

Videos: A Didactic Resource to Develop Students' Visual Literacy and Enhance Intrinsic
Motivation

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To God who enlightened me and has written every achievement of my life.

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2. Descripción	
<p>Tesis que se propuso analizar la influencia de implementar videos en el desarrollo de la alfabetización visual y la mejora de la motivación intrínseca en estudiantes de inglés como lengua extranjera en el colegio San Viator. Por medio de la implementación de instrumentos observacionales y no observacionales, se recolectó información para desarrollar un análisis de los datos después de las intervenciones pedagógicas.</p> <p>Se encontró que los estudiantes tuvieron un progreso en sus habilidades en la alfabetización visual y en la mejora de la motivación intrínseca en el aula de clase, lo que los llevó a ser agentes activos en el desarrollo de la clase, participando y mejorando su comportamiento que permitió alcanzar las tres etapas en la lectura de los videos, como lo son, la identificación de información clave, la contextualización de dicha información y la validación de esa información por medio del discurso con los compañeros. Además, los dos componentes, alfabetización visual y motivación intrínseca, tuvieron cada uno un impacto en el desarrollo del otro.</p>	
3. Fuentes	
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4. Contenidos

Este documento se divide en 6 capítulos, de la siguiente manera:

Capítulo 1. Introducción: En este capítulo se presenta la contextualización del proyecto, la descripción del problema, la justificación, la pregunta y objetivos de investigación.

Capítulo 2. Marco teórico: Se describen las bases teóricas del proyecto. En primer lugar, se hace la revisión de la literatura describiendo estudios previos realizados en relación con el tema. En segundo lugar, se definen los constructos del proyecto que se relacionan con la propuesta pedagógica y su puesta en práctica.

Capítulo 3. Metodología de investigación: Aquí se describen el enfoque y diseño investigativo, las categorías de análisis, la población objeto de estudio, y el método de recolección de información.

Capítulo 4. Propuesta pedagógica: Se describe la teoría del enfoque pedagógico en que se basa la propuesta, las fases de la intervención que incluye el tiempo de duración, los niveles, y actividades a desarrollar.

Capítulo 5. Análisis de datos: En este capítulo se presenta el análisis realizado con base en las categorías y subcategorías de análisis presentados en el capítulo 3.

Capítulo 6. Conclusiones: Se presenta respuesta para cada uno de los objetivos propuestos al inicio del proyecto, con lo cual se da respuesta también a la pregunta de investigación. Además, se dan algunas recomendaciones a nivel investigativo y pedagógico.

5. Metodología

Teniendo en cuenta el objetivo de la investigación-acción, la metodología empleada para desarrollar este proyecto, fue:

1. Observación: Se inició con un acercamiento no participativo a la población, en el que se identificó un problema en relación con el proceso de enseñanza-aprendizaje de la lengua extranjera.
2. Propuesta: Considerando el problema identificado, se plantea una propuesta partiendo de bases teóricas para mejorar el proceso de aprendizaje.
3. Implementación: Esta parte fue la puesta en práctica de la propuesta, en la cual al mismo tiempo se recolectaron los datos para su posterior análisis.
4. Análisis: Se reunieron todos los datos y se realizó un análisis teniendo en cuenta las categorías y subcategorías propuestas.
5. Conclusiones: Con base en el análisis, se realizó un balance de la propuesta e implementación, con el fin de dar respuesta a los objetivos del proyecto.

6. Conclusiones

El uso de videos en clase fue favorable porque estos recursos permitieron que los estudiantes desarrollaran sus habilidades en la alfabetización visual mediante tres pasos que lograron a través del desarrollo de actividades y la participación en las intervenciones. Teniendo en cuenta que los estudiantes estuvieron motivados a trabajar con los videos, leyéndolos; de hecho, al final del proceso, los estudiantes pudieron identificar la información clave, contextualizarla en dimensiones sociales y culturales, y validar su interpretación y análisis a través del discurso con sus compañeros de clase.

Por otra parte, el uso de videos en clase permitió que los estudiantes estuvieran motivados intrínsecamente porque estaban interesados en el contenido y las actividades relacionadas con los videos. Entonces, los estudiantes se comportaron de una manera apropiada, ya que comenzaron a respetar y desarrollar las actividades propuestas para el desarrollo de la alfabetización visual. Además, a medida que la actitud de los estudiantes cambiaba y querían participar en clase compartiendo sus ideas sobre los videos, era posible tener un ambiente en donde los estudiantes escuchaban y trabajaban de manera autónoma, debido a que los estudiantes encontraron en los videos la posibilidad de aprender de recursos que les gustaban.

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Abstract

This qualitative action research was carried out at San Viator School with a group of 36 students, 4 women and 32 men, whose ages ranged from 12 to 15 years old. The main purpose of this study was to analyze the influence of using videos as didactic resources for developing visual literacy and intrinsic motivation of EFL students from eighth grade. In order to reach this objective, first it was necessary to define the two main constructs, reading skills (visual literacy) and motivation (intrinsic motivation). Then, the data collection through surveys, field notes, and students' documents allowed the analysis of the categories Developing students' visual literacy and Enhancing students' intrinsic motivation. After the analysis, it was found that videos played an important role when motivating and developing visual literacy, since they encouraged students to participate, listen to others, and follow instructions in the class activities while they successfully achieved three levels of reading videos.

Key words: Intrinsic motivation, visual literacy, videos.

Chapter 1: Introduction

1.1 Context.

1.1.1 Institutional context

The research study took place at San Viator School, Bogota, which is a private and catholic institution; it depends on the Province of Chicago in Arlington Heights and it actually enrolls men as well as women. The mission of the school is to promote the integral formation of ladies and gentlemen in the Catholic faith, through an educational project (academic, athletic, artistic, and spiritual) high level, in order to educate students who will participate in the decisions of the global society. Furthermore, the institution works with a model named European Foundation for Quality Management (EFQM).

The model was launched in 1989 by initiative of a group of prominent European entrepreneurs, that in order to implement the development of best practices at the organizational level, created a model that more strongly developed Total Quality throughout the European community. That was how the European Foundation for Quality Management (EFQM) © model that constitutes a framework that aims at spreading the culture of excellence in European companies arises. (Colegio San Viator, 2016)

With this model, the school may get to compare its attributes, qualities, and achievements in every academic and administration area, implementing a cultural change for continuing the process of improvement, creativity and innovation. Also, San Viator school is not like other schools in Bogotá; this school is not only different because of its location (North of Bogotá) but also because it is implementing the IB or International Baccalaureate which has as a purpose to educate helpful teens, eager of knowledge and able to create a better and more peaceful world

taking into account intercultural respect as a main principle; this organization is not only present in Colombia but also in other countries all around the world.

An IB school needs to have the same general goal as the organization “Educating people with an international mind set who are aware of their close relation as human beings and their responsibility to look after the planet in order to foster peace and love” (International Baccalaureate, 2014) and this goal is closely related to information found at San Viator rulebook in which you can read that the school expects to educate kind people to live in a world full of love an justice without forgetting a communication based on respect and understanding.

Even though, San Viator School does not have the authorization of being an IB school yet, it is offering the three different programs contemplated by the International Baccalaureate Organization (2014) which are: PYP (Primary Years Programme) MYP (Middle Years Programme) DP (Diploma Programme).

The target population in this research is located in the PYP. At this, as well as at the other two levels, the school manages English as a second language and not as a foreign one; that means that there are four subjects in English: Science, maths, social studies, and arts. Moreover, the bilingual process is advancing per year, so eighth grade will be the first bilingual prom from school.

Despite of this fact, carrying out the investigation and the pedagogical intervention was difficult because main teachers had the responsibility to develop the lesson plan that had they designed for each term. Then, there was not enough time with the group selected for the research.

1.1.2 Participants

The specific population of the research study was a group of eighth graders with 36 students, 4 women and 32 men. The student's social or economic stratum ranged between 4 and 6, on the Strat of Bogotá; however, there were some students that had a scholarship, with this they did not have to pay for the school fees, registration, or lunch; they only had to pay for the route on the school bus. In addition, as the school is going through a process of change in terms of becoming a bilingual school, eighth grade belongs to the first group that until now receives four basic classes in English. According to the common European framework, the institution in general has a B2 level.

Despite the fact that the general English level is B2, students from eighth grade evidenced difficulties related to visual literacy and intrinsic motivation; this information was gathered by applying a survey and some activities related to reading skills; these showed that intrinsic motivation was low. Actually, since the first interaction with the group it was evident that they did not have an appropriate behaviour in the English class, even if they had the ability to speak in English, they used to speak using their L1 all the time and the role of the room teacher was not as respected as it should be; they did not follow instructions and were more interested in using and playing with their phones even answering calls inside the classroom without caring about teacher's instructions.

1.2 Problem Statement

The advance of ICT (Information and Communication Technologies), as interactive ways to access information generates in education the need to pose again teaching strategies in order to achieve all the goals inside pedagogical processes, even more if we talk about learning a new language. In this case English, has never been an easy process, even though strategies and

pedagogical methodologies have been updated a lot during the last years taking into account all these technological advances and that students are in contact with this language (music, videos, and sources) almost every day.

Visual literacy is very important when we are learning English because when you read you are able to understand instructions better, develop your mind, have more opportunities opportunities to get a good job, and make your imagination evolve even more. Thus, reading is the skill which opens the door of knowledge, if you do not have enough information, you will not be able to participate in any conversation properly.

Furthermore, the target population of the research showed their displeasure to the activities related to the development of EFL reading skills. By applying a survey called “What about you?” this study found out that students marked reading as the skill that they did not prefer to work on in the English class and most of them affirmed they did not like to read. Actually, in the survey, one of the questions was “Do you like to read?” for this question most of students chose “No” and they also expressed their dislike and their lack of interest in reading when they gave reasons for choosing “No”. Here are some students’ answers for the question:

S4: Why? Because I sleep. S17: Why? When I read sometimes I get sleeped I think is bored

[What about you? (S1 April 2nd 2016)]

Also, the head teacher chose some days from the school calendar for reading a book named “Anne Frank.” However, when students had this reading section, they preferred to do other activities such as chatting, playing video games, talking with their classmates, and watching videos, in order to avoid reading; even though they knew that the class was designed

for reading the book. The researcher observed a reading section and this was what happened in class:

Students got into couples in order to read; however, as soon as they made the groups they started to talk, chat, and listen to music with the earphones. The teacher told them that they needed to read two chapters in the whole class, but the couples did not read the book. I passed around asking them why they were not reading and they told me they did not like to read because it was boring and they did not find it useful for their lives. (Fieldnotes 3, 2016)

Additionally, the reading test became an important source of information on the survey, due to the fact that students did not want to develop the test and they could not answer it properly (This will be exemplified below). The reading test was divided into two sections, the first one was about reading a test called *Nature Vs Nurture* (April 2nd 2016), and this part had three multiple choice questions. The second section was about reading a poster and explaining it in a short paragraph. When the researcher applied this reading test, the students showed their displeasure to do these activities.

