Journalistic Videos: Exploring Self-Perception and Enhancing Productive Skills in a Fifth grade EFL Classroom

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"Today's effort is tomorrow's reward."

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ABSTRACT

This action research project was conducted with fifth-grade students at the Liceo Femenino de Cundinamarca Mercedes Nariño. The study arose from the need to enhance students' productive English skills, particularly writing and oral expression, through situated, meaningful and contextualized learning experiences. The purpose of the study was to describe the impact of creating short journalistic videos, focused on self-perception, on improving students' productive skills within a situated literacy framework. The project explored how video creation could promote the contextualized use of language, self-expression, and participation in the English as a Foreign Language classroom.

Key words: Situated Literacy, Self-perception, Productive Skills, Journalistic Videos.

RESUMEN

Este proyecto de investigación-acción se llevó a cabo con estudiantes de quinto grado del Liceo Femenino de Cundinamarca Mercedes Nariño. El estudio surgió de la necesidad de mejorar las habilidades productivas de los estudiantes en inglés, particularmente la escritura y la expresión oral, a través de experiencias de aprendizaje situadas, significativas y contextualizadas. El propósito del estudio fue describir el impacto de la creación de videos periodísticos cortos, enfocados en temas de autopercepción, para mejorar las habilidades productivas de los estudiantes dentro de un marco de alfabetización situada. El proyecto exploró cómo la creación de videos podría promover el uso contextualizado del lenguaje, la autoexpresión y la participación en el aula de inglés como lengua extranjera.

Palabras clave: Alfabetización Situada, Autopercepción, Habilidades Productivas, Vídeos Periodísticos.

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CHAPTER I

THE PROBLEM

Local and Institutional Context

This action research project was carried out in the school *Liceo Femenino de Cundinamarca Mercedes Nariño IED*, which is a girls' district educational institution located in the south of Bogotá, specifically at Avenida Caracas No. 23-24 south, locality 18 Rafael Uribe Uribe, neighborhood San José. In relation to the local context, this is a desolate and dangerous area, as around the school there is a center for victims of the armed conflict where some homeless people sleep, and there are also workshops where board games are made and sold, and the poor lighting contributes to this being a lonely and dangerous area.

This institution was founded in 1916 by Diego Garzón, parish priest of Las Cruces, with the aim of preparing women for household chores, initially adopting the name of *Sindicato de la Aguja, Artes y Oficios.* Likewise, it has a chapel within the school, which shows the religious focus with which the school was founded; currently, this chapel does not fulfill its religious objective, but rather, this space is used for gymnastics and physical education classes. (Liceo Femenino de Cundinamarca Mercedes Nariño, s.f). This school is distinguished by its extensive infrastructure that includes green areas where students can carry out various recreational, sports and rest activities, thus fostering an environment conducive to comprehensive learning.

Currently, this school welcomes a diverse student population of different ages. Given the large area of the school and the strategic location between the main avenues of the city, it receives a significant number of students on the different schedules that the institution offers: morning, afternoon, evening and Saturdays. In the morning and afternoon sessions, only the female population from transition grade to eleventh grade is served, and as a strategy for school inclusion for those students who are older than the age to be in some courses, there are school acceleration projects. In the evening session, the school serves women and men of different ages and grades, with a cycle approach to accelerate the educational process of those people who seek the possibility of studying in the evening session. Finally, on Saturdays, indigenous communities, people in the armed conflict and other people who can only study on this day are served.

The school is in the process of applying to join the IB Diploma Programme (International Bachelorship) project, seeking to obtain authorization to become an IB World School. This program is based on a rigorous and quality international education, values that the school considers essential for the integral development of its students. Therefore, the school's mission is framed within the International Baccalaureate, where the integral formation of students is promoted through the encouragement of critical and creative thinking, as well as the values of respect, honesty, identity, solidarity and autonomy. The aim is for students to build their life project, transform their contexts of interaction and learn to live together in harmony, enjoying a full and happy life (Liceo Femenino Mercedes Nariño, 2024). The institution projects that by 2030 it will be recognized globally for its quality of "service within the framework of the international baccalaureate and its multilingual educational model" where it is expected that there will be a bilingual and intercultural acquisition of the foreign languages English and French at levels B2 and/or C1. (Liceo Femenino Mercedes Nariño, 2024). Finally, in the Institutional Educational Project (IEP), the school is defined as a space that fosters critical thinking, reflection, autonomy and the transformation of contexts for coexistence. This project is the result of a collective construction, driven by the active participation of the entire educational community, including management, coordinators, counselors, teachers, students, parents and the community in general.

Participants

The participants in this research project were initially enrolled in fourth grade in the afternoon class. The group consisted of 31 students between the ages of nine and ten. At that time, classes were held on Wednesdays during the last class period. At the end of the school year, the students were promoted to fifth grade, specifically to grade 502. The group was reduced to 27 students between the ages of ten and twelve, all Colombian nationality. The classes were held on different days throughout the project implementation, but the class ended up being held on Tuesdays from 2:20 to 4:20 with a 30-minute break during this time.

In order to characterize the students in this study, a sociocultural questionnaire was conducted (See Annex 1). The main purpose was to understand the context of each student and thus adjust the pedagogical proposal to the skills, likes and interests to favor the language acquisition processes. Therefore, this instrument investigated aspects related to family, origin

socioeconomic solvency, love for English, hobbies, access to mobile devices and digital platforms.

According to this instrument, it was determined that the students' family unit is composed of a mother, father, and, in some cases, siblings. Regarding the socioeconomic status of the population, of the 29 students surveyed, 16 live in rented housing and 13 in their own homes. It is worth noting that the students come from different neighborhoods in the city, with a range of social strata from 1 to 3. All reported having basic and vital services in their homes, such as water, electricity, gas, and internet. In relation to their enjoyment of English, the questionnaire asked students to rate their level of satisfaction with the subject from 1 to 5. Most students mentioned that they really liked the class; only three students mentioned that they did not like it, with scores of 1 and 2.

Problem Statement

Based on the data collected through the different instruments, which were a students' characterization questionnaire (See Annex 1), a diagnostic test (See Annex 4), an interview with the teacher (See Annex 5) and the field notes taken in the semester of 2024-1 (See Annex 2), it was possible to determine that students faced different difficulties in relation to their English Foreign Language (EFL) skills in general. However, the most relevant problem was related to the lack of development of productive skills (speaking and writing) in the English class, since in this class they focused more on receptive skills (listening and reading). In addition, the curriculum used in English class appears to be outdated, as it is not constantly updated and the topics covered do not address the students' needs.

Consequently, as mentioned, productive skills were the least addressed in the classroom and, therefore, were less developed compared to listening and reading. These were identified as the skills to which students were most exposed in class, as they correspond to skills in which students must assume receptive and passive learning of English. Furthermore, due to the number of students and the number of English class hours, it was difficult to assess and provide feedback on these skills due to the lack of time for each student to practice speaking and writing. This problem could be limiting students' ability to interact effectively with the English language and express themselves meaningfully. Despite a generally positive attitude toward learning English,

diagnostic assessments revealed significant challenges in sentence construction, pronunciation, and a lack of vocabulary.

According to the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.* (2006), fourth grade students should be able to write about topics of interest, provide brief descriptions and narratives, describe the personal traits of people around them, and write short texts describing their moods and preferences. Regarding oral communication, students should be able to answer personal questions, greet people according to the time of day, give basic instructions, carry on a simple conversation in English, talk about the physical characteristics of their family members, and answer questions about their likes and dislikes (Ministerios de Educación Nacional, 2006). Likewise, based on the requirements of the Ministry of National Education (2006) and proposed by the Institution, students are expected to graduate from high school with a B2 or C1 level in the language according to the scale established in the Common European Framework of Reference for Languages: learning, teaching and assessment (CEFRL) (Council of Europe, 2020) where students in this school grade must obtain an A2 level in the language. However, the diagnosis showed that the students were not capable of performing these tasks. It was shown that the students did not write sentences using grammatical structures but rather wrote simple words to express what they wanted. In addition, regarding oral expression, the students required a support sheet to express themselves orally due to difficulty constructing sentences mentally. They also exhibited difficulties with pronunciation and fluency. These findings highlight a discrepancy between the expected A2 proficiency level, according to the core competency standards and the CEFR, and the students' performance, revealing the urgent need for intervention to strengthen their productive skills.

Finally, during the observations, field notes, conversations, and interviews with the English teacher, it was evident that the students were struggling with their self-perception, as they sought to imitate people from social media and K-pop singers, leading to a lack of acceptance of their image. This, in turn, generated problems of coexistence and hindered the institution's mission, which attempts to promote the comprehensive education of its students by fostering the values of respect, identity, and solidarity (Liceo Femenino Mercedes Nariño, 2024). Faced with this problem, the curriculum followed in English classes did not address these topics, which were so relevant to the girls' age group. This reflected a possible decontextualization and

lack of integration in English teaching, resulting in poor literacy. Therefore, it was possible to conclude that it was appropriate for students to begin addressing, on the one hand, productive skills and, on the other, contextualized learning that focuses on students' needs and interests.

Rationale of the Study

Nowadays, a globalized world has made it possible to connect cultures; however, a common language is needed to access and facilitate exchanges between them. This is where English has positioned itself as the international language of communication, business, science, and technology; therefore, learning this language according to a study by Andayani (2022) is important for three reasons. First, approximately 75% of academic books, research articles, and online materials are written in English, and proficiency in this is crucial for academic progress and research development. Second, English is also important for global communication and international collaboration. It is the official language of numerous international organizations and is widely used in diplomacy, trade, and global agreements. Thus, competence in English allows individuals to participate in international conferences, scholarship programs, exchanges, and research collaborations. Finally, learning English contributes to personal and intellectual development. The article highlights that bilingualism can stimulate cognitive skills such as creativity, problem-solving, and reasoning, and it also allows people to understand different cultures, broaden their perspectives, and participate in intercultural communication.

This is why, since the early 2000s, the Colombian national government has been launching, promoting and working on different programs for teaching English in Colombia, resulting in the latest Programa Nacional de Inglés: Colombia Very Well (Ministerio de Educación Nacional, 2015), which was expected to be developed between 2015 and 2025. This program was an "initiative that adds to the other programs promoted by the MEN to favor the improvement of the quality of education" (Ministerio de Educación Nacional, 2015). During the studies that were carried out to implement this program, data were obtained that showed that 54% of students between 2008 and 2013 graduated with an A1 level of English, this demonstrated the low level of English proficiency the country was facing and, above all, the significant challenge facing public institutions. Therefore, it was pertinent to develop strategies to eliminate the gaps facing public education, offer equal access to education and opportunities to all students in the country, and ultimately meet the objectives proposed by the Ministry of

Education (MEN). Thus, this project proposed that, through meaningful, contextualized, and active learning, social barriers can be eliminated and the proposed educational objectives achieved.

Teaching and learning English is a process that must be accompanied, in turn, by active learning that allows students to be the authors of their knowledge, therefore, it is necessary to emphasize the productive skills of students. In this sense, productive skills refer to the active use of language, since students are required to organize their thoughts and express them in a structured way. According to the results of the diagnostic test, it was found that students have greater exposure to receptive skills, rather than productive skills, so writing and speaking skills have been less developed. This is why, through the strategy of recording short videos on topics that reflect the interests and problems of students, it is expected that they will investigate, write, and present on these topics, so that, implicitly, productive skills can be strengthened and improved, as well as active learning.

Additionally, it is important to promote the teaching and learning of English from a meaningful and contextualized perspective. According to Ausubel's theory Meaningful Learning, it is said that in order to learn meaningfully, students must relate new knowledge to relevant concepts they already know and thus, this new knowledge must interact with the student's knowledge structure (University of Strathclyde, Glasgow, UK, 2023). This means that one must start from what students already know about English and contextualize this knowledge with their needs and interests to create meaningful learning. This is why this project aimed to create short videos in journalistic format so that students could learn about, investigate and present profound topics such as self-perception, the importance of family in its development and the relevance of mental and physical health, since these topics address the needs and interests of the students.

In conclusion, to connect with the globalized world, eliminate the gaps, provide equitable access to education and meet the objectives proposed by the MEN in the different programs, this project proposes to develop an attractive strategy that interests learning in the EFL classroom. By creating short videos in a journalistic format on topics contextualized to students' interests and needs, such as exploring self-perception, the influence of family, and well-being, it is expected that students will improve their productive English skills through meaningful, contextualized, and active learning.

Research Question

What is the impact of creating short journalistic videos on self-perception issues on fifth-grade students' productive skills in an EFL classroom at Liceo Femenino de Cundinamarca Mercedes Nariño within a situated literacy framework?

Research Objectives

General Objective

To describe the impact of creating short journalistic videos on self-perception issues on fifth-grade students' productive skills in an EFL classroom at Liceo Femenino de Cundinamarca Mercedes Nariño within a situated literacy framework

Specific Objectives

1. To identify the role of creating short videos in a journalistic format in the development of students' productive skills.
2. To describe students' responses to video creation to enhance productivity skills.

CHAPTER II

LITERATURE REVIEW AND THEORETHICAL FRAMEWORK

This chapter will address two major sections. First, the state of the literature review of some research projects that have a theoretical scope such as that of this study will be presented, with the purpose of understanding the research that has been carried out on the relevant theoretical constructs of this research project and thus create connections between them and find possible gaps that could be improved with this proposal. Secondly, the constructs that make up the theoretical framework that supports this research project will be presented and explained. In this case, they are Situated Literacy, Self-Perception in Young Learners, Productive Skills, and Video Creation in Education.

State of Art

As mentioned above, this first section aims to present five research studies aligned with the present project, in accordance with this, the five investigations that were most relevant to the development of this research will be presented. The first study that was considered relevant for this research project was *Authentic Videos: A Proposal to Enhance Productive Skills Within a Cooperative Learning Environment in the EFL Classroom* by Gómez (2019). This research addressed the need to strengthen the productive skills (writing and speaking) of fifth-grade students at Colegio Femenino Mercedes Nariño, whose academic level had to be aligned with the A2 proficiency level as defined by the CEFR. The diagnostic findings revealed that the students struggled to construct sentences, identify vocabulary, and effectively communicate ideas in English. These problems stemmed from a focus on grammar and repetition-based activities, which hindered meaningful communication and interaction. In addition, it was established that the students lacked the ability to work collaboratively, often relying on a partner to lead group tasks. Therefore, using a qualitative action research paradigm, this project sought to determine the impact on productive skills of implementing cooperative learning in authentic video creation in a fifth-grade EFL class.

This research was useful because it demonstrated three important elements related to the proposed approach. First, students developed their writing skills through collaborative script creation, which involved organizing ideas, selecting vocabulary, and crafting sentences in the target language. Second, the recording phase provided them with the opportunity to practice

pronunciation, fluency, and intonation while rehearsing and presenting their video scripts. Finally, in terms of conviviality, the teamwork and peer support fostered during video creation helped address challenges such as forgetting parts of the script. However, this work differs from the current proposal in three important ways. First, the proposal focuses on situated literacy, allowing for the exploration of topics directly related to students' problems and interests. Second, the video productions emphasize self-perception, specifically, understanding its components, importance and analyzing the role of the family in its construction, to finally learn and teach some tips on how to take care of physical and mental health to improve students' self-perception. Third, given the complexity of these topics, students were required to conduct research to better understand key concepts. Furthermore, families played an essential role in the process, as students interviewed them and received their support, which proved to be very valuable. In conclusion, this research was important for the present investigation as it demonstrated that students could improve their productive skills when they create videos regarding topics that interest them and at the same time, work on coexistence problems among students and develop collaborative skills.

The second investigation is *PBL: Enhancing Productive Skills Through Reflections upon the Life Project* by Gil and Rincón (2022), the main problem of this project revolves around the underdevelopment of productive skills (speaking and writing) of seventh grade students in English at the Mercedes Nariño Educational Institution. It was established that, despite being able to read and understand simple instructions and grammar, the students presented difficulties in expressing themselves both verbally and in writing. Therefore, the project sought to identify the impact of the implementation of a set of tasks based on the students' life projects for the development of their productive skills within the framework of critical pedagogy, through qualitative action research.

The project revealed four important findings. First, the reflective levels developed by the students evolved through different stages, starting with descriptive reflection and progressing to more analytical and critical levels. Second, the implementation of project-based learning was generally well received, with students showing significant interest in activities that focused on self-reflection and personal development. Third, creativity and imagination in writing was one of the highlights of the project, and fourth, the PBL approach proved to be a motivating factor for

the students. The combination of autonomy in tasks, relevance to their lives, and the ability to express themselves in English contributed to increased interest and engagement.

This project was relevant to the present study because it revealed another effective strategy for improving students' productive skills, which also developed other important elements. In this case, the students did not work in groups but rather individually on their own life projects. It also reaffirmed the importance of improving productive skills through problems and topics related to students' interests. However, it is important to note that this study was conducted with students at a higher level than those in the present research. Therefore, it is relevant to adjust and adapt pedagogical approaches according to age and academic level, as this is an important factor to consider in the expected student outcomes.

The third investigation is *Video Blogs: An Interactive Experience in the EFL Classroom* by Chaves and Cuervo (2018). This research presented how tenth-grade students at Rafael Bernal Jiménez School struggled to achieve the pre-intermediate B1 English level outlined by the Common European Framework of Reference for Languages (CEFR) given that there appeared to be a significant gap in students' performance across all four language skills (listening, speaking, reading, and writing), which hindered their language acquisition and future success, this project therefore sought to improve students' engagement and language skills through meaningful real-world experiences and innovative classroom practices. Through qualitative action research, the objective was to identify the impact of implementing Video Blogging and Blended Learning experiences on the development of integrated skills in the EFL classroom.

The research results demonstrated a significant transformation in the students' language learning process through the integration of body language, creativity, and a blended learning approach. This methodology facilitated a dynamic and interactive environment where students developed linguistic and non-linguistic skills to communicate effectively in English. Thus, first, in terms of Integrating Words and Body Language for Better Performance, students progressed in understanding and utilizing body language and spoken language as a cohesive unit to enhance their communication. Second, students' responses to blended learning and vlogging. The blended learning approach and the incorporation of vlogging had a positive impact on students' engagement, identity development, and creativity. Third, identity and creativity in video

production. Students' video projects served as a medium for self-expression and cultural representation. Fourth, passion and engagement in class projects.

The data revealed that students showed passion and engagement during the project, particularly in the stages of writing and revising their scripts. In conclusion, it can be said that this project performed well compared to the implementation of videos, which is relevant information for this project, and it also enhanced students' creativity and engagement. Although both projects worked on the idea of video as a strategy to improve the acquisition of English, each one did so from different perspectives, since, here, students chose the topic, recorded, and edited their videos, something not addressed in the current proposal. Furthermore, the videos in the current research were recorded in the classroom and supervised by the teacher, taking into account the students' developmental stage.

The fourth research is *Videos and Song to enhance listening and oral skills* by Cardona (2021). This project analyzed how videos and songs can improve third grade students' English listening and speaking skills using a qualitative action research paradigm at Barrio Blanco School in the department of Antioquia. The main problem identified in this research was the ineffective use of videos in English classes, as they were primarily used for grammatical activities, such as vocabulary translation, rather than promoting authentic communication. A lack of a structured procedure for effectively integrating videos was also identified, as key steps such as pre-listening activities and comprehension checks are often overlooked.

The findings of this research highlight four relevant categories of analysis. First, videos and songs for listening comprehension. It was concluded that students associated sound with images, which facilitated their understanding of spoken English, and that the use of videos reduced anxiety, making them feel more comfortable and engaged during listening activities. Second, to improve oral production, the videos and songs encouraged interaction among students, resulting in greater participation in oral activities. Students attempted to produce sentences in English, even when combining them with their native language, which showed greater speaking confidence. Third, to acquire pronunciation and vocabulary, the videos and songs serve as pronunciation models, helping students imitate native speakers and refine their speech. Students internalized new vocabulary through repetition and contextualized exposure to multimedia content. Fourth, total physical response (TPR) to reinforce learning: physical

movement combined with songs helped students understand meanings more effectively and memorize vocabulary through kinesthetic learning.

In summary, this strategy is relevant for third-grade students and could serve as an approach for the EFL classroom. The main contribution of this research was to demonstrate an alternative strategy for improving productive skills through the use of songs and videos to learn initial vocabulary, while also providing guidance on how to use videos effectively to enhance skills without resorting to traditional methods. Furthermore, this study demonstrated how students should initially watch and listen to videos to develop, rather than create, strong communicative competence, highlighting the importance of age-appropriate approaches.

The final research *Project-based learning activities and EFL students' productive skills in English* by Ni Luh Putu Ning Septyarini Putri Astawa (2017) was conducted in a public school in Bali, Indonesia with seventh grade students, using a mixed-method action research approach. The study identified a major problem in teaching English as a foreign language (EFL) in Indonesian public secondary schools, where traditional teacher-centered approaches predominate. These conventional methods, such as direct instruction and textbook-based learning, limited students' participation, creativity, collaboration, and critical thinking. As a result, students demonstrate low motivation, passive participation, and poor development of productive skills (speaking and writing in English). Therefore, this project aimed to investigate the effects of project-based learning (PBL) on students' speaking and writing skills, and on the teaching and learning processes.

This research highlights three elements that provide relevant information to the current investigation. First, the effect of PBL on students' speaking and writing skills is analyzed. The results of the pre- and post-tests showed a significant improvement in performance in both monologues and dialogues, and an improvement in students' written expression scores, confirming that working through projects helps improve students' productive skills. Second, the importance of collecting data to evaluate the pedagogical proposal is highlighted. Since the research used a mixed-method design, quantitative and qualitative data were collected. Quantitative data obtained through writing and speaking tests before and after the intervention, and qualitative data collected through interviews, questionnaires, observations, and field notes helped demonstrate students' progress and setbacks, highlighting the importance of data

collection. Finally, it is demonstrated that when productive skills are developed in the teaching and learning process, student participation and enthusiasm are implicitly promoted and developed, as well as confidence, collaboration, creativity, critical thinking, self-esteem, and autonomy.

Overall, this proposal demonstrates another way to improve students' productive skills, in this case through the implementation of problem-based learning. Although the current proposal does not use PBL, some of its elements were considered, such as contextualized learning focused on real-life problems and group work. Furthermore, both proposals share the problem of traditional education and how it demotivates students' learning process; therefore, it is necessary to empower them with projects that promote active and participatory learning. On the other hand, the research demonstrated the importance of evaluating students' learning process before and after implementation to determine the feasibility and effectiveness of the proposal.

Theoretical Framework

As mentioned above, this section aims to present and explain the constructs that make up the theoretical framework that supports this research project considering four main theoretical constructs: Situated Literacy, Self-Perception in Young Learners, Productive Skills, and Video Creation in Education.

Situated Literacy

Before defining situated literacy, it is important to begin by defining literacy, as this ultimately constitutes the underlying concept. According to Perry (2012), literacy is much more than the ability to read and write; it is a complex and context-dependent social practice that involves multiple forms of knowledge, dynamics, and modes of meaning-making. Literacy should not be considered simply a set of cognitive skills; it is a more complex process, as people must possess extensive contextual knowledge to engage in a literacy practice. This includes not only decoding printed texts but also understanding cultural norms, social expectations, and more.

Language is situated in particular times and places; therefore, situated literacy focuses on making the teaching-learning process a social practice that is situated in the context of people. In agreement with the above, Barton, Hamilton and Ivanič (2000) emphasize the idea that literacy is not a neutral skill, but rather a set of practices shaped by times, places and communities, because every act of reading or writing reflects and participates in broader social practices and relations.

