic vocabulary of the topics learned from first to fourth grade.

2. Students **almost always** pronounced the English vocabulary correctly.

3. Students were **sometimes** able to write basic vocabulary words already learnt.

4. Students were **sometimes** able to read the basic vocabulary of words already seen.

5. Students **almost** always participated in each of the topics of each session.

6. Students **always** showed interest in the videos presented in class.

7. Students **almost always** took notes in their notebooks on subjects seen in class.

8. Students **rarely** asked questions when they did not know or remember the pronunciation of an English word.

9. Students **almost always** recognized the words of the videos when they heard them.

10. Students **almost always** answered simple questions about topics seen in the previous grade.

It can be said that with the help of this instrument, important information was acquired that complemented the information obtained from the survey and the pretest. Through these instruments it was possible to know the deficiencies of the students and also the improvement. All this significantly helped to obtain good results with the post test.

Post-Test

The post-test was used as an instrument to evaluate the implementation of the Movie Method. The aim of this tool was to measure the changes that have occurred between the first test and the plan conducted during the sessions. Consequently, the following was found:

a. In the topic of greetings and farewells, it was clear the positive impact that Movie Method had after being applied to students. This was evident in the high percentage of correct responses.

b. The commands topic showed that the students improved in handling this vocabulary so they correctly answered most of the questions.

c. In both sections working with the numbers, it was found that almost all of the students mastered the topic. Almost all of them managed to identify the number of objects in a picture and to develop numerical operations. Although the exercises of these sections were changed in order to increase the difficulty of the test, students managed to identify the right numbers and were able to write them in letters.

d. In the section of self-introduction expressions, it was found that almost all of the students had a good handling of the subject since they were able to complete the required information related to the topic of the section.

e. The question-and-answer section showed that the students improved their capacity of solving and asking questions in English since a high percentage of them managed to identify the correct vocabulary to fill the blank spaces.

f. In the classroom objects section, most of the students answered correctly the questions of true and false, and just a low percentage of answers were blank. This shows that the students had more confidence to write an answer instead of leaving the spaces.

g. Regarding the color section, it was found that the students reinforced the vocabulary related to colors after the implementation of the Movie Method. Although the number of exercises was increased in order to intensify the difficulty of the section, students managed to identify the correct translation of the colors.

h. In the section related to animals, it was found that the students improved the vocabulary related to the topic since they had more confidence to write an answer instead of leaving the spaces.

i. In the last section related to family members, it was evident the improvement in vocabulary of the students since the majority of them were able to complete the blank spaces with the correct translation.

Conclusion

In conclusion, the project provided great findings, such as the successful relationship that the students managed to make connecting the scenes shown and the vocabulary to be reinforced. Analyzing the results of the three instruments used: the questionnaire, the pre and the post test; and the observation sheets, it could be concluded that the six sessions in which the Movie Method was implemented were successful. From the beginning, the objectives of this project were to identify the difficulties that the four graders had related to basic vocabulary, to apply the method as a strategy to reinforce vocabulary and to evaluate the effects it had. All of the aforementioned was achieved thanks to the instruments, the questionnaire about cinematographic likes allowed the collection of data related to the film likes of the four graders and in this way started with the creation of the videos used in the sessions. According to this, the sessions were created using scenes from different movie genres such as action, drama, fantasy and animation.

The pre-test helped to identify the difficulties that the fourth graders had with the basic vocabulary in English, such as the commands, the animals and family members. The observation sheets allowed us to monitor the implementation and expand aspects that the pre-test probably did not provide such as pronunciation and motivation. Finally, the post test allowed researchers to learn how students' knowledge was before and after the implementation of the Movie Method. Resulting in satisfactory work where the significant change in fourth-graders is evident in their basic vocabulary. All this is thanks to the fact that the Movie Method generated motivation and interest since it was a creative strategy that presented a wide variety of content. The use of audiovisual material inspired the students to associate ideas, analyze memories and internalize vocabulary through the scenes that were

projected there.

Recommendations

Analyzing the process of this research and the data collected from it, some recommendations arise that we would like to share since they could facilitate and improve future research ideas with the same or similar focus.