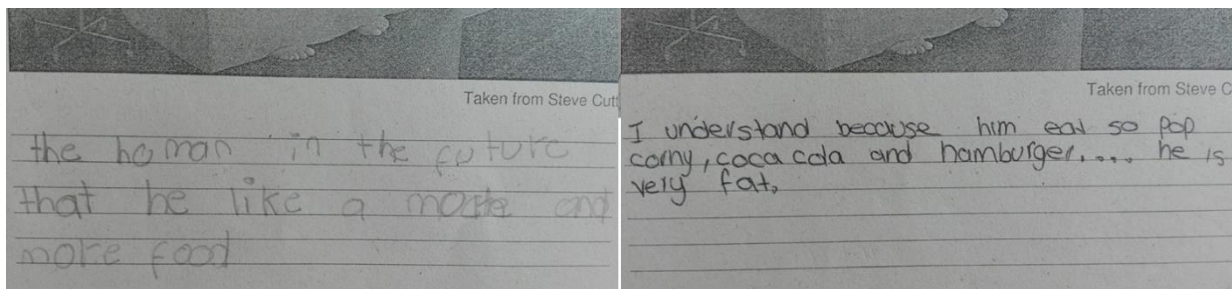
Students showed their dislike about doing a reading activity, they asked me to do another activity or to let them have a free class. As I told them it was necessary and important to do the activity, they demonstrated their lack of interest or desire to do the test. Most of them asked me to let them listen to music (Field notes 10, 2016).

In addition to the previous field notes that evidenced their rejection to reading, the students' outcome in the test in terms of their reading skills was not the best. In the first section (multiple choice questions) students had choose a sentence to complete this statement "One can

understand from the passage that supporters of the nature theory believe that” only the 18% of the students answered correctly “Biological reasons have a strong influence on how we act” (*See Reading test results*)

As the answers showed, students’ visual literacy, in general, evidenced difficulties in understanding the test. The other two graphics for the following questions are similar to this one and most of the students could not choose the correct answer for each question either.

Furthermore, in the second section, which was about reading a poster, none of the students wrote a paragraph and they wrote a basic description of the poster, without taking into account the instruction, which was to read the poster first and then write what they understood from it.



(Reading test, *Nature Vs Nurture*, April 2nd 2016)

As shown by their answers, students merely described the poster, they did not take the time to read, understand, and contextualize the poster. Thus, they did not write an entire paragraph to demonstrate what they had read in the image. Subsequently, it is important to mention that during all the classes, field notes were taken and they allowed the teacher-researcher to affirm that students’ intrinsic motivation was very low. As the observation started with the group, it was evident that students preferred to do activities related to social networks, videos, music, talking to friends, and even sleeping more than working on the class activities.

The first thing students asked the teacher was if they could listen to music while they were doing the activity. The teacher accepted, but he told them that they had to finish the

activity without excuses. I passed around them looking if they were doing the task and if they needed any help. Students were just listening to music and playing videos games in their cell phones. (Field notes 5, 2016)

Students showed no interest in the activity, they preferred to spend the time on their cell phones or talking with their peers. Although, they knew that the head teacher was in the classroom and the researcher was looking at their process, they did not hesitate to continue with their personal activities. Moreover, as the school is implementing the *International Baccalaureate*, in which grades do not exist and their learning process is autonomous, students were not worried about the delivery of the activities because they did not have any external motivation or goal to do the activities, they knew that working in class was their personal decision, they would receive any punishment, in case they were not doing anything in class.

While the teacher told everybody about their incoherence and lack of commitment to the task, they continued listening to music and chatting in their cell phones. The teacher asked them to pay attention and stop using the cell phones, but they just continue using them under the desks. (Fieldnotes 1, 2016)

Students' lack of respect to the class and the teacher was evident when they deliberately continued doing activities that were not related to the class; in addition, they showed how little they cared about the teacher calling their attention and asking them to participate in the tasks. Taking into consideration, the students' behaviour in class, it was visible that they were not motivated either to carry out the class activities, or to follow the teacher's proposals, due to the fact that they did not find a relationship between the class development and the activities or resources that they considered interesting. For this very reason, students did not perform the

activities autonomously; actually, students did not finish the tasks and they did not even know the instructions, so students could not follow them.

When you are keenly interested in something, it is very pleasant to get real meaningful learning because “Motivation affects cognitive processes. Motivation affects what learners pay attention to and how effectively they process it” (Pintrich, 2003) It does not matter if a student does not have an excellent English level if there is a real desire to learn and participate taking into account that motivation increases initiation of and persistence in activities. Learners are more likely to begin a task they actually want to do. “They are also more likely to continue working at it until they have completed it, even if they are occasionally interrupted or frustrated in the process” (Bhoje, 2015, p. 82) In general, motivation increases students’ time on task, an important factor affecting their learning and achievements.

Thus, after implementing the only data collection instruments that the institution allowed to use for the study during all the process, because of the privacy policies that the school has with its students, it was evident that students from eighth grade at San Viator School had problems related to visual literacy and they were not motivated for the English class.

In that order it was important to search for a way to improve visual literacy, taking into account the results of the reading test that showed a general low proficiency in reading and their noticeable lack of interest in working on reading skills, due to their perception about reading as a boring, useless, and not interesting activity for their lives. Also, the shortcoming of motivation of the target population to the class was a fact that had to be investigated to make students interested in classroom activities; in order to foster the reading processes without leaving aside the close relationship between motivation and learning.

Finally, it is important to emphasise that time was another problem to develop the research successfully; that means it was not possible to gather all the data as it was expected because the interaction process with the target population was not enough and it was very limited; actually, the project was developed in eight classes. It is also worth mentioning that the English teacher had to fulfil his planning for each term and he could not give the researcher the classes that he was supposed to in order to implement the project, in addition to the various activities that the school had for the development of skills outside the classroom and the indispensable personal growth in community.

All this information led to generate the following research question for improving that situation.

1.3 Research question

How does the use of videos as didactic resources influence on the development of the visual literacy and intrinsic motivation of a group of eighth graders at San Viator School?

1.3.1 Objectives

General goal

To analyse the use of videos as didactic resources for the development of the visual literacy and intrinsic motivation of a group of eighth graders at San Viator School.

Specific goals

1. To establish students' EFL visual literacy progress during the process.
2. To analyse whether or not students' intrinsic motivation is enhanced with the use of videos in the English class.

1.4 Justification

In the most recent years there have been lots of different theories that have exhibited the importance of teaching and learning a foreign language due to the fact that globalization processes need the management of different languages, especially English, which is considered as one of the most important all over the world. This process originated the need for applying strategies in education that allow students to be more prepared for the current globalization. However, even though pedagogical processes advance every day, the school faces an even major challenge, students' motivation and the possible ways to make them feel interested in learning in a meaningful way, because as Hurst (2003) says:

Motivation directs behaviour toward particular goals. Motivation determines the specific goals toward which people strive; thus, it affects the choices students make. For example, whether to enrol in an art class or physics, whether to attend a school basketball game during the week or complete an assignment that's due the next day. (para. 10)

This psychologist also says that motivation can increase the effort and energy that students will have to complete a task, even if it is difficult and that means students will feel enthusiasm when they study due to what Hurst (2003) states, "Motivation increases the initiation and persistence of activities. Motivation will increase students' time on task and is also an important factor affecting their learning and achievement" (para. 12).

According to Hurst thoughts, motivation influences not only students' attitude but also their learning process because according to Hurst (2003)

Motivation enhances cognitive processing and it actually affects what and how information is processed because motivated students are more likely to pay attention and

try to understand the material instead of simply going through the motions of learning in a superficial manner. (para. 13)

Learning a new language makes not only reference to speaking it, but also it includes the ability of listening, reading, understanding and producing in a written form properly, so, in order to appropriate that language, it is necessary to make students feel a real desire and need which motivates them to learn.

When visual literacy is taught, it is very important to take account of important facts to develop a process that does not disregard the real needs of students and in which several opportunities and strategies can be applied in the acquisition and appropriation of these skills, thus reaching a higher English level.

According to this information, it is very important for researchers to develop investigations related to visual literacy, including its teaching and learning and considering that reading is the skill that allows individuals to enlarge their knowledge level, their comprehension, and concentration too. The development of visual literacy in English is an important need at every level; however, when we talk about population at high school levels, this need is even bigger because students face to more complex environments and a stronger educational demand. Going beyond the need of having good knowledge of words for national tests, in this learning stage, students must acquire excellent vocabulary bases, mostly achieved by visual literacy, which allow them to manage situations in which they will need concentration and interpretation of contents in English actively.

Thus, recognizing the importance of renewing reading teaching processes, it was necessary to recognize too that videos are excellent sources of information, due to the fact that are closely related to technology and a huge number of topics which are a part of students'

preferences. Moreover, the implementation of videos it is also possible to encourages an improve visual literacy, considering that they help to develop reading literacy and offer the opportunity to improvement on the development of English reading level, as well as the use of didactic resources inside the class to contribute raising intrinsic motivation and the desire for learning.

This research project was developed taking into account personal, academic and professional motivation because throughout the teaching training process there is a desire of helping the communities we work with to improve their learning process, and it is for this reason that when a research project is developed, it not only considers a graduation requirement, but it also gives the opportunity to pre-service teachers to provide a kind of solution to problems evidenced in the observation stage; in this case, the visual literacy in English and the intrinsic motivation of a group of eighth graders at San Viator School, taking into account all the information explained in the previous problem statement.

The need to improve visual literacy and engage in intrinsic motivation in the classroom constitutes the main reason for this research and also the desire to make each class an interactive space with a high didactic and technological content, due to the use of technological resources such as videos, which promote not only a technological learning environment but also the improvement of students' visual literacy in English.

Chapter 2: Theoretical framework & State of the art

2.1 State of the art

When any research is applied, it is necessary to have a good research framework in order to obtain useful information from previous investigations about the topic of the research.

Considering this idea, this theoretical framework has included 10 different researches related to the three main research question constructs: Visual literacy, intrinsic motivation, and the use of videos in the English class. In the next chart, there are some studies taking into account their dates of application and the relationship with the present monograph.

Table 1. Table of research projects consulted.

