

VIDEO BLOGS: AN INTERACTIVE EXPERIENCE IN THE EFL CLASSROOM

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This project is presented to obtain the diplomas of Licenciatura en Español y Lenguas
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We would like to give thanks to our parents, who have participated along our education path with dedication and sacrifices. Thanks to them for being role models in this project called life and for aiding us during these years in achieving the dream of becoming teachers. Also, thanks to our assessor Johanna Montaña for supporting us and for giving us the chance to work on what we really like to do.


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2. Descripción
<p>Tesis de grado donde los autores analizan el impacto del uso de los Blogs de Vídeo y del aprendizaje combinado en el fortalecimiento de las habilidades integradas en la clase de Inglés como lengua extranjera de los estudiantes de grado noveno del Colegio Rafael Bernal Jiménez IED, localizado en la localidad de Barrios Unidos de la ciudad de Bogotá - Colombia. Este estudio es de tipo investigación acción y está sustentado bajo la recolección y análisis de datos a través de la triangulación como metodología. El documento además, presenta las conclusiones y recomendaciones de la intervención pedagógica por parte de los docentes en formación.</p>


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4. Contenidos

Debido al enfoque de investigación-acción de este proyecto, en el primer capítulo se describe el lugar de intervención y su población. Así mismo, se identifica el problema a investigar y se delimita la pregunta de investigación que va dirigida al análisis del impacto de los Blogs de Videos y las experiencias del aprendizaje combinado en el fortalecimiento de las habilidades

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integradas en la clase de inglés como lengua extranjera. Junto con la pregunta de investigación se describen los objetivos generales y específicos, los cuales delimitan en primera medida el uso de las habilidades integradas mediante las experiencias con los blogs de vídeo y el aprendizaje combinado. Los siguientes objetivos específicos intentan caracterizar el rol de los blogs de vídeo, el aprendizaje combinado y las actitudes y respuestas de los estudiantes frente a la implementación de dichas estrategias.

El segundo capítulo da cuenta de los focos teóricos que se tuvieron en cuenta para la investigación. Estos son: las habilidades integradas, el aprendizaje combinado y los blog de videos. Bajo estos constructos también se desarrolló un estado del arte que permitió dar cuenta de la previa investigación hecha en el área. En el tercer capítulo se explica la metodología de investigación y los instrumentos que se tuvieron en cuenta para la recolección de datos. En el cuarto capítulo se explica la intervención e implementación pedagógica y en el capítulo cinco se muestra el análisis de los resultados recolectados. Finalmente en el capítulo seis se presentan las conclusiones, limitaciones y recomendaciones del proyecto.


5. Metodología

La metodología usada a lo largo del proyecto está basada en los supuestos de investigación acción ya que se trabajó sobre la población de muestra (estudiantes de los cursos 901 y 903 del Colegio Rafael Bernal Jiménez IED) y a partir de ella se identificó y se analizó un problema que fue tratado a lo largo de las intervenciones.

Primero se realizó un proceso de observación y de pruebas diagnósticas para determinar el tipo de población y para así mismo delimitar el problema y la pregunta de investigación. Luego se diseñó la propuesta de intervención, a partir de los principios de investigación-acción, que permitió desarrollar la investigación, es decir, observar, diseñar, aplicar y volver a observar para finalmente reflexionar sobre los resultados obtenidos durante las intervenciones. La recolección de datos fue posible gracias al uso de diferentes instrumentos para tal fin. Estos instrumentos fueron, las actividades de los estudiantes en la clase, los formatos del guion del vídeo y evaluación del mismo; los videos, las encuestas y los diarios de campo. Este proceso de recolección permitió el análisis de resultados y la realización de conclusiones a partir de los hallazgos.

6. Conclusiones

Las conclusiones de este proyecto se derivan de las categorías propuestas a partir de la pregunta de investigación y de los objetivos general y específicos de este estudio. Para la primera categoría relacionada con el desarrollo de las habilidades integradas, se concluyó que la habilidad de escucha fue fortalecida debido al material usado a partir de las sesiones cara a cara y la participación en línea. Entre el material o estrategias usadas se encuentran imágenes, movimientos o gestos que ayudaron a entender al estudiante el contenido del video. Para la escritura, el proceso de reescritura ayudó a los estudiantes a tener una mejor organización en cuanto al contenido del discurso y así mismo a tener una mayor confianza durante la presentación de la información. Para las habilidades orales, se concluyó que los estudiantes tuvieron mayor consciencia en cuanto a la importancia del habla en el aprendizaje de una lengua extranjera y así mismo a mejorar factores

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como pronunciación y habilidad para comunicarse con el otro. Para la segunda categoría, se concluyó que el proyecto permitió a los estudiantes tener mayor interés por los diferentes temas propuestos. Así mismo ese interés motivó a los estudiantes para desarrollar su creatividad y reconocer su identidad. Finalmente, en lo relacionado con las perspectivas de los estudiantes frente al proceso, se evidenció un trabajo cooperativo durante las diferentes fases pero así mismo se pudo ver una falta de confianza por parte de los estudiantes para mostrar su rostro en cámara.

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ABSTRACT

This document presents the proposal of an action research project that studies the impact of the Video blogging and Blended Learning experiences in the development Integrated Skills in the EFL classroom. The participants of this project were 9th grade students between 14 and 17 years old from Rafael Bernal Jimenez School in Bogotá, Colombia. Surveys, artifacts and field notes were collected during the interventions of in-training teachers, following a design of five units that used the Blended learning approach to delimitate face-to-face and online students' participation. Throughout the triangulation, it was possible to analyze the findings and present the conclusions, implications and limitations of the project.

Keywords: Integrated Skills, Video Blogging and Blended Learning

Este documento presenta la propuesta de un proyecto de investigación-acción que estudia el impacto de las experiencias con Blogs de Vídeo y el Aprendizaje Combinado con el objetivo de desarrollar Habilidades Integradas en la clase de inglés como lengua extranjera. Los participantes de este proyecto fueron alumnos de grado noveno del colegio Rafael Bernal Jiménez en Bogotá, Colombia. Se recopilaron encuestas, productos de los estudiantes y notas de campo durante las intervenciones de los docentes en formación, siguiendo un diseño de cinco unidades que utilizaron el enfoque de Aprendizaje Combinado para delimitar la participación presencial y en línea de los estudiantes. A lo largo de la triangulación, fue posible analizar los hallazgos y presentar las conclusiones, implicaciones y limitaciones del proyecto.

Palabras clave: Blogs de Vídeo, Aprendizaje Combinado, Habilidades Integradas

CHAPTER I

Contextualization and Research Problem

Context

Local Context. This project was developed at Rafael Bernal Jiménez School, a public institution located in Barrios Unidos in Bogotá, Colombia. Calle 30 and Calle 72 which are the most important access routes and they connect the neighborhood with downtown and the south of the city. Students that do not live close to the school have the possibility to take Transmilenio, SITP and urban buses.

This school has 4 branches. It has a branch A where the participants receive class. It has three floors with more than 15 classrooms. Classrooms have resources that help to develop the classes in an interactive way, such as TV sets and books. There are 2 multimedia classrooms, 2 laboratories, a library, an immersion room and a music classroom. For the English area, there are five graduated teachers who give classes both in the classroom and in the immersion room, a space meant to develop students' communicative skills. It has a TV set, a projector, sound system, 20 laptops, two professional cameras, a smart board and a library with books of English.

These technological facilities are linked to the school's science and technology emphasis, as well as to its PEI, which seeks to educate students in a scientific and technological environment. The institution's mission is coherent with this, as it aims to educate people with a critical, constructive and transformative perspective by using scientific and technological learning. According to the school's vision, its educational achievements will turn it into a leading institution in the pedagogical and administrative use of ICT, innovating and motivating future generations.

Participants. For carrying out this project, we worked with two groups of 20 students each. For the first 2 semesters of observation and implementation, students were in ninth grade and for the last semester, they were doing tenth grade. To understand their individual and group characteristics, we conducted a survey (Annex 1) meant to find significant tendencies and elements to develop the proposal. Students indicated that their places of residency share about the same socioeconomic characteristics. The age range of the participants is varied between thirteen to seventeen years-olds in the classrooms. Their interests showed a tendency to technological use for entertainment: chatting, internet usage, watching videos/tv/movies.

With these first remarks, we observed the English class, finding that activities and homework were basically based on verb memorization and vocabulary enrichment supported a lot in translation. Some other dynamics include pronunciation improvement while reading, reading comprehension exercises and worksheets. It was understandable that the main resources students used for classroom exercises and doing their homework were online translators and English-Spanish dictionaries.

Considering these aspects, we decided that we required some sort of measure of the participants' English level and proficiency. For this, we decided to apply a diagnostic test (Annex 3) intended to rank students' abilities in the four communicative competences: reading, writing, listening and speaking, created considering the *Ministerio de Educación Nacional* (2006) standards for the fourth cycle (eighth and ninth grade), that expects a B1 pre-intermediate level of English proficiency for students. This, understood in terms of the Common European Framework of Reference (CEFR) for languages.

Written comprehension and production was tested first. For reading, participants were required to identify a text's general structure and its implicit and explicit meaning. Their reading

proficiency was insufficient: even though they are capable of commenting a general idea, we observed that they had difficulties locating specific information. For writing, the participants were asked to describe or narrate a personal issue. Participants in general showed lack of coherence and cohesion in their products. Nevertheless, they managed to build rough sentences out of the vocabulary they knew (not a wide vocabulary, with a noticeable lack of connectors and prepositions), as well as expressing themselves about something.

Then, oral comprehension and production were evaluated. In the listening skill, the students had to respond to exercises of understanding and identification of general and specific information in short conversations. Participants were capable of finding information not only from what they listened, but also out of the inferable context from the audio; they could find general ideas but they did have issues when extracting specific information. As for speaking, we had individual, three-minute conversations, asking concerning personal issues. It was very alarming the constant dependency of Spanish when talking: very few English was actually spoken, not to mention their lack of confidence.

After collecting and analyzing this first findings and considering what the English standards propose for the fourth cycle, in which students are supposed to achieve the communicative and interpretative skills of a B1 pre-intermediate level, students showed to be behind in all four competences. Of course they had some basic skills, referable to the way English class had been, but it was noticeable how students couldn't conceive English as a mean of communication and interaction, but as a school subject instead, and this was specially observed while evaluating their speaking proficiency.

Statement of the problem

English language is one of the most spoken languages on the planet, influencing in global marketing and human relationship in many ways. Learning the English language means that one would be able to gain access to multiple and diverse knowledge and cultural manifestations. In Colombia, English has taken an important place due to the Foreign Languages Competencies Development Program (PFDCLE) and the Colombia Bilingüe plan. Both programs expect to have for the year 2019 bilingual citizens that can face a global demand in terms of communication. Although the projects seek to have bilingual nationals, it is evident that in some schools that goal is not close to the students' learning practices. On the other hand, as the British Council (2015) comes to the point of the English levels expected for the different grades "they do not take into account factors such as the low level of teaching, large class sizes and the lack of testing and practice outside the classroom, which complicate language acquisition in Colombia" (p.19).

Further, the MEN (2006) has established the abilities and the English level that participants like the students from the ninth grade in Rafael Bernal Jimenez school, should ideally have. This follows the development levels of the Common European Framework of Reference for Languages (CEFR), which set that there are six levels of English performance that seek to work up a communicative competence that links the social, cultural and cognitive progress (p.6). For the fourth cycle, the national educational standards aim to have students in the B1 pre-intermediate level, in terms of the CERF. Nevertheless, the learning processes around the B1 level standards were not evidenced during the observation of the classes, the diagnosis nor the surveys implemented in this project.

Further, after observing and analyzing the participants' performance in the English class and as shown by the diagnosis results, the use of all languages skills was significantly low in regards to what is expected by the educational policies. The lack of development of the four language skills directly affects students' language performance and relation, not allowing them to have successful experiences in the target language for the upcoming future. Therefore, we considered that this research project could enhanced students' language acquisition processes so they could be engaged with meaningful experiences, as well as working and developing their four language skills through innovative classroom environments, somehow linked to the student's reality. This can be carried out thanks to the school's technological facilities, which is covered by the school's institutional project on education based on science and technology. Therefore, it is important to develop students' integrated skills in order to make them feel conscious about the use of the English language in real contexts and also to achieve what is proposed by the MEN for the ninth grade students.

Rationale of the study

The development of integrated skills in the classroom is an important issue when thinking English as a means for understanding the world. According to Oxford (2001) by using the Integrated Skills students “ gain a true picture of the richness and complexity of the English language as employed for communication. (...) English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time” (p.10). The use of the integrated skills for the EFL class can also motivate students since they combine all the English skills for understanding or doing a task or project. Students will realize that learning a language does not depends on the development of individual skills, but in the use of all of them for creating, solving or sharing experiences.

To develop Integrated Skills it is important to gather material that can cover all four language skills. Real life material is open for everybody to realize that English is a mean to experience personality, but in another code and culture. Different multimedia content might as well enhance language apprehension. Now that multiple cultural and social contents are spread through social networks and videos, resources such as Video Blogs can integrate multiple purposes like cultural contact, self-expression and exploration: students did not only have the possibility of developing listening activities based on Video Blogs, found on platforms such as Youtube, but also to produce authentic ones in which they were asked to write, in order to have, as a final product, a spoken presentation and performance. With this, we engaged students to integrate different language skills in the task of developing a Video Blog; according to Taylor (2013) “Integrating vlogging into the classroom, specifically the composition classroom, can provide students with a new way of considering how they learn. Vlogging prompts students to express themselves in a medium they may only be accustomed to using outside of the classroom, and it challenges their comfort zones as well as their understanding of how knowledge is produced” (p.14).

Promoting the Video Blogging experiences in the EFL classroom could innovate teaching practice and expand learning frontiers, that is why doing research on Video Blogging is relevant in our area of expertise, not only for its groundbreaking proposal, but also for the way it keeps teachers up to date on the aspects that the twenty-first century is offering and demanding of the new generations. Since the experiences with Video Blogs take place on online platforms such as Youtube, it is necessary to build classes in which Internet also plays an important role in the schools and classrooms for developing the language skills, as it is an opportunity for enhancing students’ learning processes, using as a starting point their own likes and interests. The development of such strategies, although are based on online content, can also be developed and

prepared during face to face interactions. Therefore, Blended Learning can be a good approach for enhancing students' online participation since according to studies at the University of Wisconsin-Milwaukee, as cited by Lloyd (2010) "students learn more in blended courses than they do in comparable traditional class sections. Teachers (...) reported that students wrote better papers, performed better on exams, produced higher quality projects, and were capable of more meaningful discussions on course material" (p. 509).

Research Question

What is the impact of implementing Video Blogging and Blended Learning experiences to develop Integrated Skills with ninth-graders at Rafael Bernal Jiménez School?

Research Objectives

General research objective

To identify the impact of implementing Video Blogging and Blended Learning experiences when developing Integrated Skills in the EFL classroom.

Specific Research Objectives

To determine the Integrated Skills developed by students in the Video Blogging and Blended Learning experiences.

To characterize the role of the Blended Learning and the Video Blogs in the development of Integrated Skills.

To describe the students responses to the Blended Learning and the Video Blogging experiences in the development of Integrated Skills.

CHAPTER II

Theoretical Framework and State of Art

In this chapter the reader will find relevant studies for the development of this research project, as well as the definitions of the three theoretical constructs that supported this study: *Integrated skills in the EFL classroom*, *Blended Learning Experiences as the basis of dynamic interaction* and *Video Blogs as the vehicle of speech construction and comprehension*. Such constructs determined the methodological and instructional design and also helped to support the findings of the project.