To increase the implementation time of the Movie Method and the number of sessions. It could be twice a week throughout the school year. in this way, it could be guaranteed that students learn new vocabulary significantly or reinforce their already existing knowledge

To implement the Movie Method in the other fourth grades of the institution so that the information given in the videos can be expanded.

To execute Movie Method in lower grades, in this way it will significantly increase students' knowledge in English and thus obtain excellent results in saber tests. Because with the help of this application students will not only increase their vocabulary, but also improve their listening and writing skills in the English language.

To expand the objective of the Movie Method and use it as a strategy to reinforce essential language skills, that is, listening, writing, speaking or reading. In English class, teachers can improve listening skills by asking students to understand video scenes, improve reading skills by letting students read parts of a scene, enhance writing skills by asking them to modify a scene or write what will happen next, and improve speaking skills by asking them to express their opinion on characters and identify with them

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Annexes

Appendix 1 Pre test

Implementation Movie Method As A Strategy To Reinforce Vocabulary

Section 1 -
Greeting and farewells

1. Completa los espacios en blanco ubicados en la parte inferior de las imágenes, con el saludo correcto que le corresponde a cada una.

_____   _____   _____

_____   _____   _____

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Section 2
Commands

2. Completa el crucigrama con el nombre del comando que le corresponde a cada imagen.
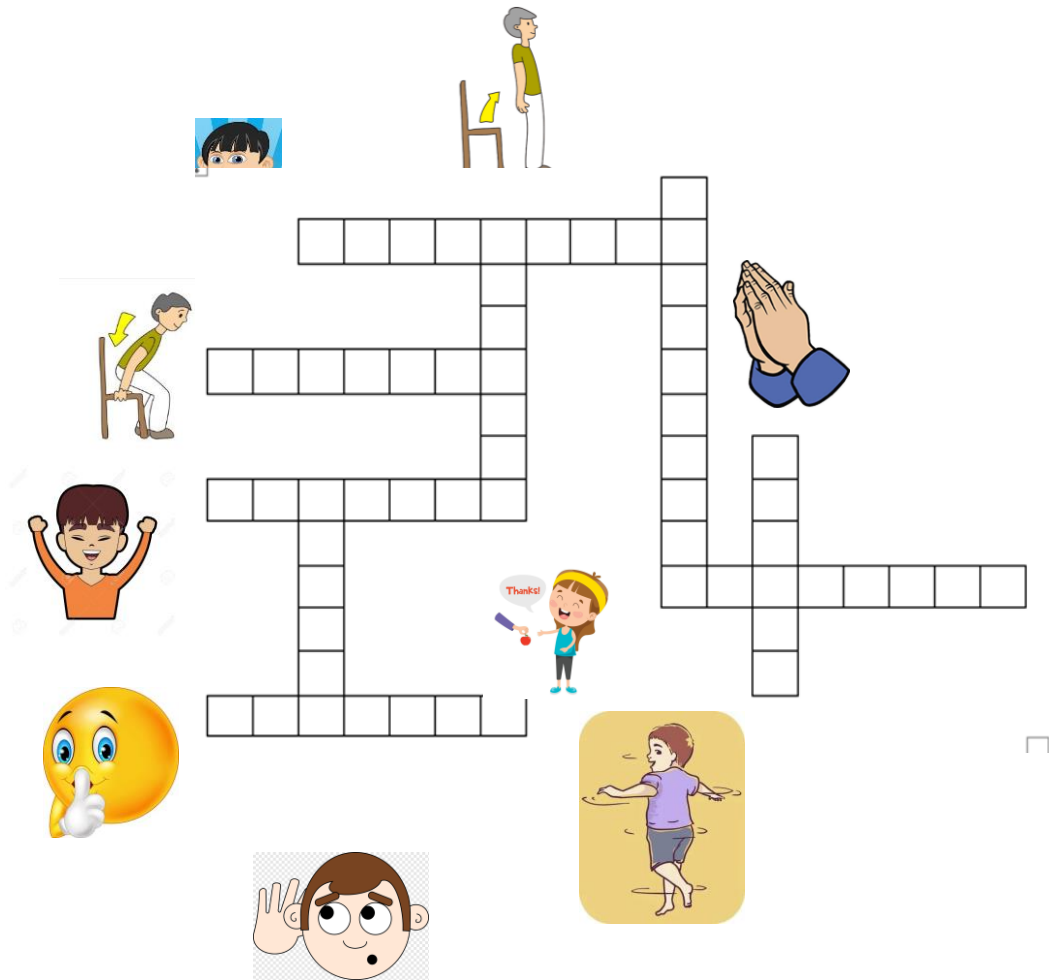
Section 3
Number from 1 to 100