TITLE	YEAR	AREA
Fostering reading and writing skills in EFL classrooms through a social network site as a B-Learning tool (Ricardo Alberto Parada Rincón, Eliana Maritza Quintín Linero).	2010	Universidad Pedagógica Nacional
Motivating students for creating positive reading habits through comic-book reading (Sergio Pantoja Rojas).	2011	Universidad Pedagógica Nacional
Picture books as tools for improving reading comprehension in English. Los álbumes ilustrados para mejorar la comprensión lectora en inglés (Martínez Guzmán Angie Viviana).	2011	Universidad Pedagógica Nacional
Proposal for visual literacy based on hypermedia resources for elementary school students. A contribution for the reading comprehension (Villa Orrego Nora).	2010	Universidad de Antioquia, Medellín, Colombia
Factores asociados al fracaso académico en estudiantes universitarios de Barranquilla (Contreras Katherine, Caballero Carmen, Palacio Jorge, Pérez Ana María).	2011	Barranquilla, Colombia
Using educational video in the classroom: theory, research and practice (Emily Cruse, Library Video Company).	2010	United States of America
Visual Literacy in Teaching and Learning: A Literature Perspective. Suzane Stokes. Troy State University.	2011	United States of America

Video as a new teaching tool to increase student motivation (Edna Bravo, Beatriz Amante, Pep Simo. Technical University of Catalonia).	2013	Spain
Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of sciences and technology.	2011	Online journal of languages studies
Motivation Matters: 40% of High School Students Chronically Disengaged from School (James Marshall Crotty) CEP; Center of Education Policy.	2013	George Washington University

The project *Fostering reading and writing skills in EFL classrooms, through a social network site as a B-Learning tool*, developed by Parada and Quintín (2010), intended to analyse the influence of B-Learning approach as “hybrid course” to enrich reading and writing skills in English as a foreign language. As a general goal, this study wanted to promote the development of reading and writing skills in English by using a social network like B-Learning tool in students from seventh and ninth grade at “Instituto Pedagógico Nacional”. The method applied during the investigation was action-research (investigación-acción) and during that process, researchers worked with a social network and some worksheets related to reading and writing skills. To gather data, they used a checking table of activities done by students in the social network and finally they applied a survey to get information about the whole process. After analysing the results, the study concluded that at the end of the process, the target population increased their reading and writing skills because of the advantages of working with a technological tool like the social network and also because the development of worksheets during the class.

Pantoja's (2011) project, *Motivating students for creating positive reading habits through comic-book reading*, is a qualitative study that was applied to teachers at Instituto Colombo Americano in Bogotá, Colombia with the purpose of changing teachers' perception about visual literacy, sequential narration and comics as powerful resources in the classroom to enhance reading skills and motivation in their students. As a main goal, this research expected to improve reading skills in 18 students in level C2 by using comics to motivate them. After applying a pedagogical proposal divided into four different stages (Brief introduction to the Sequential World, Getting to know some figures in the comic world, Practice, and creating reading habits) and gathering up information with a survey and other collecting instruments, the study could conclude that every foreign language learner is exposed to three main factors which directly affect achievement and academic training when understanding, interpreting and acquiring a second language (ideal language learner, individual learning path, motivation factor provided for visual literacy) which can be developed and enhanced by using comics. The results showed that using comics in the classroom helped students to be better motivated for the class and also to improve their reading skills in class.

Martínez' (2011) project *Picture books as tools for improving reading comprehension in English*, developed with children in fifth grade at San José de Castilla School in Bogotá, Colombia, had as a main goal to improve reading comprehension in students by using illustrated albums at English class. As a conclusion, the results showed that at the end of the research, students were more motivated because of the activities implemented and also they were able to read better and had a bigger understanding of what they read. Another important conclusion of this study was that the use of didactic and audio visual resources included in visual literacy had a great and positive influence at students' motivation.

Proposal for visual literacy based on hypermedia resources for elementary school students. A contribution for the reading comprehension, was a project by Villa (2010), it starts showing a historical framework for visual literacy throughout time and it emphasizes on the important and active role of images as didactic materials inside the classroom. After that, it proposes to use visual literacy tools, especially images in the reading and writing class (clase de lectoescritura) by creating a hypermedia environment in which students have the chance to read pictures and develop inferential reading processes. The project was developed in three different stages (documental analysis, design and application of elements, and materials experimentation) with 32 students from seventh grade at a public school for three months, four hours a week, using an almost experimental design (diseño cuasi experimental). After applying pre-test and post-test and comparing students' products, the study could conclude that when using visual literacy in reading processes, there was an improvement at the understanding level in the target population.

To continue, Contreras, Caballero, Palacio, Pérez (2011) did the descriptive *study Factores asociados al fracaso académico en estudiantes universitarios de Barranquilla*, which was applied at a private university in Barranquilla Colombia with a group of 38 psychology students with a low academic achievement. The main goal of this investigation was to identify causing factors of the low academic achievement the target population, which was attending a special program for low performance students and also was in risk to be expelled from their programs. As the data collection instrument, researchers applied an interview and as a result, the study found that those students had not received a professional orientation before starting the university career, moreover they also reported some limitations in the students' concentration and a low attendance caused by the lack of motivation in academic activities. During the

investigation, researchers could observe that the more didactic the class was, the keener students were to learn. Hence, the research concluded that despite students have a low academic achievement, if they are motivated, they will do their best in class. It also showed that whenever students could participate and interact with different tools in class, their motivation increased; they started to attend class more and they seemed to be more responsible and keener with their subjects. Of course, motivation was not the only factor identified in this investigation, but we cite only this because of its relation to the present study.

In her project *Using educational video in the classroom: Theory, research and practice*, Cruce (2010) includes works and studies on the use of videos in education and it is focused on the effective use of videos to improve learning skills, visual literacy, motivation and affective learning. It includes references to surveys on how it is best to use video in the classroom and it offers several arguments about how multimedia messages delivered through videos can promote and activate learning and cognitive processes. In the same way, this article shows videos as useful resources because they generate a dual learning channel related not only to listening but also to visual literacy skills. To conclude, this article affirms that videos are an excellent didactic and technological tool to engage in reading skills based on visual literacy and motivation of students in the classroom. Taking this information into account, there is a relationship between this research and the present monograph, especially if we talk about constructs of the investigation (videos, reading skills, and visual literacy).

Stokes' (2011) article from the *Electronic Journal for the Integration of Technology in Education Visual Literacy in Teaching and Learning: A Literature Perspective* gives a historical perspective of visual literacy in which the author explains how the educational community has embraced visual enhancements. In the article, there is a very interesting idea about the useful

application of visual elements in teaching and learning reading skills, I agree with that thought because sometimes students are not motivated for reading because of the extension of texts. The article affirms that using visual elements in teaching and learning gives positive results which can be explored by teachers examining their current use of visual elements and comparing visual content of lessons with student' achievement.

Another research study was *Video as a new teaching tool to increase student motivation* by Bravo, Amante, and Simo (2013). It had as an objective to explore the results of using videos as a didactic and educational tool which helps to increasing students' motivation in any discipline. Researchers created different videos and applied them in classes with 487 students of three different levels at the school of industrial and aeronautical engineering of Terrasa. During the investigation, researchers designed different interviews and questionnaires to obtain information about respondents' opinions about the interaction process. To analyse the results, the study used the grounded theory including theoretical sampling codes. After an interaction process with students they found that the use of videos has a very positive effect on students' perception regarding the enhancement of their motivation to learn.

The article *Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates* from Hadhramout University of sciences and technology (2011) was published on July 28th, 2011 at the GEMA online journal. It outlines the results of a survey applied to a group of 81 Petroleum Engineering students to investigate their motivation in three different constructs (instrumental motivation, integrative motivation and personal motivation) based on Gardner's theories. The results provided evidence that most of the students had positive attitudes towards the social value and educational status of English but they did not feel motivated to learn it, mainly because the way classes were developed. The article also gives

information about the positive influence of motivation when learning English. After data analysis, the article affirms that a high number of the students showed their interest in the culture of the English-speaking world as represented by English-language films.

Marshal's (2013) *Motivation Matters: 40% of High School Students Chronically Disengaged from School* is a collection of papers about a research from various sources going back decades. It affirms that education has focused on improving students' educational achievement but it is also important to take into account what motivates students to develop tasks inside and outside school. After applying a survey to 100 schools in different high level grades, the researchers found out that students were not motivated at school because of different factors, mainly because the repetitive routine in which classes were developed. After that they worked with a large group of teacher to apply different strategies and activities and after that they could conclude by analysing a second survey that students were motivated to attend classes and that situation also increased good academics results.

Finally, it is possible to say that all the researches mentioned have an especial fact in common; they were designed with the purpose of improving visual literacy in specific populations by using different element included inside visual literacy and also some of them were related to how encourage motivation in students.

2.2 Theoretical framework

The theoretical framework of this study has been organized taking into account the main constructs proposed in the research question: Reading skills, visual literacy (videos), and motivation (intrinsic motivation).

2.2.1 Reading skills

To start, it is very important to define reading in a general way, so the first idea is that reading is “The process of constructing meaning from written texts” (Anderson, 1999). In that order, we can say that reading is an “interactive” process in which the reader interacts dynamically with the text while trying to elicit the meaning and sense of that text. This first definition is given taking into account that reading is not only the ability to understand written codes but also to understand an image or picture. Even though reading is a complex process, it is possible to say that this process is similar when people are reading in their L1 and their L2 because the main idea is the same; to be able to read a message and understand its sense according to the context.

However, a general definition is not enough; reading can be seen as a cultural and affective process; all reading takes place in a given context; culture shapes, what, how, where, and when people read.

This study intended to analyse the interpretation of metaphor, considering that when you read you have to be able to read not only more than simple words or phrases but also to identify messages decoded in images and pictures. Lunzer (1979), as well as Grabe (1991) suggest that reading skills are developed when the reader achieve some goals when interacting with any text; this idea is important because when you develop reading skills you are able to identify what the text is about, understanding its content according to the context and also getting the literal and interpretative sense of the text.

If we perceive reading as a skill, we have to take account of styles of reading too; an article published at the official web page of the University of Southampton (2008) explains the styles we can find when reading: scanning, skimming, and close reading, which are defined down below. Scanning is defined as “The technique you use when you are looking up a name in the phone book: you move your eye quickly over the page to find particular words or phrases

that are relevant to the task you are doing” (University of Southampton, 2008, para. 2). This definition makes reference to the process individuals do when the idea is to find any specific information in the text and you are not interested in reading the whole text; a good example of this situation is when people have to answer to a specific question about the text (dates, places and specific events).

The second style is Skimming; “the technique you use when you are going through a newspaper or magazine; you read quickly to get the main points, and skip over the detail”. (University of Southampton, 2008, para. 3) This style is very common in every single area of knowledge, we just take a general view of the text in order to get its main idea, for example when we are at the library looking for a good book to read, we can have a general look and decide which one is better for you. Even though Scanning and Skimming are similar in process, they are different in purpose; for this reason, it is necessary to talk a little bit more about those styles.

After scanning and skimming, the article shows the close reading as the moment “when you read every word and work to learn from the text. In this careful reading, you may find it helpful to skim first, to get a general idea, but then go back to read in detail” (University of Southampton, 2008, para. 5). In other words, it is possible to say that this style consists in a more serious and dedicated process in which the reader takes a good time to read carefully and even look up new words in the text in order to understand it perfectly.

After defining reading as a term and a skill too, it is time to talk about visual literacy, which was the main concept related to the activities and the steps that the students needed to know, in order to develop their reading skills when using videos in class. Visual literacy is the exact term to understand how to read visual resources.