State of Art

In order to establish the direction of our project, a research was done on works that share similar research information to the constructs that were proposed. Therefore, different national and international studies, research projects and articles are presented to explain their key points and their contribution for our study.

The first research study selected was “Using ICT to develop oral production” it was an action research developed by Aponte (2012) in which the participants were 37 students from third grade in Prado Veraniego School, in Bogotá, Colombia. Aponte aimed to use ICT to improve students’ speaking skills and to motivate them to keep studying the language in an autonomous way. ICT can be used as an innovative learning experience and consequently a tool known as CALL was implemented, which helped students to learn the language in a different way. This project concluded by highlighting the importance of ICT use in the classroom and CALL platforms help to improve and motivate learners, as they felt fascinated with the technology. This thesis was

relevant for our project because it is evident how students felt interested by the implementation of technological tools in the classroom. Nevertheless, it is important to take into account that students keep differentiating computers for educative and every day purposes.

Another study with similar characteristics is “Creation of a virtual learning environment to improve the 11th grade students’ autonomy and communicative skills through the ICT tools at Prado Veraniego school”, developed by Mena (2013). Considering ICT as a resource that incorporates innovation into the classroom, and how it represents a tool that links learning with students’ personal interests, Mena aimed for the implementation of a tutor-blog as an all-including tool for the classes’ dynamics. The theory he supported his study is mainly on authors that have worked on the relation between ICT’s and education, such as Gavin Dudeney and Nicky Hockly, whose concepts are widely used by Mena. He concluded that “the integration of a virtual environment, as the blog, increased the students’ interest but also was hard to work their autonomy since that concept transcends the classroom and goes beyond a psychological behavior” (p. 58). Some of the contributions this study gave to ours are the concepts it handles and the place ICT occupies in the methodological approach and it also shows a guideline of authors to consult. Also, a very special characteristic of this study is the population it is conducted with, as being close to ours, and the author’s tutor-blog can be understood under the same categories we explained video-blogs previously.

Further, “Voice blog: an exploratory study of language learning” an article carried out by Sun (2009), explains the use of the voice blog as a platform for an “extensive study of language learners’ speaking skills” (p. 88). Its primary aim was to “enhance students’ oral proficiency in English by providing them with opportunities to practice speaking and to enhance their public presentation skills” (p. 89). The participants of the study were 46 college students from Taiwan,

aged 20 for the most part. Using a text-based Computer-mediated communication (CMC) approach in her study, Sun found that students were capable of developing a series of blogging phases, using also a wide variety of strategies to deal with blogging-related difficulties. Students could also build up a blogging concept as a means of learning, individual communication, information exchange, and social networking. Sun concludes that blogging can constitute a dynamic environment that encourages practice, learning motivation, writing, and development of learning strategies. As it is shown, this article was meaningful for this project because of its positive impact at enhancing students' motivation and oral language skills (also, one of our goals) through a set of didactic proposals that were similar to the ones we expected to develop in the classroom, with similar resources in both.

In addition, the project from Mompean and Fouz-González (2016) "Twitter-based EFL pronunciation instruction" conducted a study on the use of Twitter as a language teaching/learning tool. The purpose of the study was to determine how Twitter can foster online participation and also how it may have a positive effect on the pronunciation specifically, on the common mispronounced words in the target language. The strategy implemented was to post tweets during 27 days with different media content (videos, audios and images) explaining the different words and their pronunciation. Then, after each seven days, students had to do an oral production test that must include the pronunciation learned and a survey for evaluating their experience with Twitter. Researchers found that "in general, the use of Twitter encouraged participation and that the instruction had a beneficial effect on the students' pronunciation of the target words" (p.179). Also, the engagement of students' with social networks such as Twitter is determinant so they can see the information on time. Therefore, the absence of some students during the exercises because of their busy schedules or the different e-routines was a limitation

highlighted by the authors. This article, gave to this project ideas about the importance of students' engagement with an online platform since it can interfere in the creation and edition of the video blogs. Nevertheless, the input phase (that will be explain later) was determinant during the production of the videos, since students could experience with the topic content and style before creating their original material.

The next article we considered relevant was, "Using YouTube in the EFL Classroom" by Watkins and Wilkins (2011). It highlights the positive impact of YouTube videos inside and outside the classroom to enhance conversation and listening skills. The authors develop a literature exploration of what has been done using YouTube under different teaching approaches such as SLA or CALL. They also present some strategies such as doing conversation analysis in terms of pronunciation and culture of videos found in the platform. Watkins and Wilkins concluded that as there are positive things of using this platform like the easy access and connection with the real world, there is as well a high risk to find inappropriate content. Understanding how YouTube is the major platform for uploading and sharing videos and the different ways this kind of content can be applied in the EFL classroom, is what makes this article relevant for our project, not only because it comprehends Video Blogs as a suitable form of videos to be applied and developed in the classroom, but also because it presents multiple ways to provide content and input to the participants of our project.

Additionally, "YouTube for Two: Online Video Resources In A Student-Centered, Task-Based ESL/EFL Environment" by Hamilton (2010) explores methodologies for using video platforms in the classroom. The participants were college students in an intensive English course, who were asked to communicate exclusively in English. The aim of this project was to change the way videos and streaming platforms are used commonly in the EFL classroom, with very

little participation of students as passive agents in the learning process, making the analysis and production of this kind of material the best way to switch students' role to active. The classes were developed around the realization of magazines and the creation of videos for streaming platforms. The conclusions determined that the realization of videos motivated students to look for information and to organize the video content. A weakness found in the process was that there were moments in which the person-to-person communication was limited by the interaction with the computers. On the other hand, the author recommends to avoid the edition of videos, this to give the opportunity to students to reflect about their real pronunciation and fluency mistakes. This research is important for this project because it gave us possible problems during the application of the classes as well as considerations about the non-edition of the videos. This also taught us to work with the person-to-person and online interaction by Blended Learning strategies.

Last but not least, we worked with the article: "Digging into YouTube Videos: Using Media Literacy and Participatory Culture to Promote Cross-Cultural Understanding" by Bloom and Johnston (2010). The authors argued that the use of web 2.0 platforms in daily life has changed the perspective of learning, where teachers are not the only source of information. As the two recognize that the reception and creation of videos are useful skills that facilitate cross-cultural dialogue. Positive aspects found are related to the enhancement of the critical mind and the multiple ways that students use to express their perspectives. The author concludes that the efficacy of online exploration is a legitimate form of education because it contributes to the development of a digital abyss. This research is relevant because it recognizes the importance of technology in the learning process as an innovative way of knowing both, cultures and students perspectives.

Theoretical Framework

Integrated Skills in the EFL classroom. Along the research done around the learning of foreign languages, it tends to see the segmentation of the language into the four skills: Listening, writing, speaking and reading. The skills have been also categorized according to what their functions suggest. As Brown (2001) explains: “The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading” (p.232).

Although a vast range of research has been focused on a specific skill or performance, for this project it is not possible to develop a process of exposure, planning, production, recording and presentation by working only on one skill. Therefore, as Hinkel (2006) outlines “commonly accepted perspectives on language teaching and learning recognize that, in meaningful communication, people employ incremental language skills not in isolation but in tandem”. Furthermore, Brown (2001) asserts that the implementation of multi skills seeks to learn English through a whole language approach, that allows students to learn the language without breaking it up “rather than being forced to plod along through a course that limits itself to one mode of performance, students are given a chance to diversify their efforts in more meaningful tasks” (p.233).

For giving a wider explanation of the Integrated Skills, Brown (2001) does some observations around the importance of the approach in the classroom. On the one hand, the skills can help each other to enhance the English students’ level. For example, it is common to see that through listening and repeating what we hear, it is possible to enrich the pronunciation and the vocabulary, or in the case of writing, we follow the experiential moment we have had with the reading practice, to build a writing style. On the other hand, and most important, the use of the

language is understood as a non-segmented use of specific skills, but as a natural performance that connects the language to ourselves. Further, as Davies and Pearse, cited by Kumara (2003) presents: “the integration of language skills has the potential to offer “different opportunities for different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen or read, and the analytically or visually oriented learners who like to see how words are written and sentences constructed” (p.229)

The integrated skills imply different models for having accurate experiences in the EFL classroom. Such models integrate the language skills for specific purposes. One of the models is the Content-based instruction which as Richards and Rodgers (2001) say “ refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (p.204). For the second approach, Task-Based learning model, which is the one used for this project, Brown (2001) expounds that “the priority is not the bites and pieces of language, but rather the functional purposes for which language must be used. (...) Task-Based instruction focuses on a whole set of real-world tasks themselves” (p.243). The Task-Based model is built on the different jobs that students can adapt to in the classes. Those can be Target Tasks or Pedagogical Tasks. The distinctions between the two of them stems from their use. The first one seeks to have communicative tasks in a real context, while the second, simulates situations in the classroom by allowing students to practice through communicative exercises. Both tasks are adapted for this project, promoting student’s creation of content when simulating communicative situations. As Brown also manifests, “a Task-Based curriculum, specifies what a learner needs to do with the English in terms of Target tasks and organizes a series of pedagogical tasks intended to reach those goals” (p.243).

Mahdi (2014) also comments that “one of the major features of task based approach is that language forms are not determined in advance. Learners never take note of language inputs to produce them. As soon as they decide to apply language for purposeful communications, they try to find appropriate input to make new meanings.” (p.1275) although students are the ones that decide which strategies to implement, Mahdi (2014) also presents the Willis’s Task-Based Framework, which is a cycle of three steps that describes the different tasks in a Task-Based instruction. In the Pre-Task phase teachers do a presentation of the expected project. Then, in the Task Cycle, students plan a report by using their natural language and using the strategies they consider are better for their performance. Finally, during the Language focus students are aware of the semantics, lexis, morphology, syntax and phonetics/phonology of the language. The Task-based framework suggests the implementation of the language skills for achieving the goals proposed. During the project, students had a language experience –designed according to what the Task-Based approach and its different phases suggested– by using the language skills for developing a designated task.

Blended Learning Experiences as the basis of dynamic interaction. The arrival of new technologies that could be implemented in the education, allow the learning strategies to expand their work beyond the classroom. Bonk, Graham and Cross (2005) consider that the Blended Learning (BL) system is a new way of learning because it combines face to face and online interaction and not only gives priority to one of them. Further, Thorne (2003) explains that “the potential of Blended Learning is almost limitless and represents a naturally evolving process from traditional forms of learning to a personalized and focus development path” (p.5). In the classes, the face to face learning environment tends to prior the human-human interaction but in

the BL, it seems that both strategies complement each other and cannot achieve the same goals separately. Additionally, the conception of Blended Learning cannot be only considered as a mixture of face to face and online interaction, but as the use of two methods to achieve a learning purpose and to “allow both teachers and learners exchange collective and individual feedback synchronously and asynchronously” (Farrag, 2009. p.6)

Other features related to the uses of the Blended Learning in the classroom are related to how the performance of the students can be enhanced by its implementation. Ziegler, Paulus, & Woodside, cited by Farrag (2009) highlight that “blended learning provides more productive engagement among students in the online environment and in course content as well” (p.6). On the other hand, the flexibility and effectiveness offered by the Blended Learning, depends on the model implemented according to the purpose or intention of the blended strategies. Graham as cited by Farrag (2009) establishes some practical blended learning models. One of them is the three-phase blended learning model “that allows learners go through: online self-paced learning to acquire background information, face-to-face learning lab focused on active learning and application experiences instead of lecture, and online learning and support for transferring the learning to the workplace environment” (p.7). The implementation of the previous models on the development of this project, can determine the purpose for each one of the sessions when deciding when to use either face to face interaction or online participation.

Bonk, Graham and Cross (2005) propose four levels of blending which are determined by the student and the teacher. Those are: Activity Level Blending, Course Level Blending, Program Level Blending and the one that is used in this research project: the Institutional Blended Learning. This level is characterized by “the implementation of an institutional model for blending where students have face-to-face classes, with online activities in between” (p.10) .

Along with this level, there are general categories of blends: Enabling Blend, Enhancing Blend and Transforming Blend. As students will be producers of their own videos, this project will use the Transforming Blend because there “learners actively construct knowledge through dynamic interaction” (p.10)

As blended learning is a teaching approach, it is supported on certain pedagogical theories. Tomei, cited by Bartolomé (2004), states some of these, for example: (1) behaviorism is involved as b-learning aims multimedia practices and visual presentations and aids with constant feedback, (2) cognitivism, as this approach encourages students to explore through web and software and (3) humanism, as it attends individual needs and also enriches teamwork skills. Of course, blended learning is not limited by these theories, in fact, it can be considered as “the application of an eclectic, practical thinking” (p.6).

In terms of resources, Marsh, cited by Bartolomé (2004), reflects on what kind of materials should have more or less importance considering the objective of the class, which means that the techniques used vary according to the learning experience that the teacher expects to generate. This author classifies these experiences as lecture, independent study, application, tutorials, teamwork, communication and evaluation; all of which have different participation of traditional/technological resources and materials. This becomes useful given the processes that our study is aiming for, fulfilling every stage of the teaching-learning experiences.

Bartolomé (2004) also provides a series of students’ abilities that are enhanced with this approach, such as (a) information searching and (b) criteria development to evaluate and value that information, (c) use information to generate new knowledge and in real-life situations, (d) team-working on sharing, creating and (e) contrasting information, as well as (f) decision

making. With this being said, not only we will be encouraging students in language-related aspects, but also we will be enhancing students' learning and working competences.

Video Blogs as the vehicle of speech construction and comprehension. Video Blogs have become in a transcendental entertaining and educative online tool for people all around the world. The Video Blogs although are similar to the traditional written entrances in web pages, offer the possibility of having a more extensive use of the resources for establishing a connection of what it is transmitted and what it is understood. As Gao, Tian, Huang and Yang (2010) explain, a video “can show a lot more than text, vlogs provide a much more expressive medium for vloggers than text-blogs in which to communicate with the outer world. This has particular appeal to younger audience, who are typically equipped with popular mobile devices such as personal digital assistants (PDAs) and camera phones” (p.3)

Recounting the beginning of video blogs since the year 2000, Kaminsky (2010) refers to the impact that *vlogs* and other kind of videos have had in politics, society, journalism, technology, communication, education and advertising. Considering that “the increased role video will play in our lives seems inevitable” (P. 16) we start to see a certain mutability in videos and video-blogging that should be exploited the best way possible.

Miles (2005) introduces the concept of *granularity* in order to differentiate regular videos from video blogs. This term “refers to the scale of the [individual] units used within a larger system” (2005, p.29). This can be understood as the density of particular elements in a *text* (this, as everything susceptible of being read) that allow the reader to accede and comprehend the object of it, through a decentralized way of reading: thinking of video blogs, not only the video itself, but also the elements provided by the webpage it is supported, as well as all the texts,

images and other kind of content the *vlogger* offers, increase the video blog's granularity. The topics proposed for this project that also surrounds the videos' themes, seek to involve socio-cultural experiences from the students' perspective, as well as the allowance for using non-predetermined elements that can be approached by the students during the planning, recording and edition of the content.

Leaving aside the conception of video blog as a regular blog that includes video, Miles (2006) states that this particular form of video is entirely social, and that it must conserve most of the blog's main characteristics, which means it is ruled by informality and everydayness, being also personal –submerged in the blogger life and world conception–; within multiple video blogs created successively, just like a blog entry, they are also indexical, making it possible to comprehend as something documentary.