This means that literacy is not the same in all places, since in each context it contains variations because the language is used with different intentions and purposes, this is why it is said that literacy is *situated* because it reflects the norms, values and communicative practices of a particular group or community.

Similarly, Street (1984) introduces the distinction between *autonomous* and *ideological* models of literacy, where situated literacies align with the ideological model. This model emphasizes that literacy is always influenced by power relations, cultural context, and the specific purposes of communication. According to this perspective, understanding and using literacy depends not only on knowing how to decode texts, but also on recognizing how, why, where, and for whom literacy is practiced. In educational contexts, Gee (1998) also argues that literacy must be understood within *discourses*, which include ways of being, speaking, and acting linked to specific social groups. From this perspective, students not only learn to read and write in school but also engage in socially situated practices that reflect the norms of academic, digital, or community environments.

Now, understanding that situated literacy is a social process that occurs in the specific contexts of the people in whom they occur, it is necessary not to forget the relationship of this concept with situated learning, since both point to the same meaning being *situated*. According to Lave and Wenger (1991), situated learning is a theory that considers learning as an integral and inseparable part of social practice. Instead of considering learning as the internal acquisition of abstract knowledge, it emphasizes that learning occurs through active participation in the practices of a community. This process is called legitimate peripheral participation. Thinking about situated learning leads to thinking that all the processes that occur under it must be situated; therefore, speaking of situated literacy is pertinent and necessary.

Hence, in this project, the concept of situated literacy takes on a relevant place, as it is understood as the use and development of meaningful and relevant reading, writing, and oral practices in specific social, cultural, and educational contexts. The pedagogical proposal was conceived and developed based on the students' context and all the problems and needs that occur within it, since it is recognized that students construct their knowledge more easily when literacy processes connect with their realities, identities, and communicative needs. Consequently, the pedagogical proposal, based on situated literacy, sought to create authentic

and purposeful activities that allowed students to interact with language in ways that reflected their own experiences and the world around them. For that reason, to develop situated literacy processes, the topic of self-perception was addressed and worked on, as it is a profound issue that responds to students' needs.

In conclusion, situated literacy emerges as a fundamental concept in this project, as it recognizes that it is not a universal or decontextualized skill, but rather a social practice rooted in students' experiences, realities, and cultural frameworks. Understanding literacy as situated allows us to go beyond traditional approaches and, instead, foster meaningful learning environments where students engage with reading, writing, and speaking in relevant ways, given that working with self-perception as a classroom topic has situated the students' learning processes. In this way, the literacy process became more than simply the acquisition of skills; it became a space for personal expression, social interaction, and critical reflection.

Self-Perception in Young Learners

For this study, the role of self-perception in young learners is relevant, as it develops in two ways. First, it is expected that through this pedagogical approach, students will work on exploring their self-perception, and second, it is proposed that students research, learn, and work on this concept. According to Bem (1972), self-perception is a process that develops when people come to understand their own attitudes, emotions, and internal states by observing their own behavior and the circumstances in which it occurs, similarly to how an external observer would. As they analyze what they do and feel, they draw conclusions about who they are, and this is how they construct their sense of identity, recognize their abilities, and their personal worth. Along the same lines, Rayner and Riding (2001) argue that it is the way in which people perceive and evaluate themselves based on their emotions, experiences, abilities, and interactions with others. It encompasses how they interpret their own thoughts, feelings, and behaviors, thus forming a personal image of themselves.

Now, placing this construct in the case of young learners who are the population of the project, Harter (1985) states that self-perception is the way children evaluate themselves, their abilities, and their competence in different areas of their lives. That is, from middle childhood onward, children do not evaluate themselves in the same way in different contexts; instead, they develop distinct judgments of competence in different areas of life. This means they evaluate

themselves separately in several important areas such as academic, social, and athletic competence, physical appearance, and behavior. Thus, self-perception is understood as a cognitive appraisal process through which children construct beliefs about what they can do and how valuable they are. Marsh and Shavelson (1976) proposed a hierarchical and multidimensional model of self-concept, arguing that it is structured, domain-specific, and progressively differentiates with development. They explain that self-perception changes significantly throughout development. In early life, children tend to have an unrealistic view of themselves due to their limited cognitive capacity for social comparison and self-reflection. As cognitive abilities mature, children become increasingly able to differentiate between effort and ability and compare themselves with their peers. This means that children gradually form distinct perceptions of their academic, social, physical, and emotional competence, and consequently, their self-perception becomes more realistic. They clarify that self-perception is formed through interactions with the environment and shaped by social feedback, reinforcement, and interpretations of personal behavior.

Children need to work on and explore self-perception to reflect on themselves, understand their value as individuals, and recognize their strengths and weaknesses. This makes it possible to address motivation and help students develop as active agents in their learning, since by analyzing themselves in different dimensions they can arrive at conclusions about their strengths and weaknesses. However, this process of self-discovery does not occur in isolation; it is situated within a specific context, where family and school play an important role. Therefore, this pedagogical proposal addresses the construct of self-perception in young learners in two ways. First, by helping students explore and reflect on who they are from their own perspective, that of their family, and that of their peers; and second, by encouraging them to become aware of and investigate what self-perception means and how it can be influenced by their context.

Productive Skills

In the English teaching and learning process, it is recognized that to achieve effective learning of a foreign language, such as English, it is essential to develop the four communicative skills: reading, listening, speaking and writing. According to Harmer (2007), these skills can be usually divided into two categories: receptive skills and productive skills, since each one fulfills a different function in the learning process. Receptive Skills (RS) refer to the ability to receive

and understand information through reading and listening; they are called *receptive* because the student does not need to produce language but rather interpret it. On the other hand, Productive Skills (PS) involve the production of information through speaking and writing; they are called *productive* because they require the student to generate their own language to communicate and express themselves. It is important to mention that considering the objectives of this research project, productive skills will be our focus of interest. These skills are aligned with what we aim to develop in students, allowing them to be active participants in their learning process, as it is expected to be more of a production process than a reception one; however, this does not mean that RS will be disregarded, it will be addressed implicitly and comprehensively.

According to Golkova and Hubackova (2014) productive skills as those that involve the active production of language, whether oral or written, which is why they are also called active skills. Furthermore, the authors point out that these skills could not be developed without the support of receptive skills, also known as passive skills, since the latter provide the necessary basis for the application of grammatical structures, vocabulary, and sounds of the language. However, this statement does not imply that the learning process must begin necessarily with RS and then continue with PS; on the contrary, both can be developed simultaneously or in a different order, without a specific established sequence.

In addition to the above, productive skills play an essential role in language use, as they require students to generate meaningful outputs that communicate ideas, emotions, and thoughts (Harmer, 2007). These skills are fundamental because they allow students to function and actively participate in real-life communicative situations. For this reason, PS are considered the most challenging within the teaching-learning process, as they require the student to cease being a passive recipient and become an active subject, capable of creating and expressing what they have learned. (Ni Luh Putu Ning Septyarini Putri Astawa, 2017)

Speaking, in the words of Ali (2022), is defined as a productive linguistic skill that represents the accumulation of knowledge from other linguistic skills and functions as a bridge for communication and understanding. The author explains that speaking allows students to communicate clearly, fluently, and productively, enabling them to transmit ideas, information, and knowledge, while also receiving meanings, attitudes, and impressions from others. Furthermore, speaking is a contextual act in which speakers adapt their language to the situation,

the purpose, and the relationship with the interlocutor. Therefore, speaking is understood as the oral expression of meaning that facilitates interaction and effective communication, where listening is also important for this process to occur. For this reason, it can be said that in the case of EFL, this is one of the most complex skills for students to learn and produce, due to the integration of phonetics, semantics, grammar, and other aspects, and because it involves putting into practice all the knowledge acquired about the language.

In the case of *writing*, Sadiku (2025) explains that it is a skill that reflects a person's ability to express ideas in a tangible and organized way, metaphorically described as the *printed copy* of their intellectual and expressive level, which in turn allows for cognitive development. She defines it as a process that includes stages such as pre-writing (brainstorming), drafting (organizing ideas into sentences and paragraphs), revising (refining ideas with feedback), editing (correcting the form of the language), and publishing (producing the final version). Consequently, writing is presented as a structured process through which students develop and communicate meaning effectively in writing. To reach this point in foreign language learning, it was necessary to have worked on skills such as reading, since these are processes that go hand in hand.

In this case, productive skills are understood as students' ability to use spoken and written language purposefully to convey ideas, opinions, emotions, and information in a meaningful and contextualized way. Speaking and writing not only serve as tools of communication but also as vehicles for the expression of identity, critical thinking, and interaction within communities. These skills are fundamental for students to make meaningful use of the language, as students understand better when they are the ones producing.

In conclusion, productive skills are crucial for students to make active, realistic, and contextualized use of English. As highlighted by Harmer (2007), Golkova and Hubackova (2014), Ni Luh Putu Ning Septyarini Putri Astawa (2017), Ali (2022), and Sadiku (2025), these skills require active linguistic construction and play a fundamental role in enabling students to communicate and express thoughts, feelings, and ideas in meaningful contexts. While often considered the most challenging due to the level of linguistic and cognitive engagement they require, productive skills are also the most empowering, allowing students to go beyond passive reception and take responsibility for their language learning.

Short Video Creation in Education

The world has been experiencing great technological advancement, so education must face the challenge of using and integrating different technological tools into the teaching-learning processes so that people understand, learn, and take advantage of them, while also facilitating certain processes. Thus, in this project we work on the creation of short videos since, according to Yousef (2014), video-based learning has long been recognized as a valuable teaching tool, dating back to World War II, and has since gained renewed relevance in modern classrooms. The authors argue that videos offer multiple benefits for both teaching and learning, such as improving student engagement, facilitating the visualization of abstract concepts, and fostering student autonomy and motivation.

Regarding this project, it is intended to improve students' productive skills through the short video creation. As Kay (2012) states, videos are effective in promoting a deeper understanding of topics, reviewing complex topics, and interacting with multimodal resources (visual, auditory, and textual). This multimodal nature makes video creation an effective strategy, especially in language learning contexts, where students can develop not only receptive but also productive skills, such as speaking and writing. This means that creating videos is a multi-skilled process, as you need to understand the video's topic, write a script, and prepare the speech. Likewise, Greene (2014) says that Student-Created Content Videos (SCCVs) allow students to actively participate in the learning process by researching, scripting, filming, and editing videos that represent specific learning objectives. This process helps students internalize theoretical knowledge, improve their comprehension, and develop teamwork skills. Content videos leverage students' familiarity with digital media and reflect a shift in pedagogy that values experiential and multimodal learning over passive reception. (Greene, 2014)

It should be noted that, in this research, short video creation is considered an essential pedagogical strategy for fostering students' oral and written production in English as a foreign language (EFL). Through planning, scripting, and recording situated videos, students have the opportunity to reflect on their identities, explore self-perception, express their opinions, develop meaningful messages and teamwork. However, it is important to clarify that the objective of this strategy is not for students to edit, design, or develop related skills; rather, the proposal is for students to focus more on the video content and the planning and writing processes behind it.

This active participation positions them as creators of knowledge, thus aligning with participatory approaches to language teaching.

Therefore, the videos will have a journalistic format, as this type of video aligns with the objectives of the pedagogical proposal. In this regard, Brigas, Gonçalves, Marques, and Gonçalves (2023) argue that short journalistic videos are pieces of informative audiovisual content that represent a strategic adaptation of traditional journalistic production to the logic of mobile consumption. These videos are not simply abbreviated versions of traditional news stories. Instead, they are reformatted journalistic products designed to be short in duration to offer information quickly and visually, capture attention in seconds, and reach younger, digitally native audiences.

These types of videos are characterized by addressing four relevant elements. First, there is brevity and time efficiency; the duration ranges from 15 seconds to 3 minutes, prioritizing a concise narrative and summarizing complex information in accessible formats. Second, there is a visual and multimedia orientation; impactful visual elements are prioritized to simplify complex topics and facilitate understanding. Third, short videos are flexible formats that adapt to multiple journalistic genres such as news summaries, interviews, reports, explaining videos, etc. Finally, regarding narrative and linguistic adaptation, these videos use simple and direct language, as they have a clear and concise structure to summarize complex content. (Brigas, 2023)

In summary, integrating short video creation into the educational process represents a dynamic and transformative pedagogical strategy, especially in the context of English as a Foreign Language (EFL). As supported by the cited authors, videos not only improve student participation and comprehension but also promote the development of productive language skills, autonomy, teamwork, and self-perception. This approach aligns with current educational demands that prioritize experiential and multimodal learning over traditional passive methods. In this research project, the creation of short videos in a journalistic format serves as a meaningful practice through which students can construct in-depth, situated knowledge, where students are encouraged to explore, investigate, and communicate relevant content, thereby reinforcing their language competence.

Figure 1 is a visual representation of how all the theoretical constructs addressed in this study function and are integrated. The representation of a moving car is a metaphor for how all

the constructs are expected to cooperate for the English teaching and learning process and the development of the pedagogical proposal. The road symbolizes the context in which the teaching takes place; it is the place where learning occurs as a socially, contextually, and culturally situated practice, which is why it occupies the construct of Situated Literacy. The vehicle in this case represents the function of productive skills and video creation, since it is what will lead the student to explore and develop self-perception. That is, the rear wheels represent video creation, and the front wheels represent productive skills; both need each other to function and move forward. Ultimately, the vehicle is expected to lead the student to discovery of self-perception, so it can be concluded that video creation and productive skills serve as a vehicle and means for the student to finally address complex and profound topics to reflect on themselves.

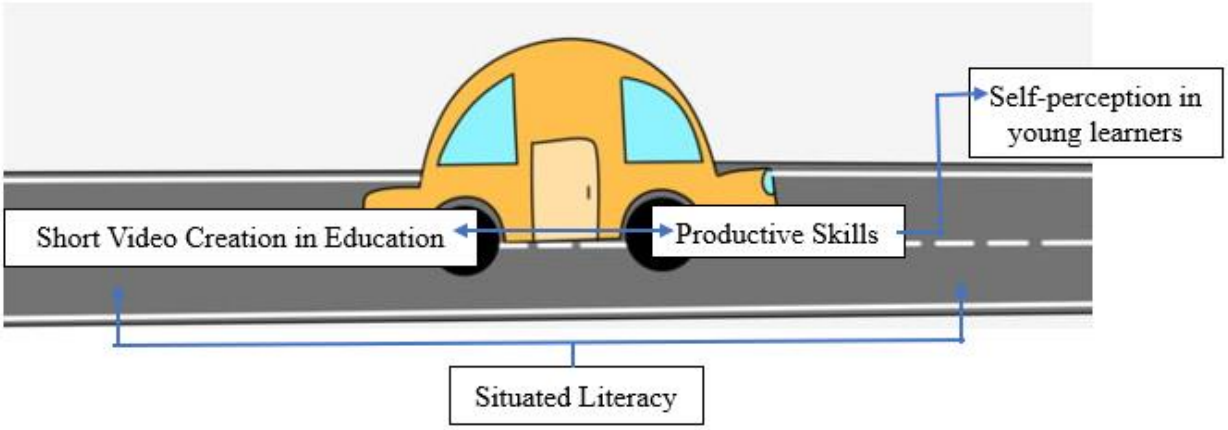


Figure 1. Visual representation of constructs

CHAPTER III

RESEARCH DESIGN

This chapter aims to present and describe the research methodology used to develop the pedagogical proposal. Therefore, it is intended to show the paradigm in which it was framed, the type of research used, the techniques and instruments used to collect information, the procedures for data collection, and the ethical considerations.

Research Paradigm

Considering the nature of this proposal and taking into account that this project had an interpretive approach, rather than a numerical sample of results, it is established that this research is centered on a qualitative paradigm. Qualitative research, in its most general sense, means that the research results have not been obtained through statistical procedures or other means of quantification, but rather, through descriptive and interpretive procedures in the context in which the events occur. This paradigm has its roots in disciplines such as anthropology and sociology, but throughout history it has expanded into fields such as education, health, and social work. According to Hoepfl (1997), the qualitative paradigm can be used to obtain new perspectives on things about which much is already known, or to obtain deeper information that may be difficult to transmit quantitatively. This is why qualitative methods are more appropriate in situations where it is first necessary to identify variables that could then be tested quantitatively, or when the researcher has determined that quantitative measures cannot adequately describe or interpret a situation.

Likewise, Merriam (2016), establishes that this research paradigm is of an interpretive and exploratory nature, as it seeks to understand how individuals construct meaning from their experiences, rather than simply measuring data. This is why it is based on inductive analysis to build theories from data instead of testing predefined hypotheses, which makes it a discovery-oriented approach that provides deep knowledge about human behavior and social interactions. Qualitative research facilitates the understanding of the complexity and variety of human experiences that may be implicit in different phenomena, so it is essential to analyze reality in a detailed and systematic manner. This study focuses on the description and interpretation of the development of productive skills in fifth-grade students as they create short videos in journalistic format with in-depth topics situated in their contexts.

Type of research

Regarding the object of study of this project, the most appropriate and coherent type of research is action research, since, firstly, it allows for taking actions that help transform reality, second, it makes it possible to reflect on one's own practice in order to analyze and improve it, and third, it involves both the teacher and the students. For the development of this research, a participatory observation was initially carried out, which was registered in fieldnotes to get to know the students and identify problems and needs. Subsequently, a diagnostic test was administered to determine the group's English proficiency level. Based on these two actions, the problem was identified, and the present pedagogical proposal was born. In this case, the main objective was to describe the impact of creating short journalistic videos focused on self-perception to strengthen the productive skills of fifth-grade students in the English as a Foreign Language (EFL) classroom.

As mentioned above, action research allows us to transform reality. This means that this type of research analyzes the phenomena that occur to problematize and question them with the purpose of intervening and finding solutions to transform reality. According to this, Burns (2010), establishes that the central idea of Action Research is to deliberately intervene in the problematic situation to generate changes and, better yet, improve in practice. Since this is an essential tool that empowers teachers to find their own answers to their own questions, because teachers become a *researcher* or *explorer* of their personal teaching context, while being one of the participants in it. This author also explains that for research to be action-oriented, it must follow a four-step cyclical process: planning, action, observation, and reflection. This allows teachers to reflect on their own practice, problematize it, and initiate the research process. Consequently, this research proposed three implementation cycles, each addressing a different topic, resulting in a final video to analyze and evaluate each cycle, better understand the collected data, and thus determine the feasibility of each activity to achieve the research objective.

Secondly, this type of research makes one reflect on one's own practice in order to improve it, as it is related to the ideas of *reflective practice* and the *teacher as researcher*. For example, when a teacher makes the decision to analyze and question the situations that are happening with his students and decides to investigate and create strategies to improve those

situations, that is when he is applying research because he is immersing himself in questioning his own practice and is developing as a teacher-researcher. That is why it is said that "Action Research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (Burns, 2010, p. 1)

Data Collection and Instruments

As this is a qualitative action research project, data analysis is a crucial part of the development of this research, since the validity and reliability of the findings must be guaranteed. Therefore, it was decided to analyze the information collected through methodological data triangulation. According to Patton (1999), qualitative data triangulation refers to the process of comparing and contrasting information obtained at different times, through different means, and from different perspectives. This method improves the credibility and reliability of the research findings by validating the data through multiple sources rather than relying on just one. Based on this, throughout the research process, a careful selection of the different information collection instruments to be applied was made, to provide diverse sources that would allow the crossing and comparison of information. Thus, each selected instrument fulfills a specific objective at each stage of the research and, moreover, is tailored to the different characteristics of the phenomenon being studied.

Fieldnotes

Considering what Hoey (2014) says, fieldnotes have the purpose of capturing the observations, experiences and interpretations of the researcher to register what was observed and reflect on it, helping researchers navigate the complexities of the research and contribute significantly to the academic discourse. Thus, this was the first instrument to be designed for data collection, given that it accompanied the entire research process with the main objective of noting down what happened during classes and the moments of intervention regarding how the students interacted with each other, with English and with the activities presented. Field notes were taken in every single class since the beginning of the study. (See Annex 2)

Interview

In order to understand and characterize the school context, the English teacher was interviewed. According to Burns (1999), interviews are a popular and widely used method for collecting qualitative data. They typically involve face-to-face interactions, either individual or

group, where structured, semi-structured, or unstructured formats can be used to explore participants' perspectives, beliefs, and reactions to the research topic. The type of interview chosen depends on what the researcher wants to know and the purpose of the interview within the information collection. In this research project, the structured interview was chosen because, according to Burns (1999), in this interview, the researcher works with a list of rigorously pre-planned questions in a fixed order that focuses on the research topic, ensuring greater consistency and reliability in the data collected. In this study, an interview was conducted with the English teacher before starting the pedagogical intervention to understand her profile, her perspective on the school, and to characterize it in terms of its PEI, curriculum, and collaborations with the British Council. (See Annex 3)

Questionnaire

According to Physician (2006), a questionnaire is an efficient information collection method to collect data from a large number of people in a limited period, which can guarantee accurate, interpretable, and generalizable results. This is made up of a list of questions organized and structured in a logical way to collect concise information on a topic of interest to the researcher. Based on this, three questionnaires were implemented in the research. For the first intervention cycle, a sociocultural questionnaire was designed and implemented with the purpose of characterizing the students from a sociocultural perspective and obtaining some demographic data that would serve as a basis for understanding the students' interests and thus being able to make contextualized decisions about the research proposal (See Annex: 1). The second questionnaire was administered at the end of the first cycle to gather students' opinions about the project, what they liked and disliked, and what they believed they learned and what caught their attention. This would enable decision-making regarding the teaching-learning processes. The third questionnaire was applied at the end of the second cycle, with the same purpose as the previous one, to find out the opinion of the students and the impact that the project has generated on them. (See Annex 4)

Diagnostic Tests

Based on Maria (2020), a diagnostic test is a type of formative assessment designed to identify levels of development in a specific subject. Diagnostic tests help teachers identify students' difficulties on a topic and provide targeted interventions to support progress. Unlike

summative assessments, which measure performance, diagnostic assessments inform educational decisions by uncovering misunderstandings that may not be obvious at first glance. Therefore, the diagnostic test is one of the most important information-gathering instruments, since it is the means to identify which of the four communicative skills the students are lacking in, and which should be addressed to promote their development. To determine the students' English proficiency with respect to the four communicative skills (listening, reading, writing, and speaking), a diagnostic test was designed and administered at the beginning of the research, which would be in the first intervention cycle, with the purpose of identifying the students' strengths and difficulties with the language and thus being able to create a pedagogical proposal in accordance with the needs of the course. (See Annex 5)

Artifacts

In the field of education, Oshima (2020) defines artifacts as objectives that students collaboratively construct through discourse to materialize their understandings of knowledge, which at the same time, can serve as resources to deepen learning and reflection. These artifacts can be tangible and intangible, since notes, writings, concept maps, and multimedia presentations are considered artifacts. In this case, artifacts were present throughout the research since all student-produced work is considered artifacts. Therefore, workshops, writing activities, scripts, friezes, and other materials were used as data collection tools to analyze whether the study's main objectives were met, to provide real evidence of competencies (specifically writing), and to account for the students' learning process. (See Annex 6)

Audio and video recording

Burns (1999) defines audio and video recordings as a data collection technique for capturing naturalistic interactions and textual expressions in detail. They are valuable sources for obtaining accurate information about classroom interactions and intentional behavior patterns that might not be evident during the teaching process. In this project, recordings played an important role in the research, as they were used to gather information about students' oral production and understand their progress in speaking. Information was collected from classroom activities, presentations, and journalistic videos, and then transcribed. (See Annex 7)

Procedures for Data Collection

The information gathering process was divided into three stages: pre-implementation, implementation cycle one, and implementation cycle two. In this first stage, the information collection process began with the sending of the consent format (See Annex 8), which was given to the students to give to their families on May 10, 2024. This consent was the authorization given by the parents to allow the students to participate in the project and at the same time, to know about its characteristics. To gather the necessary data for this research, a mixed-methods observation (participant and non-participant) was conducted with group 402. This observation began on April 3, 2024, and took place in the English class on Wednesday afternoons. The main objective was to characterize the group in terms of their English proficiency and classroom dynamics, to identify the problems and needs present in the classroom. This observation process was accompanied by a written record of everything that occurred in the classroom; therefore, a fieldnote (See Annex 2) was designed to register the entire research process. Additionally, a structured interview (See Annex 3) was applied on May 15, 2024, to the lead English teacher to contextualize the school and get information about the curriculum, projects and dynamics of the school, in order to create a pedagogical proposal that responded to the students' needs and to the mission and projects of the school. Accordingly, to know and characterize the students at a socioeconomic level, to learn about their families, likes and dislikes and perceptions about English, the students were given a sociocultural questionnaire (See Annex 1) to be completed during the English class on June 5, 2024. After that, it was necessary to determine the students' English proficiency level; therefore, a diagnostic test (See Annex 5) was designed and administered on September 25, 2024, as an instrument to collect information about the students' strengths and weaknesses in English with respect to the four communicative skills (listening, reading, writing, and speaking).