2.2.1.1 Visual literacy

Taking into account the technological advance that the world faces and all types of visual messages in a wide range of media on the internet, television, and other devices, education has to confront the challenge to use visual expressions as skills in learning processes to develop the understanding of the world, interpretation of the context, creativity, and independent thinking. For that reason, it is necessary to have knowledge and comprehend the concept of visual literacy:

Visual literacy is the ability to see, to understand, and ultimately to think, create, and communicate graphically. Generally speaking, the visually literate viewer looks at an image carefully, critically, and with an eye for the intentions of the image's creator. (Thibault and Walbert, 2003, para. 3).

In other words, when we talk about visual literacy we talk about reading signs different from words, for example images or gestures; this is just a way to include the proliferation of images in the current culture (television, on the web, newspapers, films, videos, and magazines). Also, the student can analyse the images taking into account his or her context, but at the same time, they would try to understand the creator's idea or purpose, in order to compare both ideas and have a wide view of just one visual resource.

Furthermore, it is possible to say that reading visual resources can also help students to develop general reading skills because with visual literacy "Students become better critical thinkers by identifying, analysing, interpreting, and evaluating what they see, no matter what the format is. Visual literacy adds another dimension to students' core knowledge, helping them recognize and explore multiple perspectives...." (Mayer, 2014, p. 281). In this way, students go through a process that gives them benefits in their learning and intellectual growth, especially in

the holistic understanding of what they see, being able to recognize the world and apply that knowledge to their context, including other perspectives. Moreover, the kind of skills that students develop in this process allow them to be more thoughtful and clear, facing all sorts of content to which they are exposed. Thibault and Walbert, (2003) said:

Those skills can be applied equally to any type of image: photographs, paintings and drawings, graphic art (including everything from political cartoons to comic books to illustrations in children's books), films, videos, maps, and various kinds of charts and graphs. Everything conveys information and ideas, and visual literacy allows the viewer to gather the information and ideas contained in an image, place them in context, and determine whether they are valid (para. 2).

Therefore, students are able to develop some skills related to the process of reading visual resources, as they gather information, place it in context, and determine their validity, it was necessary to find out the levels that people have to go through when they are learning to read videos, which are the specific resources that this project took into account. With this in mind, the research used lesson plans, as the main source for determining the levels that students must achieve in the application process with the use of videos and the purpose of developing the visual literacy. In the article by Hattwig, Bussert, Medaille, Burgess (2013) "Visual Literacy Standards in Higher Education: New Opportunities for Libraries and Student Learning." it is clear that students live in a visually rich world, where they have to understand and interpret all the visual media that surround them. Thus, "The *Visual Literacy Standards* are the first of their kind to describe interdisciplinary visual literacy performance indicators and learning outcomes" (Visual Literacy Standards in Higher Education, 2013, p. 62). These enable a more organized and

focused way to understand the steps a student must go through when being in contact with visual resources.

“The Visual Literacy Standards consist of seven skill areas for images: Defining the need, finding and accessing, interpreting and analyzing, evaluating, using, creating, and understanding ethical and legal issues”. (Visual Literacy Standards in Higher Education, 2013, p. 68). Although the seven standards create a very thorough process, this study considered only one of the seven standards (Standard three), with three of its respective objectives or indicators, due to the project’s purpose: It did not include understanding of ethical and legal issues or the other standards, which have a very deep approach to visual literacy that requires a long time, because they focus on higher education. In addition, the limiting factor related to the short time this project had to be implemented, only allowed the development of the third standard.

According to Visual Literacy Standards in Higher Education (2013), the standard that this research used was:

- *Standard Three: The visually literate student interprets and analyses the meanings of images and visual media*
 1. The visually literate student identifies information relevant to the meaning of an image.
 2. The visually literate student situates an image in its cultural, social, and historical contexts.
 3. The visually literate student validates interpretation and analysis of images through discourse with others. (p. 77)

Standard Three focuses on the ways meanings are created and communicated through visual media and addresses the interpretive and analytical skills unique to the understanding of visual materials. (pp. 77-78)

Visual literacy has levels in order to engage students in building up contextual understanding of images or videos they read. For this project, standard three considers the steps that students might develop when they read videos. The purpose of using videos in class is interpreting and analysing the meaning of visual resources; hence, students' approach to visual resources is deeper. Firstly, they are able to identify the most relevant features of videos' content and they go beyond the mere view of videos. Secondly, "Standard Three encourages students to learn how image production is embedded within and highly influenced by cultural values and social constructs" (p. 78). Aspect that is totally related to one of the attributes that the participants of this research have to develop in their education process at school "Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view" (IBO, 2014).

Thirdly, "Standard Three help students approach a visual object systematically to move beyond initial subjective reactions and to arrive at a multifaceted understanding of the image" (p. 78). When reading videos in class, students are meant to talk about their personal opinions, points of view, and their subjective reaction to them, in front of their classmates; also, they listen to others' opinions, so that at the end of the reading process, it is possible to have an extensive background in content and knowledge about the analysis and interpretation of videos. This third standard is also related to one of the attributes of the students' profile, "Communicators: We express ourselves confidently and creatively in more than one language. We collaborate effectively, listening carefully to the perspectives of other individuals and groups" (IBO, 2014).

Added to that, the participants of this project worked on 3 stages to enrich the reading of visual resources, the first one was identifying key information from the video, the second one was contextualizing videos in their cultural, social, and historical dimensions, and the third one was validating interpretation and analysis of videos through discourse with others. These three steps were taken into account in the development of classes, in order to improve visual literacy step by step; from a literal reading, going through a contextualization of content, to the socialization of it. And those were related to the students' profile because the project sought to improve the knowledge area at the same time as the personal growth area, to the extent that they had to contextualize the information to their personal life and listen to others, in order to understand different opinions and make theirs explicit.

2.2.2 Motivation

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social and cognitive forces that activate behaviour. In everyday usage, the term *motivation* is frequently used to describe *why* a person does something (Cherry, 2014). This definition is very complete and appropriate to apply in every area of life, because in our human condition, we need to feel a desire for doing anything, when we study and work and in every single activity, it is very important for us to identify something that encourages and fosters us to move, in other words:

The term motivation refers to factors that activate, direct, and sustain goal-directed behaviour... Motives are the "whys" of behaviour - the needs or wants that drive behaviour and explain what we do. We do not actually observe a motive; rather, we infer that one exists based on the behaviour we observe (Nevid, 2006, p. 288).

When we talk about motivation it is necessary to talk about its components too. To start, it is important to say that we can be motivated but sometimes it is a little bit difficult to stay motivated; persisting through obstacles and keeping going in spite of difficulties, is the real challenge when we talk about motivation.

According to Cherry (2016), motivation has three main components:

1. Activation, which involves the decision to initiate a behaviour, such as enrolling in a psychology class.
2. Persistence, that is the continued effort toward a goal even though obstacles may exist. An example of persistence would be taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy, and resources.
3. Intensity, which can be seen in the concentration and vigour that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class. The first student lacks intensity, while the second pursues his educational goals with greater intensity. (Cherry, 2016)

Another important fact about motivation is that there are two different kinds of motivation: Extrinsic and intrinsic motivation.

2.2.2.1 Extrinsic motivation

To understand the motivation globally, it is necessary to talk about extrinsic motivation, despite that this is not the one this study focuses on, it is very important to understand the

intrinsic motivation which is the key for this research, as extrinsic motivation is the opposite of intrinsic motivation.

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because he/she wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class (Bainbridge, 2014, para. 1-3).

In that order, extrinsic motivation is used most of times by teachers as a strategy to make students do well during classes in every single subject; competitions, contests, and other different activities developed in the classroom by teachers can be considered as extrinsic motivation in the sense that students receive a motivation that comes from outside.

2.2.2.1 Intrinsic motivation

Intrinsic motivation is the one which this research expects to activate and enhance in the target population, because students need to be aware of the fact that when learning, all the benefits are for them and also they need to clearly understand that they are the main responsible people for

their academic training; they do not need anything different from a real desire to learn because if they learn they do it for their lives and not for the teachers' benefit.

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. (Bainbridge, 2016, para. 1-4).

In the book "Intrinsic Motivation and Self-determination in Human Behavior" Deci and Ryan (1985) explain how current research in Intrinsic Motivation has moved into schools, and scientifically assessed how effective it can be in the process of education. One account in particular is covered very comprehensively as follows DeCharms (as cited in Deci & Ryan, 1985):

DeCharms (1976) has also done research that is directly relevant to the issue of intrinsic versus extrinsic learning effects. DeCharms and his colleagues carried out a large-scale research and training project in an inner-city school system. The aim of the project was to create more intrinsically oriented procedures, developing instructional materials that emphasize self-determination and promote self-esteem, and consulting with trained teachers throughout the school year (p. 260).

Concomitant with the training and consultation aspect of the project was an evaluation-research aspect. Classrooms that had trained teachers and employed the instructional materials were compared to classes that did not. The primary dependent measure for our current purposes was learning performance, as measured by a standardized achievement test. Children in classes of trained teachers improved markedly in their performance on the standardized test, in comparison to the children of untrained teachers. The facts that children from the trained classrooms were also more intrinsically motivated and that there was a correlation between intrinsic motivation and achievement in the untrained classes strongly suggest that the children's intrinsic motivation mediated the improvements in the classrooms of the trained teachers.

According to DeCharms and his colleagues' (1976) project, they had a remarkable effect. Teachers became more autonomy oriented, the classroom climate felt better to the children, who themselves became more intrinsically motivated and performed better. Perhaps more concerted efforts of this sort by with administrators and teachers (as well as with politicians and parents) could help achieve the educational goals that we have outlined and that make the school systems more pleasant and productive for the staff and children alike.

The weight of all this evidence is rather clear. When conditions that enhance intrinsic motivation are created, student's learning, particularly conceptual learning and creative thinking, increases dramatically compared to that of students in setting that foster extrinsically oriented learning. Furthermore, as Harter and Connell (1984) have shown, it is likely that improved learning will have the additional effect of further enhancing intrinsic motivation, thereby creating a kind of positively synergistic effect. Taking this information into account, intrinsic motivation is better to develop and to apply in the classroom because it gives more freedom to students in

order to build up their own knowledge; that does not mean that the role of teacher will lose importance; on the contrary, teachers will reaffirm their guiding role through the learning processes.

Considering all this information it is possible to say that motivation is a very important aspect when it is related to the learning processes; as teachers, we always want to have a group focused in class and ready to work properly; the problem is that sometimes our students are not motivated to learn because the class becomes a routine with few updating and innovations. When students work without any specific price but only the desire of learning, we can say that they have a high intrinsic motivation which allows them to be the main characters in the acquisition of their own knowledge; for this reason, it is important to improve the intrinsic motivation of the target population, because students need to understand they have lots of benefits when they learn.