There is also a characterization of Video Blogs proposed by Hoem that is cited by Gao, Tian, Huang and Yang (2010) which classifies the videos according to their edition process: *Vogs*, that “are made of pre-edited sequences which normally include interactive elements” (p. 5), *Moblogs*, that are the ones directly uploaded to a platform from a phone with any edition and *Playlists* which “are collections of references to video files on different servers, which may even provide a level of interactivity without manipulating the content in these files” (p.6). For this project, students created Vogs, which used different strategies such as; images, subtitles and sounds for presenting understandable information in the target language.

Finally, from a descriptive perspective, Cleger (2009) defines the video blog as a subdivision of the standard blog that has contributed to “deepen the graphic content and the *blogosphere*'s dynamics. [...] It is an artifact that increases the *real/corporeal* aspect of presences that interact online, raising the *illusion of reality* to unreachable levels for simple writing or photography”

(p.132). The concept of reality brought by Cleger establishes a wider relationship between the person who experiences the *vlog* (viewer or video blogger) and the rest of the world. That being said, the experience that students will have will not only be in using different strategies in order to deliver a message, but it will also increase a sense of proximity of the message: as the video is not just a task, but a very complex artifact, it boosts the real communicative interaction experience, in which learners find themselves in a very rich, dynamic environment to express themselves, in this case, in the target language.

In this chapter a state of art, including different studies, research projects and articles, was presented, as well as the constructs: *Integrated skills in the EFL classroom*, *Blended Learning Experiences as the basis of dynamic interaction* and *Video Blogs as the vehicle of speech construction and comprehension* were defined and linked to our project. This information helped us to understand different issues in terms of theory, content and organization of the proposal. In Chapter 3 the data collection procedures and the instruments implemented, are explained.

CHAPTER III

Methodological design

This chapter introduces the methodological design through which the project was carried out. Initially, we include a description of the research paradigm we identified our project with, as well as the type of research we selected, according to our project's characteristics and needs. Then, we explain our data collection methods, instruments and procedures, in order to discover the impact of the study.

Research paradigm

For understanding and analyzing the different aspects that this project faced during its application, it is important to determine the study paradigm. By using the Qualitative research method; individual, cognitive, cultural and social aspects of the participants, can now be studied. Denzin and Lincoln (2000) define Qualitative research as a method that “studies things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p.3). Furthermore, Mason (2002) asserts that “Through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants”. (p.1)

The different sessions proposed in the project were developed in order to enhance the participants' proficiency in English, exercising their use of the language through diverse activities—which respond to different, individual skills—that gather different competences into a communicative goal, understood in the use of Video Blogs and Blended Learning throughout

the English learning experience; the results derived from these dynamics were gathered and analyzed considering participants development and progress. Therefore, the Qualitative research method is the path needed to achieve this analysis since it is as Denzin and Lincoln (2000) explain “Based on methods of data generation which are both flexible and sensitive to the social context in which data are produced (rather than rigidly standardized or structured, or entirely abstracted from ‘real-life’ contexts).” (p.3). Finally, we were not trying to generalize certain conditions that can be suitable in all language teaching/learning environments, but in a specific pedagogical analysis and experience.

Type of research

Since the researchers needed to observe the participants’ interaction with English so an effective proposal could be carried out, the study was characterized as an Action Research project. Phillips and Carr (2010) consider Action Research as a tool of researching that places the teacher as an agent of change in a classroom with specific needs and with its own cultural and social paradigms. Those aspects are mixed in the teacher’s pedagogical context and exercise.

Furthermore, we are sure that this method in the practice considering Burns’ (2010) idea of it as a process that involves “taking a self-reflective, critical, and systematic approach to exploring [the teacher’s] own teaching contexts [...] [intervening] in a deliberate way in a problematic situation in order to bring about changes and, even better, improvements in practice” (p.56). Moreover, there are different processes involved in the action research. Koshy (2010) explains two models for the realization of action research. This project takes as a model O’learys’ cycles of research which are “based in evaluative practice that alters between action and critical reflection” (p.8). According to Koshy, O’learys’ stages are: observe, reflect, plan, act

and the repetition of them (p.9). For this project, the observations at the beginning of the research were fundamental to characterize the population and to identify the strategies and methodologies implemented during the classes.

The data collection not only helped to register the activities developed in the sessions, or the students' particularities, but also to reflect about the students' English performance. On the other hand, the planning and action took place after analyzing the Data collection. Finally, both students and teachers, reflected about the development of the sessions after the accomplishment of every class and video. By doing so, it was possible to modify some elements of the planning or the teaching performance in the future interventions.

Role of the Researcher

The Qualitative Action Research implies the observation and intervention of the teachers. Therefore, the concept that best describes our performance is the Participant Observer. We are as Phillips & Carr (2010) define "critical elements" (p. 95). By having a participation in the students' processes we have the opportunity according to Guest & Namey (2013) of "discovering through immersion and participation the hows and whys of human behavior in a particular context". (p. 13), in this case, we have the possibility to analyze students' performance from both an Observer and Participant's perspective. Nevertheless, it is important to clarify that we were participants and observers for two semesters, in the first semester we were collecting the data only by observing the classes and the following two, we applied the project through interventions and observations of the classes.

Data Collection Instruments and Procedures

From the observation of the classes to the implementation of the different lesson plans and its subsequent evaluation, different Data Collection Instruments were used. The use of these elements are related to the concept of Triangulation which “is a way to increase the measures of validity or to strengthen the credibility of research findings by comparing the results of different approaches to a single unit of study” (as cited by Given 2008, p. 894). The use of the Triangulation not only helps to analyze the data from an objective perspective, since it is free of biases, but also it helps to answer the research question and the objectives that are stated in the project.

The Data collection instruments that were selected for the triangulation are: a diagnostic test used during the participants’ characterization, the artifacts of the different activities proposed for each one of the videos, the field notes taken in every intervention and the surveys applied for knowing the students’ preferences and their perceptions after the production of each video. The following table presents the data collection instruments that helped us answer our research objective.

Objective	Data collection instrument #1	Data collection instrument #2	Data collection instrument #3	Data collection instrument #4
To identify the impact of implementing Video Blogging and Blended Learning experiences when developing Integrated Skills in the EFL classroom.	Diagnostic test	Artifacts	Field notes	Survey

Table 1: Plan of triangulation

Artifacts. The artifacts were elemental instruments for this research. “An artifact is any kind of physical documentation that sheds additional light on your research question and topic” (Phillip and Carr. 2010, p. 78). Besides, Norum considers that “Artifacts are a frequently overlooked source of data. They serve to enrich a study and often provide information not available from interview or observational data” (as cited by Given 2008, p.25). In this project, the physical documentation was collected along the two phases: face to face and online interventions. The realization of the videos consisted of a process that requires the planning of the content for the video, the video itself and an individual evaluation given by the students. During the planning, students were required to fill out a video script form (annex 4) with the script that was written and corrected during the classes. The forms were collected after explaining the topic and content that each video entailed. The final version of the video is collected at the end of the process. Finally, the evaluation format (annex 5) is applied and collected during the presentations of the students’ videos.

Field Notes. The Field Notes are important for both, the observations and the interventions. For Marshall (2006) the field notes are “detailed, nonjudgmental, concrete descriptions of what has been observed” (p.102). For the pedagogical intervention, Field Notes are important since they give to the researchers the opportunity to “record in-depth descriptive details of people (including themselves), and events, as well as reflections on data, patterns, and the process of research” (cited by Given 2008, p.341). The analysis of the class process, during the three semesters that we worked with the students, were detrimental to analyze and give a response to the Research Question. The field notes (Annex 6) helped to register the events along the pre-production, production and evaluation of the videos. Hence, the field notes were written and interpreted in every face-to-face and online participation class, by us.

Survey. According to Glasow (2005), the Survey is “used to quantitatively describe specific aspects of a given population” (p. 1). It also “means for gathering information about the characteristics, actions, or opinions of a large group of people” (p.1). There are different types of surveys such as: “questionnaires (on paper or online), interviews (conducted by any method; e.g., individual interviews done face to face or via telephone), focus groups, or observations (e.g., structured observations of people using internet access stations at a public library”. (Given, 2008, p.846). During the first phase of observation and diagnosis, a written survey (annex 1) was implemented to recognize students’ preferences and cognitive, social or cultural particularities that might help to the characterization and further, the creation of the pedagogical proposal. Furthermore, after each video presentation, a survey (Annex 7) is applied to know how students felt along the pre-production, production, presentation and evaluation of each one of the videos. Also, this survey allows students to evaluate the teachers’ performance as well as their strengths and weaknesses.

Data collection procedures

Our data was collected after the permission given by the legal tutors of the participants, using a consent form (Annex 3) in which they were informed of the research and data parameters. The research comes from 40 weeks of interaction with the participants, which took place between February 2017 and April 2018. During this time, our pedagogical intervention was carried out twice a week in 2017, and once a week in 2018, following the data collection procedure presented in the following paragraphs.

To begin with, a diagnostic test (Annex 2) was implemented in order to characterize the participants’ proficiency in the target language, evaluating the different skills; this test helped us

to determine the students' language level, and gave us a starting point for the pedagogical proposal design.

Secondly, the scripts and video forms were built in class on a 5 lessons basis; these were implemented three times during the data collection process. The first scripts and video formats were developed from August 21st to September 15th, and this day they were collected; the second ones were developed from October the 1st to the 20th, day they were collected; and the third ones were developed from February 19th, to be collected on March 16th. Scripts and Video Formats supported us in understanding participants' use of the language from their own individuality, and their concerns on how to express them orally.

The videos and the evaluation formats were watched and collected during the consequent two or three lessons from the collection of the scripts and video formats, that is September 18th to the 29th, October 23rd to the 27th, and March 19th to the 26th. The data collected through the use of these instruments revealed participants' interaction and performance with the language, the creativity they had using the technological tools, as well as the way they examined their peers' process and how they themselves could improve.

As for the Field notes, they were created after each one of the interventions, focusing on the student's responses to the materials and activities, as well as the outcomes and products that were shown in class. Finally, in regards to the surveys, they were applied after the students evaluated their classmates videos on September 18th to the 29th, October 23rd to the 27th, and March 19th to the 26th. The resulting data led us to know the participants' opinions and perceptions towards their process, as well as the class dynamic and the researchers' role.

This chapter presented the main theoretical supports of our research paradigm, type of research, data collection instruments and procedures that helped us understand the results of our

proposal and research project. The following chapter is meant to explain the pedagogical intervention of our study, supported by our visions of curriculum, language, classroom and learning, as well as the units it is divided.

CHAPTER IV

Pedagogical Intervention

In this chapter, the implementation of the project is displayed by explaining the visions of: curriculum, language, learning and classroom that we took into account in order to describe the different perceptions developed in our project. Additionally, the pedagogical design is illustrated by explaining the units in which the different sessions were carried out.

Vision of curriculum

The vision of curriculum for our project is based on Grundy's (1998) proposal. Although, this author explains curriculum as a set of different aspects, we focused on her view of the concept as praxis. Here, the curriculum belongs to the area of "human interaction, and it is related to interaction between teacher and students" (p. 100). As human interaction is needed, both student and teacher acquire and active role in the teaching-learning process, because "all participants in the curriculum event must be considered subjects, but not objects" (ibid). Therefore, we never conceived the participants distant from the intervention, but interactive beings who were invited to engage in a set of activities of listening, writing, recording, presentation and evaluation of the Video Blogs.

Vision of language

The vision of language inside this intervention is based on what Scarino and Liddicoat (2009) call: Language as a Social Practice. They consider that "Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses

his or her language(s) differently to do this” (p. 16). The videos that students recorded showed their reality as individuals and as members of a society. They were expected to have meaningful learning experiences in the target language and for doing so, it is important to work from their social context. Therefore, “if language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary” (p.17). The relations students established with the topics implemented for the different interventions provided them the different experiences from where they could understand an external content and adapted it for their own reality. The language content used for this project was selected based on the students’ needs according to the opinions reflected in the diagnosis survey (Annex 1).

Vision of learning

In regards to the vision of learning, this project focuses its attention on the experiential learning. According to Kolb (1984), the Experiential Learning involves the nature of the life’s experience for learning “not just the result of cognition but, the integrated functioning of the total person –thinking, feeling, perceiving and behaving” (p.41). Keeton and Tate cited by Kolb (1984) present the definition of learning “in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process.” (p. 28). The experiential learning is reflected in this project, as students are expected to analyze, prepare, produce and reflect about Video Blogs, by integrating their cognitive knowledge and their personal experiences and perceptions. Although they had to

analyze different input information for understanding the goal of each one of the units, it is the production of the material from students, the aspect that is going to be analyzed.

Vision of classroom

The dynamics for this project are fundamental for the development of the different phases during the class. Therefore, the classroom is seen as a scenario for sharing experiences and knowledge among students-students and teacher-students. The creation of such environment has to be surrounded by the idea of interaction through communication. The interaction developed in the classroom is defined by Tudor (2001) as Communicative Classroom. Tudor (2001) explains it as a mode for students to create a concept in which communication has the most important role during the class' performance. Ballman, Liskin-Gasparro, and Mandell (2001) also propose a characterization for the Communicative Classroom based on three modes: Interpersonal, "where students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions" (p. 5), Interpretive, in which "students understand and interpret information on a variety of topics" (p.5) and Presentational, that is when "students present information, concepts and ideas to an audience of listeners and readers on a variety of topics" (p.5). The activities for this project were planned around the Integrated Skills and their use in diverse activities and topics for the further creation of the Video Blogs. The phases, integrate interpersonal, interpretive and presentational modes for students to develop a successful conception of the classroom as a space for developing communication.

Pedagogical design

In this part, the pedagogical intervention is described. The project sought to provide students 5 units, each one of them with particular topics that engaged learners with the target language through activities and phases in order to plan write, record, produce and present a final video product, based on their personal experiences according to the topic proposed. Five lesson plans (Annex 9) were design for 8 hours of class each. The time expected for developing each one of the lessons gave us the possibility of extending the phases such as writing and recording according to the possible obstacles that the students could face. The development of the classes was supported by the activities done in the classroom (face-to-face) and the ones that implied the use of the Internet (online participation). The different phases proposed for each one of the units were integrated in the five lesson plans, which were presented according to each one of the language main themes. Also, the content of the videos were implemented from the organization of the themes and their relation with the language topics that were intended to cover.

In the first phase, students had the chance to recognize and analyze information presented in different listening and speaking exercises according to the topic of the unit. The material implemented for such exposition, was different Video Blogs taken from YouTube that present aspects of the target language. Students had to analyze the information in terms of content, style and the use of language, through listening exercises and then, share ideas by comparing the content seen, with their personal perspectives and knowledge.

In the second phase, after students identified the language content purpose in the input material, they started to write their personal information related to topic of the unit. During this phase, the communication between peers was a determinant factor since it was intended to teach the grammar components of the input information through a process in which students followed

examples given by the teacher or by other students, without the need of explaining the grammar foundations. After students wrote the information, they received feedback from the teacher about their written process. This feedback was given in the classroom and via email, so that they could correct and rewrite the final information in the Video Script form (Annex 4).

During the third phase, students had to use their knowledge acquired during the analysis of the videos in terms of style and also on the scripts done in class, for planning how to produce their own videos. Then, we provided students with cameras, and some of them also used their phones, for recording the information. Students were free to use any free space within the school and to present the information in a way that they considered was better for them. After students recorded the video, we took them to the computer lab or we gave them laptops so they could edit their videos by using any computer program that they preferred.