The first intervention cycle took place between September 11, 2024, and April 23, 2025. During this, the fieldnote was an instrument that accompanied this cover. Additionally, four artifacts were collected, including writing assignments, workshop materials, and a script for the first video (See Annex 6). These artifacts served to gather data on the students' learning process and the impact the activities were having on them. Two audio recordings were also made of two student activities to gather information on the oral component (See Anner 7). Finally, this first intervention cycle culminated in a video created by groups of three and four students, recorded

between April 4 and 23. Its purpose was to document the students' progress or areas of stagnation in the learning process (See Annex 7). On the same day, after recording the video, the students completed a questionnaire (See Annex 4) evaluating the class and the project. This feedback would help improve the proposal for the next cycle and provide insight into the students' opinions and feelings about it. Finally, the second implementation cycle took place between April 30 and October 14, 2025. During this cycle, the field journal, artifacts, audio recordings, and videos were used as data collection instruments. This data was collected within this timeframe, and the final video and project evaluation questionnaire were completed on October 14, 2025.

Ethical Considerations

This research was conducted according to the guidelines of the Universidad Nacional de Colombia. Therefore, all data, information, and work produced by the students were treated confidentially for strict research and educational purposes. The students received an informed consent form (See annex 8), which was explained during a class session. The purpose and objective of the form were then explained to them so they could share the information with their parents or guardians and obtain their authorization for participation in the project. The consent form explained that the students would be creating videos, clarifying that these videos would not be shared or published on any website. It also stated that the students' identities would be protected; therefore, they wore masks to conceal their faces while filming the videos. Students who did not receive parental or guardian authorization did not participate in the video creation process.

CHAPTER IV

INSTRUCTIONAL DESIGN

This chapter has as a purpose to explain in detail how the proposal works and aligns with its visions of curriculum, learning, the classroom, and language. It also details the instructional design that led the project and how it developed each of the proposed themes.

Vision of Curriculum

The curricular vision guiding this pedagogical proposal is based on a practical and emancipatory perspective, aiming to enhance productive skills through the exploration of self-perception. This implies understanding the curriculum, first and foremost, as a flexible guide that orients the teaching-learning process, focusing on the application of knowledge in real-world situations. Schwab (1970) argues that a practical curriculum emphasizes context, experience, and the interaction of key educational elements, rather than the rigid application of predetermined objectives or standardized procedures, because it recognizes that educational situations are unique and cannot be resolved through universal formulas. Therefore, the curriculum should be developed through a practical and deliberate process that considers interaction and collaboration among teachers, students, subject matter, and the environment. This perspective reinforces the idea of situated literacy, which is based on contextualized learning, seeking to address students' needs and problems.

Likewise, the curriculum has an emancipatory perspective, based on the idea of active and autonomous learning. English was seen as a vehicle that would lead students to explore and develop other elements such as self-perception, teamwork, research, and more. This is why the emancipatory curriculum perspective was adopted because, according to Pilkington (2008), it seeks to promote critical awareness, empowerment, and social transformation through education. Education is understood as a process through which individuals and communities develop the capacity to question power structures, challenge inequalities, and actively participate in the construction of their social realities. Therefore, students, through active participation, were at the center of this pedagogical proposal.

Vision of Learning

In accordance with the curriculum, this pedagogical approach grounds learning in situated and exploratory characteristics. From this perspective, the goal is for students to learn topics

related to their social and cultural context so they can apply them to real-life situations and participate in social practices. Situated learning is a concept introduced by Lave and Wenger (1991) that conceives of learning as a social process integrated within the context of a community of practice. It emphasizes that learning is not simply the acquisition of knowledge or information, but a process of participation in social practices. Additionally, learning involves identity construction, as it leads students to transform into a different person by developing a new identity within the community.

Likewise, learning emerges when students explore their context to formulate questions, test ideas, analyze results, and thus construct their own understanding of the world through interaction with their environment, materials, or problems. In the words of Rieman (1996), exploratory learning can be understood as a practical, flexible learning process based on active participation, experimentation, and interaction with available resources, rather than structured or purely theoretical instruction. Essentially, exploratory learning involves experimentation (trial and error) as the primary strategy, which in turn leads to a student-centered approach to learning, rather than a series of objectives to be achieved.

Vision of Language

The vision of language of this research project does not focus on grammatical learning; rather, it focuses on enabling students to learn and use English to discover, thereby creating and producing through it. This idea aligns with Vygotsky's (1986) constructivist theory, which posits that language is a socially constructed tool that emerges through interaction and whose fundamental purpose is to serve the development of thought and human consciousness, rather than simply as a communication system. Therefore, language is understood here as a means to an end, not an end in itself. The goal is to learn language for use in real-life situations, not in hypothetical scenarios, addressing problems in which students are engaged, rather than creating decontextualized situations where they must simply memorize formulas to communicate. Thus, language becomes the means by which students interact with each other, with the environment and their family in order to explore self-perception and thus understand themselves and form their identity. (Vygotsky, 1986)

Vision of Classroom

A fundamental aspect for exploring self-perception and improving productive skills is having a suitable and conducive environment that allows for their development. Therefore, the classroom is an essential element to consider for the development of this project, as it is where elements such as the curriculum, the context, the student, and the teacher interact. Claesson (2018) states that the classroom serves as a central space for organized and intentional teaching and learning. It is not simply a physical space, but a social and educational environment where teachers and students participate in meaningful interactions. Thus, the language class becomes a space for learning English by exploring the context and real-world problems that arise there, so that students, through active participation, discuss and analyze them individually and collectively, promoting teamwork and empowering students to become authors of their own knowledge, as prior and new knowledge are connected.

Instructional Design

The objective of this pedagogical proposal was to describe the impact of creating short journalistic videos on self-perception issues on fifth-grade students' productive skills in an EFL classroom within a situated literacy framework. Given that the syllabus of the institution was seemingly disconnected from the students' context and challenges, they exhibited a low level of English proficiency and limited exposure to developing productive skills. Therefore, the pedagogical intervention proposal was designed taking into account the problems identified during the observation phase and aims to address them by having students actively participate in their learning process to explore, analyze, and discuss these problems using English as the medium. In this case, the proposal consisted of the students going through three intervention cycles. In the first cycle, they explored their self-perception and recognized themselves from their own perspective and that of their classmates and then created a video discussing the importance of self-perception. For the second cycle, the students explored self-perception from the perspective of their family members and finally created a video explaining the importance of family in this topic and how their family members' opinions of them made them feel. In the third cycle, the students discussed the importance of mental and physical health, creating a video on how to improve these two aspects to have a better relationship with self-perception.

To this end, the pedagogical intervention was structured into three cycles, each of which consisted of three lesson plans to be developed in seven and six class sessions (See table 1. Pedagogical Intervention Proposal) (See annex 9). The purpose was to create an action plan that would allow students to explore self-perception, create videos, and enhance their productivity skills. The first cycle is*: Who am I?* The second: *How does my family perceive me?* and the third: *Taking Care of Myself*. In each cycle, self-perception is explored from both intrapersonal and interpersonal perspectives. The expected outcome of each cycle is a journalistic-style video that allows students to document their learning process on the topic.

Cycle	Lessons	Objectives	Useful language	Productive skills task
Cycle 1: Who am I? **Time:** 3 Lesson plans for 7 classes. 7 weeks	1. **Who am I?** 2. **How do my classmates perceive me?** 3. **What and how to create a journalistic video?**	**General:** To recognize who I am **Specific:** • To express who I am. • To recognize how my classmates perceive me. • To approach the concept of self-perception • To get closer to what a video is in journalistic format.	• **The use of the verb to be in the present tense:** *I am happy / I am 11 years old/ she is friendly.* • **How to introduce themselves:** *Hello, my name is Ana/ I am responsible/ I have straight hair.* • **Likes and dislikes:** *I like chocolate/ She likes dancing.* **Self-perception:** self-esteem, kind, friendly, envious etc. **Journalism:** Journalist, video, script, interviewee etc.	• Script writing • Video recording: What is self-perception.
Cycle 2: How does my family perceive me? **Time:** 3 Lesson plans for 6 classes. 6 weeks	1. **My family** 2. **What does my family think of me?** 3. **Let's discuss the importance of the family in self-perception**	**General:** • To analyze the importance of my family in the construction of my self-perception. **Specific:** • To recognize makeup of my family • To identify what my family thinks of me • To express how I feel about what my family thinks of me.	• **How to describe someone:** *She is my mother/ She is tall/ He has brown eyes/ He is 50 years old.* • **The use of the verb to be in the present tenses:** *My brother says I am intelligent/ My grandmother says I am impatient.* • **To express feelings and opinions:** *I feel happy/ I feel sad/ I agree with/ I disagree whit* **Family members:** Mother, father, sister, brother etc. **Adjectives:** Funny, intelligent, friendly, kind, responsible - selfish, unpunctual, envious, rude, liar. **Feelings:** Happy, sad, angry, scared	• Script writing • Video recording: The importance of family in the construction of self-perception.

Cycle 3: Taking Care of Myself – Physical and Mental Well-being **Time:** 3 Lesson plans for 6 classes. 6 weeks	1. **Caring for My Body** 2. **Caring for My Mental Health** 3. **Taking actions**	**General:** To promote physical and mental well-being through learning self-care strategies. **Objective:** • To understand the importance of mental health in my daily life. • To understand the importance of physical health in my daily life. • To research on how to take care of physical and mental health.	**Grammar:** • **The use of possession in the simple present tense:** *I have two hands / I have one nose.* • **Simple present to describe habits and routines:** *I wake up at 6:00 am / I go to sleep at 9 p.m.* • **Modal verbs (should):** *You should talk to someone/ You should drink water* **Vocabulary:** **Routine actions:** Wake up, eat, go to school, play, sleep **Daily habits:** Eat fruits, drink water, wash hands, exercise, sleep, brush teeth, take a break, and sleep well.	• Script writing • Video recording: Giving advice on how to take care of physical and mental health.

Table 1. Pedagogical intervention proposal

Table 1. Pedagogical Intervention Proposal

Cycle 1: Who am I?

This first cycle, entitled *Who am I?* aimed to introduce students to the topic of self-perception implicitly, starting with intrapersonal exploration and then interpersonal exploration. It also sought to develop teamwork skills through the creation of journalistic-style videos. This cycle consisted of three lesson plans. The first lesson plan, *Exploring Me*, comprised two sessions and aimed to guide students in a phase of self-exploration and self-recognition. To this end, topics such as positive and negative adjectives that described themselves were explored, along with things they liked and disliked, culminating in the creation of a self-portrait. This resulted in a personal presentation activity where each student wrote a cover letter to present to the class (See Annex 6. Cycle 1: Let's make our cover letter).

The second lesson plan, *Looking at myself through others*, addressed self-perception from an interpersonal perspective in two sessions. Students learned how their classmates perceived them physically and personally. To this end, recognition games were played in which students had to find classmates with certain characteristics and thus get to know each other. Additionally, students worked in pairs to create a description. They had to draw and describe their partner physically and personally to then present their description to the class (See Annex 6. Cycle 1: Describing my classmate).

The third lesson plan, *Putting into practice*, aimed to introduce students to the topic of video creation. Three class sessions were designed for this purpose. The first session covered the topic of what a video in journalistic format is and its elements, as well as the roles involved. The concept of self-perception was explicitly explained, and the students were asked to research the topic further. To conceptualize and give more meaning to the topic, the students completed an activity in which they described and expressed the things they liked and disliked (See Annex 6. Cycle 1: Mirror, mirror on the wall). The second session shifted to teamwork and focused on script writing. Here, the students formed groups of 3 to 4 and defined their roles within the team so that everyone had an active part in writing and recording the script (See Annex 6. Cycle 1: Let's write a script). Finally, in the last session, the students recorded the videos and evaluated this first intervention cycle using a questionnaire (See Annex 4: Questionnaire implementation cycles).

During this first cycle, the students learned the vocabulary necessary to express themselves in writing and orally about themselves and others, exploring self-perception from intrapersonal and interpersonal perspectives. Additionally, other activities were developed, such as classroom routines and active breaks, to motivate students to participate at different times during the class.

Cycle 2: How does my family perceive me?

This second intervention cycle, as its name indicates, *How does my family perceive me?*, had the main purpose of helping students recognize themselves through the eyes of their families in order to record a video addressing the topic of how family influences self-perception. This cycle consisted of three lesson plans, each comprised of two class sessions. The first, *My Family* (See Annex 9), addressed the topic of family and how families are structured in diverse ways. Students read a story and then created their own family tree (See Annex 6. Cycle 2: My family tree) to place their family members, provide a physical description, and present them to the class (See Annex 7). Additionally, they were tasked with creating a family album, writing a description of each member (See Annex 6. Cycle 2: My family in an album).

The second lesson plan, *Word Circle*, focused on helping students understand and analyze the perceptions that some members of their family had of them. To this, the students were tasked with interviewing the three most important members of their families and asking them how they

would classify them based on the positive and negative adjectives they had worked with in the first cycle (See Annex 6. Cycle 2: What does my family think of me?). Following this task, the students learned to write these opinions of their family members and to express how this made them feel through games and activities. Likewise, the topic of how family influences how they perceive themselves was explored through questions about the book read in the first session of this cycle.

Finally, the last lesson plan, *Let's Create,* aimed to analyze the importance of family in the construction of self-perception through writing and recording a video on the topic. The students participated in games that allowed them to speak and express whether they agreed with and felt about the opinions of their family members. Once the topic was clear, the students formed their working groups again to write and record a video about it (See Annex 6. Cycle 2: Let's Write) (See Annex 7). To conclude this cycle, after recording the video, the students had the opportunity to evaluate their experience with the pedagogical approach through a questionnaire. In this way, this intervention cycle concluded, providing students with spaces to explore self-perception from their family's perspective and analyzing how this makes them feel and how it influences how they perceive themselves.

Cycle 3: Taking care of myself

This last intervention cycle could not be implemented; however, a proposal was designed for the next cycle. Its overall objective was to promote physical and mental well-being through learning self-care strategies, hence the name *Taking Care of Myself.* To this end, three lesson plans were created, each to be delivered in two sessions. Each lesson plan was designed to develop strategies in the students that would ultimately allow them to take action and seek possible solutions to problems and difficulties, or, if necessary, enhance their exploration of self-perception. Therefore, the first lesson plan, *Caring for My Body*, was made to address the topic of body parts, different body types, the importance of body awareness, and how understanding the body could positively or negatively affect the development of self-perception, ultimately addressing strategies for caring for and accepting it. The second lesson plan, *Caring for My Mental Health*, aimed to introduce students to mental health care. In this case, the idea was that students reflected on their daily routines, describing and analyzing their mental health, its importance, and how to care for it. Finally, the last lesson plan, *Taking Actions*, focused on

promoting active participation and research among students to learn, teach, and share strategies for physical and mental health care. It was expected that students formed groups of three or four to research tips on physical and mental health care and the relationship between the two. They then created a video to share these strategies with the group, which required them to write a script, work as a team, and ultimately understand that they can begin to take action on the problems they face and that exist around them.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter aims to explain how and from what perspective the collected data was organized and analyzed, in order to present a discussion of the most relevant findings of this research project, as well as the categories and subcategories that emerged from this analysis process.

Procedures for Data Analysis

To guarantee the reliability of the information during the data collection process, organization was a fundamental step. For this, all the information collected was managed and organized physically and digitally according to the three stages of research that were carried out. In the pre-implementation stage, a virtual and physical folder was organized that divided the different types of instruments and data that comprised this stage into three sections. The first folder included legal documents such as institutional guidelines for teaching English and information consent forms. The second folder was allocated to the data collection instruments, including interviews, questionnaires aimed at students and the diagnostic test. The third was destined for the field diaries.

In the implementation stage of cycle one, physical and virtual folders were also created to organize the information and data obtained in this cycle, which gave a total of six folders. The first was intended to attach the lesson plans and all the materials and annexes for their implementation. The second folder contained the fieldnotes of each class session with the group. In the third one, instruments such as the cycle evaluation questionnaire were attached. In the fourth one, all the artifacts created by the students such as the activities carried out in class and assigned tasks, were organized. The fifth included the audios recorded during classes and activities and in the sixth, the videos that the students created in this cycle were stored. In the implementation stage of cycle two, the information was managed and organized as it was in cycle one.

After the information was carefully organized, it was analyzed using a grounded approach, given the nature of this study and its action research character. Charmaz (2006) states that this approach follows a rigorous, systematic, and flexible process of data collection and

analysis. In this approach, knowledge and meaning emerge from the data collected by the researcher, which tends to be factual, as it is gathered from interviews, observations, or experiences, and it is ultimately constructed collaboratively, since both the researcher and the participants contribute to creating meaning from the data.

Having clarified how the information would be approached and organized, it was determined that the best way to interpret the data obtained was through an emic perspective. This aligns with the type and paradigm of the present research, given that the researcher is immersed in and actively participates within the context in which it takes place. This perspective seeks to foster collaborative work among the population, the context, and the researcher to interpret a culture, behavior, or experience, as well as to analyze the meanings, categories, and ways of understanding the world from the point of view of those who experience it. From this perspective, priority is given to the meanings that the members themselves attribute to their reality, leading to a real and dynamic process of data collection and analysis (Harrys, 1976). Given that the current research aims to describe the impact of creating short journalistic videos focused on self-perception issues to enhance fifth-grade students' productive skills in an EFL classroom within a framework of situated literacy, the participants, in this case the students, are essentially the source of information, so their views on the research project are fundamental to building the concepts and properly understanding the results obtained.

To maintain reliability and rigor in the interpretation of the data, it was necessary to have a system that would allow for the analysis of the collected information, the identification of patterns, and thus the creation of categories. The first step of the analysis consisted of a detailed appraisal of the information to begin triangulating the data obtained through different data collection instruments, such as fieldnotes, artifacts, questionnaires, interviews, audio, and video recordings, to identify possible trends within the information and consolidate findings. These initial discoveries were highlighted using color coding, which, according to Saldaña (2021), is a practical technique used in qualitative research to assign different colors to codes, categories, or themes in order to make patterns in the data more visible and understandable. This constituted the second step. Following this, with the information divided by colors representing central themes, the third step involved reviewing each theme, analyzing its relevance, repetition across different data collection instruments, and similarities. This led to the next step, which was

grouping. In this stage, groups were created with color-coded information, formed by repeating patterns and other closely related elements, for the consolidation and development of categories.

Finally, once the groups were consolidated, the last step was labeling. According to Kannan (2015), this is a method used in data analysis to identify potential outliers; that is, data points that differ significantly from the rest of a dataset. These outliers are then examined more deeply, rather than drawing definitive conclusions about them, and are assigned a name or word that represents the essence of the group. Labeling summarizes the content into easily identifiable final categories and subcategories, which is crucial for explaining and supporting the results.

Having followed the data analysis process, the final step with the categories and subcategories obtained was to organize them hierarchically according to their relevance to the specific research objectives. The first objective was to identify the role of creating short videos in a journalistic format in the development of students' productive skills; that is, to analyze how video creation and everything involved in this process can help students improve their productivity skills. The second objective, which was to describe students' responses to video creation to enhance productivity skills, translates into understanding the students' responses to the proposal to create videos and describing these responses to determine whether this promotes productivity skills. To organize the categories and subcategories and explain their connections to the objectives, a hierarchical diagram was created illustrating their relationships, thus facilitating the description of the results obtained during the intervention process.

Categories of the Analysis

This research project aims to describe the impact of creating short journalistic videos on self-perception issues on fifth-grade students' productive skills in an EFL classroom within a situated literacy framework, Figure two is a visual representation of the relationship between the general objective, the research question, the specific objectives, and the categories and subcategories that emerged from the analysis of data collected through fieldnotes, artifacts, classroom interactions, etc.

The first category, *The supportive role of video creation for developing productive skills*, emerged from the first specific objective of this research, which sought to identify the role of creating short videos in a journalistic format in the development of students' productive skills. This is one of the main findings because it explains how the process of scriptwriting and

recording short videos contributed to enhancing and further developing students' writing and oral expression skills. From this category emerged two subcategories *Guided writing through script construction* and *Enhancing oral production through video performance* since, as mentioned earlier, these represent the two fundamental productive skills addressed in the intervention.

The second category, *Video creation as a tool for self-perception and meaning construction*, emerged from the second specific objective, which sought to describe students' responses to video creation to enhance productivity skills. The main finding was that students responded to video creation not only by writing scripts and recording, but also as a tool for using language meaningfully to explore and reflect on self-perception and to have authentic and contextualized communication, taking into account that the students spoke about topics related to them. This led to the two subcategories, *Language use in meaningful and contextualized experiences* and *Emotional expression and identity construction*, which explain in greater depth the students' cognitive and emotional responses. Finally, the last category, *Student engagement and collaborative dynamics in situated literacy*, also stems from the second objective. The data revealed that another response from the students to the proposal was that they assumed an active and participatory role in constructing their knowledge, which in turn led them to work in teams and explore the various dynamics involved in working with others. In this way, other results emerged within this same category, so two subcategories emerged: *Motivation and participation in meaningful tasks* and *Collaborative tensions and group dynamics*, which show those other responses of the students to the pedagogical proposal.