If students have intrinsic motivation, the work inside the classroom for teachers can be more successful, it is not necessary to check activities every single moment because in this way, the teacher can trust students, being sure that they are doing what the class and the proposed activities expect them to do. In this way, students are autonomous when doing the class activities, similar to one of the students' attributes they have to develop "Inquires: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning to life" (IBO, 2014). Actually, the teachers' role would change from being the main character to be a guide through the learning process, by offering students the respective instructions for the activities; thereby, students will do the most important part, which is to know and understand instructions and

follow them, in this way allowing the class to be developed in the best way, as they respect the teacher, their classmates, and the classroom tasks.

To conclude, according to the study's context, the International Baccalaureate curriculum, it is necessary to have intrinsic motivation in the classroom, due to the fact that students do not have grades as the regular external factor that motivates them to work and develop the class activities, for having a reward or avoiding a punishment. In this case, students need to be intrinsically motivated to do the activities, finding them enjoyable and feeling a sense of pleasure when they are developing class tasks.

Chapter 3: Research design

This chapter aims at describing the methodological roots of the research in order to give an answer to the research question posed in the study. In order to do that, this chapter presents information related to the research approach, the research design, the study design, the categories of analysis, the population, and the instruments which were implemented for data collection.

3.1 Research approach

This study was based on the qualitative method research due to the fact that this research sought to understand the participants of the study in a holistic way, considering them as real individuals inside a context and all the situations which they face. As Maxwell (2012) states, "The strengths of qualitative research derive significantly from this process orientation toward the world, and

the inductive approach, focused on specific situations or people, and an emphasis on descriptions rather than numbers that this requires” (p. 30).

In this research, as in a qualitative study, it was expected to analyze and solve a problem of a specific population by observing them in their context. It is also possible to affirm that this research is developed under this paradigm because a common investigation of this type seeks for answers to a question, uses predefined procedures to answer this question, collects evidence or data, produces findings, and finally concludes specific information to support all the development of the research; in that order, this study also set a question and applied different data collection instruments with the purpose of answering the question proposed. In addition, this study intended to obtain specific information about the achievements in relation to the behavior of a particular population as the qualitative method requires. As Maxwell (2013) says “In a qualitative study, you are interested not only in the physical events and behavior that are taking place, but also in how the participants in your study make sense of these, and how their understanding influences their behavior” (p. 30).

3.2 Research design

In that order of ideas, the research was developed using the Action Research (AR) approach, which focus on practical issues of direct concern in particular social groups. Action research was chosen because of its relevant attention to participants in the way that it expects to solve a problem identified in a specific population and also because this research helps educators be more effective at what they care most about; their teaching and their students' development.

AR is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. By critical, I do not mean being negative and derogatory about the way you teach, but taking a questioning and 'problematizing' stance towards your teaching. My term, problematizing, doesn't imply looking at your teaching as if it is ineffective and full of problems. Rather, it means taking an area you feel could be done better, subjecting it to questioning, and then developing new ideas and alternatives. So, in AR, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it (Burns, 2010, p. 2).

Considering that, it is very important for any teacher of any subject to apply this kind of research because it consists on observing and interpreting all the educational environment and processes in class, in order to understand the needs of students. Being able to identify the class' issues when observing and solving them taking into account the data collected in the observation (Students' behavior, desires, preferences, expectations, level and so on).

Therefore, and having in mind Burns' thoughts, the role of the researcher in this study changed as the process advanced, and the actions taken to find a solution to the problematic emerged from the observation, which was the main pillar. For example, this role starts being a non-participant one "watching and recording without personal involvement in the research context." (Burns & Swan, 1999, p. 82); that means the researcher only watches and reports what is observed. When the problem is identified, the researcher's role is participant "involving entering the research context and observing oneself as well as others in the context. The

researcher becomes a member of the context and participates in its culture and activities” (p. 82). When assuming this role, the teacher-researcher is able to figure out the influence of the research on the target population.

Finally, this investigation is an action research because a specific problem was identified, which was the result of an observation process; after that, data were collected through three different instruments which produced some results to analyze and obtain conclusion to answer the question established at the beginning of the process.

3.3 Study design

Bearing in mind the nature of the research project, which is a qualitative one, the study design selected was the “case study” which can be defined as a qualitative research method which has been used to understand the social and educational reality more deeply. For Yin (2013) the case study “consists on a description and detailed analysis of social units or unique educational entities” (p. 17) and for Stake (1995) is “the study of special and complex features of a particular case to understand a concrete situation.” (p. 11)

Having in mind the previous thoughts, this project is a case study due to the fact that it consists on the analysis of some participants’ outcomes, in order to understand the concrete situation and find the answer to the research question. Besides, the case study is an excellent and appropriate method to support this project because it has been applied by teachers who use investigation as a way to help communities or groups they work with.

Furthermore, this project selected and worked with a determined target population, in which a specific phenomenon was identified and analyzed through the selection of a case. Thus,

it is important to emphasize that there are three different ways to apply the method which are: Intrinsic, instrumental, and collective. Then, this study is a collective case, considering that Stake (1995) says that “in a collective study case the interest is focused at investigating a phenomenon, population or condition. The researcher chooses several or just one situation in a context. After a clear identification of the problem, he/she establishes possible solutions to the problem” (p. 3)

To conclude and taking into account the structure of case study proposed by Montero and León (2002), every single case study must be developed in five phases.

1. Selection and definition of the case: This phase corresponds to the problem statement.
2. Making one or more research questions: The questions proposed by the study.
3. Identify data sources: It is related to data collection instruments.
4. Data analysis: It was developed by this research in chapter 5.
5. Elaborating a report: In other words, it is the general written report of this investigation.

Considering the five phases and the development of each one in this project, it is possible to say that this is a case study.

3.4 Categories of analysis

Taking into account the purpose of this study and the theoretical framework, the following units and categories of analysis emerged to develop data gathering.

Unit of analysis	Category	Subcategories
Reading skills	Developing students' visual literacy	Identifying key information from videos
		Contextualizing videos in their cultural and social dimensions
		Validating interpretation and analysis of videos through discourse with others

Motivation	Enhancing students' intrinsic motivation	Students' behavior and attitude in the English class
		Students' listening to and following teacher's instructions
		Students' autonomous attitude when doing class activities

3.5 Participants

The subjects of this research were 36 students, 32 men and 4 women, from eighth grade at San Viator School; it is important to mention that the same number of students were present from the beginning to the end of the study. Also, the data were collected from the activities developed by them in the school times given by the head teacher to apply the investigation.

3.6 Data collection

One of the most important aspects in the investigation process is data collection, due to the fact that with this information it was possible to analyze data and conclude ideas which allowed the project to achieve its goals successfully.

The data collection applied during this investigation consisted on two different surveys (Initial: What about you? Final: Are you going on well with reading?) and the documents collected in classes while the project was applied. In addition, during all the classes the researcher fulfilled different field notes as evidence of the intervention with the target population. All the instruments were designed under the direction of the research question.

Surveys were selected as data collection instruments for this study, as described by Naresh K, (2004) "surveys are interviews with a determined number of people using a pre-designed questionnaire. Survey method consists of a structured questionnaire which is given out to the participants and is designed to get specific information" (pp. 115,168).

Moreover, according to Trespalacios thoughts (2005: p. 96), “surveys are descriptive investigation instruments which need to identify a priori the questions to apply, people selected in a sample, emphasize the answers and determine the method applied to analyze information.” In that order, surveys help to data collection in this investigation which has the mentioned sample of population, moreover, the questionnaires were designed taking into account constructs of the research question. Now, a short explanation of the surveys applied in this research:

1. What about you? (S1, April 2nd 2016): This survey had the purpose of identifying which skill was the favorite for students and which one was the most difficult for them, also there were questions directed to identify students’ likes for reading and types of reading they preferred.
2. Are you going on well with reading? (S2, September 27th 2016): This survey has the purpose of checking the process and specifically to know students’ perception about the work developed during the research.

In relation to the documents, the researcher collected written work and posters that showed the progress that students had per class. This instrument was absolutely important to evidence their learning process and the areas of improvement for future applications.

Documents are readily accessible source of data in action research as many already exist in the institutional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice. There is a wide range of documents that could be pertinent to the research focus, including student portfolios of written work, student records and profiles, lesson plan, classroom materials, letters, class memos and newsletters, and previous test or examination papers. (Burns & Swan, 1999, p. 140)

Finally, the study fulfilled some field notes to report evidences of observation during the intervention process with target population in class, considering that Medina (2012) defines field notes as reflexive reports about experiences during a determined period of time, they report observations, analyze experiences, and reflect upon their practices. Field notes are the reflection of the whole investigation process; this definition is appropriate because field notes are considered in this research as the interpretative instrument of the investigation. Moreover, they were useful for this study because they allowed the researcher to take notes in the moment of observing the target population as well as reporting the relevant data from the results of the activities and resources applied.

3.7 Triangulation

Triangulation is such an important concept in action research. Using triangulation in this study was the way to validate the data and the research by verifying the information and the instruments that were already mentioned in the previous concept "Data collection." According to Olsen (2004)

In social science triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon the topic. The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study. (p. 3)

Using evidence from different types of sources, specifically, field notes, surveys, and documents in this research, was the way to give more insights into the topic, providing verification and validity to the data that were collected. The triangulation of these three instruments facilitated the endorsement of the application and the credibility of the study.

Chapter 4: Pedagogical proposal

The aim of this chapter is to describe the methodology of the pedagogical proposal that was developed with the eighth-grade students from San Viator School. The main purpose of this pedagogical proposal was to collect data; in order to analyze and interpret those data for answering the research question: *How does the use of videos as didactic resources influence on the development of the visual literacy and intrinsic motivation of a group of eighth graders at San Viator School?* According to this, it is important to know what the pedagogical bases are, taking into account the pedagogical approach, which includes the learning conception, the vision of language, teacher and students' roles, assessment, and intervention phases.

To start with, it is crucial to keep in mind that the participants of this research were involved in the *International Baccalaureate* program, specifically, the MYP program, which was designed to provide challenges and develop life skills of students from the ages of 11 to 16. “The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity.” (International Baccalaureate Organization, 2014, p. 3)

4.1 Pedagogical approach

Firstly, the teaching perspective of this study is coherent with what the IB proposes, as long as the program considers how learning should be meaningful and useful for students and their curiosity. Also, this research took into account the fact that teaching and learning have as a main point the development of activities related to real world experiences, in which students can find contextualized content that might be interesting for them. In this sense, the teaching perspective involved the idea of learning by doing, understanding the self and others, and how to develop

students' imagination and motivation. Besides, this teaching approach did not leave aside the fact that learning and teaching processes would provide students an academic, social, and personal development.

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection (IBO, 2014, p. 10).

4.2 Vision of learning

Learning is going to be seen in this study from the IB Approach to Learning, in which students develop the skills, mainly, by themselves. “The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning.” (IBO, 2014, p. 20) With this vision of learning, students “learn how to learn” and they do not depend on the teacher, they are “inquirers” in the process of learning, as they develop their curiosity and their skills by searching and learning how to be independent, but at the same time, knowing how to grow in community.