For the last phase, students uploaded the videos to the YouTube channels “Rafaelbernal903” and “RafaelBernal902” and then, their classmates were asked to watch and evaluate the productions by following a rubric in the Video Evaluation Form (Annex 5). Then, we sorted the comments done by the students in a Word Document (Annex 8) and then we sent them via email to the students so they could take into account the comments done by their classmates, for the production of future videos.

The following tables present the units as well as the general content of the lesson plan created for each one of them (Annex 9). The objectives of the Units are proposed according to the face to face, the online students’ interaction and participation and the topic proposed for each lesson plan.

Table 2. Pedagogical Units

UNIT 1
August 2017 - September 2017
What you don't know about me
Face-to-face objective: To describe personal information by using the present simple tense.
Online objective: To link descriptive Video Blogs with personal experiences.

Face-to-face		Online	
Phase 1	Phase 2	Phase 3	Phase 4
Speed dating speaking activity. Analysis of "10 things about me" videos.	Writing, correcting and rewriting of personal information by using the present simple tense.	Recording and editing of the videos by using different video edition platforms.	Uploading of the videos to Youtube./ Presentation and evaluation of the videos

UNIT 2
September 2017 - October 2017
What am I capable of doing?
Face-to-face objective: To follow and give instructions by using the sequence adverbs and the ordinal numbers.
Online objective: To describe the procedures of a DIY project by using sequence adverbs and ordinal numbers.

Face-to-face		Online	
Phase 1	Phase 2	Phase 3	Phase 4
Origami and "follow the instructions" listening activities. Analysis of "DIY: Do it yourself" videos.	Writing, correcting and rewriting of a step by step instruction by using the sequence adverbs.	Recording and editing of the videos by using different video edition platforms.	Uploading the videos to Youtube./ Presentation and evaluation of the videos

UNIT 3
October 2017 - November 2017
What's my story?
Face-to-face objective: To narrate life experiences by using the present and past simple tenses.
Online objective: To understand and comment Story Time's Video Blogs.

Face-to-face		Online	
Phase 1	Phase 2	Phase 3	Phase 4
Listening and reading activity on "Mark Zuckerberg Biography". Analysis of "draw my life videos"	Writing, correcting and rewriting of a biography by using the present and past simple tenses.	Recording and editing of the videos by using different video edition platforms.	Uploading the videos to Youtube./ Presentation and evaluation of the videos

UNIT 4
November 2017 - February 2018
"My opinion about": Entertainment review
Face-to-face objective: To rate and comment entertainment products (brands, movies, music videos...) by using comparatives and superlatives-
Online objective: To analyze different Video Blogs' reviews with entertainment content.

Face-to-face		Online	
Phase 1	Phase 2	Phase 3	Phase 4
Listening exercise on "It: movie review". Analysis of entertainment reviews videos.	Writing, correcting and rewriting of a movie/book/place review by using the comparatives, superlatives and opinion expressions	Recording of the videos in the school and editing by using different video edition platforms.	Uploading the videos to Youtube./ Presentation and evaluation of the videos

UNIT 5
February 2018 - April 2018
What makes me a Colombian?
Face-to-face objective: To describe the elements that make one like a Colombian by using past and present tenses / To establish a difference between the target and Colombian culture by using comparatives and superlatives adjectives.
Online objective: To reflect about the representation of the target and the Colombian cultures on the YouTube platform.

Face-to-face		Online	
Phase 1	Phase 2	Phase 3	Phase 4
Listening on “20 amazing facts about India”. Analysis of videos about countries’ facts.	Writing, correcting and rewriting of Colombian traditions and its importance for the world.	Recording and editing of the videos by using different video edition platforms.	Uploading the videos to Youtube./ Presentation and evaluation of the videos

Unit 1: What you do not know about me. During this unit, videos with the thematic of “50 things about me” were implemented for working in the use of the present simple when doing descriptions. The “things about me” videos describe the different characteristics of a person by using strategies such as images and music. Although is not a biography, it describes the likes and dislikes of the speaker. Therefore, during the recording and edition phases, we required students to do not use only one scenario for presenting the information, but to use different tools that could help their classmates to understand the information presented in the target language.

Unit 2: What am I capable of doing? For the second language topic, the unit proposed the implementation of the present simple tense for giving instructions. The “DIY” video content gave students different ideas about how to explain the process of a project or activity. The examples that we gave to the students, were characterized by the clear segmentation of the steps

that are necessary when following instructions. During the production of the video, students were required to freely choose the activity or project they wanted to teach. It was necessary also to ask them to explain in their videos things such as; materials, procedure and final product.

Unit 3: What is my story? For this unit students were required to tell their biography by using the past and present simple tenses. The characteristics of a “Draw my life” video helped students to represent their important life’s aspects by drawing each one of the events on a board or in a paper. The examples given to the students were focused on presenting alternatives for showing the information as well as the organization necessary for telling chronological events in a person’s life.

Unit 4: “My opinion about”: entertainment review. After studying the important elements when doing descriptions, instructions or when referring to information in the past, students were expected to give their opinions about content that was part of their everyday life, such as: movies, books, tv shows, etc. For presenting the information the comparatives, superlatives and the expressions for giving opinions, were necessary to implement during this unit. The videos proposed were related to reviews that people do on YouTube about books, events or brands that are familiar to everyone.

Unit 5: What makes me a Colombian? During this unit, it was intended to implement all the language topics seen in the 4 units. Since students were presenting information about themselves including cultural and social aspects, the analysis of the elements that make them Colombians was an idea that we proposed as a closing topic for the video productions. Students had to show facts about their country in terms of culture and social aspects. Further, they could express their thoughts through videos about Colombian idioms explained to foreign people, opinions about a problematic in their community, what to visit in Colombia, etc. The videos

example presented to the students were related to facts about other countries and their particular and interesting aspects.

In the fourth chapter, the different visions were established; curriculum as praxis, language as a social practice, experiential learning and classroom from a communicative perspective.

The chapter closes with the Units and content of the project and their description in terms of objectives and procedures. In the following chapter, the analysis of the findings of the project is presented.

CHAPTER V

Data Analysis and Findings

This chapter presents all the aspects related to the analysis of the data collected, the procedures we followed in order to assure trustworthiness –validation, codification, etc. – along with the interventions and the students’ processes. Then, the categories and subcategories that emerged from this analysis are presented, along with the evidence that supports them, as well as the findings of our research.

Procedures for Data Analysis

To categorize and analyze the information collected in the interventions, it is important first to justify the use of the data analysis method implemented. This is why the Grounded theory fits to this project as it explains the concept, process or interaction among individuals (Delbert and Neil J, 2002. p. 154). Delbert and Neil also explain that “in the Grounded theory, researchers primarily collect interview data, make multiple visits to the field, develop and interrelate categories of information, and write theoretical propositions or hypotheses (...)” (2002 p. 154) .

Further, the categories of analysis were established after the collection of data and not before the implementation. As Delbert and Neil propose “To generate categories inductively, the researcher approaches data analysis without a preset list of categories and analyzes the data to identify analytic units that conceptually match the phenomenon portrayed in the data set” (p. 155). Because of this, although the collection of data was presented along with the research question and objectives, the results allowed us to categorize the information and do the analysis.

The implementation of a coding process was important for organizing the information and

establishing the categories and subcategories of analysis. As Benaquisto (2008) explained, the coding process refers to the steps the researcher takes to identify, arrange, and systematize the ideas, concepts, and categories uncovered in the data. Coding consists of identifying potentially interesting events, features, phrases, behaviors, or stages of a process and distinguishing them with labels.

For doing the analysis of the data collected, the identification, arrangement and systematization of the information was the following: First, the field notes were divided into the classes observed and the classes given. By using color-coding we highlighted the important information and also, we did an analysis of the elements seen in class by commenting our thoughts, perspectives and hypothesis next to the action observed. For the artifacts, we divided the worksheets with sticky notes separating the ones of the students that had high results, from the ones that had average and low results in the diagnosis test, so we could analyze the results according to the activities developed in the interventions. The videos were analyzed after checking that students did all the process required for the sessions (script, edition and presentation of the videos) and also after analyzing the final version of the videos in terms of content, use of resources and use of the target language. As students were also part of the evaluation of their classmates process, their written comments during the presentation of the videos were also considered. Finally, the surveys implemented at the end of each video production, were classified according to the comments found for each question proposed.

Considering that the objective of this proposal was to discover the impact of developing Integrated Skills through a technological and social tool, and as we carried out this process while understanding the way participants evolved during each of its stages, the data analysis perspective that we adopted was *emic*. Following Freeman's concept (1998), we would "refer to

meanings that the insiders of a particular sociocultural group assign to a situation.” (p. 70), that is, we needed to analyze the data reflecting on how the learning occurred, since we witnessed the reactions, development and outcomes of the participants through our active role along the pedagogical intervention and the research development.

Categories of analysis

As this study intended to determine the impact of developing Integrated Skills through Video Blogging and Blended Learning experiences in a ninth-grade EFL classroom, it was important to organize and categorize the information so that the findings and further analysis could answer the proposed research question. Therefore, the categories presented in the next chart (Table 2) are the result of the relationships between both the research objectives and the findings of the project.

Specific Research Objectives	Category	Subcategory
To determine the role of Video Blogging and Blended learning experiences in the development of integrated skills.	Blended Learning and its supportive role in students’ learning experiences: listening, writing and speaking skills	Improving listening comprehension throughout audiovisual materials and aids.
		Writing as a tool for improving students’ oral performance.
		Integrating words and body language for a better performance.

To characterize the students responses to the blended learning and the video blogging experiences in the development of integrated skills.	Students' responses to Blended Learning and the Video Blogs in the development of integrated skills.	"My world, my culture, my style": identity and creativity in the construction of the videos.
		Displaying passion and commitment through producing and evaluating class projects.
		Video Blogging in the EFL classroom: Students positive perspectives.

Table 3: *Categories of analysis*

The first category, *Blended Learning active role in students' learning experiences developing listening, writing and speaking*, is related to the research question since it breaks down the skills that were implemented and developed in the interventions under the Blended Learning approach. As we were able to find *recurrent regularities* in the data (Patton, 2002) we narrowed down the findings under the following subcategories: Improving listening comprehension throughout audiovisual materials and aids, Writing as a tool for improving students' oral performance, and Integrating words and body language for a better performance.

The second category, *Students' responses to Blended Learning and the Video Blogs in the development of integrated skills*, evaluates the students' reactions when exploring, producing, recording and presenting their videos. These dispositions were grouped, according to what the data showed, under three subcategories: "My world, my culture, my style" : identity and creativity in the construction of the videos, Displaying passion and commitment through producing and evaluating class projects, and Video Blogging in the EFL classroom: Students positive perspectives. In the following analysis, the categories and subcategories are explained

and augmented through the presentation of the data and its relationship to the theory applied for this project.

Category 1: Blended Learning and its supportive role in students' learning experiences: listening, writing and speaking skills.

This category refers to the role of the Blended Learning approach used in the students' work in regards to the content they were exposed to and the tasks that they were asked to do: the video material used as input, allowed students to recognize the necessary elements when doing a video with a specific topic; understanding elements as the different competences that are included in the target language, in order to be able to successfully communicate. The use of integrated skills in the classroom is directly linked to the use of the language as a whole; this, in reference to the definition stated by Brumfit (1984) where language use is understood "as a process of approximating the public avowals we make of our perception to other people's public avowals" (p. 29), that is, the use of all language skills into the social, communicative aspect it has itself.

Following this idea, for our project, the development of the integrated skills as it was explained in the theoretical framework, looked for improving the language skills through the task-based instruction. This is possible, under Nunan, as cited by Oxford (2001), by "comprehending, producing, manipulating or interacting in authentic language while attention is principally paid to meaning rather than form" (p.10). For analyzing the findings of the project in terms of the students' experiences with the Blended Learning and the Video Blogs as enhancers of the use and appropriation of the language, integrating different communicative skills, the following subcategories were developed:

Improving listening comprehension throughout audiovisual materials and aids. This subcategory analyzes the findings in regards to the listening skill, and presents the students' performance during the listening exercises and the students understanding during the presentation of the videos. For the listening exercises, we presented to the students what Krashen (1981), as cited by Brumfit, called ““optimal input””, in which the student “understands input that contains structures a bit beyond his or her current level of competence” (p. 120) that, along with the previously internalized knowledge, sets up the elements and content necessary for the production of the videos, as the Blended Learning approach dictates, this is the first stage of the face-to-face interaction (Bonk, Graham and Cross. 2005).

According to the data, for the first online exercise of the first video, it is evident that the students had previous knowledge about the content and structure of video blogs:

(...) They also give some ideas about the lighting, the energy that a person must have and the traditional content that is used by Youtubers; for example: challenges, biographies, and personal experiences” (Field note 3: August 28th, 2017. Lines 12-15).

Although this response is not fully linked to the idea of understanding a video, the data does show that students demonstrated that they managed to acquire new information after the application of the audiovisual material exercises:

“Things like and not like” ,“travels”, “usar numeros en cada cosa”, “show pictures””, etc. (...) some of them say that it was difficult to understand the videos because the Youtuber’s were speaking too fast. Some others say that they didn’t even understand most of the ideas that the youtubers were talking about, but that it was helpful the use of the images for understanding the content.” (Field Note 5: September 4th, 2017. Lines 13 - 18).

Another aspect that the data showed is that one of the most significant sources for students to understand the content was the use of images that accompanied the videos (reassuring Krashen conception of optimal input):

I asked Ss to summarize the key aspects of this video as well. As two Ss answered correctly, some others shouted: “profe pero ¿qué es eso [lactose...]?” to what others replied “pues, ¿no se acuerda de

la foto del helado? O sea que ella [the youtuber] no podía comer nada con leche.” (Field Note 27: August 18th, 2017. Lines 37 - 39).

The dialogue that emerged from the first exposure to the content also led the participants to have vague ideas on how they could have produced their videos.

Also, it is important to mention that the data extracted from the face to face interaction showed an important impact in the way students increase their listening comprehension, when following series of instructions. It was indubitable that they followed the instructions more easily because of the repetition of sentences and the use of images.

“ (...) most of the students don’t understand the instruction. Probably because for the 3 first instructions, any image is shown. (...) After repeating the ninth command twice, a student asks for a third repetition. The rest of the class do comments such as “No, ya pase a la otra” and they help him by translating the instruction. For the next step, by only saying the instruction once and showing the image, students follow the command and don’t ask for repetition.” (Field note 15: October 13th, 2017. Lines 15-18) .

Following instructions first with visual and then with written aids, allowed students to remember the information better. This reaction took place because, after watching the visual process, they should follow the instructions by remembering the information and by reading the instructions from a piece of paper. According to the data:

(...) I tell them that there won’t be any other repetition and that they have to start making the origami figure without the video but just with the script. Some students say “No teacher, pero y ¿cómo lo hacemos?” (...) some students started to translate and they also make comments like “ahh ya me acordé, es que en el video decía que tocaba doblar hacia fuera. Mire es el paso 3” while explaining the process to their classmates” (Field note 31. October 5th, 2017. Lines 10-14)

The data collected during the face-to-face evaluation, demonstrated that students also included visual and listening strategies so that their classmates could understand the content, as one of the findings in the evaluation of the videos presents

In the video the student says “I like dogs” by showing the image of a dog. Then the student says “I like hot dogs” by showing in the image of an explosion. Students laughed and the video continued. At the end I ask them, “tell me two things about J” and they say “I like dogs and hot dogs” and they

laughed again”. (Field note 23. September 27th, 2017. Lines. 25 -27).