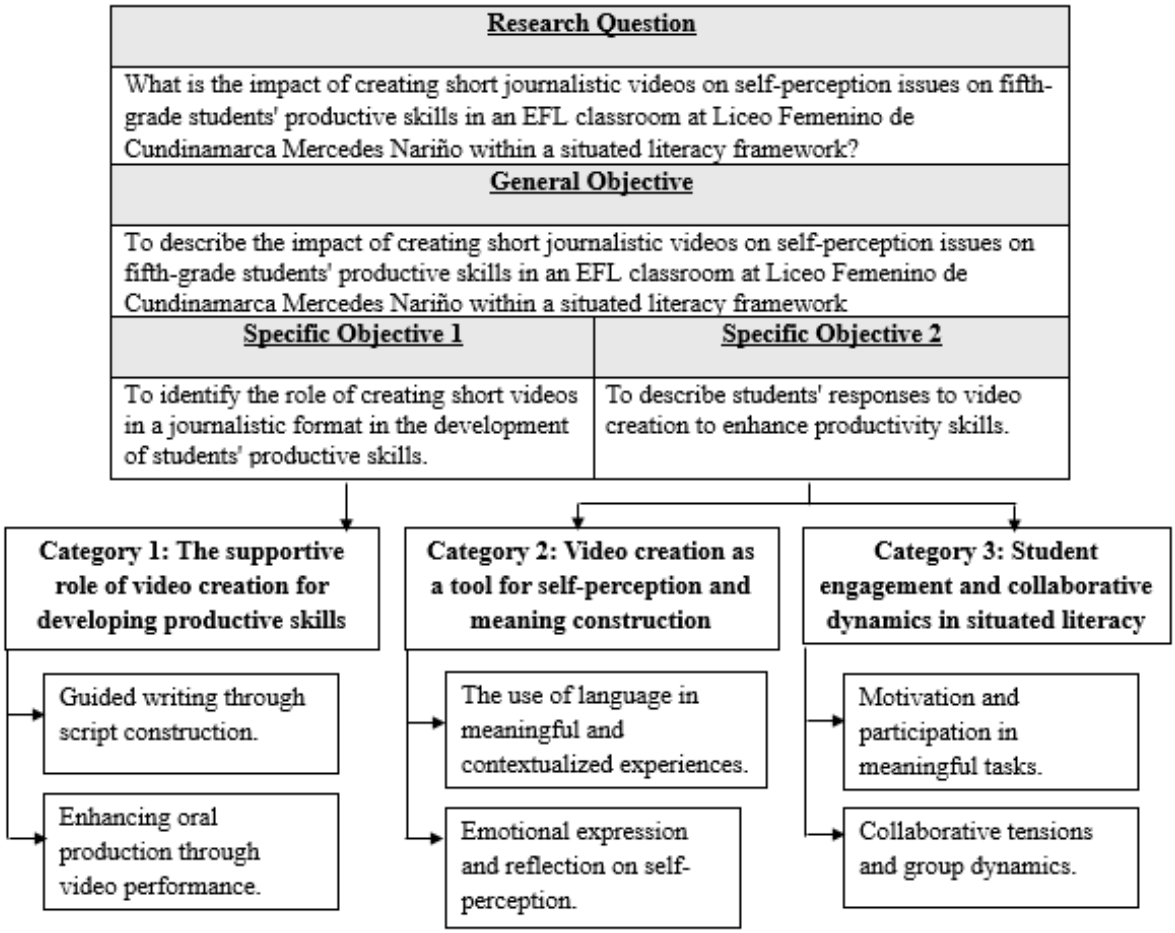


Figure 2. Visual representation of the relation between objectives and categories of analysis

Category 1: The supportive role of video creation for developing productive skills.

This category highlights the supportive role that creating short journalistic videos play in developing students' productive skills, particularly writing and oral expression. Within the framework of situated literacy, learning English is understood as a contextualized and meaningful practice; therefore, video creation functioned as a communicative vehicle that required students to use language for a real and situated purpose. The data revealed that creating short journalistic videos, due to its implications such as planning, scriptwriting, and filming, allowed students to develop elements for expressing themselves and constructing meaning authentically through oral and written communication, which led to a significant improvement in their English language learning. It was a demanding process, made up of different moments and stages, which required constant support and communication between students and the professor.

However, it was also evident that students faced significant challenges related to their English proficiency, due to various factors.

According to Kay (2012), working on video creation is beneficial for learning a foreign language like English, given that it is a multidisciplinary process. This involves understanding the topic the video will cover, writing a script, preparing the speech, and working as a team, which develops not only receptive skills but also productive skills, such as speaking and writing. Based on this theory, it was decided to implement this type of resource, resulting in students enhancing both their productive and passive skills simultaneously, although highlighting mostly the productive results. This active and participatory learning led them to engage in the activities authentically and in context, understanding that there was a real use of language for a communicative purpose.

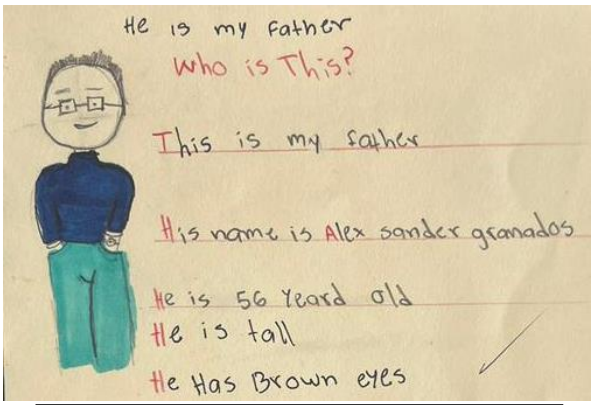
Based on the above and the evidence gathered, two subcategories emerged, corresponding to the main English skills that the students improved during the research project *Guided writing through script construction* and *Enhancement of oral production through video performance*.

Guided writing through script construction. This subcategory compiles data on how the creation of scripts for the videos helped students improve their writing skills. To this end, writing activities were organized throughout the two implementation cycles, according to their academic level, which would lead the students to write scripts as a final result. Sadiku (2025) supports the idea that writing is a person's ability to express ideas, and therefore, learning to write requires going through a multi-stage process such as pre-writing, drafting, revising, editing, and publishing, where other skills are developed simultaneously.

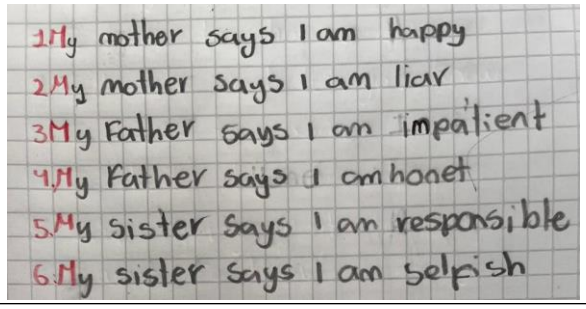
Based on Sadiku's argument, the data showed that it is necessary for students to go through different stages of writing to better develop this skill. Additionally, it was shown that situated writing helps students become more interested in and engaged with what they write.



Artifact 1: Cycle 2 - Lesson Plan #1 – Session 1 - My family tree



Artifact 2: Cycle 2 - Lesson plan #1 – Session 2 - My family in an album

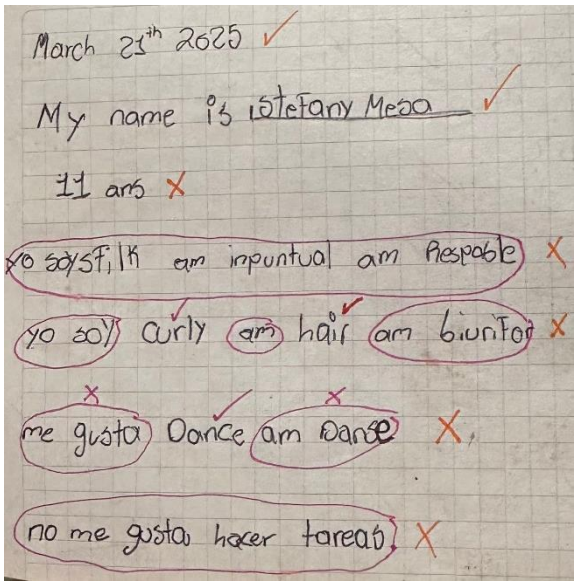


Artifact 2: Cycle 2 - Lesson Plan #2 – Session 3 - What does my family think of me?

As the artifacts reveal, the students went through different writing activities that served as stages to arrive at writing the script. These activities were also related to the topic of the script, which in this case would discuss the importance of family in the construction of self-perception. Therefore, the topics of family and emotions were addressed, leading to an interview about what the family members thought about them and how that made them feel. This proved important for the students to connect with the topic, understand the communicative purpose of writing, and be motivated to write. In this sense, Greene (2014) states that the strategy of working on video creation is a process that allows students to actively participate in their learning process through research, scriptwriting, and filming videos that represent specific learning objectives. This, in turn, helps students internalize theoretical knowledge, improve their understanding, and develop teamwork skills.

Another important finding was that the students needed modeling exercises and continuous support to write their scripts. The students became frustrated during the initial writing exercises, expressing that they did not know how to write in English. Many of them could not

complete the activities, leaving the page blank, or resorted to a traditional writing method, which consisted of looking up words one by one in the dictionary.

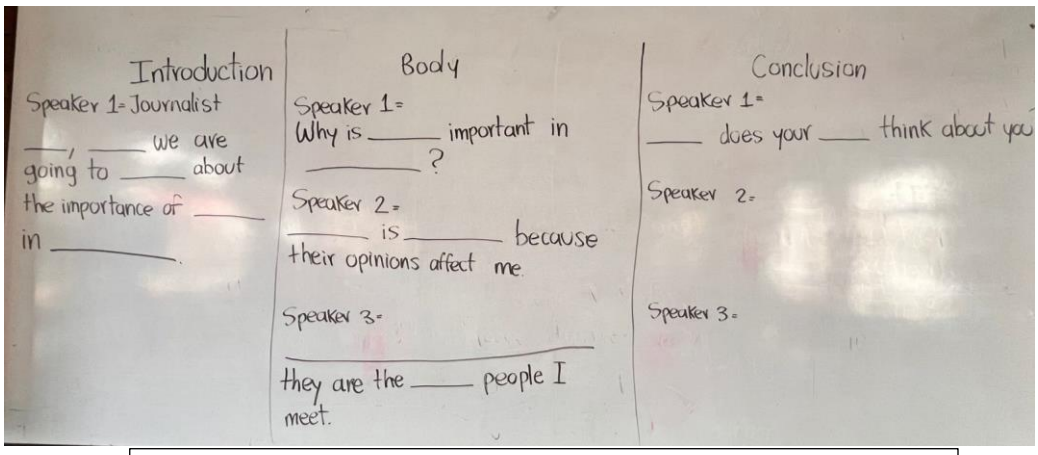


Artifact 3: Cycle 1 - Lesson plan #3 – session 5 - Mirror, mirror on the wall

(…) I instructed the students that they shouldn't write just the word but rather write sentences. This caused them anxiety; most of them began to say they didn't know how to write in English and began to ask how to say or spell the word. The girls concentrated on their sheets of paper, and many began to ask questions.

On the sheets, some girls wrote the information in Spanish, others wrote just the word, others wrote sentences but with many spelling mistakes, and a few managed to write some sentences correctly. The girls even struggled to write "I am."

Fielnote #10, Cycle 1: March 21st, 2025, lines 65-78



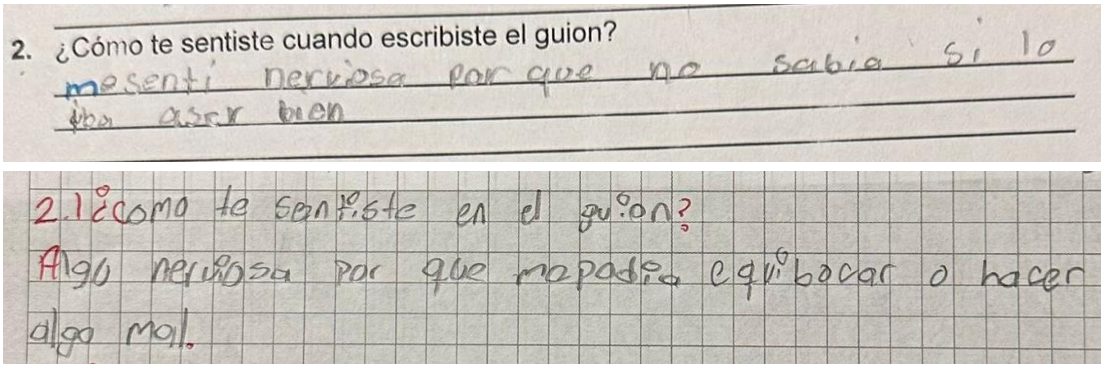
Picture: Cycle 2 - Activity: Let's write: September 23 rd, 2025.

As shown in the various date examples, the students showed difficulties in their initial writing exercises and in writing their first script. Emotionally, this generated frustration because they did not know how to write; they resorted to Spanish, used the dictionary, and did not seem to be able to begin a sentence. Therefore, the data revealed that one of the ways to write a script, besides creating different writing moments and stages, was through modeling. As evidenced in the photo of the *Let's Write* activity from the second cycle, for the writing of the second script, words and phrases had to be written on the board to guide the students on what they should

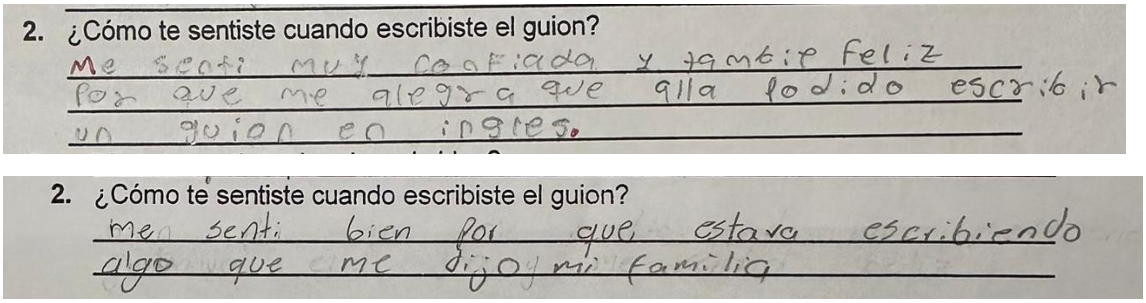
write. This involved the students forming their work groups and assigning roles. They then wrote according to their assigned roles, copying what was on the board into the script sheet while being guided to fill in the blanks. In these spaces, they deduced what should come next and wrote it down, while the teacher went from station to station guiding and correcting them. This proved beneficial for the other writing exercises and especially for writing the second script, as it also helped manage time and prevent the writing process from taking too long. The first script took two class sessions, while the second only one.

Furthermore, the students felt more oriented and expressed satisfaction at not being afraid and feeling confident in their writing. It's important to note that the students mostly wrote words rather than sentences; however, in some other activities, they were able to write short sentences, as these grammatical structures had been addressed in various situations, leading to greater clarity.

The following questionnaires show the difference in how the students felt about writing the first script compared to the second. This validates the fact that at this age, the students are in their first approach to writing in English and need modeling and constant support.

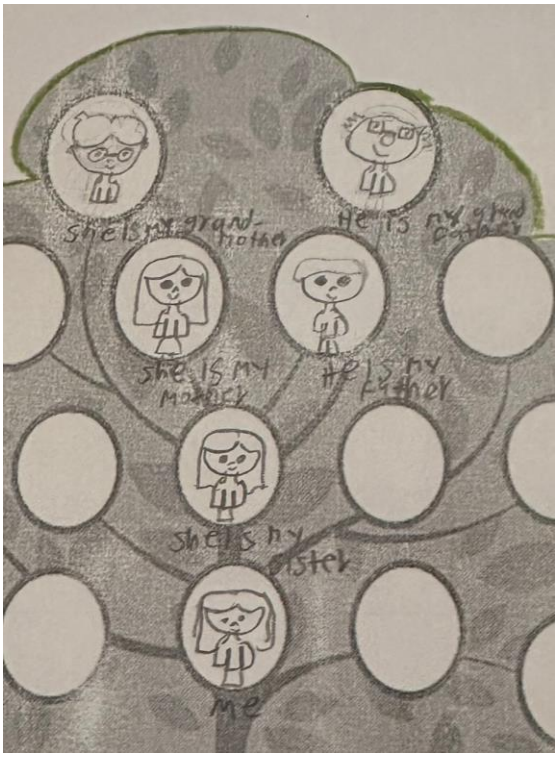


Questionnaire: Cycle 1 – April 23rd, 2025.



Questionnaire: Cycle 2 - October 14th, 2025.

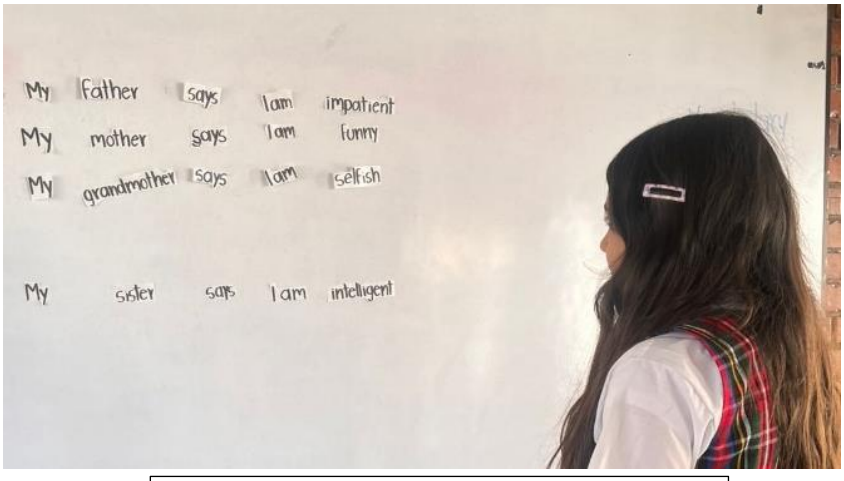
Finally, one of the last results found in the data analysis was that students learned and internalized vocabulary through constant exposure. As evidenced in the following materials, the students were introduced to the key vocabulary they would be working with through different activities. These words, which were constantly shown to the students, were the ones they internalized and wrote more easily. Words that were not presented frequently were easily forgotten. To address this, games, writing activities, pronunciation exercises, and other methods were used to reinforce learning.



Artifact 1: Cycle 2 - Lesson Plan #1 – Session 1 - My family tree

Audio Recording
Student #1 audio transcription: *Hello, my name is Amely she is my brother, she is short, she has brown eyes, she is 13 years old. My father he is tall, he has brown eyes, he is 32 years old and mother she is short, she has brown eyes, she his 58 years old. My I am short, I have brown eyes, I am 10 years all, thank you.* **Student #3 audio transcription:** *Hello, my name mis Ashly. My mother, she is tall, she has green eyes, she is 35 years old. My dad, he is tall, he has brown eyes, he 30 years old. My grandmother, she is short, she is brown eyes, she is 65 years old. My, I am short, I have brown eyes, I am 10 years old.*

Audio recording transcription: Cycle 2 - Lesson Plan #1 – Session 2 - Describe your family members



Picture: Cycle 2 - Lesson Plan #2 – Session 3 - Let's write

As the data reveals, when students are constantly exposed to vocabulary and grammatical structures in different scenarios and activities, they are able to remember how to spell them more

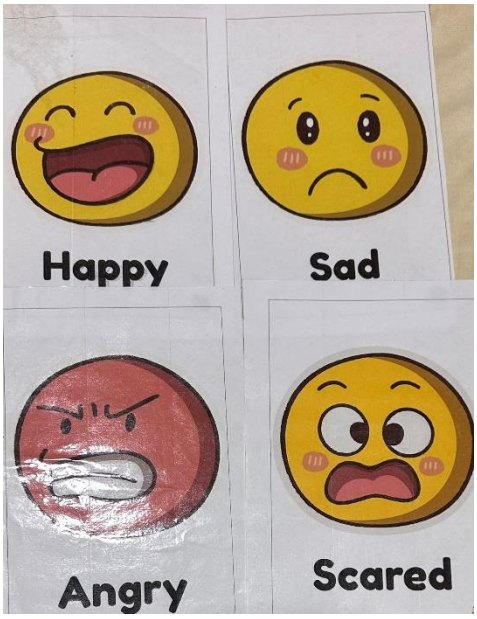
easily. Therefore, the students participated in word games, drawing, writing and presentation activities to work on their long-term memory to internalize vocabulary and some grammatical structures and know how these are written.

Enhancing oral production through video performance.

This subcategory focuses on the development of students' oral expression during the process of recording short, journalistic-style videos. The data revealed that students had to go through several stages of oral communication, which allowed them to progressively incorporate new vocabulary, expressions, and basic English structures when presenting their ideas. While their production remained simple, the support provided by Total Physical Response, repeated practice, contextualized use of language, and visual aids contributed to oral skills and greater student participation.

Nevertheless, it is also important to highlight the difficulties and challenges the students experienced regarding confidence, pronunciation, and fluency. As Ali (2022) states, speaking is a bridge to communication and understanding, making it one of the most complex skills for students to learn and produce because it requires integrating and putting into practice all the knowledge they have acquired about the language, such as phonetics, semantics, grammar, and other aspects. Therefore, although creating videos in a journalistic format presented challenges and difficulties for the students, many of these were successfully addressed, yielding positive results in terms of their communication skills.

One of the most important findings regarding oral skills, according to the data, is that students must go through a multi-stage process to produce content orally. Initially, the students were afraid to speak in English, and their use of Spanish overshadowed it, due to their lack of knowledge of the language. Without vocabulary and other essential elements, speaking was going to be a difficult process. Therefore, the first step was to introduce the students to the relevant vocabulary for the video they were going to record.



Picture of flashcards: Cycle 2 - Lesson Plan #2 – Session 3 – Word circle



Picture of flashcards: Cycle 2 - Lesson Plan #2 – Session 4 – Roll the die

Group #1 video transcription:

Speaker 1: Hello, today we are going to speak about the importance of family in self-perception. Which is family important in self-perception?
Speaker 2: Hello, my family is important because to opinion affect me.
Speaker 3: My, my, family is important because to ……. Is meet.
Speaker 1: What does your family think about you?
Speaker 2: My father says I am kind. I felt happy. My mother says I am liar. I fect angry. My aut is I am friendly y felt happy.
Speaker 3: My mother says I an funny. I felt happy. My father says I an angry. I felt rude. My grandmother says I am selfish I an felt happy.
Bye



Video recording transcription: Cycle 2 - Lesson Plan #3 – Session 6 – Let's record

(…) The girls already had prior knowledge of vocabulary related to family members; therefore, the goal was to get them to construct sentences using that vocabulary, which proved to be a complete success.

They properly understood the use of the pronouns "he" and "she" according to the gender of the family member mentioned, demonstrating an appropriate grammatical understanding in context.

The activity was very positive, as it allowed all the students to actively engage in the activity and participate equally.

Fieldnote #14, Cycle 2: April 30th, 2025, lines 49-60

As shown in the examples, the students began by learning vocabulary through flashcards. Next, they used the words in scenarios such as games and activities where speaking was

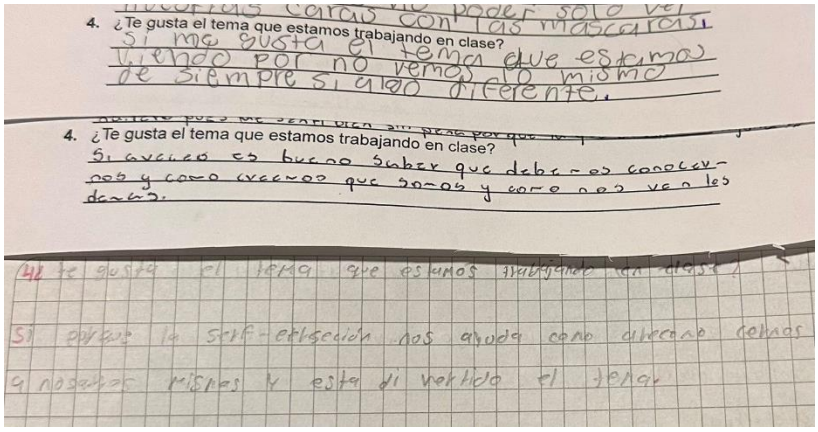
required. Third, the students began using the words in simple grammatical structures, and finally, they spoke in front of a camera using the vocabulary and simple grammatical structures. These activities allowed the students to simultaneously learn to pronounce the words, speak fluently, and remember the vocabulary. Although Spanish remained the primary language, the students began using simple words and sentences to express themselves in class and with each other, demonstrating that recording videos progressively helps improve oral communication skills. It is important to note that this progress is measured against the group's academic and English proficiency levels.