The most effective way to develop ATL is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning. Teachers can use a wide range of content, developed through MYP key and related concepts and global contexts, as a vehicle for

teaching effective learning strategies. Likewise, ATL skills can be powerful tools for exploring significant content. This dual focus (content and process, knowledge and skills) promotes student engagement, deep understanding, transfer of skills and academic success (IBO, 2014, p. 20).

4.3 Vision of language

To understand the language vision of this research, it is important to see the language as the means for learning and expressing one's opinion and not the end or purpose of the class activities. Language as a tool for communicating is how the project understood the language concept. According to Wibowo (2001),

Language is a system of symbols that are meaningful and articulate sound (generated by a tool) which are arbitrary and conventional, the language is used as a means of communicating by a group to give birth to feelings and thoughts.

Following this perception, language is the way of expressing and communicating ideas, thoughts, and knowledge at the same time of listening carefully to others standpoints. In this sense, the research took into account the human beings' dimensions, which are immersed in the language, recognizing that the use of a foreign language in class is useful for students to express and understand a wide range of points of view. Furthermore, Amalia & Lengkapku (2013) state that "Revealing definition language communication is the most complete and effective way to convey an idea, message, purpose, feelings and opinions to others" (para. 7) Which also represents the study's language vision that deals with the students' use of the language as a tool for communicating their interpretations, what they understand, how they connect their ideas, thoughts, preferences, and previous knowledge, in order to be discussed in group.

4.4 Teacher's role

Being a teacher is being the creator of the environments in which classes are developed, those environments have to encourage students to do the activities autonomously and enjoy the time in the classroom. Also, “The teacher facilitates student learning by creating opportunities for, and supporting, student inquiries; by asking carefully thought-out, open-ended questions; and by encouraging students to ask questions to each other as well as to the teacher” (IBO, 2014, p. 74) For that reason, teachers might design resources that can involve students in the proposed classes, taking into account the students' needs and preferences, allowing students to be the center of the class and the teacher is the guide.

The teacher must be familiar with, and responsive to, the needs and interests of individual students, and must be aware of the cultural and social contexts in which they live and learn. In the learning environment, the role of the teacher is to facilitate connections between the student's prior knowledge and the knowledge available through new experiences (IBO, 2014, p. 74).

4.5 Students' role

To understand students' role, it is necessary to take into account that students are the core and center of education, they are the cause and effect in the learning process. Therefore, students have to be balanced, in the way of growing in both knowledge and personally, as well as individually and in community.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded

people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them (IBO, 2014, p. 9).

4.6 Assessment

Assessment in this project focused on the students' process-progress, mainly, and on the students' outcomes. Also, assessment is a helpful instrument that shows the students and teachers' strengths, when developing the activities, along with the areas of improvement for future interventions. Taking this into account, the feedback has a very important role for both the teacher and the student, because the teacher has to make improvements based on the results and students know what to improve, based on the teachers' comments.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning. (IBO, 2014, p. 79)

This brings up to the point of relating in a deeper way the previous pedagogical concepts to the own project's proposal. The IB pedagogical approach has three main components that fit into the class activities development, the first one is "Inquiry" students learn by reading videos, in order to motivate their curiosity and good behavior while they are entertained and questioning the visual content; the second one is "Action" students learn by doing the different proposed tasks to improve their visual literacy and they connect their knowledge with actions, which

enable them to implement and contextualize their learning; and the third one is “Reflection” students validate what they have learned by contrasting their ideas to their peers, thinking and reflecting upon the whole classroom environment.

The previous learning approach was taken into account, owing to the implementation of the project, the applied classes used social and cultural content that promoted an independent and intrinsically motivated learning, where the content (videos) allowed a successful process, intrinsically motivated, and the knowledge fostered through this process helped the development of skills (Visual literacy).

Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities (IBO, 2014, p. 78).

The learning approach is directly connected to the students' role because it implies the learners' commitment to the class activities, being independent and respectful to the teacher and classmates. It is necessary to make clear the fact that the students' attributes are essential for the proper development of classes, especially, inquires: They are curious and independent, investigators; Thinkers: They analyze and take responsible actions on tasks; Communicators: they express and listen to others perspectives; Open-minded: They appreciate their own culture as well as the traditions of others and their point of view. In addition, the vision of language as a tool for communicating is essential because English is the instrument that students use to express their ideas and likewise listen to their peers; also, students make explicit all their questions about the contents presented in class, which are in English, in order to stimulate the use of it in the classroom.

Therefore, as the project encouraged the development of the students' attributes because of the advantages that they provide for improving skills and creating the intrinsically motivated atmosphere, it is indispensable to clarify the reasons why the teacher's role was chosen. As the purpose was to foster students who easily follow instructions, respect the class, and learn autonomously, the teacher became the facilitator of a learning environment full of interesting or motivating resources (videos) to analyze and interpret in class for improving their visual literacy. Finally, the MYP approach to assessment contemplates the importance of the process and progress that students make, in this case, since they watch the videos until they finish the proposed tasks (related to visual literacy), without leaving aside all their performance in class, for instance their behavior, participation, commitment, and contribution of knowledge (related to intrinsic motivation).

4.7 Intervention phases

Taking into account the limitations when implementing the project, due to San Viator's School policies in relation to the importance of fulfilling the teacher's planning for each term, it was possible to implement the project in eight classes. Therefore, the phases in which this project was developed were two, as following: The first phase was in 2016-1; and the second phase was in 2016-2. For the first one, 5 classes were taught and the second one took 3 classes. Each class was designed with the purpose of sequentially work on developing students' visual literacy subcategories and at random the enhancing students' intrinsic motivation subcategories. Now, to understand the development of the classes in relation to the project's aim, a list was made taking into account the following factors: Name of the class, subcategories, and activities.

In the first phase, the following classes were established: **1) Introducing myself** (02/04/2016): This class was meant to recognize the students' preferences, areas of improvement

in visual literacy, behavior in class when the researcher was in control; for that reason a survey and a reading test were applied. The subcategories related to these activities were: Identifying key information from videos and students' behavior and attitude in the English class.

2) Recognizing what I see (12/04/2016): The subcategories were, identifying key information from videos, contextualizing videos in their cultural and social dimensions, students' behavior and attitude in the English class, and students' listening to and following teacher's instructions. To accomplish them, students saw some videos about environmental issues. Then, they made groups of three, in order to create some posters in which they showed a probable situation where humans are the most affected by the bad decisions that have been made in the use of the environment and the treatment of animals.

3) Superheroes for Super issues (19/04/2016), in this class the subcategories were: Identifying key information from videos, contextualizing videos in their cultural and social dimensions, students' listening to and following teacher's instructions, and students' autonomous attitude when doing class activities. For this section the activities were: Students watched a video about the most powerful heroes, they read superheroes cards and watched another superhero video related to the environment. Then, they made groups in order to create their own superhero, who helps the world from the environmental issues.

4) Being a cartoonist for the planet (03/05/2016): The applied activities were: Students explained their hero's skills, powers, name, culture, enemies, and purpose, in front of the class. They made some questions about the others' presentation and they gave their opinion about their classmates' creation. Finally, they talked about the difficulties they had with the design. And the subcategories were: Contextualizing videos in their cultural and social dimensions, validating

interpretation and analysis of videos through discourse with others, students' behavior and attitude in the English class, and students' listening to and following teacher's instructions.

5) Learning ONLINE (19/05/2016): Subcategories: Contextualizing videos in their cultural and social dimensions, validating interpretation and analysis of videos through discourse with others, students' behavior and attitude in the English class, students' listening to and following teacher's instructions, and students' autonomous attitude when doing class activities. Activities: Students received detailed instructions, in order to work at the library with the Ipads, students surfed on the Internet doing the activities proposed in the Webpage "Enviatics" designed by the researcher. They watched different videos with which they did various activities online.

In the second phase, the developing students' visual literacy subcategories were included: Identifying key information from videos, contextualizing videos in their cultural and social dimensions, validating interpretation and analysis of videos through discourse with others; they were planned to be developed in the 3 classes. Moreover, the three enhancing students' intrinsic motivation subcategories: Students' behavior and attitude in the English class., students' listening to and following teacher's instructions, students' autonomous attitude when doing class activities, were taken into account in the 3 classes of this phase. Furthermore, the activities developed in each class were:

6) Viral videos on the Net (22/08/2016): Students answered questions and discussed with the teacher and their classmates about social networks and their experience on the net, students watched the three viral videos. Then, students gave their personal opinions about the content. Also, they expressed their point of view regarding the usefulness of the videos on the net.

Finally, students discussed about the purpose of the viral videos nowadays and the adaptation of humans in terms of privacy. They wrote down their opinions in groups.

7) Loving music (20/09/2016): Students talked about their opinions in relation to music videos, students watched the three music videos and wrote the description and their interpretation of it, on a sheet of paper. Students compared their interpretation to the songs' lyrics and their classmates' opinions.

8) Recognizing our process-progress (27/09/2016): The survey "Are you going on well with reading?" was applied. Also, they talked about their experiences in class and their perspective about the use of videos to work on visual literacy.

Finally, it is necessary to clarify that there is not a possibility to start a third phase because the San Viator School is going through an approval process with the International Baccalaureate Organization, in which the entity sent different supervisors to observe classes, talk to students, and give feedback to teachers about their development and implementation of the IB in classes.

Chapter 5: Data analysis

This chapter includes the data analysis carried out to accomplish the objectives proposed for this research and as I do it, I will answer the research question: *How does the use of videos as didactic resources influence on the development of the visual literacy and intrinsic motivation of a group of eighth graders at San Viator School?* In the collecting data process, different instruments such as field notes, surveys, and students' documents were implemented. All these instruments allowed finding students and teacher's perspectives on the visual literacy and intrinsic motivation processes and the outcomes of the proposed activities, which allowed to

develop the triangulation process and analyze each category: Developing students' visual literacy and Enhancing students' intrinsic motivation, along with their subcategories.

5.1 Procedures for data analysis

In order to analyze the data, this research used the A-priori approach (Freeman, 1998).

Considering that “This process is called a priori analysis because you have determined the categories before you analyze the data.” (Freeman, 1998, p. 104). This process is completely related to the purpose and the steps that this study followed. Since the very beginning of the project, the researcher focused on two major constructs, reading skills (visual literacy) and motivation (intrinsic motivation), which were established taking into account the context in which the project was taking place and the needs of the participants; thus, the objectives and students' areas to improve were determined from them. Therefore, the constructs became the core of the categories to analyze, as all the processes and activities were developed to improve and recognize the impact of videos on students. Also, the specific levels that students developed in order to accomplish the reading process of visual resources, became the subcategories for visual literacy analyzed by means of the data collected. Additionally, the subcategories of intrinsic motivation were determined through the areas of improvement previously recognized in the classroom. For this reason, the data analysis will be done regarding the categories and subcategories previously established.

5.2 Categories of the analysis

The study sought to explore and describe the role of videos as didactic resources when working on visual literacy and intrinsic motivation in class. The hierarchical system presented in Figure 1 is a visual representation of the categories and subcategories to the research question.