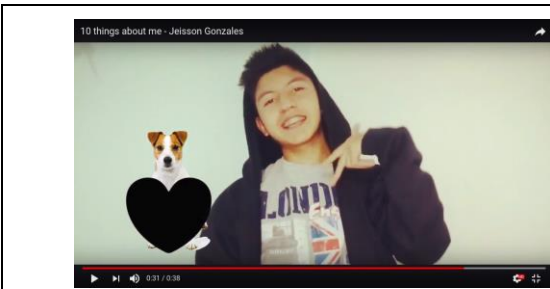


Figure [#1] Student says “I like dogs” (Video 3. 25”. October 5th, 2017)



Figure [#2] Student says “I like hot dogs” (Video 3. 27”. October 5th, 2017)

Writing as a tool for improving students’ oral performance. In this subcategory, the data collected revealed that the writing process of the students presented two stages that according to Clark (2008) are: writing and revision that allows the rewriting. For the writing stage Clark (2008) explains that “It is important to familiarize students with the topic they are going to be writing about, help them feel comfortable with the subject, and make sure that they understand what is expected of them” (p.84). Also, Lauer (1970) cited by Clark emphasized on “the importance of freewriting as a means of helping students find a voice in writing.” (p.80). For the revision stage, Perl (1979) as cited by Clark, explains the importance of “the rejection of the linear model in favor of a recursive one in which writers moved back and forth among the activities of invention, drafting, and revision throughout the composing process” (p.110).

On the other hand, both systems of learning: face-to-face and online interactions were found in the collected data. Therefore, the Transforming Blend where “learners actively construct knowledge through dynamic interaction” Bonk, Graham and Cross (2005) was evidenced in the students’ products. The following findings evidence the writing stages and its implications when using the Transforming blending for improving students’ speech.

During the writing stages, the data presented that the use of the Video Format was a tool that

helped students to organize their information and also to detect missing elements in their speech.

While writing the sentences on the form, some ss find other mistakes in terms of spelling or punctuation. They also figure out that the form allows them to organize the information better. This because some different comments such as “Teacher, pasarlo a limpio es mejor porque se ve bonito”and “Me salió muy poquito, pensé que había hecho más”. (Field note 9: September 22nd, 2017. Lines 17- 20)

Data also showed that helping students with new ideas and explanations about what they have to do, allowed them to construct knowledge in the target language.

The student comes back says that after filling the form he realized that he has too little information for the video but that he doesn't know which other information to include. (...). I ask him: “did you include your hobbies, important events, likes and dislikes?” He tells me that he doesn't know what to write for the dislikes and I suggest him to include the food that he doesn't like or something he doesn't like about his city. The S tells me “teacher, el transmilenio full” so I suggested to write the sentence following the structure seen in class. I help him with the vocabulary and he writes “I don't like the full transmilenio bus” and he also writes two more dislikes: “I don't like the pineapple in the pizza”and “I don't like the class mathematics”. (Field note 9: September 22nd, 2017. Lines 23 -30)

The comments given were not only done by the teacher, but also by the students that help each other with recommendation and translation of vocabulary.

A student asks that she doesn't know what to write. Another student next to her, explains “empieza a decir tu nombre y esas cosas, después lo de los likes. Por ejemplo yo puse I like watch television, entonces escribe como “I like” y ahí metes lo que te gusta”. The student ask “¿y cómo digo que las películas de miedo?” and the same student answers “movies of horror”. (Field note 15: October 13th, 2017. Lines 17- 20)

About the online interaction, the data disclosed that there was also a successful revision and rewriting of the information after noticing the differences between the drafts and the final version of the script. This online participation also allowed students to have a second revision of the document even if they already had received feedback in class. As visible in figure #3, the results presented an improvement between the online draft and the video format.

How to play a song (Mateo, include the name of the song)
 (include here an expression like, Welcome to my video. Also, explain what is your DIY about)
 (Musical intervention)
 No, just is a fun... ("i'm just kidding")
 This song is (one) of my favorite's songs...
 Now in serious... ("The real process")
 Is important understand step for (by) step, I go to divide the song in the next parts:
 1) Intro 3) interlude 5) Stanza (2)
 2) Stanza (1) 4) chorus
 First, we are going to learn the stanza 1 because the intro is short and after (that)we are go (going) to see, so this stanza is of the next form:
 (Musical intervention, explain the stanza)
 Secondly, we are going to study the interlude because is between the stanza and the chorus...
 (Musical intervention, explain the interlude)
 Next, we are going to learn the most good and the best part of de song,
 (Best part of the song) the cover page of the song, the chorus...
 (Musical intervention, explain the chorus)
 Then we are going to learn the stanza 2
 (Musical intervention, explain the stanza 2...)
 Finally play ("lets play") all the song with the structure.
 Musical intervention, the song...
 Thanks for you're watching, God bless you...
 Draft sent to e-mail and its corrections.

Universidad Pedagógica Nacional
 IED Rafael Bernal Jiménez
 Práctica Pedagógica Asistida.
 Área de Inglés.

VIDEO FORMAT

Student's name:	Mateo Parada Dimate
Video's name:	How to play a song for beginners
Duration:	
Content	How to pla a song (new wine-jubilee) Hi, How are you? Today I'm going to explain song in a electric bass, very easily for beginnecets, for improving your technical, so begins (Musical intervention) - No, just is a fun. I'm just kidding This song is one of my favorites Now, the real process... It's important to step by step so, I'm going to divide the song in the next parts: 1) Intro 2) Stanza, 3) interlude 4) (chorus) 5) Stanza 2 First, we are going to learn the stanza (one) because the intro is short and after we are go to see. So this stanza is like this (Musical intervention, explain) Secondly we are going to study the interlude because is between the stanza and the chorus... (Musical intervention, explain) Next, we are going to learn the most good and the best part of the song, the cover page of the song, the chorus. (Musical intervention) Then, we are going to learn the stanza 2 (Musical intervention) Finally, we are going to play all the song with the structure and your personal technical (Musical intervention) Thanks for watching, can play the song too, God bless you
Pronunciation of words.	
Teacher comments	

Student's video evaluation format with the corrections.


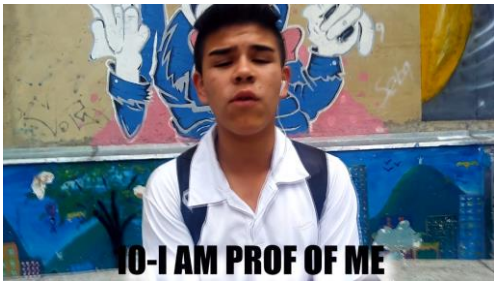
Figure #3] Showing the contrast in from a student's online draft and video format (collected on October 27th, 2017).

Another aspect presented for the writing skill was the accuracy of students while recording the videos. According to the data, some students wanted to record the video in the best way possible so that they could actually say what they wrote in class. The script also gave students an opportunity to not only organizing their ideas, but also to feel confident when shooting the different scenes for the videos.

When recording the video, different students ask to the classmates that are helping with the cameras, to take another scene since they noticed that the information was not the same to the one they have in the format. Students also check the format before doing each clip. (...) One of the students ask me if I have his format. I say "no" and he says "no teacher, y a mi se me olvidó lo que había que decir" I tell to check his notebook and reorganize the information. When the student checks that he has the information in the notebook, he says "Ah, ya me acordé. Grabemos entonces Campuzano". (...) While I am checking the way students are recording the video, I tell to one of them "y si no usas el format, ¿qué pasaría?" The student manifests that he feels more comfortable when he knows what he has to say (Field note 10: September 25th, 2017. Lines 27-40)

Since the format was an important tool for students to organize their speech and information, it was also evident in the data that the students who did not have the format did not present a successful process during the edition of the video. The following excerpts of data present the language mistakes detected by the students.

During the presentation of the video, some students manifest that the group that was presenting the video wrote completely different ideas from the information they were saying. A student says “se nota que lo hicieron a las carreras”. I also notice this so I ask students “what happen?, why is it different?” and the students reply “no teacher es que así estaba en el format” I asked them to show me what they wrote in the format and they say they lost it during the recording of the video. (Field note 19: November 5th, 2017. Lines 8-14)

	
<p>Figure [#4] “10 things about me” video. (Video 5. 24’. October 5th 2017’)</p>	<p>Figure [#5] “10 things about me” video (Video 5. 47’’ October 5th 2017’)</p>

Integrating words and body language for a better performance. This subcategory evaluates the different aspects from the data in regards to the participants’ expressions and use of the spoken language when producing the videos. The activities carried out had an objective what Scarino and Liddicoat call the use of language as a social practice. They consider that language is “a way of seeing, understanding and communicating about the world” (2009, p. 16) and this idea, paired with what the data revealed, is that participants understood their tasks in this sense, appropriating themselves of the language in a more natural way. This is what we would call language as a performance. Starting from Chomsky’s conception of performance, Genta (2011) explains it as “the way we behave and daily “perform” our language skills, as “native speakers”

when speaking ordinary and natural language” (p. 1) and that the possibilities for this “are simply endless, and testify the impact of human creativity on language” (ibidem).

Bearing these definitions in mind, the data revealed that students had a considerable progress and became conscious about it. At first, students showed a very marked tendency in this issue:

“Even though, L.R.’s video is following the things that we worked with everybody else in class, I can’t help to notice that she did more of a memoristic exercise, rather than a communicative one. She might be nervous as this is the first time she’s asked to do something like this.(Field Note 35: October 26th, 2017. Lines 22-25).

As we can see, figure [#6] shows some of these particular video thumbnails, and it is evident that there is a static tendency of this participant expression throughout the recording:



Figure [#6]: *Different instants in video 1, September 29th, 2017.*

This is the starting point from which participants realized the importance of *perform*. It is through the evaluation of their peers that they acknowledge the lack of naturality in their first products:

“[Group evaluation] To the question, what things would you recommend your partner to improve?, I saw some of them shouting things like: “es que está muy quieta, como que no...” “Sí no... como robot, de pronto se hubiera podido mover un poquito más o algo”. These appreciations seemed interesting to me, and I’ll keep track of them in the following exercises.” (Field Note 35: October 26th. Lines 31-34).

This concern led to performance improvement in the following videos and, as a result, the data confirmed that the participants became fully aware of the components that assure the

appropriate communication of a message in the target –and perhaps, any– language. The answers found in the surveys were very revealing about this:

S8: “La pronunciación de las palabras”

S9: “La pronunciación”

S17: “El audio, las imágenes, cómo pronunciar”

S22: “El hablar más fluido y con más seriedad [...]”

S28: “[...] mejorar mi expresión y mis gestos para que sea más llamativo”

(First survey application: September 29th, 2017. Question 3: *¿Qué aspectos crees que se deben mejorar en tus próximos videos?*).

And these are only examples of very similar responses that, in total, meant that nearly 55% percent of the participants liked the use of the spoken language to other sources of meaning, pronunciation, expression, fluency, images, body language, etc. The fact that they were able to find a connection between these aspects and speaking, led to a better use of resources when delivering a message, in a more spontaneous way, considering that using the source language as a way to deliver a message was something less likely to happen, as it is shown in figure [#7]:



Figure [#7] *performance elements used by students.*

All of the means that the participant aimed to use were proof of two important aspects: these data demonstrate performance as a *whole* in the EFL classroom, it is not limited to the raw utterance of already established sentences, but it includes the naturality of the learners with the language, their creativity and

ability to use it as their own style. The second aspect is the participants' particular ease to use the online interaction stage of the Blended Learning, as they actively construct knowledge through dynamic interaction (Bonk, Graham and Cross, 2005).

Category 2: Students' responses to Blended Learning and the Video Blogs in the development of integrated skills.




This category focuses on the students' reactions, interactions and responses in regards to impact generated by the execution of a learning environment led by the blended learning approach, working with integrated skills. The data demonstrated changes in the way students relay to the English class at school, as a space to express themselves in creative, original scenarios, and also showed a transformation in the personal and collaborative relationships among them. These responses are a manifestation of the way they acknowledged the methodology that they were being exposed to, which, can be understood following Ausubel's meaningful learning. This theory indicates, as explained by Novak (2011), that learning occurs better when "the learner seeks to integrate new knowledge with relevant existing knowledge" (p. 1). The subcategories that resulted from the data analyzed are meant to explain the students' reactions and outcomes as processes promoted through meaningful experiences.

"My world, my culture, my style": identity and creativity in the construction of the videos. The data collected along the different stages of the video permitted to identify how students developed a conception of identity seen from the perception of the video blog as part of the social media. As Valencia (2017) explains, "as individuals we now have the means to showcase our unique interests and perspectives on anything we see fit. More often than not, the subject that we want to showcase online is ourselves. We yearn to be unique. We want all eyes to

be on us” (p.7).

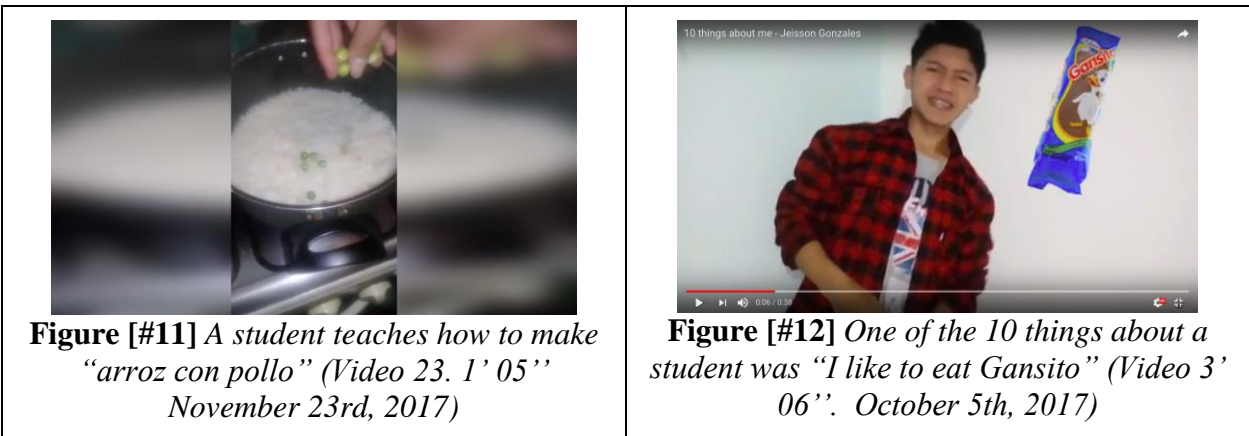
On the other hand, the creativity in the recording and the edition of the videos was a constant aspect in the data. This was because students had the opportunity of going from watching the videos, to creating them. As Gauntlett (2011) justifies “we can see a growing engagement with a ‘making and doing’ culture. This orientation rejects the passivity of the ‘sit back’ model, and seeks opportunities for creativity, social connections, and personal growth” (p.2). Gauntlett (2011) also defines the creativity as a result “from the interaction of a system composed of three elements: a culture that contains symbolic rules, a person who brings novelty into the symbolic domain, and a field of experts who recognize and validate the innovation.” (p. 10). Although it is imperative to justify the range of creativity that students had, what is evident in the data is the use of strategies (not only the visual aids) that demonstrates a sense of innovation and creativity.

The data presented that the identity developed by the students, was directed to share students’ differences among their classmates. Although the videos were directed to a particular topic, they have a variety of information from person to person, which is what Valencia (2011) defines as “unique interests and perspectives”.