These oral production activities were connected to and contextualized within the video's theme, which was closely related to aspects of their lives. This leads to the second finding of this research: according to the data analysis, developing and improving oral skills requires a genuine communicative purpose, just as with writing. Speaking became a central component of the class, as students needed to express their ideas and research to participate in class activities and dynamics.

(…) Although the reading was done in English, comprehension was promoted by inviting the students to explain in Spanish what they had read, page by page. It was noticeable that their English level varies some have a more advanced command because they study the language on weekends, have parents who are English teachers, or practice using apps like Duolingo.

The students showed enthusiasm for both the book and the topic, and spontaneously began sharing details about their family type, likes, and dislikes.

Fieldnote #14, Cycle 2: April 30th, 2025, lines 25-35



Questionnaire: Cycle 1 – April 23rd, 2025.

Regarding the previous fragments, the importance of situated literacy, which connects learning to the students' context, is evident. The students connected with activities whose central theme was related to their lives, as shown in the fieldnote fragment. Their participation and interest were clear in these scenarios. Similarly, in the questionnaire administered at the end of the first cycle, the students expressed enjoyment of the topic, given that it was different from what they usually saw in English class. They recognized that their active participation in class stemmed from a genuine awareness of the importance of self-perception and its implications.

One of the latest findings regarding the improvement of oral skills was the understanding that, to prepare students to record a video, it was necessary to work on their physical awareness. To this end, activities were first carried out before the movement class, such as stretching exercises and dance games like Just Dance. The second, and most important, step was to connect the learning of new words with movement, a method known as Total Physical Response.

> (…) The students liked just dance activity, they already knew the song, which motivated them to dance. They all danced, and no one had any problems with the activity. The girls commented that they already knew about the game, and they did it at home because they liked it a lot.
>
> The activity fulfilled the objective since it allows the students to get active for class since it is the last hour, and they are tired.

Fieldnote #7, Cycle 1: November 6th, 2024, lines 5-13

> (…) This writing activity was guided better than the previous one, since I went from place to place to answer questions, correct them, etc. Likewise, the explanation was always accompanied by body movements that they repeated at the same time as the word, and this made it easier for them.
>
> The game allowed them to reinforce vocabulary, the girls liked it, and they all wanted to go. When a girl made a mistake, the others noticed the error and helped her correct it. The activity in general was good because it developed productive writing and speaking

Fieldnote #7, Cycle 1: November 6th, 2024, lines 41-53

These fragments highlight the importance of movement for learning and oral production, as they encourage students to express themselves through their bodies, thus motivating them and building confidence in their speaking.

In conclusion, the data demonstrate that the strategy of recording videos leads to the development of other actions that together develop and improve the productive skills of the students, transcending the traditional and grammatical learning of English to an active, participatory and situated approach.

Category 2: Video creation as a tool for self-perception and meaning construction

The second category emerged from the analysis of data collected during the implementation process and is directly related to the second research objective, which aims to show how students used the creation of short journalistic videos not only as a language learning strategy but also as a space to explore their identities, construct meaning about themselves, their emotions, and their personal experiences through language.

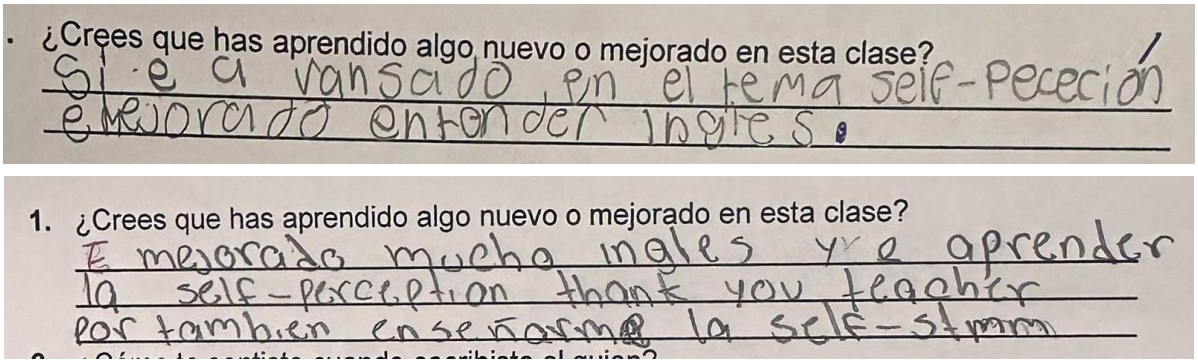
Within the framework of situated literacy, according to Barton, Hamilton, and Ivanič (2000), the process of learning and teaching a language is situated in specific times and places,

thus becoming a contextualized social practice centered around people, since each act of reading or writing reflects and participates in broader social practices and relationships. Therefore, language learning becomes meaningful when students use language in authentic contexts connected to their realities and personal issues, fostering greater engagement with both the content and the linguistic production.

In this research project, the data revealed that creating videos allowed students to move beyond isolated grammar exercises and engage in communicative tasks that enabled them to express opinions, describe themselves, reflect on self-perception, and share experiences using English as a communication tool. Therefore, two subcategories emerged from this category, *the use of language in meaningful* and *contextualized experiences, and emotional expression and identity construction.*

The use of language in meaningful and contextualized experiences. This subcategory compiles findings related to students' use of English in authentic and contextualized communicative situations during the process of creating short journalistic videos. It was initially found that students showed greater participation and engagement when language activities were linked to meaningful and contextualized experiences. During the process followed before and during the creation of scripts and video recordings, situations were generated in which students needed to use English for a real communicative purpose, thus promoting situated language use. An example of this was the first implementation cycle, in which students worked extensively on exploring self-perception from their own perspectives and from the perspectives of their classmates. The final product was a video explaining self-perception and showing how family and social media can positively or negatively influence how each person perceives themselves.

(…) In the game "duck, duck, goose" the students discussed why one student did not pass the object and told her to be more attentive. All the girls who played the online game did very well and joined correctly. The same thing happened with many other activities; everyone wanted to participate in the activity, expressed their desire to keep playing, but it wasn't possible because there were too many of them and the time allotted to each was too short. The students who didn't participate expressed their disappointment with having passed, saying that they had understood the rules and wanted to play.	Fieldnote #8, Cycle 1: November 13th, 2024, lines 18-30



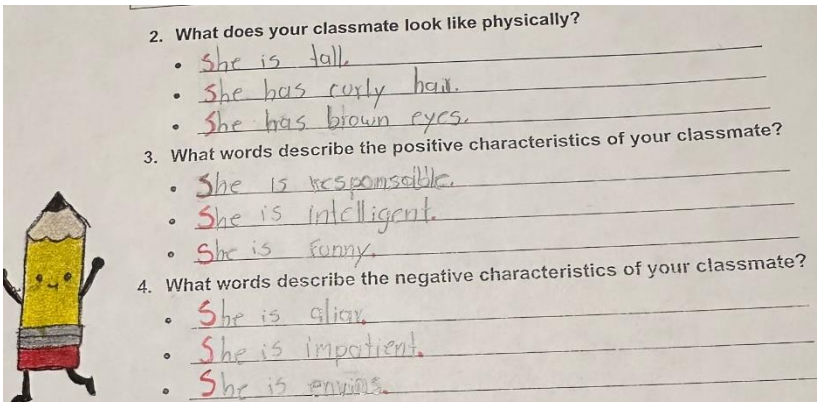
Questionnaire: Cycle 1 – April 23rd, 2025.

As evidenced in the fieldnotes, the students were eager to participate in the activities, and all of them engaged positively in most of them, reflecting a genuine interest and commitment, given that the topic addressed issues of interest to them and directly related to their lives. Similarly, in the questionnaires, the students highlighted what they had learned and how much they enjoyed and were interested in the topic of self-perception. This interest was evident in the scriptwriting and video recording, as the students perceived English as a meaningful tool for communicating ideas connected to their lives, emotions, and realities, rather than as a decontextualized academic exercise.

Another important finding was that addressing topics contextualized to the students' reality allowed them to be introduced to grammar in a natural and non-traditional way. According to the principles of situated literacy, learning becomes more effective when literacy practices arise from meaningful social contexts. In this case, the students used English to express opinions about their self-perception, physical appearance, emotions, insecurities, and personal experiences. Consequently, vocabulary and grammatical structures were not introduced in isolation, but rather emerged naturally during the communicative process of video creation.

(…) The grammar part was easily assumed since it was never seen as the purpose but rather something that emerged from the games and activities. Also, because they never saw it as the most important thing in class, but they were also interested in writing because it was about them.

Fieldnote #4, Cycle 1: October 16th, 2024, lines 37-43



Artifact 2: Cycle 1 - Lesson Plan #2 – Session 3 - Describing my classmate

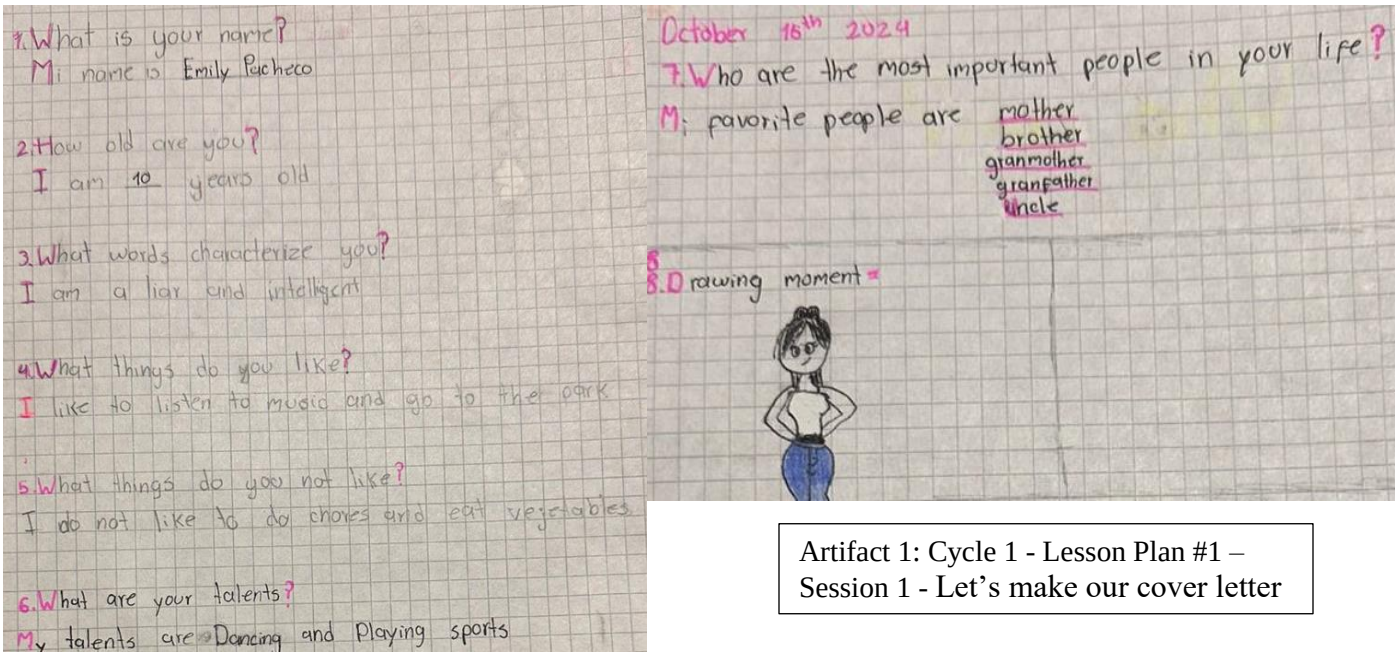
This fieldnote fragment demonstrates that the students learned grammatical structures through a game that led them to use English because they needed to communicate meaningful ideas related to the physical appearance of one of their classmates, as shown in the artifact. Language learning arose from a genuine communicative need, transforming the writing process into a situated and authentic literacy practice. Instead of mechanically copying structures, students sought vocabulary and expressions that would allow them to communicate personal meanings.

Emotional expression and reflection on self-perception. The second subcategory emerged from the analysis of students' emotional responses and personal reflections during the creation of journalistic videos. The data revealed that video creation became a space where students could explore and reflect on their self-perception and construct meaning around their identities, while simultaneously expressing emotions. According to Bem (1972), self-perception is a process in which people analyze and understand their emotions, attitudes, and so on by observing their own behavior and the circumstances in which it occurs. Therefore, during the implementation of this pedagogical approach, given that the project's central theme focused on self-perception, students were constantly encouraged to research the topic and explore themselves, their emotions, insecurities, strengths, and personal qualities, using English as a means of communication.

One of the most relevant results in this subcategory, as mentioned, was that through video creation, students explored and reflected on self-perception, leading to the construction of their identity. During the implementation of the pedagogical approach, the students went through different stages of exploring their self-perception. In the first cycle, the students reflected on their self-perception from their own perspective. To do this, they described themselves through drawings and phrases about their physical appearance, their personality using positive and negative adjectives, and what they liked and disliked doing.

The next example demonstrates the process the students went through to reflect on their self-perception in their own voice. Likewise, the fragment from the fieldnote shows that this activity took them out of their comfort zone of always speaking positively about themselves, leading them to recognize and explore those aspects that are not so positive but are also part of their personality. This also demonstrates that the literacy practices were not limited to the

production of technical language but also involved the construction of identity and social meaning.



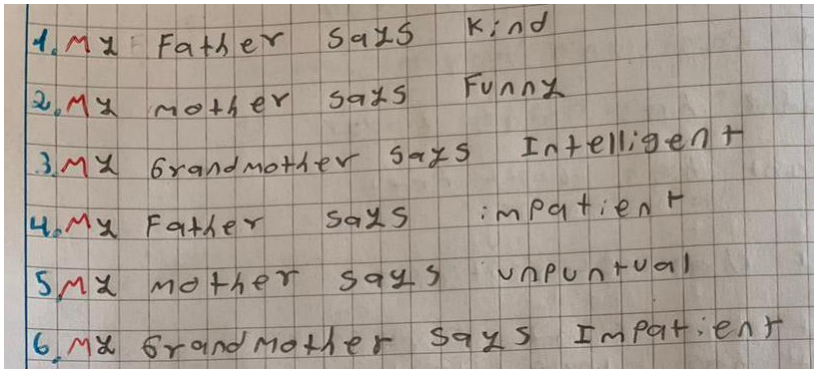
Artifact 1: Cycle 1 - Lesson Plan #1 – Session 1 - Let's make our cover letter

(…) The students enjoyed the part where they had to draw themselves. They felt uncomfortable with point three, as they had to choose words that described them positively and negatively. For them it was easier to talk about the positive aspects of what they like to do, but it was more difficult and uncomfortable to talk about what is not so positive about them and what they don't like.

Fieldnote #5, Cycle 1: October 23rd, 2024, lines 24-31

In this same cycle, they were described from the perspective of their classmates, with the purpose of understanding that self-perception is also constructed by what others see in them and that this influence how each student perceives herself. The students had to work in pairs, and they were responsible for choosing their partner. For this activity, they had to draw and describe each other, both physically and personally. This exercise was different for them because they hadn't worked on anything like this before, and therefore, it generated some conflicts among some of them because they became upset with their partners when they talked about negative aspects of their partner, showing disagreement and dissatisfaction with how their partner perceived them.

The data revealed that creating videos also allowed the students to address their emotions and express them alongside the exploration of their self-perception. In the second cycle, the students had to understand themselves through the perspective of their families. To do this, the students had to interview three family members of their choice, asking them to describe them based on the positive and negative qualities their families perceived in them. After these interviews, they had to write and speak about how they felt regarding their families' opinions of them. Then, in a video for this cycle, they presented their emotions in response to their families' perceptions and how their self-perception was influenced by these opinions.



Artifact 2: Cycle 2 - Lesson Plan #2 – Session 3 - What does my family think of me?

Audio Recording
Student #4 audio transcription: *My father says I am kind, I feel happy.* **Students #5 audio transcription:** *My mother says I am liar, I fall sad.* **Student #6 audio transcription:** *My mother says I an reponsabol, I fell happy*

Audio recording transcription: Cycle 2 - Lesson Plan #2 – Session 4 – Word circle

These examples of activities and audio transcripts demonstrate that language production was deeply connected to emotional expression, since the students not only practiced vocabulary but also reflected on how they felt and expressed what their families thought of them.

Likewise, it is important to highlight that the proposal to record videos also led the students to discuss some social issues. The students discussed how social media creates unrealistic stereotypes that contribute to their self-esteem problems, since what they saw in the mirror was not what social media showed them and what they wanted to look like. On the other hand, they talked about how they couldn't express themselves through clothing because they felt intimidated in the street by men wearing certain garments or because they had to wear what their families bought them. In conclusion, the creation of videos led students to reflect on self-perception, work on constructing their identity, express their feelings, and engage with some social problems, making English a mediating tool for self-expression.

Category 3: Student engagement and collaborative dynamics in situated literacy

The third category emerged from the analysis of students' responses to the collaborative and participatory activities developed during the implementation of the research project. This category is directly related to the situated literacy framework, since literacy practices are understood not only as individual cognitive processes, but also as a social and collaborative process that unfolds in meaningful contexts. During the creation of the short journalistic videos, students constantly interacted with their peers, negotiated ideas, shared opinions, rehearsed scripts, and participated in collective tasks that required communication and cooperation.

The data revealed that engagement and participation increased when students perceived the activities as meaningful, dynamic, and connected to their interests and realities. Furthermore, collaborative work became a central aspect of the video creation process, as students needed to support each other during the activities, writing, rehearsing, recording, and presentation of their productions. However, the data also showed that collaborative work generated interpersonal tensions and conflicts that influenced group dynamics, classroom interaction, and the building of confidence. These situations proved to be relevant findings because they demonstrated the challenges and opportunities inherent in situated collaborative literacy practices in the English as a Foreign Language classroom. As a result, two subcategories emerged within this category, which are related to the research findings *Motivation and participation in meaningful tasks* and *Collaborative tensions and group dynamics*.

Motivation and participation in meaningful tasks.

This subcategory brings together findings related to student engagement, motivation, and active participation during project implementation. The data show that students were more involved in the learning process when activities were meaningful, dynamic, and connected to their interests, emotions, and realities. Creating short journalistic videos fostered authentic participation, as students were not simply performing isolated grammar exercises, but rather creating and writing with a communicative purpose.

The students demonstrated engagement during the pedagogical approach through their active participation in activities and tasks, given that these were closely related to personal topics. The data show that participation increased when students perceived literacy practices as socially meaningful and connected to their experiences. The examples presented throughout this

chapter on data analysis and results show that students participated in contextualized writing, speaking, games, workshops, and other activities, which increased their engagement and motivation in learning English.

> (…) The girls were afraid when they were put in situations where they must think, because when the teacher indicated that they had to do it without the notebook and remembering the topics in class, they began to complain and scold that it was not fair. Many of them could not do the activity because they did not remember any part of it. The students do the activities to complete and not to learn, showing little interest in the subject.
>
> Fieldnote #3, Cycle 1: September 5th, 2024, lines 13-21

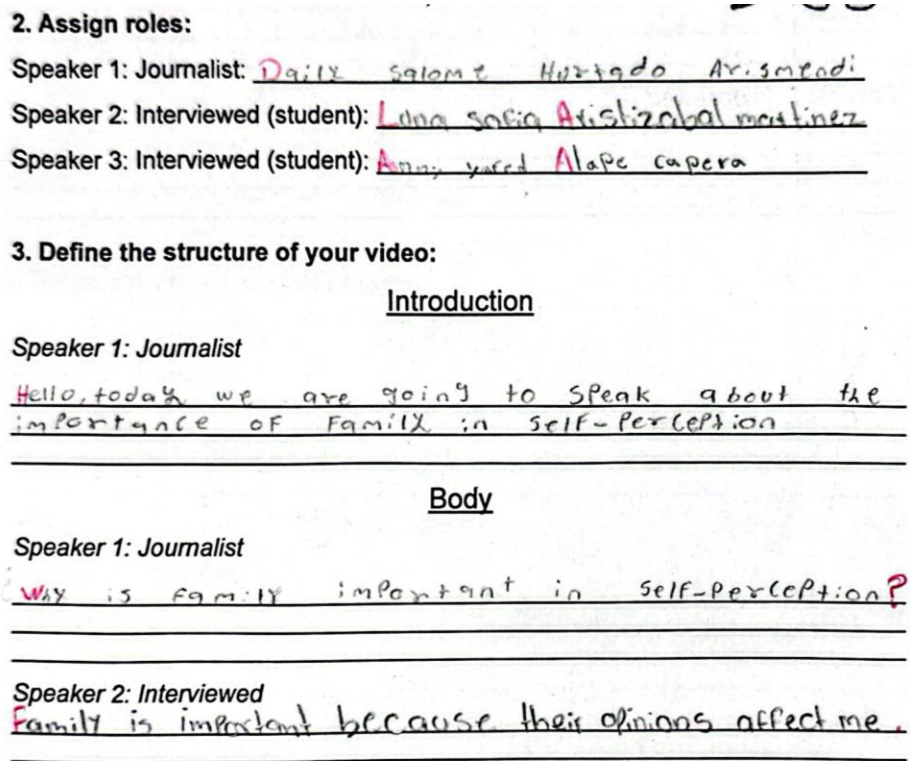
> (…) The students liked the activity; they enjoyed it, and it met the objective of using contextualized and realistic English. They learned the song and followed the rules very well. They were motivated by competing to find out who had the cookie. This was evident when I told them we were done playing, and they insisted they wanted to keep playing.
>
> Fieldnote #9, Cycle 1: March 14th, 2025, lines 19-25

The last fragments from the fieldnotes show how engagement and motivation varied depending on whether the literacy process was dynamic and contextualized. In the first fragment, the students were bewildered and fearful because they had an activity with their lead teacher that involved using memorization and traditional English learning skills. They had to fill out a sheet writing the body parts in English that they remembered from a video they had just watched. In the second fragment, after the vacation period, the students participated in a game to get to know the new group, introduce themselves, and use English in a real and contextualized way. This fragment shows that the students' interest, engagement, and participation in the activity were positive because the activities were dynamic, leading them to sing, play, and use English authentically.

Another relevant finding was that working through video creation led to active student participation. This pedagogical approach allowed students to participate authentically in their own learning, as they were the main actors in the process. Having to create, work in groups, and have a defined role within the group led the students to actively participate in their learning. They were not relegated to passive activities but rather engaged in a collaborative creative process with their classmates.

The next artifact is the result of collaborative work throughout the project. The students had to debate among themselves, organize themselves, and define roles within the group. Participation and collaborative work played a crucial role in achieving this result, as each student

had to contribute to the writing and recording of the video to complete the project. This fostered a sense of commitment among them, since, as it was not individual exercise, they felt they had to contribute to their group and take on greater responsibility.