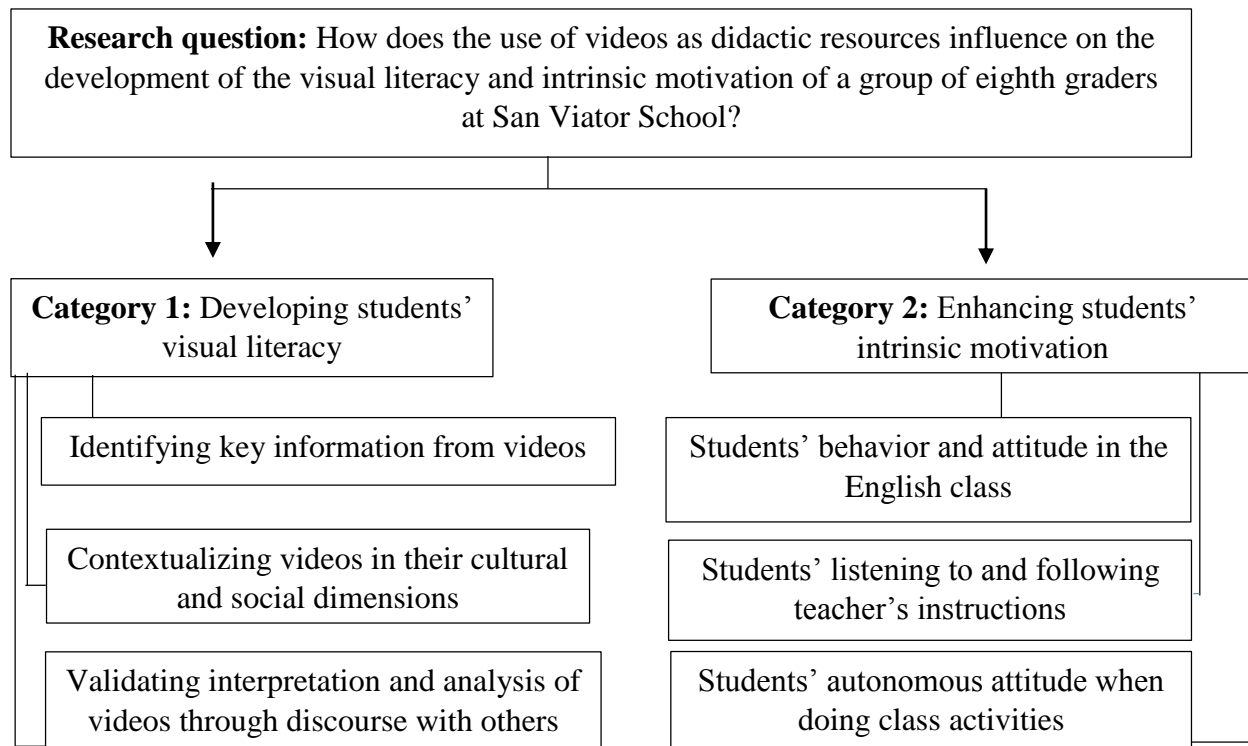


Figure 1. Visual representation of the categories.

5.2.1 Category 1: Developing students' visual literacy

This category refers to students' ability to read visual resources, in this specific case, videos. The orientation that was identified in the data relates to the concept of Visual Literacy, which according to Thibault and Walbert (2003) "... allows the viewer to gather the information and ideas contained in an image, place them in context, and determine whether they are valid." (para. 2) This definition takes into account the three subcategories that are developed below. The first one is related to the key information gathered from the video, the second one is the contextualization of the information to their cultural, social, and historical dimensions, and the third one is how to determine the validity of students' interpretation with others' opinion. Additionally, the analysis of the data considered that "Visual literacy adds another dimension to students' core knowledge, helping them recognize and explore multiple perspectives...." (Mayer,

2014, p. 281). The purpose of the activities developed in class was to explore students' pre-knowledge about the contents, as well as identify key information, contextualize it, and give students the opportunity to express their point of view and listen to their classmates' ideas.

After making a general definition of the category, it is the moment to make a description of the three subcategories by defining and illustrating them with data samples, and discuss the findings in the light of theory.

Identifying key information from videos

Identifying key information from videos, refers to the different aspects that students have to recognize when watching videos, the details that are presented in them, which help students understand the content as a whole. This subcategory took into account the *Visual Literacy Standards in Higher Education* (2013), specifically standard three, in which one of the objectives was related to identifying the relevant information for visual resources, as defined in chapter 2. Furthermore, this subcategory was considered the first level of the students' reading process of videos. In this first part, students must begin to identify the relevant information that was useful to comprehend the purpose and the meaning of the videos. The data from the survey showed that students understood that, although videos are a whole, they also have many relevant details. Then, students recognized that identifying key information from the videos helped them get a wider and deeper view about them. A reaction related to this is:

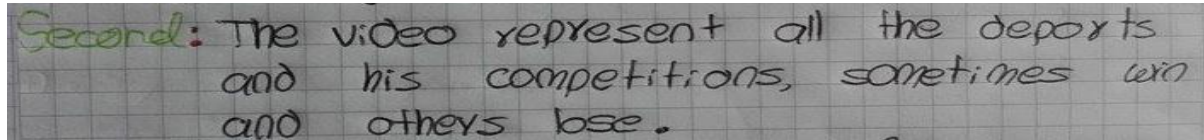
4. How did you feel reading the videos?

Interested Good Ok Confused Bad Other: _____

Why? Because I untherstand the parts of the videos and I could analyse the topic

[Are you going on well with reading? (S2 September 27th 2016)]

In addition to this perspective, which showed the importance of understanding the parts or details from videos for a future analysis of the topic, there are students' documents that evidenced the students' skills when identifying the key information from the videos. To illustrate this, the artifacts presented below, were taken from the class "Loving music," which was explained in chapter 4.



(Students' documents, class 7, September 20th 2016)

Writing down the key information from videos showed that students were able to identify the theme of each video, being concrete and precise regarding the main idea that the video provided. Furthermore, the data coming from the field notes demonstrated that the use of flashcards and videos that articulated the relevant characteristics of a topic, helped students to recognize the key information from the videos.

They watched two videos related to superheroes, they were almost quiet and the interventions were about the topic, then they talked in groups about the most important characteristics of each super hero and the relevance of each character in the world. (Field notes 15, 2016)

Students demonstrated that they understood the main idea and the characteristics of a superhero from reading the flashcards and the videos because they talked about the key elements that made those characters superheroes. Also, this aspect was more evident when they worked on the design of a superhero, as they wrote and drew the most important and unique characteristics of their creations. "Students applied the characteristics recognized from others superheroes to

their own one, taking into account the particular purpose they had for their superhero” (Field notes 15, 2016). To see some of their creations (*See appendix, Students' documents*).

In this sense, it is important to mention that students had great progress on achieving this subcategory. They demonstrated being able to identify key information from videos, sharing their findings, and applying them when doing activities that demanded the creation of resources related to the ones that they read in the first moment.

Contextualizing videos in their cultural and social dimensions

In order to analyze this subcategory, it is necessary to keep in mind that according to the *Visual Literacy Standards in Higher Education* (2013) students are encouraged to learn how visual resources are embedded into their cultural and social context. Then, the data that came from the field notes gathered on August 22nd, 2016 were fundamental to make evident the students' processes when contextualizing videos because they made a relationship between what they were seeing and their own experiences.

After everybody was quiet, I told them that the topic was “Viral videos.” I started by asking them about previous knowledge of this topic. They all participated giving me some experiences and names of the viral videos that they enjoyed the most. Also, they gave some opinions about how people nowadays prefer to be popular and earn some money more than having their privacy. (Field notes 30, 2016)

As this piece of evidence shows, the students' participation in relation to this topic was enriching and contextualized with their own knowledge and some experiences that they had when watching that kind of resources. In this class students proved to have enough knowledge about videos on social networks, due to the amount of time, as has been said before, they spend

on the Internet, specifically in social networks. In addition, students not only contextualized the content presented in videos by giving their opinions and comparing it to their own lives, but they also made the social and cultural contextualization when developing some posters related to environmental issues. This activity was carried out in the second class “Recognizing what I see” (12/04/2016) explained in chapter 4. (*See appendix, students’ documents*).

Looking at the participants’ posters, it was possible to find that when they were asked to draw a parallel situation about environmental issues, they took the social idea about animal abuse, in which humans mistreat and abuse animals for certain own benefits. In this case, students realized that understanding the social and cultural roles of human beings regarding the treatment of animals, facilitated carrying out the activity of creating a parallel world, where the context originated by humans can also be the one that affects them. Also, the writing that appears in the poster showed the students’ knowledge about persuading people to stop doing something. Therefore, students demonstrated their ability to use their cultural and social knowledge, plus the information that was on the videos, to represent another reality, which was emotionally charged and could persuade the population. In order to complement this, the following excerpts of the survey illustrate their affinity to this part of the reading process.

1. Do you think videos were useful in class? Yes No
 Why? Because is useful and help us to go on in our lifes, and discover things about our selves.

[Are you going on well with reading? (S2 September 27th 2016)]

Lastly, in this aspect, the above answers evidence students’ ability to recognize and understand themselves as well as the world when contextualizing the information that they gathered from the videos. Likewise, students have shown and evidenced the successful development and achievement of this level in the reading process. Moreover, students demonstrated their skills and desire to work on this level because they found in this part of the

reading process a chance to understand more clearly the world through the comparison with their own lives.

Validating interpretation and analysis of videos through discourse with others

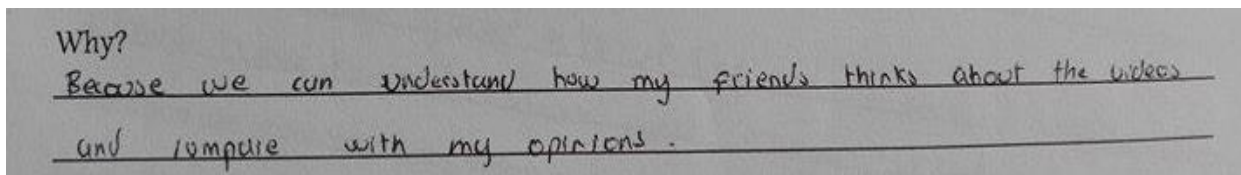
For this subcategory of the analysis, two important aspects were taken into account. The first aspect is related to one of the characteristics of the students' profile, which according to the IBO (2014) is the fact of being students that express themselves confidently and creatively, without leaving aside listening to the perspectives of their classmates. And the second aspect is related to Visual Literacy Standards in Higher Education (2013) which consider the ability of students in validating their interpretation and analysis of visual resources by discussing with others.

Considering these two aspects, the data coming from the field notes showed that students were interested in expressing their opinion about the music videos presented in class, they started to talk about their interpretation before the researcher asked them to do it.