		
<p>Figure [#8] <i>Students teach “How to dance bachata” for the “DIY video” (Video 25. 1’ 06” November 24th, 2017)</i></p>	<p>Figure [#9] <i>A student shares one of his favorite activities for the “10 things about me” video. (Video 2. 1’ 27” October 5th, 2017)</i></p>	<p>Figure [#10] <i>A student shares his fascination for “Harry Potter” movies during the “10 things about me” video. (Video 1. 40” October 5th, 2017)</i></p>

The data also showed that students could share particular Colombian preferences in the Video Blogs by using the target language. This element was spotted during the writing of the scripts and the presentation of the videos.

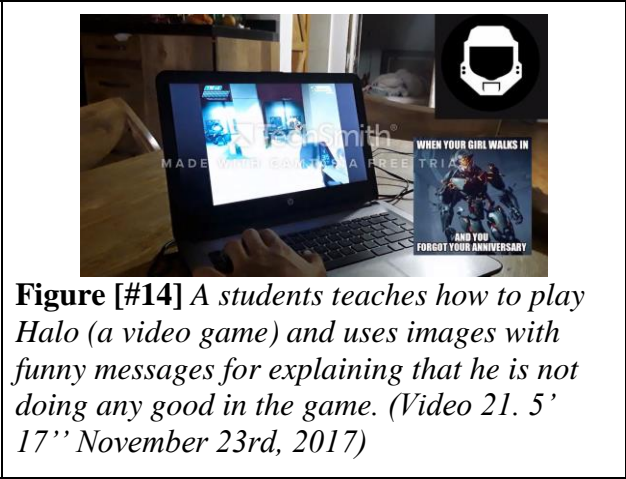
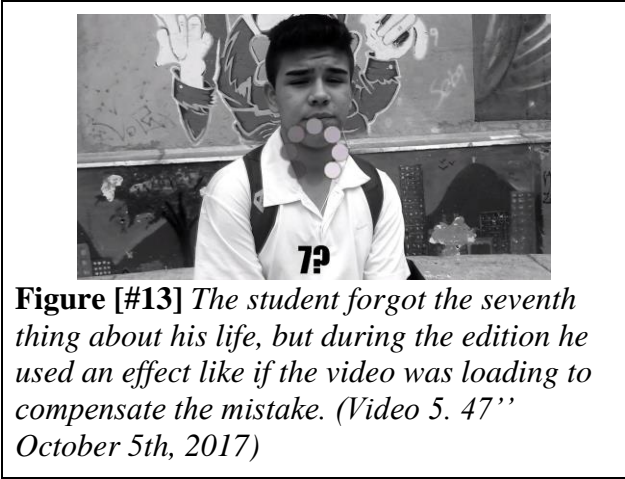
“When correcting the students sentences I notice that some of them wrote “I like the Casero ice cream” and “I like to eat empanadas” I asked students to tell me why they thought that information is relevant and they say “porque no nos gusta la comida de los gringos, entonces hay que usar cosas del país” (Field Note 5: September 4th, 2017. Lines 13-15)



For the creative aspect. The findings demonstrated that students included aids that both for helping their classmates to understand the content of the video, and also to manifest different likes without saying anything neither in the target language, nor in the mother tongue.

During the presentation of the video, the student says that he likes “Harry Potter” movies while he shows a stick. Students also identify the movie soundtrack that is playing is the back. By saying “ah, Harry Potter. No le había entendido” (...) Another video is presented and while the student speaks, a rap song is played in the background. Although the student does not say that he likes that music genre, his classmates make comments like “A mi también me gusta esa canción (Field note 11: September 29th, 2017. Lines 23-29)

The data collected from the videos also demonstrated that during the edition of the video, students used sounds and images for remarking that something was funny or sad.



As Gauntlett (2011) explains, the creativity also implies a recognition and validation of the innovation. The data collected showed that during the evaluation of their classmates' presentations, students gave priority to the use of resources and innovative elements for the presentation of the video, rather to the content and use of language.

Comments
esta muy oscura bueno que alla utilizado imagenes
el sonido esta muy bajo tiembla mucha la cam ara recursos.
musica son 1010 de voz boy y diferentes lugares buena definicion inapropiada
pero mal sonido bien trabajo mas en pareja.
utiliza recursos buena luz es (t like) macha.
buena edicion palabras maso y se le veia el chife.
habla no sin interes

Students' comments about their classmates videos in the Video Evaluation (October 6th, 2017)

Student's name	Comments	Grade
LARA	HAD A LOT OF CREATIVITY THE ILLUMINATION CAN BE BETTER	9
MATEO SILVABRIA	THEY USED MANY PIECES TO RECORD THAT HAD LOW QUALITY	6
CAMPUZANO	HE HAD GOOD ACTUD INAPPROPRIATE FOR THE CLASS	8
LEON Y LUZ HERENA	THEY DID ONLY FIVE THINGS THEY WORK IN TEAM	9
JUAN PABLO	GREAT USE OF RESOURCES YOU CAN SPEAK BETTER	

Students' comments about their classmates videos in the Video Evaluation (October 6th, 2017)

Figure [#14] Students Video Evaluation form

The data sustained that students developed a sense of identity before, during and after the production of the videos, since it showed their particular preferences and cultural aspects of their native country, Colombia. Students also manifested a sense of creativity since they presented a symbolic domain of the elements presented, thanks to the inclusion of innovative elements for the understanding of the information and therefore, they could receive a response from the students in terms of recognition and validation of the creativity.

Displaying passion and commitment through producing and evaluating class projects.

This subcategory gathers the data that was found in regards to participants' exhibitions of a creative project being carried out. As the primary source for speaking production was trusted on students creativity, May, as cited by Ávila (2015), describes this aspect as the "process of bringing something new to the culture and requires passion and commitment" (p. 93). According to the data, here is another key response by students to the proposed methodology, which is framed under Ausubel's meaningful learning. Ausubel, as cited by Ballester (2014), considers that "the most important single factor influencing learning is what the learner already knows" (p. 199) and, in extension, what he or she acknowledges of the learning experiences. Following the Blended Learning approach and the resulting instructional design presented in the previous chapter, the data showed a significant reception of the stages and their organization, in order to develop the activities; this was noticeable, for example, when at a given moment students seemed to have a committed to the drafting and redrafting of the script.

"After 30 min the bell rings and some ss show me the sentences corrected and I checked them. I ask ss to go to break time but 7 of them decide to stay in the classroom doing the corrections, writing the sentences and asking for explanation. I stay with them in the classroom." (Field note 9: September 22nd, 2017. Lines 12 - 15)

This kind of evidence showed a level of compromise that definitely contributed positively to

the intervention. The data revealed that the way student learnt to commit did not come from the teachers' initiative, but from the students themselves

S7: "Que toca ser cumplidos [...]"

S15: "[...] que tenemos que respetarnos".

S17: "[...] se dedicaron y así pudieron trabajar".

(Second survey application: October 27th, 2017. Question 6: *¿Aprendiste algo de tus compañeros? ¿qué aprendiste de ellos?*).

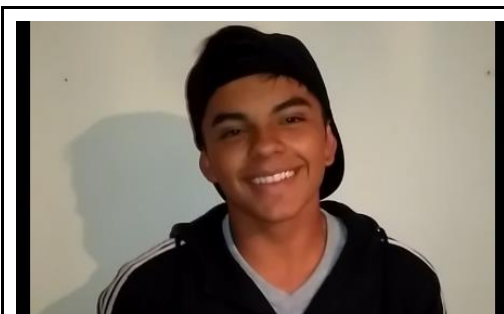
S17: "Sí, porque tenemos que ser más responsables".

(Second survey application: October 27th, 2017. Question 7: *¿Consideras que debes mejorar tu participación individual y grupal en el próximo video? ¿Por qué?*)

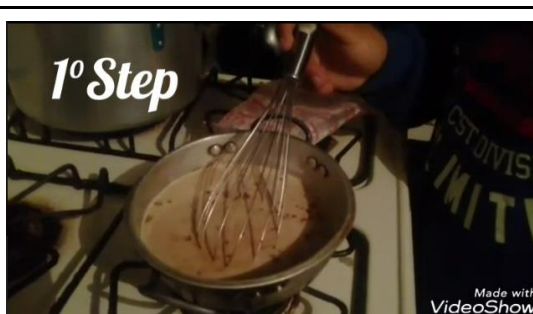
and it also seemed to have an impact on students' academic performance, beyond the EFL classroom:

"After finishing the class, three students asked me if they can send via e-mail a draft of the presentation about "my neighborhood" proposed by the head teacher. The students sent the Email using the characteristics of the format and including words highlighted for receiving the pronunciation of the words." (Field note 17: October 27th, 2017. Lines 30 - 33).

The production of the video became, then, an enjoyable experience, among other things, because of the creative freedom that they had, as figure [#15] shows:



Most of the expressions that emerged from the videos' production were displays of joy, of how they were having a good time. This student used such moments to create *bloopers*. (Video 7. 1' 47'' September 29th, 2017).



Students asked if they were able to do what they were passionate about, like this student, explaining how to make his favorite dessert (Video 32. 0' 29'' November 20th, 2017).

Figure [#15] *Students' attitudes through the videos.*

And it was recognized by students in the data that was collected:

S7: “Fue gracioso, pero al final fue cool y divertido”.

(First survey application: September 29th, 2017. Question 6: *Describe brevemente tu desempeño durante las diferentes fases del video*).

S17: “No, fue buena tanto individual como grupal: nos apoyamos y la pasamos bien”.

(First survey application: September 29th, 2017. Question 7: *¿Consideras que debes mejorar tu participación individual y grupal en el próximo video? ¿Por qué?*).

Finally, the tendency that was found after analyzing the data showed that the structures and dynamics proposed by the Blended Learning and utilized by the researchers had a general good reception among the participants, giving them the opportunity to create, as well as the organization to do it. It succeeded in what May, as cited by Ávila (2015) regards as the experience of creativity as one of “heightened consciousness ecstasy.” (p. 94).

Video Blogging in the EFL classroom: Students positive perspectives. For the last subcategory, the data collected also described the perceptions of students towards the use of Video Blogs in the English class, after completing the process of writing, recording, producing, presenting and evaluating the Video Blogs. The findings showed that students rather working together since they perceived that they could have achieve better results at each one of the stages of the video. This Cooperative Learning is defined by Johnson, Johnson, & Smith (2013) as “the instructional use of small groups so that students work together to maximize their own and each other's learning” (p.4) Another important aspect of the Cooperative Learning is that it works differently than the Competitive Learning and the Individualistic Learning. As Johnson, Johnson, & Smith (2013) defines, during the Competitive Learning “students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain.” (p.3) and in the Individualistic Learning “students work by themselves to accomplish learning goals unrelated to those of the other students” (p.3). Although most of the students prefer working with

their classmates, it was indubitable that some others rather an Individualistic Learning or a Competitive one.

The data related to the perception of the use of Video Blogging in the classroom, presented particular comments that are related to the Cooperative Learning.

A student says that it is important to work by pairs when recording the videos because it helps her to analyze each other work and correct mistakes. Other ss agree and I tell them that since it is a good idea we can implement it in the production of the videos” (Field note 5: September 4th, 2017. Lines 31-34)

On the other hand, the recommendations and requests of the students also permitted to change the perspectives of the class and implement new Collaborative Learning strategies

A student ask me if she can work with another classmate. As I noticed that some students finished writing the instructions, I asked the class to organize groups of four people and I tell each student that already finished to help one of the groups with the questions they have. Students seemed to like the idea and from that moment all the groups were working better than before when I was the only one doing the corrections. (Field note 5: September 4th, 2017. Lines 9-13)

The data related to the Collaborative learning also revealed that some students learned new things from their classmates, especially, in terms of language usage and techniques for recording the videos. Additionally, another fact showed in the data was that some students did not feel confident with the fact of recording themselves. This aspect was evidenced from the beginning of the interventions, until the final presentations, since some students did not like the idea of having it as a project, the creation of a video.

At the end of the class a student asks me if it is possible to find another way for doing the project that does not imply the recording of the video as she feels ashamed when she is in front of the camera” (Field note 1: August 18th, 2017. Lines 27-29)

Some others, in the survey manifested that one of the hardest things in the project was the recording of the video, due to the lack of confidence.

S10: “Mostrar el video en público y aprender a editarlo” (Survey 10).

S11: “ En sí me fue difícil grabar el video y presentarlo porque no me gusta hacer videos donde tengo que participar”.

(First survey application: September 29th, 2017. Question 1: *¿Qué fue lo más difícil?*)

Finally, the data also gave different strategies used by the students that did not want to show their face in the video. Some students use video edition, for example: they changed the color of the image and they used emojis for covering their faces. Another strategy was recording the videos by only showing their hands, but no their faces.

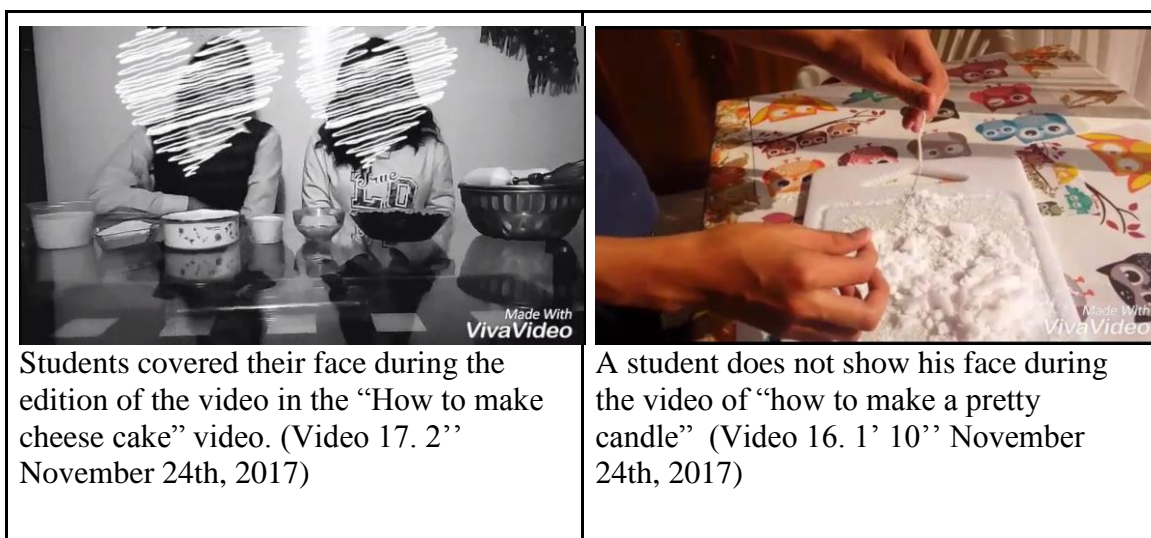


Figure [#16] *Students do not show their face in the camera*

In this chapter the analysis of the data and the findings were explained. The categories which emerged from the data referred to the role of Video Blogging and Blended learning experiences in the development of integrated skills -developing each skill-, displaying the participants’ responses to all of these aspects as well. All of them were explained and characterized and supported with examples taken directly from the data collected through different instruments and from different participants of the study; leading to the conclusion that the use of a tech-based teaching approach, as it is the blended learning, along with a cultural component is both innovative and meaningful in the EFL classroom, showing a variety of applications and focuses on the development of integrated skills. In the next chapter the conclusions based on the previous analysis and the implications of these findings will be shown.

CHAPTER VI

Conclusions and Implications

This chapter presents the main conclusions of the study based on the findings; the implications of the project for the institution where the project was carried out, the participants in the research, the EFL teaching community in Colombia and the integration of technology in the classroom. And also, the limitations of the study and some suggestions for further research are presented.