2. Assign roles:

Speaker 1: Journalist: Daily Salome Hurtado Arismendi

Speaker 2: Interviewed (student): Luna Sofia Aristizabal martinez

Speaker 3: Interviewed (student): Alape capera

3. Define the structure of your video:

Introduction

Speaker 1: Journalist

Hello, today we are going to speak about the importance of Family in self-perception

Body

Speaker 1: Journalist

Why is family important in self-perception?

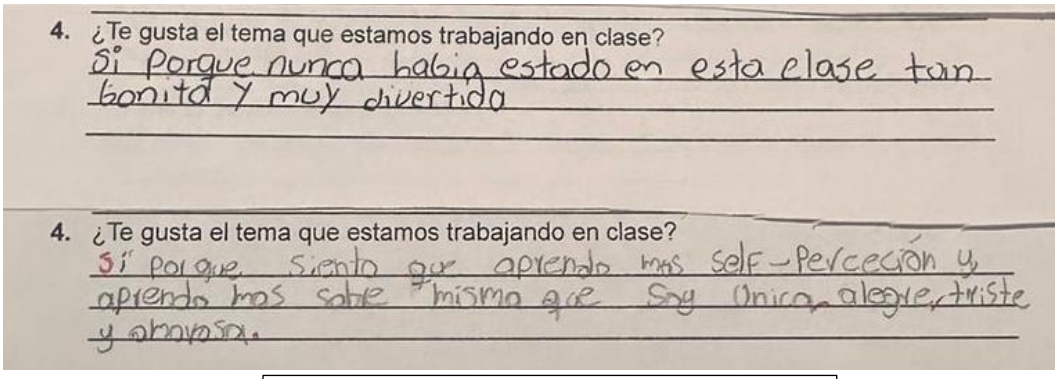
Speaker 2: Interviewed

Family is important because their opinions affect me.



Artifact 4: Cycle 2 - Lesson Plan #3 – Session 5 – Let's write

Finally, in the questionnaire administered at the end of the first implementation cycle, the students expressed their enjoyment of the class, the topic, and what they had learned. The students acknowledged that through the topic they could recognize themselves, which connects with meaningful learning and situated literacy, making the learning process an exercise in active participation and commitment.



4. ¿Te gusta el tema que estamos trabajando en clase?
Si porque nunca habia estado en esta clase tan bonita y muy divertida

4. ¿Te gusta el tema que estamos trabajando en clase?
Si porque siento que aprendo mas self-percecion y aprendo mas sobre mismo que soy unica, alegre, triste y amorosa.

Questionnaire: Cycle 1 – April 23rd, 2025.

Collaborative tensions and group dynamics.

This subcategory emerged from the analysis of collaborative interactions that occurred during the project's implementation. While collaborative work fostered participation and collective learning, the data also revealed tensions, disagreements, and interpersonal difficulties that influenced group dynamics. These situations proved significant, demonstrating that collaboration in contextualized literacy practices is not always immediate or conflict-free, especially with young learners who are still developing their social and communication skills.

Creating videos required students to work collaboratively during the proposed activities. Consequently, students constantly expressed their ideas, distributed responsibilities, and interacted with their peers to complete shared tasks. However, the process also revealed moments of frustration, disagreement, and resistance to collaborative work.

(…) For this activity, I decided to form the groups randomly so that the girls would have the opportunity to interact with other girls. However, this initially caused discomfort among some students who seemed unhappy with the selection.

In the “Chinese whisper” game, all the students were able to participate, putting their listening and speaking skills to the test to complete the game. The activity met its objective; the girls liked the game, and they all managed to participate. However, when one of them made a mistake, the others blamed or reprimanded her for not doing it right.

Fieldnote #8, Cycle 1: November13th, 2024, lines 49-61

The last fragment from a field note is an example of the tensions that arose within one of the proposed games. For this exercise, the students had to form groups and pass on a message. Considering the barriers the students erected to socializing, it was decided that the groups would be formed by the teacher, not the students, to give them the opportunity to work and share with other classmates. This exercise revealed the resistance some students had to working with peers outside their circle of friends, which resulted in them feeling uncomfortable and blaming each other for mistakes and making fun of each other when someone made a mistake.

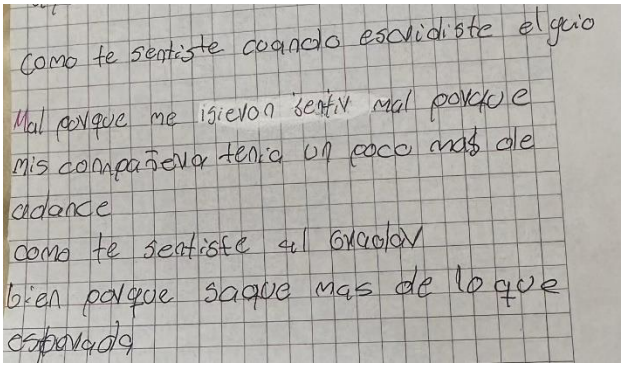
This exercise revealed the social challenges inherent in collaborative learning processes at this stage of development. Therefore, discussing self-perception at this stage proved timely

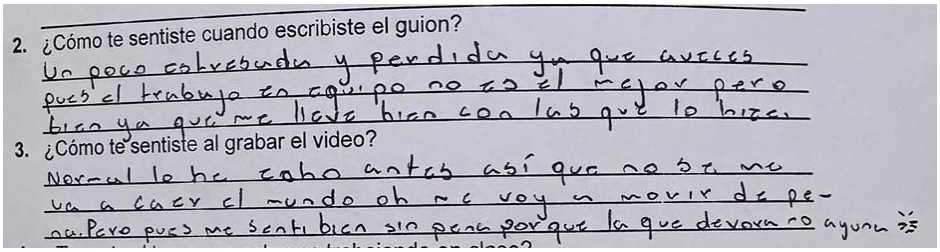
and necessary to address these types of situations and work on the dynamics of the course and group work. Since the students faced the challenge of working in groups on various activities, describing each other, discussing their positive and negative qualities, and being described through the eyes of their classmates and family members, the project was particularly effective.

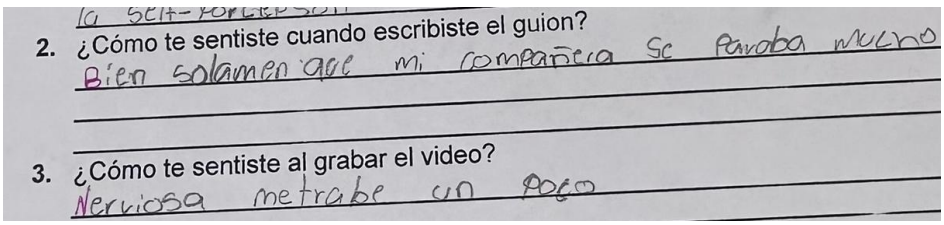
(…) When I asked them to answer the three questions: What is self-perception? What factors influence self-perception? Why is self-esteem important? The students began to worry. The questions were difficult for the students to answer; they gave literal answers that had nothing to do with the questions being asked. Many of them got up to ask the professor for help, began using the dictionary, checking their notebooks, and asking each other for help. However, the results were not so positive; this activity was very difficult for the students and made them frustrated because they didn't know how to write in English. At the same time, this created conflict among them, as they began arguing about who was writing, who wasn't working, and so on.

Then, the roles were assigned; they had to choose who would be the journalist and who would be interviewed. In this part, they didn't have much trouble choosing. It was clear that in each group, the girl who led the group decided to be the journalist and the others the interviewees.

Fieldnote #11, Cycle 1: March 28th, 2025, lines 45-62

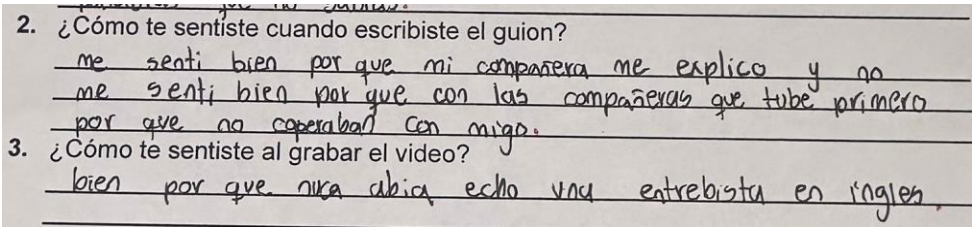




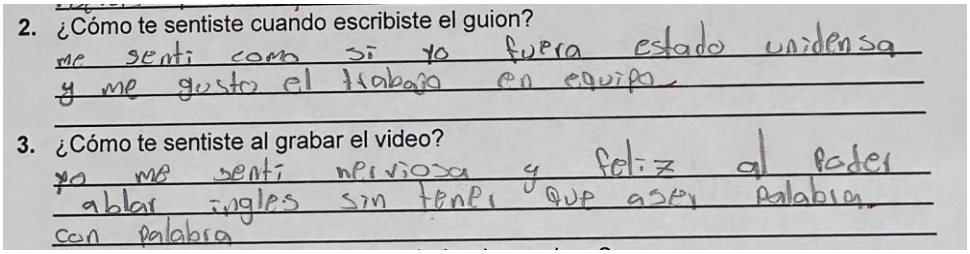


Questionnaire: Cycle 1 – April 23rd, 2025.

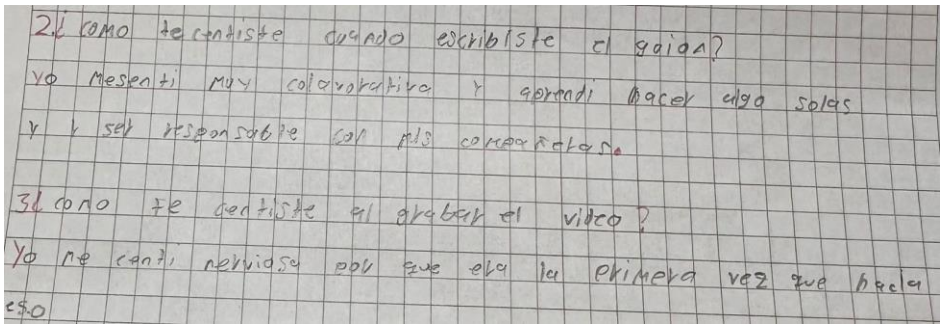
The preceding fragments from the fieldnotes and questionnaires demonstrate how group work generated pressure that caused the students to lose confidence in their abilities. The students focused on blaming each other when they made mistakes, highlighting errors, and blaming those who did the least. This made the students feel fearful and insecure when writing and recording, as expressed in the first-cycle questionnaire, affecting collaborative dynamics. However, these issues were addressed throughout the project, through discussions on self-perception, continued group activities, and work on building each student's confidence.



2. ¿Cómo te sentiste cuando escribiste el guion?
me senti bien por que mi compañera me explico y no me senti bien por que con las compañeras que tube primero por que no coperaban con migo.
3. ¿Cómo te sentiste al grabar el video?
bien por que nunca abia echo una entrebista en ingles.



2. ¿Cómo te sentiste cuando escribiste el guion?
me senti como si yo fuera estado universa y me gusto el trabajo en equipo.
3. ¿Cómo te sentiste al grabar el video?
yo me senti nerviosa y feliz al poder ablar ingles sin tener que aser palabras con palabra



2¿ como te sentiste cuando escribiste el guion?
Yo me sentí muy colaborativa y aprendí hacer algo solas y ser responsable con mis compañeras.
3¿ como te sentiste al grabar el video?
Yo me sentí nerviosa por que era la primera vez que hacia eso

Questionnaire: Cycle 2
October 14th, 2025.

As shown in the questionnaires, the students in the second implementation cycle expressed greater satisfaction with the group work, highlighting the collaboration among them in creating the script and screenplay. Collaborative support also became a strategy for overcoming group tensions; during group activities, they helped and collaborated with each other.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter focuses on presenting the main conclusions reached by this research, based on the objectives and the previously conducted data analysis. Furthermore, it discusses the implications for the proposed pedagogical approach to be replicated or further developed. Finally, it outlines the limitations that affected the project and offers some suggestions for future research.

Conclusions

This research project aimed to describe the impact of creating short journalistic videos on self-perception issues on fifth-grade students' productive skills in an EFL classroom within a situated literacy framework. The guiding research question was: What is the impact of creating short journalistic videos on self-perception issues on fifth-grade students' productive skills in an EFL classroom at Liceo Femenino de Cundinamarca Mercedes Nariño within a situated literacy framework? Two specific objectives were established in relation to this question. First, the research sought to identify the role of creating short videos in a journalistic format in the development of students' productive skills. Second, it aimed to describe students' responses to video creation as a means of enhancing productivity skills.

Considering the research question and objectives, the data revealed that, in accordance with the first objective, *The supportive role of video creation in developing productive skills was identified*. Regarding the second objective, the data shows that the students' responses were *Video creation as a tool for self-perception and meaning construction,* and *Student engagement and collaborative dynamics in situated literacy.*

The pedagogical approach aimed to improve students' productive skills through the creation of short, journalistic format videos, while simultaneously exploring profound themes such as self-perception, thus making the literacy process situated and contextualized. The data revealed that video creation played a significant role in improving productive skills for two reasons. Firstly, it allowed students to engage in writing through scriptwriting. Given their level of English, they had to progress through several writing stages. It was important to create situated writing with a communicative purpose that connected with the students' needs and

interests. This also required that the students be guided and have written modeling. Teacher support was important, as was having writing modeling as a support tool. Additionally, it was found that the students had to be constantly exposed to vocabulary and grammatical structures in different activities to internalize them. Secondly, the creation of videos enhanced oral production through video interpretation. The data revealed that the students had to go through different stages of orality. Likewise, oral production had to be accompanied by an authentic communicative purpose so that the students saw the need to use English to express themselves in class, demonstrating situated literacy. Finally, it was revealed that movement helped the students improve pronunciation, confidence, and learn vocabulary through movement.

Regarding the students' response to the video creation, the data revealed that these elicited two responses. First, they served as a tool for self-perception and meaning construction. The students participated in a situated literacy process that explored and addressed profound topics such as self-perception, transforming English learning into an authentic communication experience that demonstrated the real use and purpose of English. Grammar and vocabulary were introduced naturally, moving beyond traditional language learning paradigms, as the students spoke about themselves, their classmates, and how their families perceived them. Consequently, the data showed that the pedagogical approach enabled the students to express their emotions and work towards identity construction. By addressing a topic like self-perception, the students were able to explore who they were through their own eyes, the perspectives of their classmates and families, and express their feelings about the descriptions and opinions others gave them. This allowed them to work on constructing their identity, leading them to express some social problems that limited them in this process.

The data revealed that the second response from the students to the proposal concerned student participation and collaborative dynamics in situated literacy. The students demonstrated motivation and active participation in the activities and in the process of writing and recording videos, as the learning process arose and developed based on the students' needs and interests. Furthermore, due to the teamwork involved, each student had a role within the group, where they had to participate and commit to their team to achieve the desired video outcome. These experiences proved meaningful, leading the students to feel connected to what they were doing. However, tensions and disagreements arose within the group during the process. Having to work

as a team and assume a specific role led the students to judge each other when they made mistakes. They constantly blamed each other for errors, argued about who was doing less, and struggled to resolve their tensions. This resulted in the students feeling insecure, having confidence issues in their abilities, and being reluctant to work in groups. Throughout the classes, these topics were addressed, and efforts were made to improve these dynamics through dialogue, mediation, teamwork, and, of course, the topic of self-perception proved appropriate.

In conclusion, the creation of short videos in a journalistic format enhances productive skills such as writing and speaking in English, while simultaneously allowing students to explore self-perception, improve their active participation, and address group tensions that can arise from living together and working in teams.

Implications

Implementing a pedagogical approach like this involves understanding English language learning as a meaningful and contextualized process, rather than simply acquiring grammatical structures and vocabulary. Developing productive skills through the creation of short journalistic videos required moving beyond traditional approaches to teaching English as a foreign language and adopting a perspective in which language becomes a tool for communication, self-expression, and identity construction. Therefore, English was conceived as a medium through which students could reflect on issues of self-perception, express their ideas, and construct meaning from their own experiences and realities.

First, implementing this approach required adopting a contextualized literacy perspective in which language learning emerged from authentic and meaningful contexts. The process of creating short journalistic videos allowed students to use English for a communicative purpose that went beyond completing classroom exercises. Writing scripts, rehearsing oral presentations, and recording videos transformed productive skills into social practices connected to students' interests, emotions, and personal experiences. Consequently, this project suggests the importance of designing pedagogical experiences that provide students with opportunities to use language for real-world purposes and before meaningful audiences.

Second, implementing the proposal required a teacher willing to transcend traditional teaching paradigms and assume the role of facilitator and guide. Throughout the intervention, it was necessary to carefully plan activities, design materials, provide ongoing support, and

systematically reflect on classroom events using fieldnotes and data collection instruments. The findings revealed that students required constant support in both writing and oral expression; therefore, teacher guidance became essential to help them organize ideas, expand their vocabulary, practice oral production, and gain confidence in using English. This implies that the successful implementation of situated literacy projects requires teachers willing to continuously evaluate and adapt their practices according to students' needs and responses.

Third, this proposal highlighted the importance of creating flexible and dynamic learning environments that facilitate interaction, movement, collaboration, and multimodal learning. The development of journalistic videos included activities such as scriptwriting, role-playing, interviews, and video recording. These activities required spaces that allowed students to work collaboratively and move freely while engaging in meaningful communicative tasks. Furthermore, access to technological resources such as projectors, videos, Wi-Fi, laptop and audiovisual materials significantly contributed to student participation and the successful completion of the project.

Finally, the implementation of this pedagogical proposal depended largely on students' willingness to actively participate in the learning process. The results showed that students were more engaged when activities were related to their interests, emotions, and personal experiences. Topics related to self-perception encouraged students to reflect on their identity, express their feelings, and share their perspectives with others, fostering a sense of belonging to the learning process. Besides, collaborative activities encouraged opportunities for dialogue, negotiation, and the collective construction of meaning, despite occasional tensions that arose during group work. Therefore, it is essential that pedagogical proposals of this nature consider students' voices, interests, and experiences as central elements in the design of learning activities.

In conclusion, implementing a proposal based on the creation of short journalistic videos requires moving beyond traditional approaches to English language teaching and adopting a situated literacy perspective in which language serves authentic communicative and reflective purposes. It requires reflective teachers willing to innovate, learning environments.

Limitations of the study

This research project faced several complications that affected its development, due to the institution's disorganization, students' English proficiency, and the university's dynamics. First of

all, the institution where the research project was conducted lacked a clear system for scheduling students' afternoon classes. The implementation of the proposed pedagogical approach took longer than the university's timeline because the school changed the English class schedule approximately five times. This resulted in students being unable to attend the class due to conflicts with their university class schedules. Furthermore, this caused confusion among the students regarding the subject, as they were unsure of the day, time, and schedule of their classes and consequently failed to bring their notebooks, materials, or assigned homework. This situation made it difficult to maintain a consistent learning process with the students, as classes were constantly being missed due to scheduling conflicts and numerous extracurricular activities that interrupted instruction. This resulted in several weeks going by without any classes, and when they finally resumed, the students were disoriented and had to repeat what little they had learned. Furthermore, the institution hosted many student teachers from various fields and universities, which created difficulties for the regular teachers of each class. The institution required adherence to specific guidelines, adherence to learning objectives, and the submission of grades, which put pressure on the regular teachers. Consequently, the English teacher refused to relinquish her class time, justifying her refusal by stating that she had to deliver results for the institution. All of this has made the implementation of the proposal difficult to carry out fully. This resulted in the inability to implement cycle three of the proposal, requiring a time-consuming approach with students and staff, and ultimately taking longer than expected.

In second place, the proposal faced limitations in its development due to the students' English proficiency level. When the pedagogical proposal was developed, it was designed based on the English curriculum standards and guidelines, considering what the students should already know and what they needed to learn according to their cognitive level and grade. However, it became evident that the students lacked the required knowledge for their level. This led to constant revisions of the proposal's content and attempts to bring the students up to the appropriate level, causing the implementation time to extend beyond the initial estimate and necessitating the inclusion of other topics.

Finally, the dynamics proposed by the university regarding the practicum created time constraints for the proposal. The university set a minimum number of practice hours where the only relevant thing was to fulfill those hours. This caused to seek spaces with other groups and

activities that were not part of the research process, spending time, energy and money on processes that did not contribute anything to the research and the proposal, given that access at other times and spaces with the research group was difficult due to the complications with the schedule and time that were explained above. Additionally, there were delays in starting the practice process due to various issues, which consistently complicated the implementation timelines and schedules.

Further Research

This research proposal fulfilled its established objectives, as demonstrated by the analysis of the results. The main finding was that creating journalistic format videos improved students' productive skills from a situated literacy perspective, which in turn facilitated the exploration of self-perception and collaborative work. This proposal was developed with young learners in a formal education context. Its design followed the guidelines established by the Colombian Ministry of Education and the institutional proposal, which were adapted to the students' context and needs. While the proposal aimed to enhance productive skills, it is suggested that future research address all four skills, using a theme that emerges from the students' context. In the case of this pedagogical proposal, English learning was achieved through the exploration of self-perception; it would be beneficial to design the proposal with other themes that respond to the needs and challenges of the group. Likewise, depending on the grade and cognitive level, students could work on recording and editing videos, allowing them to explore creativity and the use of technological and editing devices.

In conclusion, it is suggested that future research includes creating videos in a journalistic format addressing topics that arise from the student context in which the proposal is to be developed, focusing on improving the four language skills. Furthermore, it is recommended that students' creativity be explored through video recording and editing, with each group presenting their videos.