3.1 Une con una línea, los números con su respectiva traducción en inglés.

Thirteen	15
Fourteen	13
Fifteen	14
Sixteen	30
Seventeen	20
Eighteen	40
Nineteen	50
Twenty	70
Thirty	16
Forty	80
Fifty	18
Sixty	47
Seventy	100
Eighty	60
Ninety	19
Hundred	90
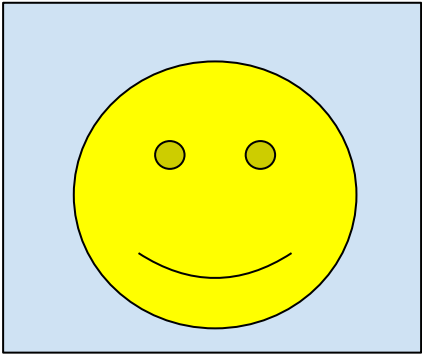
3.2. Completa los espacios escribiendo el nombre en inglés de los siguientes números

1. _____   6._____
2. _____   7._____
3. _____   8._____
4. _____   9._____
5. _____   10._____

Section 4
Self introductions

4.1 Completa los espacios teniendo en cuenta la información requerida sobre la presentación personal.

My name is _____

I am _____ Years old

My mother is _____

My father is_____

I live in _____

My favorite food is _____

I like _____

I go to _____ school

Section 5
Question and answer:

5.1 Responde las preguntas de presentación personal (Punto 1-5) y crea una pregunta acorde a la respuesta dada. (Punto 6).

1. **What is your name?**

   _____

2. **How old are you?**

   _____

3. **What is your favorite number?**

   _____

4. **What is your favorite animal?**

_____

5. _____?

My favorite color is blue

Section 6
Classroom objects.
****** *Selecciona FALSO (X) o VERDADERO (✓) teniendo en cuenta la traducción de la palabra solicitada.*

1. *Tijera* in English is *book.*   False (_____) / True (_____)
2. *Silla* in English is *chair.*   False (_____) / True (_____)
3. *Profesor* in English is *teacher*.   False (_____) / True (_____)
4. *Tijeras* in English is *scissors*.   False (_____) / True (_____)
5. *Lápiz* in English is *chair*.   False (_____) / True (_____)
6. *Regla* in English is *ruler*.   False (_____) / True (_____)
7. *Lápiz* in English is *pencil*   False (_____) / True (_____)
8. *Cuaderno* in English is *notebook*   False (_____) / True (_____)

Section seven
7.1: Escribe el nombre correcto en inglés de los siguiente colores:

_____   _____   _____   _____

_____   _____   _____   _____
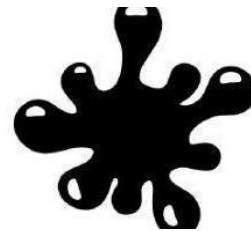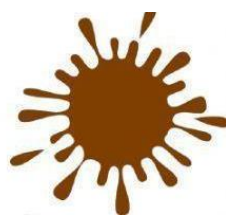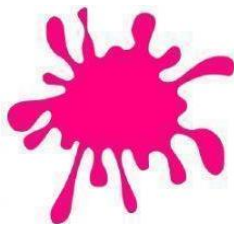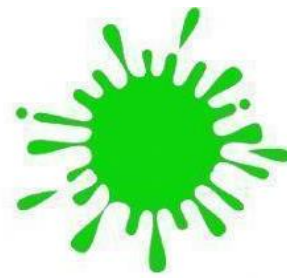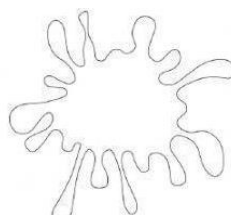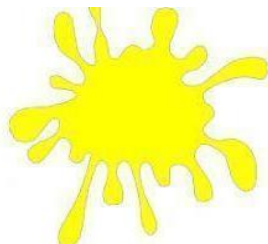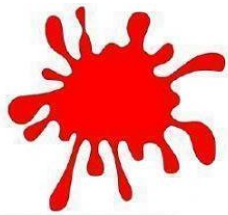
Section 8
The animals