Conclusions

This qualitative action research study attempted to enhance integrated skills in the EFL classroom from a Blended Learning approach, in which the use of video-blogging experiences was intended to promote the interaction with the target language from a social perspective. That being said, the main objective of this proposal was to describe and analyze the impact this had with 70 ninth-grade participants. For doing this, the following research question was formulated:

What is the impact of implementing Video Blogging and Blended Learning experiences to develop Integrated Skills with ninth-graders at Rafael Bernal Jiménez School?

In order to define this impact, we first need to determine the Integrated Skills developed by the participants in the Video Blogging and Blended learning experiences (being this our first research objective), and how they were enhanced. Even though this proposal aimed to cover all four language communicative skills, we were able to promote a significant impact on three of them: listening, writing and speaking.

First of all, listening was enhanced thanks to the material students were exposed to through

the face-to-face interaction of the Blended Learning approach. As the content was mainly social or cultural, this modality allowed them to understand the listening content with the images and other visual aids that the videos used as input came with, not to mention the previous perceptions participants had about video blogs. Those visual aids boosted their listening comprehension, for instance, when identifying personal information, following instructions, etc. Combining this input while displaying sentences more than once, using images and some written aids really helped students to associate the meaning of the spoken language with its written representation, which encouraged them to remember information. Finally, students became conscious that, in order to be understood by others, some of these strategies could be used, reducing in this way the need of their native language, and increasing the possibilities for their voices and messages to be understood by others.

As for the writing process of the students, they were presented two stages: writing and rewriting. Both face-to-face and online interactions enhanced the students' written production. Face-to-face interaction helped students organize information and detecting missing elements in their texts, exploring new ideas and concepts for the development of each task, allowed them to construct knowledge in the target language. As for the online interaction, a meaningful impact was perceived in the revision and rewriting of texts (scripts), showing how students were trying to achieve some sort of written accuracy as they recorded the videos. Finally, the writing process was not reviewed by the teacher exclusively, but students also interacted among them, advising others with recommendations and the translation of vocabulary.

The enhancement of speaking under this approach occurred as the classroom dynamics were set to see, understand and communicate about the world, which implied a use of oral production as part of a broader sense of expression in terms of language, as it is language as a performance,

which includes self-expression, pronunciation, expression, fluency, images, body language, etc. This help to understand speaking not as the mere utterance of already established sentences, but as an experience of spontaneity, and it was with their creativity and ability to use the target language that participants were asked to emulate such conditions, managing to use other ways of expression that the classic use of the source language.

Now, after showing the enhancement promoted in each of the skills, we proceeded to characterize the role of the Blended Learning and the Video Blogs, our second specific objective. After evaluating the entire development of the proposal, we consider that the Blended Learning offered a significant support to students' learning experiences with the integrated skills, developing each one in a different, unique way, and the use of the language as a whole. The Video Blogs, and the production of these, became a vehicle that articulated a correlation within the language skills towards a communicative goal, not only in terms of what the study intended, but as a way students discovered to display personal aspects and change their perception in regards to the use of the English language into a meaningful, social way to show authenticity.

These authentic expressions are the starting point to describe the students' responses to the Blended Learning and the Video Blogging experiences in the development of Integrated Skills, our third specific objective. The fact that the project itself was being carried out with such innovative approach and content promoted an environment for exploring identity, increasing creativity and a display of passion that suited the communicative goals perfectly. Students developed a sense of identity in all the stages of the videos' production, as they were able to share aspects about themselves and their immediate environments; there was also a meaningful explosion of students' creativity, given that they aimed to achieve some expertise when creating audiovisual content and the use of software in the production of the videos; finally, a sense of

passion arose among students, which led them to commit with the tasks proposed, especially with those they had bigger creative freedom.

Implications

Promoting an impact when implementing Video Blogging and Blended Learning experiences when developing Integrated Skills with ninth grade students from Rafael Bernal Jimenez School, displayed that there are different implications not only for us as researchers, but for the EFL Colombian community, the institution and the participants of the project.

First of all, it is important to consider the implications of this study for the EFL Community in Colombia. It is necessary to highlight that the use of alternative strategies in the EFL classroom is an opportunity to explore English as a foreign language, from a different perspective. The development of a project that uses strategies such as the ones proposed in this document implies the community to understand that the use of different teaching strategies, which involve students' likes and contexts, could affect positively the experience in the EFL classroom. The implementation of Video Blogs can be a great experience for the EFL class, not only for developing the four skills of the language, but also to create an atmosphere where students can explore and share their thoughts by using the target language in context.

Secondly, the planning, production, and edition of videos for the English class at Rafael Bernal Jimenez school, implied for this institution to facilitate the technological resources, such as computers, cameras and internet connection, in order to complete the tasks proposed. By doing so, the school balanced this research with its own mission and vision of the institution in regards to the use of technology in the classroom.

As for the students we worked with in the development of the project, their participation

involved a commitment with the preparation of the different phases proposed. Their organization, recording ideas, edition and final presentation of the video were crucial stages to make each one of the videos possible. Along with the commitment, the proposal success was achieved thanks to the students' dexterity in the use of technological aids and devices.

Finally, as researchers we noticed that it was important and effective to have a commitment with the group in terms of preparation and implementation of strategies, so students could feel motivated during the classes. For example, during the classes we tried to do the same process of the production and presentation of the videos. This participation although it was not part of the objective of the project, allowed us to understand that being part of the project also gave us the chance of getting closer to the students. Those strategies among with the design of the project and its content also permitted us to know students' particular preferences and opinions. The production of a video blog also required us to understand how video edition platforms work and what is the language used on a particular video, as it is the one produced for YouTube. The process of preparation, recording and production of a video was also a learning experience for us since we had not used such strategy for academic purposes, before the implementation of this project.

Limitations of the study

Although the project was an opportunity for reflecting about the implementation of different strategies in the English classroom, and also to enhance our teaching practice, there were different limitations that we had to confront during the three semesters of application.

First of all, the preparation, production, edition and presentation of the videos took more time than expected, due to different factors such as: the extracurricular activities organized by the

school that did not allow us to complete some of the phases; and the absence of students that delayed the process since some of the stages required feedback from us. Further, the technological facilities sometimes were not available for the day of class and therefore we had to postpone the activities, such as the recording and edition of the video, which could not have been done without the laptops and an internet connection.

Additionally, for the first video “10 things about me” different students from the both courses did not take part in the activities. The shortage of participation held back the process and therefore, we had to rush students in the last minute of the process since they did not seem interested in the production of the video.

Finally, there was a limitation related to the use of the technology in the classroom. First, students constantly were using platforms for translating vocabulary and sentences into English. Nevertheless, during the last video students were required to write the script without using any platforms. Secondly, during the recording of the videos, although students filmed the clips necessary for their productions, they also recorded unnecessary things and consequently, they spent more time than the one proposed for doing the video recording phase.

Further Research

The following are the recommended future research on the field of the Video Blogging and Blended Experiences in the EFL classroom and the implementation of those approaches for enhancing the Integrated Skills. First, it is important to keep promoting the use of the language in context so that students will see the importance of learning a language goes beyond the classroom and that it can be adapted to their daily experiences. Therefore, aspects such as the students’ culture and identity can be suitable concepts for analyzing the implications of the

personal experiences in the EFL classroom and the Video Blog as a facilitator of those phenomena.

In addition, Since Blended Learning is an approach that helps to take advantage of the class' time, it might be accurate to analyze the perception and participation of students towards the use of this approach in specific skills or other projects similar to the one proposed in this research. Blended learning also can allow teachers and schools to implement technological facilities not only for learning a second language but also for adapting the class methodologies to the students' technological reality.

Finally, Video Blogs are a new tool for the field of education. The research in this field is still dormant due to its recent emergence in terms of learning languages. There are different types of video blogs and their content can be well utilized in all the language skills. The research in this field has just begun and it will be great to see how Video Blogs can be adapted to the particular needs of students, schools and teachers.

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ANNEXES

Annex 1: Diagnosis survey



Universidad Pedagógica Nacional de Colombia
IED Rafael Bernal Jiménez
Proyecto de investigación en el aula
Área de inglés

Encuesta

La siguiente encuesta tiene como meta conocer más sobre ti, tus gustos, tu experiencia en el colegio y en el área de inglés. Recuerda que no hay respuestas correctas o incorrectas, así que responde con total honestidad. Por favor usa un lápiz para responderla y así, si tienes que cambiar la respuesta, no habrá tachones.

I. Sobre tu información personal

1. Tu nombre: Daniela Rodríguez Mejía
2. Eres: Mujer Hombre
3. ¿Cuántos años tienes?: 14
4. ¿En qué barrio y localidad vives? Barrio Unidos - 12 de octubre
5. ¿Quiénes conforman tu familia? Mamá - Papá - hermana
6. ¿Con quién vives? Con mi familia

II. Sobre tus gustos

7. Marca con una x las actividades que más te gusta hacer

Leer	<input checked="" type="checkbox"/>	Realizar algún deporte	<input checked="" type="checkbox"/>
Navegar en internet y/o chatear	<input checked="" type="checkbox"/>	Salir con amigos	<input type="checkbox"/>
Ver televisión	<input checked="" type="checkbox"/>	Estudiar	<input checked="" type="checkbox"/>
Jugar en el parque	<input type="checkbox"/>	Expresiones artísticas (teatro, pintura, danza, tocar instrumentos, etc)	<input checked="" type="checkbox"/>
Jugar videojuegos	<input checked="" type="checkbox"/>	Otro: ¿cuál? <u>Leer, comer, cocinar</u>	<input checked="" type="checkbox"/>
Ver películas y/o series	<input checked="" type="checkbox"/>		<input type="checkbox"/>

8. ¿Cuáles son las características de tu personalidad que más te gustan o que te definen?

En lo que me definen por ser simpática en algunas ocasiones o cuando me conviene y mi personalidad es ser tan privada como pueda

9. ¿Cuáles son tus materias favoritas? Ninguna solo sociales

¿Por qué?

Me aburren y lo único que sirven es para dormir o hablar con el que está al lado o seguir durmiendo además si todo lo hace bien te solo te califican con 35 solamente y a los que no les va bien le ponen 5. al final de año y a los demás los dejan con 35. y como yo no le voy bien solo me ponen 35 bueno a todos y a solo 6 los dejan con 5 y ya es que era profesora necesito que alguien la afine o sea esa profe manda huevo.

Annex 2: Diagnosis test

II Reading

A/8pts Time: 25 min

- Read the following article about lyricstraining.com

technology REVIEW Search

HOME LAPTOPS PCs CAMERAS WEBSITES PHONES

Website Review

www.lyricstraining.com

One of my favourite websites is **lyricstraining.com**. It's great because you can learn English while you listen to your favourite songs. You choose a song and then listen to the song and complete the lyrics. You can also watch the video of the song.

The good points include the fact that there are lots of up-to-date groups you can listen to such as The Script or One Direction. In addition, you can choose the level: beginner, intermediate or expert, depending on your level of English. Another good feature is that you can repeat a line of the song as often as you want, until you know the missing word. Also, the website is very easy to navigate and you can listen to songs in different languages, for instance in Spanish, German and Italian.

One of the drawbacks is that some songs aren't on the website. Another bad point is that there is a lot of advertising on the website. However, you can just ignore it.

To sum up, I think this is an excellent website if you like music and you want to improve your English. You should check it out!

Home

- Answer the following questions by doing a circle in the best option


1. What is lyricstraining.com?

- a. A TV show
- b. A website
- c. A song
- d. An English book

2. What can you do in lyricstraining.com?

- a. Watch to some TV shows and then complete information.
- b. Listen to your favorite songs and then complete the lyrics.
- c. Listen to your favorite songs and then memorize the lyrics.
- d. Watch the music video and then memorize the lyrics.

Annex 3: Consent form

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 2 de 3	

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo Jarmin Parra Fernando mayor de edad, identificado con Cédula de Ciudadanía N° 52 497351 de Bogotá, con domicilio en la ciudad de Bogotá.
 Dirección: _____ Teléfono y N° de celular: _____
 Correo electrónico: jarmin56@gmail.com
 Como adulto responsable del niño(s) y/o adolescente (s) con:
 Nombre(s) y Apellidos: Camilo Campuzano Parra Tipo de Identificación TJ N° 1000.020.197.

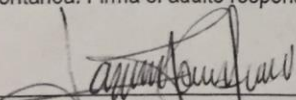
Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,


 Nombre del adulto responsable del niño o adolescente: Camilo Campuzano
 N° Identificación: 52 497351 Fecha: 28-Abril/2017.

Annex 4: Video Script Form




Universidad Pedagógica Nacional
 IED Rafael Bernal Jiménez
 Práctica Pedagógica Asistida.
 Área de Inglés.

VIDEO FORMAT

Student's name:	Catalina León Lozano
Video's name:	Ten things about me
Duration:	30 seconds
Content	<ul style="list-style-type: none"> • I love watching videos in youtube • I am very organized • I like hairstyles • my favorite colors are blue, black and white • I hate people who are hypocrites • I'm shy • I like vegetables french fries • I love photography • I don't like watching tv. • I enjoy the eating rice with chicken.
Pronunciation of words.	hypocrites, Photography → (fotografía). ↳ (jipocrit).
Teacher comments	organized (organaiist) eating (iirin) hairstyles (jeir estails)

Annex 5: Video Evaluation form


Universidad Pedagógica Nacional
IED Rafael Bernal Jimenez
Área de Inglés
2017

VIDEO EVALUATION FORMAT

Student's name Mateo Parada Dimate Video name "How to make" Date 24/11/17

According to the projects seen in class, give a grade from 1 to 10 for each one of the following categories. At the end, give general comments and recommendations.