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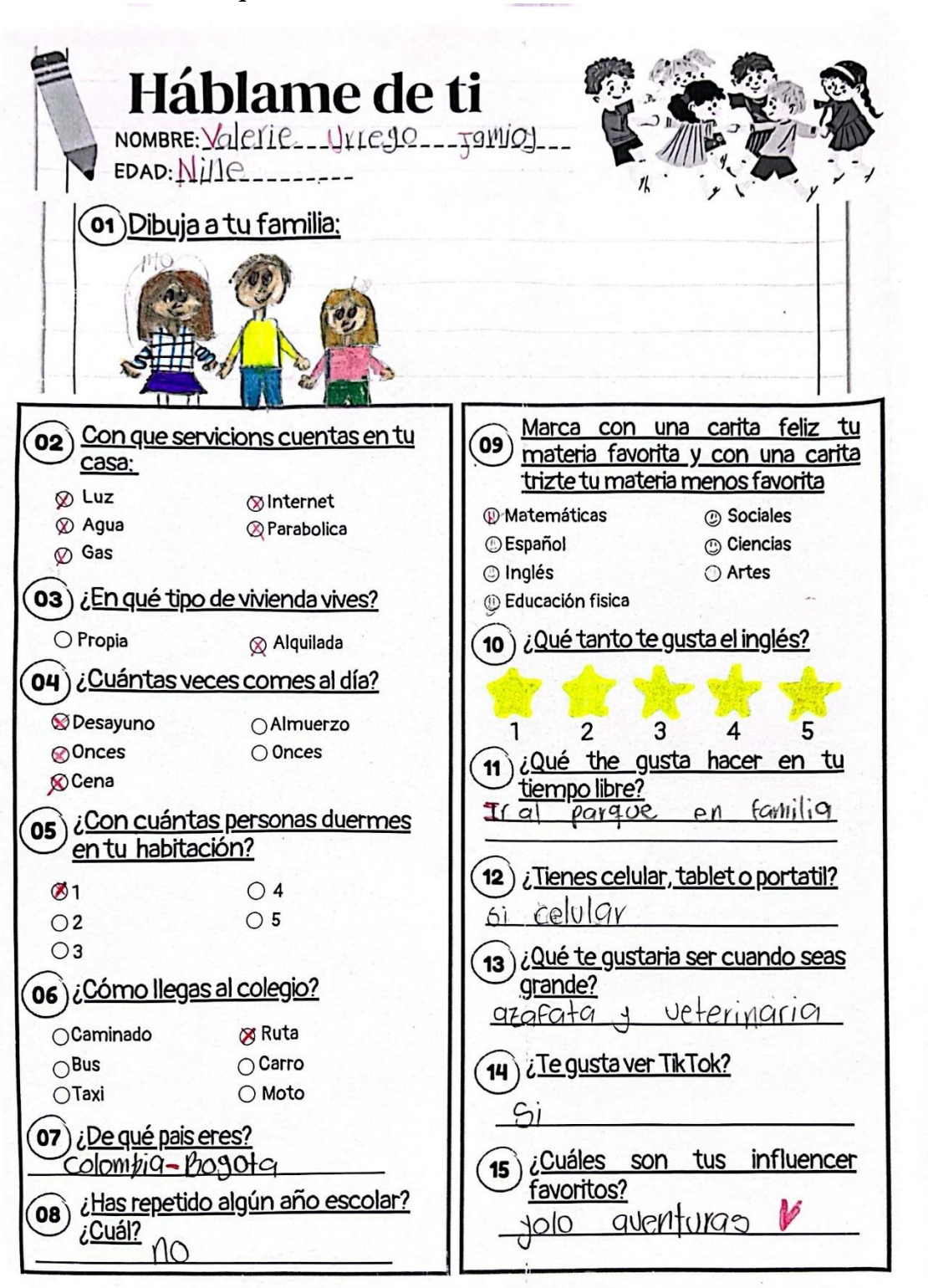
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ANNEXES

Annex 1: Sociocultural questionnaire



Háblame de ti

NOMBRE: Valerie Urrego Jaimes

EDAD: Nueve

01 Dibuja a tu familia:

02 Con que servicions cuentas en tu casa:

- ⊗ Luz
- ⊗ Agua
- ⊗ Gas
- ⊗ Internet
- ⊗ Parabolica

03 ¿En qué tipo de vivienda vives?

- ○ Propia
- ⊗ Alquilada

04 ¿Cuántas veces comes al día?

- ⊗ Desayuno
- ⊗ Onces
- ⊗ Cena
- ○ Almuerzo
- ○ Onces

05 ¿Con cuántas personas duermes en tu habitación?

- ⊗ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5

06 ¿Cómo llegas al colegio?

- ○ Caminado
- ○ Bus
- ○ Taxi
- ⊗ Ruta
- ○ Carro
- ○ Moto

07 ¿De qué pais eres?

Colombia - Bogota

08 ¿Has repetido algún año escolar? ¿Cuál?

no

09 Marca con una carita feliz tu materia favorita y con una carita trizte tu materia menos favorita

- Matemáticas
- Español
- Inglés
- Educación fisica
- Sociales
- Ciencias
- Artes

10 ¿Qué tanto te gusta el inglés?

1 2 3 4 5

11 ¿Qué the gusta hacer en tu tiempo libre?

Ir al parque en familia

12 ¿Tienes celular, tablet o portatil?

Si celular

13 ¿Qué te gustaria ser cuando seas grande?

azafata y veterinaria

14 ¿Te gusta ver TikTok?

Si

15 ¿Cuáles son tus influencer favoritos?

yolo aventuras ♥

Annex 2: Fieldnotes

	UNIVERSIDAD PEDAGÓGICA NACIONAL DE COLOMBIA *FACULTAD DE HUMANIDADES* LICENCIATURA EN ESPAÑOL E INGLÉS		
DIARY No. #5	**DATE:** 23/10/2024	**COURSE:** 402	**TIME:** 4:30 pm – 5:45 pm
PRE-SERVICE TEACHER: Jessica Tatiana Arévalo Rodríguez			**SEMESTER:** 8th

MOMENT	RECORD OF OBSERVATIONS	ANALYSIS OF OBSERVATIONS	CATEGORIES OF ANALYSIS
Greetings	• I did not do the activity due to lack of time, but the students asked me why I did not do it, commenting that they liked it and missed being greeted in the creative way that I do.	• Students expressed their pleasure and missed the creative greeting activity, which shows the positive impact of this routine on their motivation and disposition for class. • Creative greeting has become a meaningful routine for students, suggesting that certain rituals can foster a sense of belonging and comfort in the classroom.	• Emotional impact and student motivation • Rituals and routines in the classroom
Warm-up	• Students remembered the vocabulary from class through the game "Simon says" thus fulfilling the purpose of reinforcing vocabulary. • Activities that involve movement make students pay more attention to class and enjoy it more.	• Students recalled vocabulary through the game "Simon Says," which shows the effectiveness of playful activities in reinforcing vocabulary learning. • Activities that involve movement are better able to capture students' attention and increase their enjoyment of the class, pointing to the positive impact of kinesthetic methods on engagement and motivation.	• Content retention and learning reinforcement • Student attention and participation
Activity: Let's make our cover letter	• The students do not like the idea of feeling like they are copying, they immediately show their displeasure in the face of the copying activity on the board. • When I wrote the questions on the board, I asked them to tell me what it said in Spanish and some of them identified what the question said. • The students do not use English in class, even though I explained to them how to say it in English. • The students understand the instructions given to them in English and those who do not understand are told what to do by their classmates who do know.	• Students showed dislike for the activity of copying on the board, suggesting the need to explore alternative methods for acquiring written content, preventing them from perceiving the activity as a simple repetition task. • When asked to interpret the questions in Spanish, some were able to identify them. This indicates an initial level of reading comprehension in English and may be an area of focus to strengthen their interpretive and translation skills. • Despite receiving explanations on how to express themselves in English, students chose not to use the language. This points to a challenge in oral production, possibly related to confidence or familiarity with English as a means of communication in class. • Students who understand the instructions in English help those who do not understand, reflecting a dynamic of collaborative support in the classroom. This shows that, although some students do not understand, there is an informal system of help that facilitates the participation of all students.	• Attitude towards teaching strategies and copying • Reading comprehension and translation • Use and production of spoken English in the classroom • Peer support and communication in the classroom
Activity: Vocabulary presentation	• I had a lot of difficulties projecting the online game and the video due to internet and laptop problems. While I was trying to solve these problems, the students started talking and getting up from their seats. When they see the opportunity to do what they want, they always want to talk to their classmates. • The students did not know how to use the laptop, and I had to help them do the activity. However, that was not an impediment, and they liked the activity. They all wanted to	• Problems with the internet and laptop made it difficult to project the game and video, which caused distraction for the students. • The students did not know how to use the laptop and required assistance. This suggests that developing basic skills in using digital devices could be an important area to facilitate future technological activities and improve their autonomy in using tools. • The high participation in the game was positive, but the time and number of students limited the opportunity for all to participate, causing frustration for some.	• Technological limitations • Student technological skills • Participation • Preference for visual and interactive activities

Annex 3: Teacher's interview

TEACHER'S INTERVIEW

Objective: The present interview has the purpose to contextualize the school to know more about the teaching-learning Englis process in terms of three important topics:

- PERSONAL INFORMATION
- PEI (Proyecto Educativo Institucional)
- CURRICULUM
- AGREEMENT WITH THE BRITISH COUNCIL

PERSONAL INFORMATION:

1. What did you study?
   I have a bachelor's degree in basic education with an emphasis on English as a foreign language.
2. How many years have you been working here?
   Almost one and a half years.
3. What subjects do you teach?
   English.
4. How long have you worked here?
   I work in the afternoon shift, 6 hours a day.
5. What do you think about this school? – What do you think about this school being female?
   In general terms and according to my personal perspective this school is a good option for those families that need a safe physical space in which their children can stay, learn and have some food, without paying for those services. This school offers many sports, educational and cultural options that students can use for their own personal growth and future perspectives, but because of that, most of the time, girls let aside their academic and learning goals. That's the truth.
   In terms of a female school, I think it is an institution in which there are as many problems as in the rest of the schools, many people think that this school has certainly one specific problem among the youngest girls that is the homosexual relationships, but I think that idea is only because of the lack of information.

PEI:

1. What makes this school unique compared to others?
   Personally, I consider that the most important aspects that make this school unique are the ENLACE PROYECT and the Philharmonic Orchestra programme, because both offer plenty of different options for students to spend their free time in a very useful, funny and interesting way.
2. What is the main pedagogical approach used in this school?
   Constructivism
3. What kind of extracurricular activities are there for students?
   English and French, skating, cheer leading, athletism, taekwondo, volleyball, marching band, gymnastics, football, among others.
4. What is your opinion about the project of the International Baccalaureate?

It is a great opportunity to increase the quality of education at all levels.

CURRICULUM:

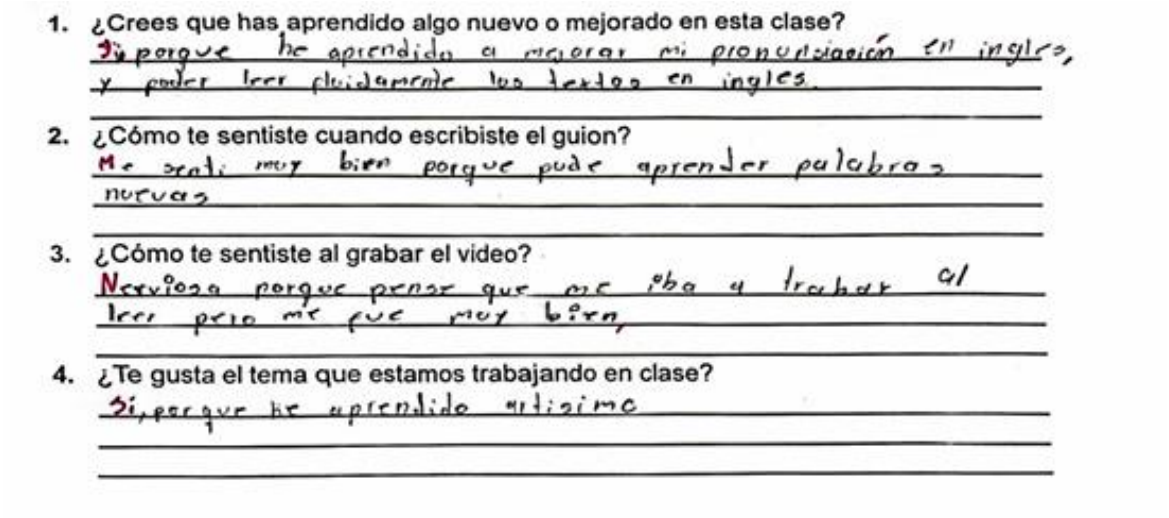
1. What resources are available to support teaching and learning at this school?
   Labs, library, CRI, sound and sports equipment, technology room, internet, etc.
2. What are some of the biggest challenges facing school today?
   Without a doubt, the improvement of methodologies to catch the interest of students, just because nowadays there are too many resources that catch their attention, such as social media, video games, musical artists, fashion, etc,
3. How many hours does the English class take? 2 per week Do you think is enough? Not at all
4. What is the process of evaluating students' knowledge in English?
   This school evaluates communicative processes.

BRITISH COUNCIL:

1. What do you think about the agreement with the British Council?
   It has been a positive agreement because it tends to prepare teachers as well as students to get better results in the national test Prueba Saber 11.
2. How the British Council support at the school?
   We are within a continuous program that involves the constant feedback of a British Council adviser, teaching bootcamps, materials and simulation tests for the Prueba Saber 11, etc.
3. Why the British Council?
   I really don´t know, but I think that it is one of the most prestigious institutions to certificate the performance of schools in terms of teaching a foreign language such as the English
4. Is the agreement something positive or negative?
   Super positive

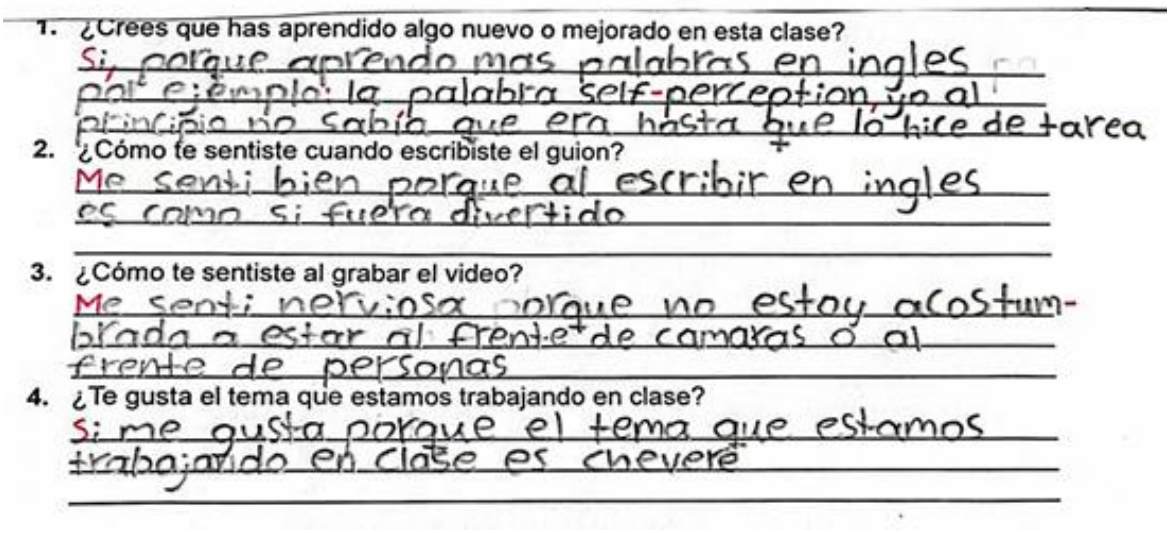
Annex 4: Questionnaire implementation cycles

Cycle 1:



1. ¿Crees que has aprendido algo nuevo o mejorado en esta clase?
Si porque he aprendido a mejorar mi pronunciación en ingles, y poder leer fluidamente los textos en ingles.
2. ¿Cómo te sentiste cuando escribiste el guion?
Me senti muy bien porque pude aprender palabras nuevas
3. ¿Cómo te sentiste al grabar el video?
Nerviosa porque pense que me iba a trabar al leer pero me fue muy bien,
4. ¿Te gusta el tema que estamos trabajando en clase?
Si, porque he aprendido utilizimo

Cycle 2:



1. ¿Crees que has aprendido algo nuevo o mejorado en esta clase?
Si, porque aprendo mas palabras en ingles por ejemplo: la palabra self-perception, yo al principio no sabia que era hasta que lo hice de tarea
2. ¿Cómo te sentiste cuando escribiste el guion?
Me senti bien porque al escribir en ingles es como si fuera divertido
3. ¿Cómo te sentiste al grabar el video?
Me senti nerviosa porque no estoy acostumbrada a estar al frente de camaras o al frente de personas
4. ¿Te gusta el tema que estamos trabajando en clase?
Si me gusta porque el tema que estamos trabajando en clase es chevere

Annex 5: Diagnostic test

DIAGNOSTIC TEST

How are my English skills?

Name: Shamel Elena Guerra **Date:** 15 mayo **Age:** 9

Objective: Diagnostic the level of Englis of the students in the four communication skills using as a grammar topic the present simple.

LISTENING

Listen to the audio and then mark the correct answer:
Audio: https://www.youtube.com/watch?v=8uEW0UOvdrk

1. How many people are there in the family?
   - X. Five (5)
   - B. Three (3)
   - C. Six (7)
   - D. Two (2)
2. What work does the mother do?
   - X Doctor
   - B. Hairdresser
   - C. Teacher
   - D. Lawyer
3. Where does father work?
   - X. School
   - B. Bakery
   - C. Hospital
   - D. Park

READING AND WRITING

Read the following story carefully. Then, underline the VERB TO BE in green and the ADJECTIVES with green.

This Is My Family



Hi, I'm Sam! This is my family. I have a small family. We're very happy because we do lots of fun things together. We live in Manchester, Iowa.



This is me. My name is Sam and I'm 12 years old. My favorite color is green and I like riding my bike. Every day, I get up early and take a shower. I have cereal for breakfast. Then, I walk to school with my dad. In the evenings, I dance at my dance class. On the weekends, I always go to the park with my friends.



This is my sister. Her name is Josie and she's 16 years old. She is in high school and wants to be a doctor. She studies a lot because she needs very good grades.



This is my dad. His name is Andy. He's an amazing dad. He's a teacher and loves cooking. Every day, he walks to school with me. In the evenings, he makes pizza or plays the guitar with his friends. He wants to be in a band!

According to the last story, answer the following questions:

1. How many people are in Sam's family?

three people are in sam's family

2. Where does the family live?

No

3. How old is Sam?

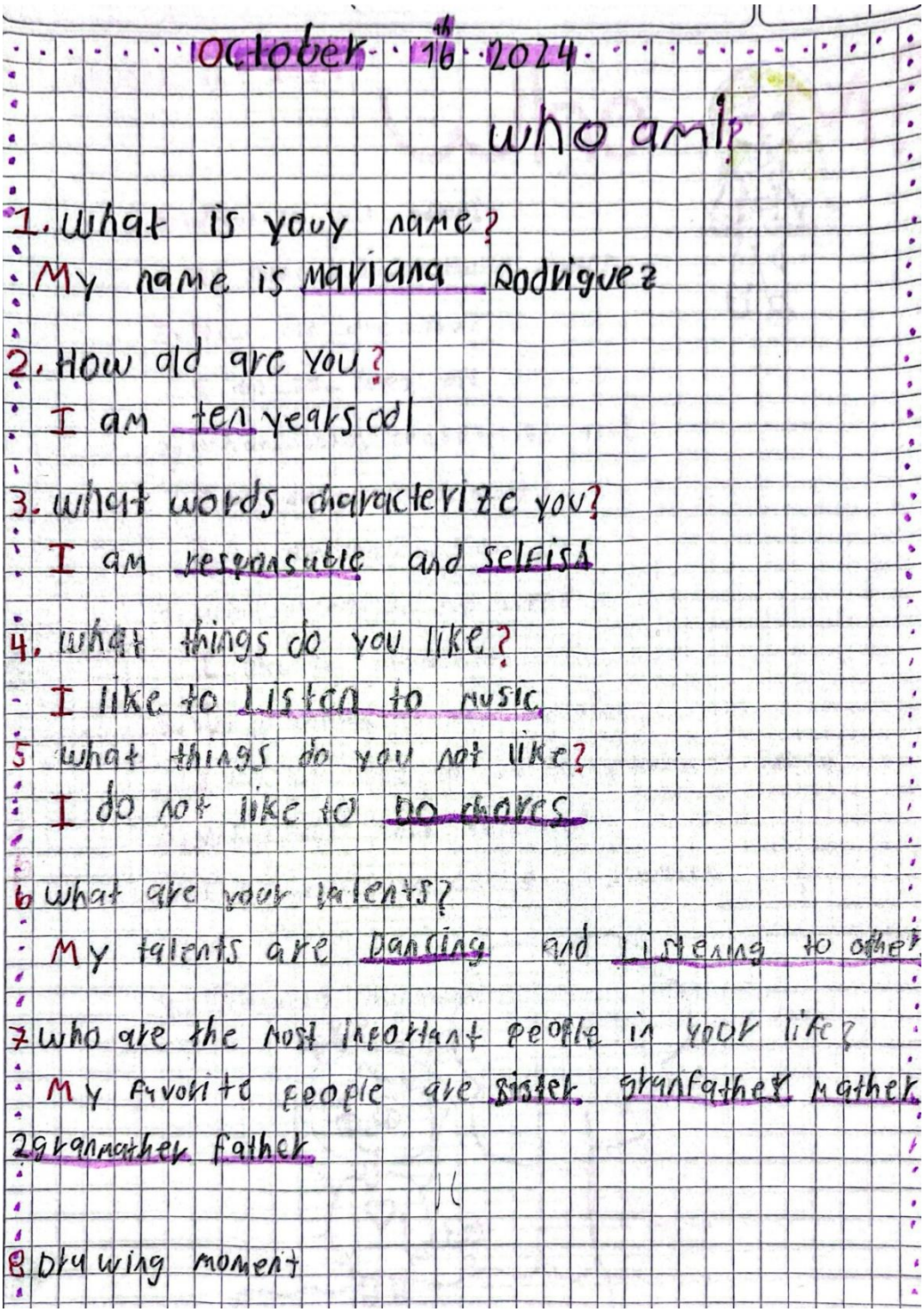
4. When does Sam dance?

Yes

5. Is Josie a doctor?

Annex 6: Artifacts
Cycle 1:

Lesson Plan #1 – Session 1 - Let's make our cover letter



October 16 2024

who am I?

1. What is your name?
My name is Mariana Rodriguez

2. How old are you?
I am ten years old

3. What words characterize you?
I am responsible and selfish

4. What things do you like?
I like to Listen to music

5 what things do you not like?
I do not like to do chores

6 What are your talents?
My talents are Dancing and Listening to other

7 Who are the most important people in your life?
My favorite people are Sister, grandfather, mother, grandmother, father

8 Drawing moment

Lesson Plan #2 – Session 3 - Describing my classmate

INSTITUCIÓN EDUCATIVA DISTRITAL

Who am I?