7.2 . *Complete el nombre en inglés de los siguientes animales*:

C ____ ____	T __ R ___ L ___	L ___ ___ N	C ___ ____
D ____ ____	B ___ R ____	R __ B __ ___ T	P __ ___
T __ G ___ ___	E __ E __ ___ __	H __ ___ S ___	C __ I __ ___ __ __

Section 9
Family members

7.3. *Completa el nombre en inglés de los siguientes miembros de la familia (pon cada letra en un cuadro)*

1. She is my:

2. She is my:

3. He is my :

4. He is my:

5. She is my:

6. He is my:

Appendix 2

Questionnaire On Cinematographic Based On Their Likes

Nombre : _____   Fecha: _____

**Encuesta sobre preferencias cinematográficas
estudiantes de 4to grado, Rafael Tello**

1. ¿Cuál es tu película favorita?

   _____

2. ¿Cuál es tu serie favorita?

   _____

3. ¿Cuál es tu personaje de ficción favorito?

   _____

4. ¿Cuál es tu actor o actriz favorito?

   _____

5. ¿Qué tipo de películas prefieres ver?

- Acción
- Aventura
- Animada
- Comedia
- Históricas
- Drama
- Fantasía
- Horror
- Romance
- Musicales
- Otros: _____

6. ¿En qué tipo de plataforma o medio utilizas para ver tus series o películas favoritas?

- Netflix
- Amazon Prime Video
- HBO
- Disney plus
- Start +
- Cuevana
- Televisor
- Cine
- Teatro
- Otro, ¿Cuál?: _____

Appendix 3

Observation Format

RAFAEL TELLO SCHOOL

SANTANDER DE QUILICHAO

OBSERVATION FORMAT:
TEACHER:
STUDENT:
GRADE:
DATE:

INDICATOR	ALWAYS	ALMOST ALWAYS	SOMETIMES	RARELY	NEVER
The students remember the basic vocabulary of the topics learned from first to fourth grade.					
Students correctly pronounce basic vocabulary in English.					
The students are able to write basic vocabulary words already learnt.					
Students are able to read a basic vocabulary word already learnt.					
The students participate in the class.					

Students show interest in the videos presented in class.				
Students take notes in their notebooks about topics covered in class.				
Students ask questions when they don't know or remember the pronunciation of a word in English.				
Students recognize words from the videos when they hear them.				
Students answer simple questions on topics covered in previous grades.				

Carta De Consentimiento Informado Para Padres De Familia

Por medio de la presente buscamos informar a ustedes padres de familia sobre el proyecto de investigación que hemos planeado realizar con los estudiantes del grado cuarto ( ) , solicitando su autorización y consentimiento para la participación de su hijo (a) de esta investigación.

El presente proyecto se titula " Movie Method (videos) basado en los gustos de los estudiantes como estrategia para reforzar el vocabulario en inglés en la escuela Rafael Tello de Santander de Quilichao", esta investigación se llevará a cabo por las estudiantes Danna Julieth Sandoval Gómez, Astrid Tatiana Cruz Muelas y Yesica Fernanda Gómez Bolaños. Este proyecto es asesorado por Maritza Housset Fonseca, asesora de los anteproyectos del programa de Lenguas Modernas Inglés y Francés de la Universidad del Cauca. El objetivo de esta investigación es reforzar el vocabulario en inglés utilizando como estrategia el método de series a partir de los gustos de los alumnos de 4° grado del colegio Rafael Tello de Santander de Quilichao.

Para ello, se les solicitará a los estudiantes participar de varias sesiones que se llevarán a cabo en la institución en las horas del área de inglés por lo que respecta que los estudiantes no serán sacados de la institución.

La identidad de cada estudiante será manejada de manera discreta por los investigadores. Esta investigación será evaluada de forma colectiva, es decir sacaremos un resultado general de los estudiantes del grado cuarto ( ).

Si está de acuerdo en que su hijo(a) participe voluntariamente en este proyecto de investigación por favor complete sus datos a continuación:

Nombre del estudiante: _____

Nombre del padre de familia o acudiente: _____

Firma: _____