Student's name	Content	Edition	Process	Use of resources	Use of English	total	Strengths	Recommendations for the next video
Gonzales Julio Cruz Camilo	8	8	7	7	6	7.2	Es concisa y concisa la información y la música esas cosas muy bien con todo	deben presentarse hablando, no leer y ser más fluidos al hablar.
Sebastian Leon	10	10	10	10	10	10	esta muy general todo en la apropiación de todo lo útil, es grandioso.	-
Margaret H Veronica G	7	10	8	8	8	8.2	(No a) Tienen una buena edición y espacio	No explicación al detalle fue muy por encima y no permite que sea sencillo.
Luz Belera	9	8	7	7	7	7.6	Es completa la información	La pronunciación y la intención al hablar para tener coherencia y usar más recursos.
Compuzaco Carillo	8	6	8	7	10	7.6	Es interesante el contenido y la pronunciación y buen uso al decir papa en inglés	no hay una muy buena edición y falta explicar parte de él el procedimiento
Mateo Parada	9	10	9	10	8	9.2	- is my video	- is my video
Barbara Joan Moya Andes	7	9	5	5	6	6.4	-	necesitan un mejor procedimiento mejorar la pronunciación
Nieves Pyrie Ochoa Diana	7	7	7	7	6	6.8	-	-
Vanessa	6	7	7	6	8	6.8	-	- falta un trabajo colaborativo y comprendido

Annex 6: Field note

Field note # 11	Date: 29/09/17	School: Rafael Bernal Jimenez IED
Teacher: Falconery Velasquez	Course: 903	Practitioner: Luisa Fernanda Cuervo
Number of students: 33	Time: 8:05 - 9:00/ 9:30 - 10:30	Topic: 10 things about me
Description		Interpretation
<ol style="list-style-type: none"> 1. It's friday and ss arrive to the classroom and they are eating their snacks. I 2. ask them to sit close to the tv that is in front of the board and also hand me 3. their flash drives with the videos. The night before, 5 ss sent me the video 4. online. While they are finishing their snacks I download the videos to the pc. 5. Two ss come and tell me that they didn't record the video because they 6. didn't have neither a camera nor a phone. I remind them that a class was 7. dedicated for doing so and therefore there is nothing I can do. I check the 8. list and notice that 6 students didn't come to class. Their classmates told me 9. that they are at a sporting festival and therefore they couldn't attend the 10. class. I explain to the ss that the idea of today's class is to watch, assess and 11. give feedback of the videos. Ss ask me if all of them will have to show the 		<p>- It's evident that ss felt shy about the fact of showing the videos but it was a necessary activity for doing a co-evaluation. Probably for future classes it would be necessary to implement another type of evaluation such as uploading the videos to youtube and ask ss to watch the videos individually so the group won't feel ashamed for knowing that all the ss are watching and evaluating the same video.</p>

12. videos. I tell them, yes. Some of them say that they don't want to show the
13. videos because they feel ashamed about it or they don't consider their
14. videos are good enough. I tell them that we all have a different style so none
15. of us can't be good or bad. I tell ss that I also did a video and that I want
16. them to watch it at the end of the class. Ss seem to be excited about the fact
17. that I also did a video. I tell the whole class that there is an evaluation form
18. that they have to fill with the observations they have for their classmates
19. and also for themselves. Ss ask if they can do it anonymously. I agreed. Each
20. s from each line helps me to hand out the forms. I explain the content of the
21. form and I start showing the videos but randomly picking a s from the list.
22. While the video is playing, ss are in silence. They ask me to repeat the video
23. in order to confirm the observations they have. Ss look really interested
24. when watching the videos. After each video I check the ss' forms to make
25. sure that they all are writing the observations. Some ss ask me if they have
26. to write in Spanish or English and I told them that the idea is to do it in
27. English since the videos are also in English. After showing each video, ss also
28. ask questions to each other about how did their classmates edit and
29. recorded the video, for example: how to put images or do sound effects. Ss
30. explain how to do it and agree to help their classmates with the future
31. videos. After 8 videos, the bell rings and ss go to break time. A s tells me that
32. she doesn't want to show her video because she is really shy. I tell her that
33. if she really feels like that, it's better to don't show the video. She says
34. "thank you" and leaves the classroom. For the second hour, ss arrive on time
35. and sit down quickly. They ask me if they can watch the videos again in the
36. future and I agree. I tell them that the idea is to upload the videos on
37. Youtube, so we all can watch them again. For this second hour 3 more videos
38. are presented. I remind ss to complete the form so everyone can have
39. recommendations for the next video. For the videos of this hour ss laugh
40. and seem to enjoy more the videos because they have an edition with
41. images and facts that were apparently easy for them to understand. As ss
42. finish, they ask me to show my video. So I play it. They say that it's really
43. nice to see that the teacher also does the exercise. After finishing with my
44. video, I ask them also to evaluate me. I also ask them to applaud their
45. classmates' effort. I check that they all completed the forms and after so I
46. collect them. I ask ss how did they feel and most of them say that it was a
47. nice exercise and also an opportunity to see their classmates doing
48. something different. They also mention that they didn't know most of the
48. things that their classmates/friends showed. I tell them that I will write the
49. comments on a chart and that I will send it via email so that they can check
50. their classmates' thoughts. I also tell them that I will upload the grades from
51. the videos (script- recording- performance) to a field. I remind to the ones
52. that didn't present a video, that they have a bad grade since they didn't
53. show a process. The bell rings and ss ask what the next video is about and I
54. tell them that I will tell them next class.
55.

- Doing my own video was a good strategy that motivate ss to participate more. I didn't plan it but I consider that being at the same level of ss was a great opportunity for sharing experiences.

- Doing the evaluation anonymously, gave ss the sense of freedom for commenting real suggestions and congratulations.

- During the class, ss were really interested in the presentations. Even the ss that didn't do a video were focused on evaluating their classmates' productions. I think that the final product showed ss process and therefore a successful exercise. Ss also had the chance to recommend their classmates editing tips to do better videos, which seems to be a sense of improving the performance for the future.

- The target language was supported by the use of images and resources that helped ss to understand better the content instead of just listening to the information. The repetition of the videos was also a good strategy since ss could understand better after the second time by saying comments like "ahhhh por eso mostré la flauta"

- The use of the evaluation form helped ss to focus on the content of the video. The score can be deleted for next time.

Annex 7: Survey



Universidad Pedagógica Nacional
IED Rafael Bernal Jimenez
Área de Inglés
2017

ENCUESTA

Esta encuesta tiene como objetivo conocer las fortalezas y debilidades a lo largo de la realización de los proyectos . Por favor responder con total sinceridad y claridad.

• Sobre la pre-producción, grabación, edición y presentación final del vídeo.

1. ¿Qué fue lo más difícil?
Lo mas difícil fue editar el video porque tocaba cortar partes y agregar imagenes
2. ¿Qué fue lo más fácil?
Grabarlo ya que no te demorabas tanto en grabar una frase varias veces para que saliera bien y divertido.
3. ¿Qué aspectos crees que se deben mejorar en tus próximos vídeos?
mas pronunciaci3n y interactuar más, ser mas relajado.

• Sobre la participación y el trabajo en grupo

1. De 1 a 10 ¿cómo fue tu participación? 8 ¿por qué?
No me coloco mas porque si estube atenta a la clase pero creo que me falto en mi video
2. ¿Describe brevemente tu desempeño durante las diferentes fases del vídeo?
Trabaje en el video solo y fue muy entretenido hacer las pausas o fases del video.
3. ¿Aprendiste algo de tus compañeros? *Si* ¿qué aprendiste de ellos?
Como se manejan frente a la camara como su pronunciaci3n y forma de actuar
4. ¿consideras que debes mejorar tu participación individual y grupal en el próximo vídeo? *Si* ¿por qué?
Porque en mi participaci3n individual siento que falto algo para que fuera mejor, que tendre en cuenta

• Sobre el producto final

1. Marca con una x los aspectos que consideras que se fortalecieron después de la realización del vídeo.

Expresión oral	<input checked="" type="checkbox"/>	Fortalecimiento de gramática	<input type="checkbox"/>
Pronunciación	<input checked="" type="checkbox"/>	Escucha	<input checked="" type="checkbox"/>
Manejo de voz	<input type="checkbox"/>	Ninguna	<input type="checkbox"/>
Vocabulario	<input checked="" type="checkbox"/>	Otro ¿cuál? _____	<input type="checkbox"/>

Annex 8: Student's video comments

10 things about me: Class comments	
Name	Comments
BURBANO CHAPARRO PAULA ANDREA	Aunque hubo un problema final con la edición del video, tiene muy buena actitud lo cual hace que el contenido sea agradable... Si se tiene alguna pregunta sobre la edición, favor preguntarle a la profe.
BURBANO VELAZCO JOHAN ESTEBAN	Muy buena actitud, Se pudo haber grabado de nuevo la parte de los gemidos. Lo que está escrito debe ser lo que se dice. Mejorar un poco la pronunciación pero no correr. Fue divertido. Buen uso de la música. Muy buen contenido.
CAMPUZANO PARRA CAMILO	Buena actitud, pero la voz estaba muy baja. Fue muy largo el video. Hay que cambiar de lugar. Falta imagenes. La música estaba muy alta. Parte final del video inapropiada.
CASTAÑEDA MONCADA JUAN PABLO	La edición y la actitud en el video fue muy buena. Ser más preciso en la edición. Falta uso de imágenes. Buen uso de recursos. Cambio de locación. El concepto fue bueno. Le faltó entretenimiento. Les encantó el uso del gato y la flauta. Buen uso del cuerpo. Se notó el ensayo.
CONDE MOLINA ALEJANDRA	Le falta ponerle un poco más de actitud pero la pronunciación pero en general bien.
GONZALES RODRIGUEZ JEISSON DAVID	Buena edición. Bueno uso de recursos. De comedia. Muy buena pronunciación. Mucha creatividad. Le faltó seriedad. El contenido pasaba muy rápido.
LARA CARDOZO JUAN FELIPE	Mejorar la luz, poner el video en vertical. Muy buen uso de las imágenes, porque explica mejor el contenido. El audio toca que hable un poquito más fuerte. Tiene buena pronunciación. Muy buena actitud.
LEON GONZALES JUAN SEBASTIAN	Buen sonido, buena grabación y buena actitud. Fue entretenido. Se notó el trabajo en pareja. Buena pronunciación. Mejorar el pulso. La música estaba un poco alta.
LEON LOZANO CATALINA	Aunque hubo un problema final con la edición del video, tiene muy buena actitud lo cual hace que el contenido sea agradable... Si se tiene alguna pregunta sobre la edición, favor preguntarle a la profe.
MOLANO CERON ALEJANDRO	El contenido del video fue bueno pero la música estaba muy alta lo cual no permitió que se escuchara muy bien. Muy buena actitud. Sería mejor si te grabas en un lugar silencioso para que podamos escuchar mejor la información.
NIEVES CAJAMARCA ANGIE NATALIA	Se nota que leyó. Faltó pronunciación. Faltó pausas entre frases. La edición es buena pero falta mejorar el contenido. Se nota una actitud aburrida.
PARADA DIMATE MATEO	Mucho eco, les gusto la transición de escenas. Buena pronunciación. Buena expresión. Grabaron en contraluz. Toca mejorar la calidad. Hacen falta imágenes. Toca mejorar la calidad del sonido. Se movía mucho la cámara.
SANABRIA ROJAS JOAN SMITH	Mucho eco, les gusto la transición de escenas. Buena pronunciación. Buena expresión. Grabaron en contraluz. Toca mejorar la calidad. Hacen falta imágenes. Toca mejorar la calidad del sonido. Se movía mucho la cámara.
SUAREZ GONZALES JUAN CAMILO	Muy buena actitud, Se pudo haber grabado de nuevo la parte de los gemidos. Lo que está escrito debe ser lo que se dice. Mejorar un poco la pronunciación pero no correr. Fue divertido. Buen uso de la música. Muy buen contenido.
BARÓN LUZ HELENA	Buen sonido, buena grabación y buena actitud. Fue entretenido. Se notó el trabajo en pareja. Buena pronunciación. Mejorar el pulso. La música estaba un poco alta.

Annex 9: Lesson plan

Profile	Lesson plan # 3/ Name of lesson: What's my story?. / Grade: 10th grade/ Duration: X sessions. / Number of/ students: 2 groups of 23 students. Instructional setting: Pairs and individual work. Vocabulary: Present, past and future tenses.
Objectives	To link descriptive Video Blogs with personal experiences/ To describe personal experiences by using the past simple tense.
Materials	Find someone who/ Mark Zuckerberg biography worksheet./Online videos about "draw my life"/ Computers or tablets/ Video script form/ Video Evaluation form/ Survey form/ Cameras/ TV
Procedure	Interaction 1. Warm up: Organize the classroom so ss can move easily. Hand each ss the "Find someone who" worksheet. Explain ss that for this activity they have to interview their classmates. Model ss each one of the questions or aspects given. Make sure that they all understand the meaning. Now, ask ss to focus on the chart that is on top of the page. Explain that those are the questions that are expected to be said during the activity. Give examples. Ask ss to stand up and complete the survey by asking their classmates the different questions. Remind ss the importance of using only the target language. When doing the activity start walking around the classroom making sure that ss are using the correct questions. After finishing the activity, require ss

to organize the classroom again and ask some of the questions from the survey (work with all the questions if the time is enough)




2. Tell ss that today's class is going to be focus on the meaning of the biography and the necessary elements for writing one. Also, tell them that writing their own biography is the first step for their "draw my life" video. Start asking ss what is a biography and which are the elements that a biography should have. Write the words on the board. Explain that a biography is a written story about a person's life. Explain that there are some important aspects that are necessary to include in a biography. Then, inform ss that now they are going to read the biography of a famous person. Ask if they know who the creator of Facebook is. Also, ask if they know something about Mark Zuckerberg. Hand each s the paper with the Biography. Ask ss to skim the reading just to know it's structure. Then, tell ss that now they have to read again but this by time taking into account the words that they don't understand. After solving the questions in terms of vocabulary, read the biography aloud and explain that they have to pick the words that fit better for the reading. Read slow and with a clear pronunciation. Check the answers, read the text again and ask two or three ss to read it aloud. Explain that Mark's life text is a good example of the elements that are necessary for writing a biography. Now, start explaining the elements that a biography has by showing ss the characteristics and then, ask them to highlight the related information in the reading. The parts of the biography that have to be highlighted are: Who is the person?, when/ where he was born?, what does the person do?, where did he study?, why is he an important person?. Ask ss to give examples about their lives.

3. Explain ss that although those elements of a biography are essential, they have to take into account the tense that they are expected to use. Ask questions such as which tenses do we have to use when we are explaining our place and date of birth? What is past tense? What is present tense? What is the future tense about? and also, what is the difference between present and past and future tenses?. Explain ss the use of the past tense by writing and analyzing examples on the board. Then, ask them questions in past simple and allow them to participate. Ask them to also highlight the present, past and future tenses sentences or words, in the reading.

Video Vlog script

1. Explain ss that now they have to write their biography according to what they learned during the class. Remind them that they can include extra information such as preferences, routines, etc. Ask them to write in their notebooks, their biographies. Help ss with further explanation if necessary.

2. Tell ss that since the video is going to be a "draw my life video", drawing is an important part of the process. Explain ss that the preparation and drafting of the elements that will be on the video are important aspects for having a successful result. Ask them if they have seen draw my life videos. Show the following examples and analyze among with the ss the videos' characteristics.

		
<p>https://www.youtube.com/watch?v=MjnBPSBmVIo</p>	<p>https://www.youtube.com/watch?v=hIZmjIhe_5w</p>	<p>https://www.youtube.com/watch?v=QPmSi9UD7o</p>

Now, ask ss to divide their text into actions or events, and then tell them that they have to do a drawing per event. Then, ask them to write the information in the video form. Ask if they have any questions and solve them if necessary.

Recording of the video.

Call each one of the ss and check their pronunciation as well as their fluency while reading the information. Suggest some

ideas or correct some of the information they wrote in the form.

Now, ss join pairs and decide in which way they want to present the videos as well as some extra elements, which they consider necessary to include. Explain ss that there are some good strategies that are important when recording a video, such as: Do not record the video sideways, always have a good illumination (it's better to record the videos during the day), Find a silent place to have a better quality of the video, etc. Tell ss that now they are going outside the classroom to record the videos. T provides them with some cameras but students also can use their phones. Students should select a place and a technique (drawing on the board, in a piece of paper or showing pictures) to record the videos. Check their work during the recording and give suggestions about the pronunciation and coherence of the script.*

Edition of the video: As students finish the recording of the video, go to the multimedia classroom and provide students computers and tablets so they can download and edit the videos. Remember students the samples of the videos seen in class, so they can use similar techniques or strategies to edit their own clips. Check the final version of the videos and give suggestions if necessary.*

Video presentation and evaluation: In the classroom give ss the Video Evaluation Form (Annex 2) in which they have to write the names of their classmates. Now using the television and the computer, show the videos to the class and ask ss to write comments (this can be in Eng or Spa) about the positive and negative things of the video. At the end of the session, evaluate the class process by applying a survey in Spanish (Annex 3) to know students' individual perceptions.

**It is possible also, to agree with ss the recording of the video at home (in the last 2 lesson plans ss and T agreed to do it like that)*