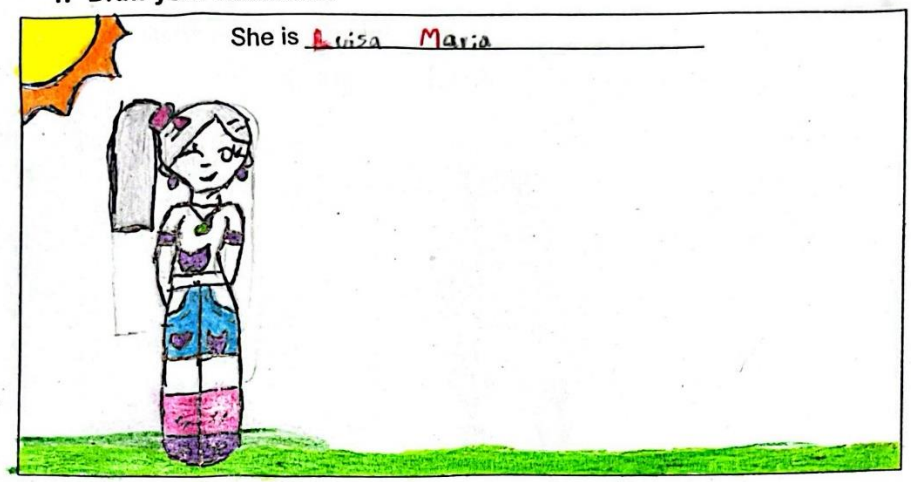
Describing my classmates



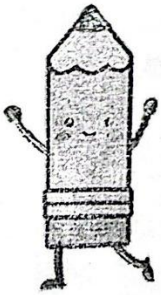
Name: Luisa Madrid chavez

Date: 6/11/2024

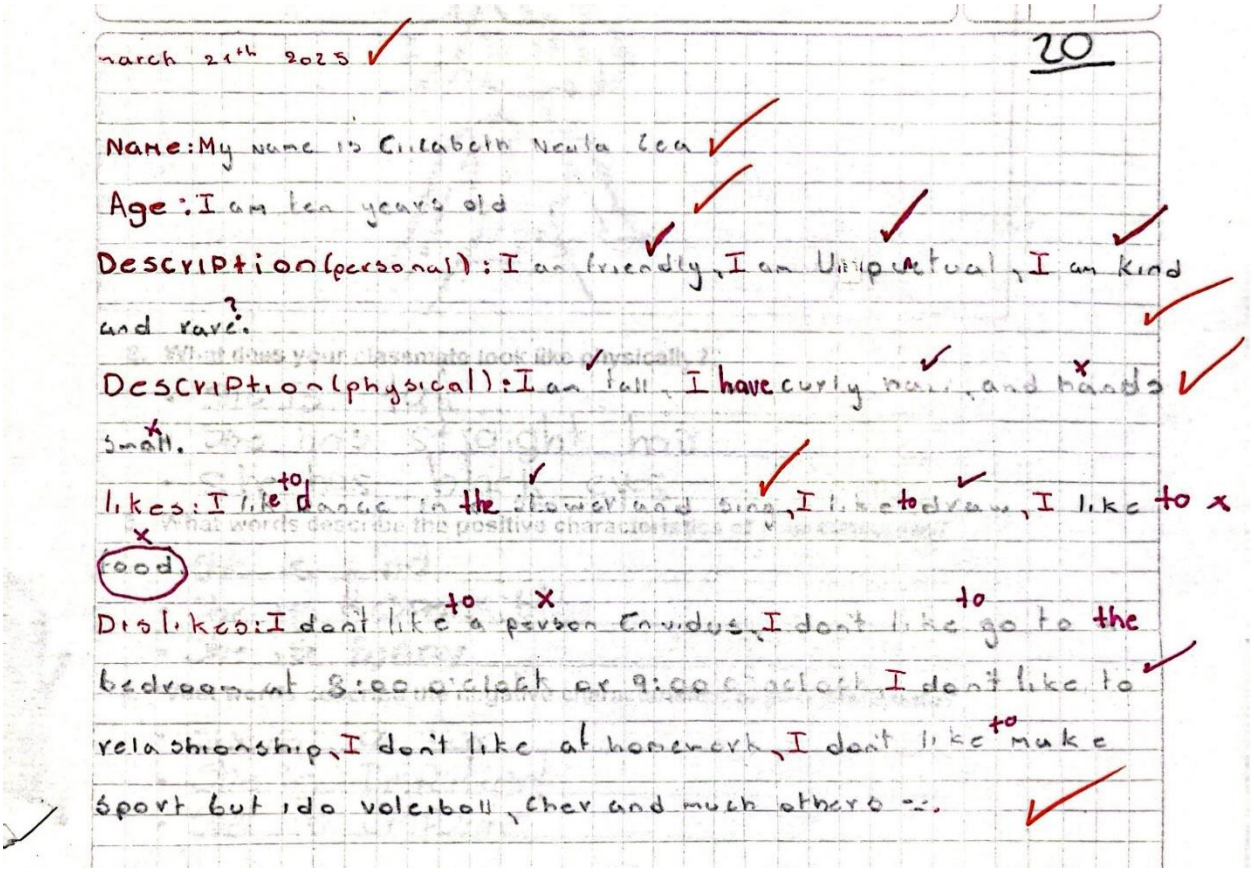
1. **Draw your classmate:**



2. **What does your classmate look like physically?**
   - She is tall
   - She has straight hair
   - She has brown eyes
3. **What words describe the positive characteristics of your classmate?**
   - She is funny
   - She is friendly
   - She is kind
4. **What words describe the negative characteristics of your classmate?**
   - She has envias
   - She has impatient
   - She has selfish



Lesson Plan #3 – Session 5 - Mirror, mirror on the wall



march 21th 2025 ✓ 20

Name: My name is Elizabeth Neula Lea ✓

Age: I am ten years old ✓

Description(personal): I am friendly, I am Unpunctual, I am kind and rave? ✓

Description(physical): I am tall, I have curly hair, and hands small. ✓

likes: I like to dance in the flower and sing, I like to dream, I like to x food. ✓

Dislikes: I dont like to a person Envious, I dont like to go to the bedroom at 8:00 o'clock or 9:00 o'clock, I dont like to relationship, I don't like at homework, I dont like to muke sport but i do volciball, cher and much others ✓

Lesson Plan #3 – Session 6 - Let's write a script

Creating my first script



Name of the group:
New Happy
Date:
March 28th 2025

Group Members:
Student 1: Daily Salome Hurtado Rizzmendi
Student 2: Mariana Rodriguez Romero
Student 3: Valery alexandra Suarez Rojas

Steps to Create Your Script

1. Understanding the topic:

What is self-perception?

Self-perception is an individual of actions in person

What factors influence how we see ourselves?
Family Friens Sister Cousin

Why is self-esteem important?

Self-esteem is important factors influence is family or Friens or sister

2. Assign roles:

Speaker 1: Journalist: Valery alexandra
Speaker 2: Interviewed: Daily Salome Hurtado
Speaker 3: Interviewed: Mariana Rodriguez Romero

3. Define the structure of your video:

Introduction: Present the topic and explain its importance

Speaker 1: Journalist:

Hello Mi name is valery, today we will to talk about self-perception, self-esteem. IS importen on person.
Speaker 2: MY name is Daily

Speaker 3=MY name is mariana

Body: Discuss key points (choose 2 main ideas)

Speaker 1: Journalist:
what Factors influence self-perception?

Speaker 2: Interviewed:
Family and social media of ten influence my self-perception.

Speaker 3: Interviewed:
Social media can create unrealistic standards

Conclusion: Summerize the main ideas of the discussion

Speaker 1: Journalist:
It can be careFull what you see social media

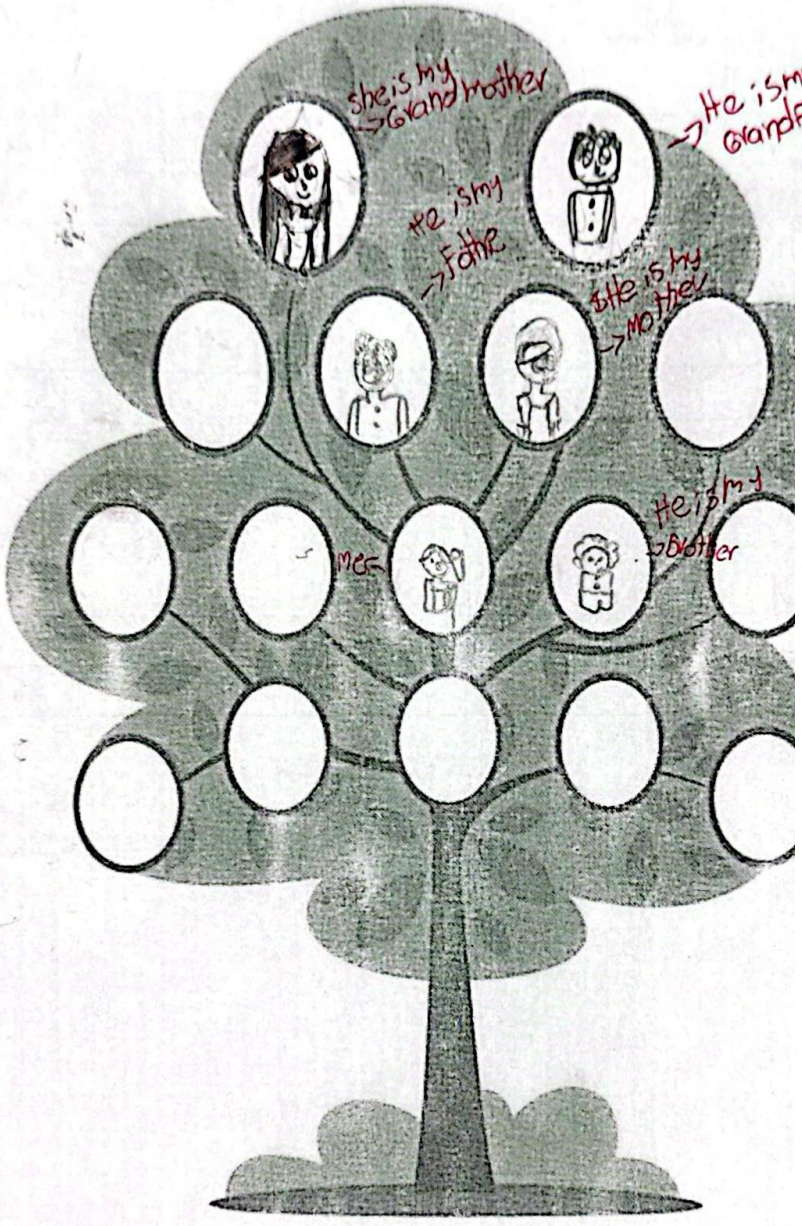
Speaker 2: Interviewed:
Yes, be careFull what you see social media

Speaker 3: Interviewed:
Bye.

Cycle 2:

Lesson Plan #1 – Session 1 - My family tree

1. Activity: Locate and draw your family members in the family tree.



2. Activity: Write who each member is and describe them.

1 Mother:

She is short
She has brown eyes
She is 31 years old

2 Dad

He is tall
He has green eyes
He is 36 years old

3 Brother

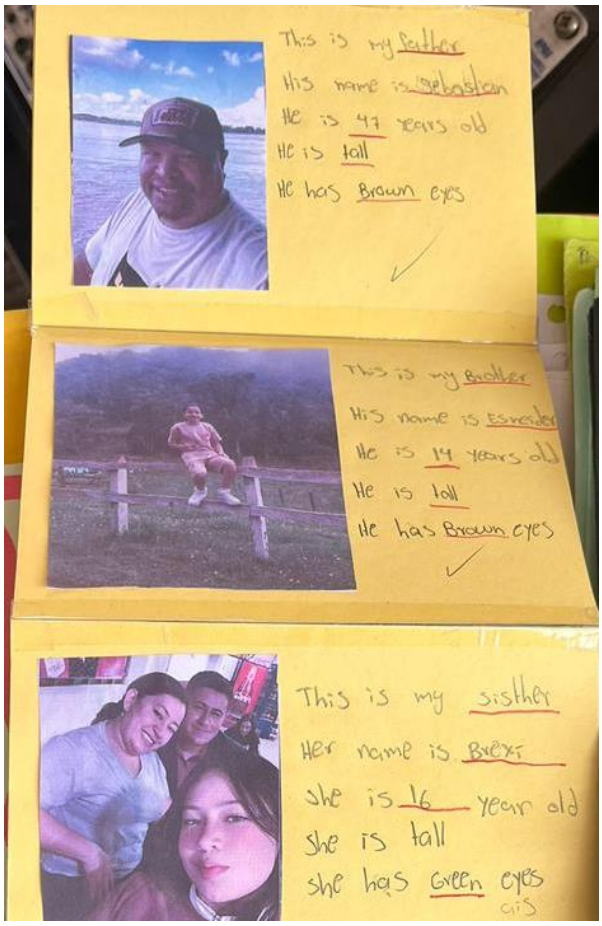
He is short
He has brown eyes
He is 3 years old

4

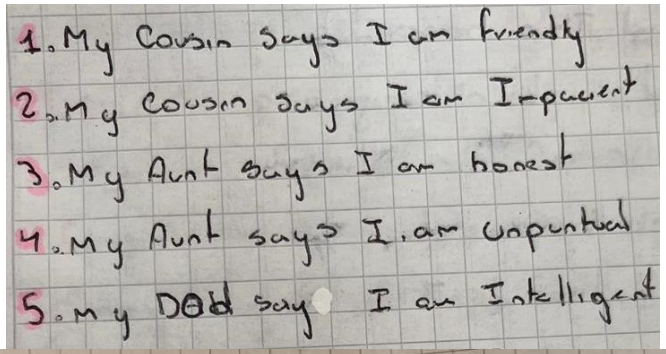
I am is short
I have Green eyes
I am is 10 years old

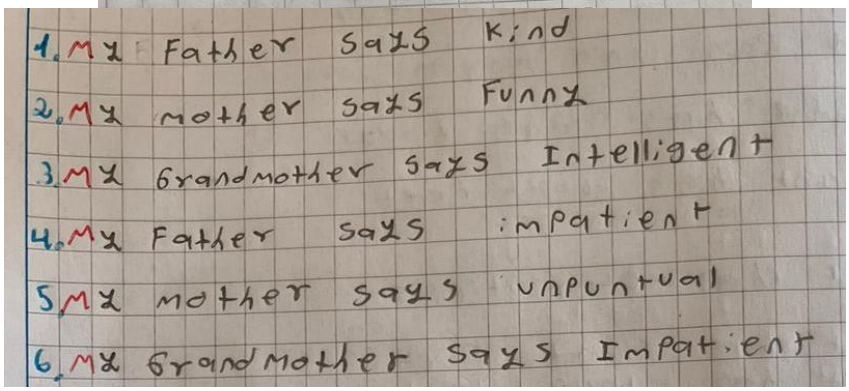
Lesson Plan #1 – Session 2 - My family in an album





Lesson Plan #2 – Session 3 - What does my family think of me?





Lesson Plan #3 – Session 5 – Let's write

The family

Name of the group:
The squirrel
Date:
September 03, 2025

Group Members:
Student 1: Anny Yared Alape Cafeso
Student 2: Daily Salome Hurtado asisendi
Student 3: Luna sofia Aristizabal martinez

2. Assign roles:

Speaker 1: Journalist: Daily salome Hurtado
Speaker 2: Interviewed (student): Luna sofia Aristizab
Speaker 3: Interviewed (student): Anny yared Alape ca

3. Define the structure of your video:

Introduction

Speaker 1: Journalist

Hello, today we are going to speak about the importance of Family in self-perception

Body

Speaker 1: Journalist

Why is family important in self-perception?

Speaker 2: Interviewed

Family is important because their opinions affect me.

Speaker 3: Interviewed

Family is important because they are first people I meet

Conclusion

Speaker 1: Journalist

What does your family think about You?

Speaker 2: Interviewed

My father says I am intelligent. I feel Happy.
My mother says I am important. So I feel sad
My sister says I am kind. I feel Family

Speaker 3: Interviewed

Annex 7: Audio and video recording

Audio Recording
Date: 26/08/2025 **Lesson plan:** Cycle 2: Lesson plan 1-Session 2 **Activity:** Describe your family members
Student #1 audio transcription: *Hello, my name is Amely she is my brother, she is short, she has brown eyes, she is 13 years old. My father he is tall, he has brown eyes, he is 32 years old and mother she is short, she has brown eyes, she his 58 years old. My I am short, I have brown eyes, I am 10 years all, thank you.* **Students #2 audio transcription:** *Hello, my name is Valery. Mother, she is tall, she has grun, she is 13 years old. Father, she is tall, he as brown, she is 13 years old. Grandmother, she is short, she has brown, she is 65 years old. Me, I am tall, I am brown, I am 11 years old.* **Student #3 audio transcription:** *Hello, my name mis Ashly. My mother, she is tall, she has green eyes, she is 35 years old. My dad, he is tall, he has brown eyes, he 30 years old. My grandmother, she is short, she is brown eyes, she is 65 years old. My, I am short, I have brown eyes, I am 10 years old.*

Cycle 2-Lesson plan 3-session 6-Let's create: The importance of the family in self-perception



Group #1 video transcription:

<u>Speaker 1:</u> Hello, today we are going to speak about the importance of family in self-perception. Which is family important in self-perception?
<u>Speaker 2:</u> Hello, my family is important because to opinion affect me.
<u>Speaker 3:</u> My, my, family is important because to ……. Is meet.
<u>Speaker 1:</u> What does your family think about you?
<u>Speaker 2:</u> My father says I am kind. I felt happy. My mother says I am liar. I fect angry. My aut is I am friendly y felt happy.
<u>Speaker 3:</u> My mother says I an funny. I felt happy. My father says I an angry. I felt rude. My grandmother says I am selfish I an felt happy.
Bye

Annex 8: Consent format

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____

Yo,_____, identificado con C.C.☐ C.E. ☐ No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. ☐ NUIP ☐ No. _____declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales[1], necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros. De igual manera, se informa que el proyecto a desarrollar con las estudiantes incluye grabación de videos de los rostros de las estudiantes, los cuales no serán publicados ni difundidos en ninguna red social o sitio web y demás, todo ello con un propósito investigativo y pedagógico.

Que tratándose de datos sensibles[2] y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA_____

Nombre: _____

Identificación: _____

[1] La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

[2] Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 9: Lesson Plan

Cycle 2: Lesson Plan #1 – Session 1 – My family

<table>
<tr><td colspan="2">Lesson plan: 1 Session: 1 Time: 1:25 minutes</td></tr>
<tr><td colspan="2">Cycle #2: How does my family perceive me?
Grade: 502 Institution: Liceo Femenino</td></tr>
<tr><td colspan="2">My family</td></tr>
<tr><td colspan="2">Pre-service teacher: Jessica Tatiana Arévalo Rodríguez
Languague content:
Vocabulary:
• Family: Mother, father, sister, brother, grandmother, and grandfather.

Sentence Structure:
“She is my <u>mother</u>” “He is my <u>father</u>” “She is my <u>sister</u>” “He is my <u>brother</u>” “She is my <u>grandmother</u>” “He is my <u>grandfather</u>” “This is me”</td></tr>
<tr><td colspan="2">Objectives:
• To analyze the different types of families that exist
• To recognize how my family is made up
• To identify vocabulary related to family members</td></tr>
<tr><td>Time</td><td>Procedures</td></tr>
<tr><td>15 minutes</td><td>Check the attendance: Students will choose how they want to be greeted.

Commands: Students will learn some commands to improve the following instructions in the class.
Open the book, close the book, pack your things, wash your hands</td></tr>
<tr><td>20 minutes</td><td>Activity: Let’s listen to a story about family
A story will be told about the different types of families that can exist. To do this, questions will be used to help guide the reading of the book.

What do you think the book is going to be about?
What comes to your mind when you hear the word “family”?
What is different or special about this family?</td></tr>
<tr><td>15 minutes</td><td>Activity: Discussion time
Students will discuss some questions generated by the book.

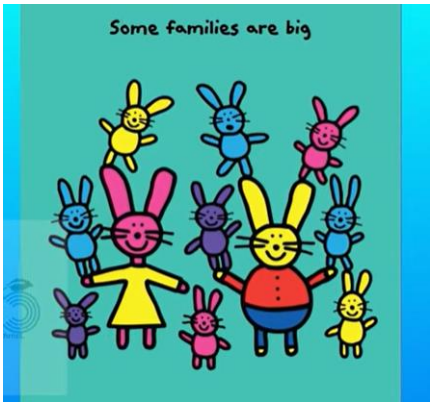
Is your family like any of the families in the book?
Who is your favorite family in the book? Why?
What did you learn about families?
Why is family important?</td></tr>
</table>

20 minutes	**Activity: Who is she and he?** Through the game "Who is she and he?" vocabulary will be introduced. **Explanation:** **1.** Flashcards of family members will be placed inside a magic bag, and the students will have to take out the flashcards and say which family member it is. **2.** The flashcards will be placed on the board, and when the girls close their eyes, a member will disappear, and they will have to say who the missing member is (*Father, mother, brother, etc.)*. **3.** The students will have to roll a die with the family members, and the members that come out will have to say who it is (*She is my grandmother*).
15 minutes	**Activity: My family tree** Students will draw their family members on a family tree and write who each family member is. "She is my *mom*" "He is my *father*" "She is my *sister*" "He is my *brother*" "She is my *grandmother*" "He is my *grandfather*" "This is me"
Homework: Create an album describing your family members	
Materials: - Family members flashcards and die - Guide - Laptop - Video beam	

Annex 1: Greetings activity



Annex 2: Book: The family by Todd Parr



Annex 3: Family flashcards



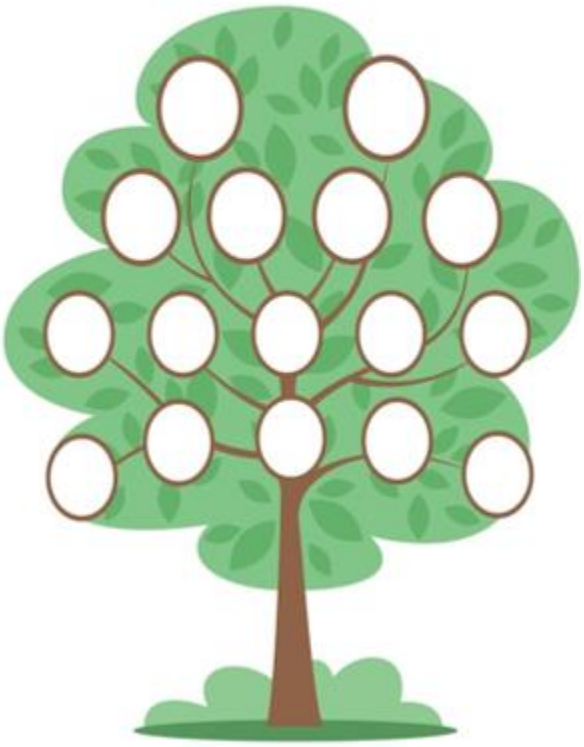
Annex 4: My family tree

My Family Tree

Name: _____

Date: _____

1. **Activity:** Locate and draw your family members in the family tree.



1. **Activity:** Write who each member is and describe them.



1

_____
_____
_____

2

_____
_____
_____

3

_____
_____
_____

4

_____
_____
_____

Lesson plan: 1 **Session:** 2 **Time:** 1:25 minutes

Cycle #2: How does my family perceive me?

Grade: 502 **Institution:** Liceo Femenino

My family

Pre-service teacher: Jessica Tatiana Arévalo Rodríguez

Languague content:

Vocabulary:

- **Family:** Mother, father, sister, brother, grandmother, and grandfather.
- **Physical adjectives:** Tall and short.
- **Colors:** Black, brown, blue, and green.

Sentence Structure:

"She is *tall*" "He is *short*" "She has *brown* eyes" "He has *blue* eyes" "She is *60* years old" "He is *20 years old*"" "I am *short*" "I have *black* eyes" "I am *11 years old*"

Objectives:

- To recognize and name my family members
- To describe three members of my family and myself

Time	Procedures
10 minutes	Check the attendance **Commands:** Students will learn some commands to improve the following instructions in the class. *Open the book, close the book, pack your things, wash your hands*
10 minutes	**Activity: Knowledge activation** Through the game *"magic bag"* the students will have to take flashcards of the family members and say who it is to remember the vocabulary and structures learned in the last class. *"He is my brother" "she is my grandmother"*
15 minutes	**Activity: Run to Monster Station** The students will have to run to the color of the monster indicated to them. When they reach the color, they will have to write the color on a small moving board. *"Black, brown, blue, and green"*
25 minutes	**Activity: Describe your family members** Students will be asked to describe their three favorite family members, as well as themselves. To do so, they will have to use the following structure. "She is *tall*" "He is *short*" "She has *brown* eyes" "He has *blue* eyes" "She is *60* years old" "He is *20 years old*"" "I am *short*" "I have *black* eyes" "I am *11 years old*"
25 minutes	**Activity: Tell me more about your family** Through the "duck, duck, goose" game, students will be chosen to introduce their family.

Homework:

The students must interview three members of their family and, according to the words given to them, they will have to describe how they are personally.

Vocabulary: Positive adjectives: Funny, intelligent, friendly, kind, responsible, and honest. Negative adjectives: Selfish, unpunctual, envious, rude, liar, and impatient.
Materials: - Family members flashcards and bag - Color monsters' flashcards and blackboard - Guide - Laptop - Video beam

Annex 1: Monster flashcards