After that, I decided to ask them about their opinions because they were talking and giving their opinion aloud. Ss gave their opinions about the videos to all of their classmates. At the same time that they were listening to the others opinions and sometimes they intervened when their classmates were talking to clarify or affirm their opinion. (Field notes 37, 2016)

Regarding the development of the class and the students' participation, it is evident that students found in music videos a topic that they wanted to talk about because everyone interpreted and analyzed those from an individual perspective; therefore, they decided to express their ideas and points of view to their peers as well as they listened to their classmates ideas or comments, in order to know more about the interpretation of others. Besides this, the information

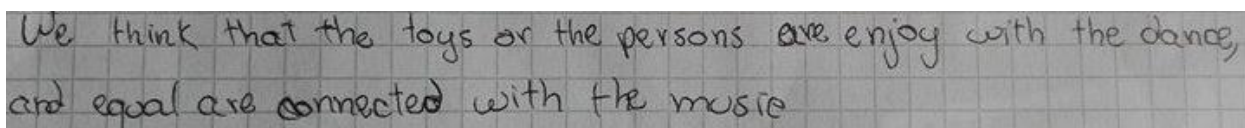
collected from the survey allowed to see the students' point of view about sharing and listening to others opinions.



Why?
Because we can understand how my friend's thinks about the videos
and compare with my opinions.

[Are you going on well with reading? (S2 September 27th 2016)]

Consequently, it is remarkable to say that students recognized that understanding and paying attention to their classmates' interpretations is crucial to know what their friends think and how that information is useful to enrich the analysis and interpretation of videos, by comparing it with their own perspective. Also, students showed that it was possible to realize that there are many ways to see just one video at this level, they understood that only one point of view is not enough and that no matter they are in the same educational environment, everyone can have different ideas. Likewise, students wrote down some interpretations in groups and they considered all the group opinions.



We think that the toys or the persons are enjoy with the dance,
and equal are connected with the music

(Students' documents, class 7, September 20th 2016)

Taking into account all the data above, students demonstrated their skills when validating their interpretation and analysis of videos through discourse with others, due to the fact that students expressed their ideas and listened to their peers' points of view. Therefore, the analysis and interpretation of the videos presented in class increased, as they showed that listening to their classmates is an opportunity to know more and understand something from many perspectives that they may have never imagined.

Bearing in mind all the data collected for this category, the samples, and the three perspectives that the instruments provided to understand the reading process that students went through and to triangulate all the information, it was evident that students achieved and developed the three levels proposed in class to read the videos successfully. The category *Developing students' visual literacy* was fully developed for students as they accomplished each of the three subcategories. Hence, it was possible for students to go through the different stages of identifying key information from contextualizing the videos in their cultural and social dimensions, validating their interpretation, and analyzing with others. They did not show problems when doing the different activities and reading the various videos; on the contrary, they expressed interest in working with the videos and learning the stages to read them.

5.2.2 Category 2: Enhancing students' intrinsic motivation

This category refers to the students' intrinsic motivation in class, how they behaved when doing the proposed activities and how their interest in the class was affected by the use of videos. According to Bainbridge (2016), intrinsic motivation comes from the inside of a person and the implementation of rewards or grades is not necessary; in this case motivation is related to the pleasure that students can take when developing tasks or activities in class. Thus, the three subcategories of this section were created considering the data collected from the observation of the group at the beginning of the process, which showed three main areas of improvement in the class. The first subcategory is students' behaviour and attitude in the English class, the second one is students' listening to and following teacher's instructions, and the third one is students' attitude when doing class activities. All of them were randomly fostered in each class. However, all of them were implemented in most of the classes.

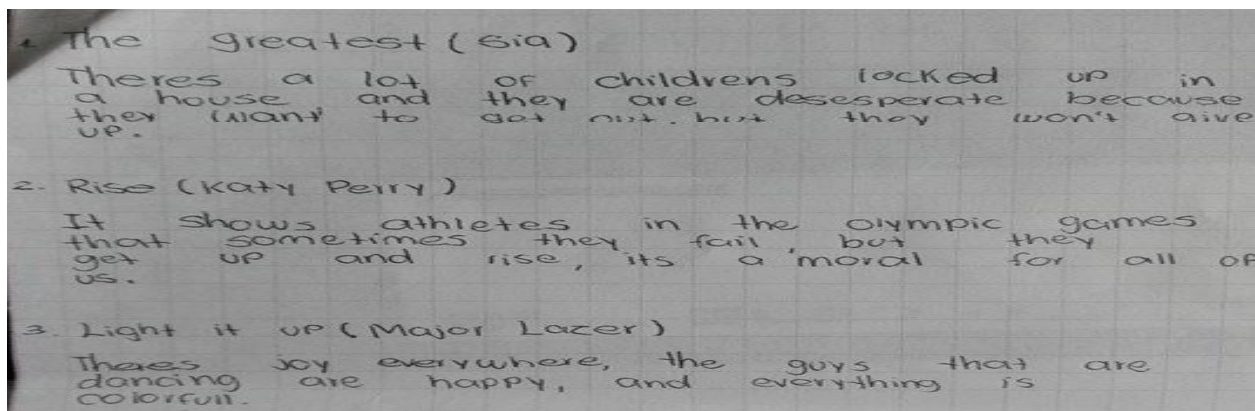
Having in mind the general definition and purpose of the category, it is time to proceed to develop a description of the three subcategories. Those will be defined and illustrated with data samples, and in the light of theory.

Students' behaviour and attitude in the English class

In this study the students' behavior and attitude is related to intrinsic motivation, as understood according to Bainbridge (2016) who says that an intrinsically motivated student or person can work on different activities because they find them enjoyable. In this case, videos were the resources that the researcher used to intrinsically motivate students to develop the class activities with a positive attitude and behavior. However, in the very beginning of the process students did not behave as expected even though the videos were already being applied, they only paid attention to class when the videos were played, then they started to talk with their friends and they did not focus on the proposed activities. Nonetheless, after they recognized the tasks related to the videos as enjoyable, they began to change their attitude to the class, their behavior was positive as they worked on the different activities paying attention to what they had to do, respecting the others when they had to speak, and creating a favorable environment for the development of the class.

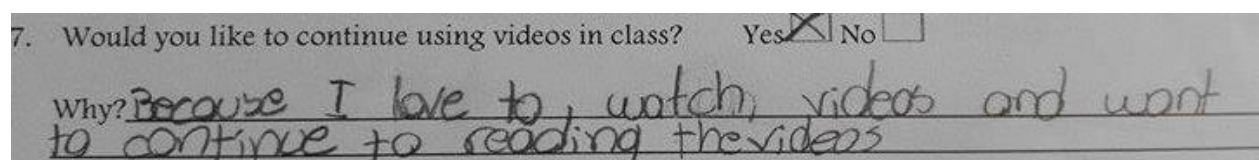
When they arrived to the classroom, the only desire of them was to go to the library and work with the Ipad; however, I asked them to sit and pay attention to the instructions because those were really important to develop the activity successfully. They didn't take too much time to get organized, and they took pictures of the instructions that I explained them on the board. (Field notes 22, 2016)

As this piece of evidence shows, students were motivated to do the tasks, then they behaved in order to let the teacher talk and explain the activity. Also, students paid attention to the instructions given by the teacher and they were not using their earphones or talking to their friends when the class was being explained. Besides, in this specific class, students used the technological resources for an educational purpose and they demonstrated their desire to create a good environment, where respect existed. Furthermore, in the development of the written texts, it was evident how their attitude changed, as students began to be organized in the creation of the texts and they did not take any more time than allowed by the teacher; actually, students finished the activities within the expected time limits.



(Students' documents, class 7, September 20th 2016)

In addition to the above students' document, students expressed their preference for videos, making clear the reason about their new behavior in class, which was more concerned and conscious about development of the class. Moreover, their opinion was very important because this showed that the videos did work for students, in order to have a good attitude and behavior in the class.



[Are you going on well with reading? (S2 September 27th 2016)]

Regarding the previous data analysis, students showed their enthusiasm with the use of videos, as they found in these the opportunity to connect the resources that they were frequently in contact with outside the classroom, videos on social networks, to the didactic resources used in class. In addition, the data showed that students were intrinsically motivated to work properly in class, listening to the teacher and to their classmates, and creating a favorable environment for the development of the class activities. Additionally, their interest in videos was high, as well as their interest to enhance their learning process through the use of videos; actually, students expressed their desire to continue working with videos in the future.

Students' listening to and following teacher's instructions

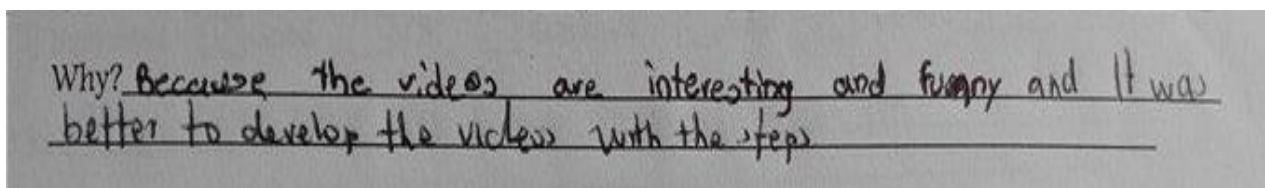
In this subcategory of the analysis, intrinsic motivation was analyzed from the skills that students had when listening to and following instructions. According to Cherry (2016), motivation has three components, one is related to the students' decision to initiate a behavior, the second one is the persistence of students toward a goal, and the third one is related to the students' concentration when developing an activity. All of them are connected to the aim of this project, specifically, when students were asked to develop tasks because they had to be able to initiate a behavior in which they listened carefully to the teacher's instructions; in this sense, videos were the tool used for motivating students to initiate that behavior. Furthermore, listening to instructions helped them know how to work on those activities and achieve their objective, and finally students' concentration was crucial to cater for the other two aspects, due to the fact that they needed to be focused on what they were doing. Moreover, students' documents showed that as students liked the videos, they wanted to listen to the teacher's instructions because they were

interested in sharing their ideas related to the videos. Then, they were concentrated on the videos and on the objectives of the class, in order to achieve the tasks taking into account their purpose.



(Students' document, class 3, April 19th 2016)

In the document above it is visible, that students followed the instructions and characteristics that the teacher asked them to include in the creation of the superhero. As the result of taking into account the key elements that they identified from the videos and the fact that they were eager to show their creations to their classmates. Also, the data collected from the surveys showed that developing activities by following instructions made the process easier for them. In this way, students were intrinsically motivated to do the activities because those were related to the videos that they found interesting; then, they completed the tasks in a satisfactory way, avoiding mistakes, owing to the fact that they understood the task clearly.



[Are you going on well with reading? (S2 September 27th 2016)]

Additionally, while the process was advancing, students understood that listening to instructions from the beginning allowed them to find out the purpose of the activity and they did not have to ask repeatedly about what they had to do. Therefore, students began arriving at class

by asking what the videos for that class were and the steps they had to follow. “Students follow the instructions and work on the platform all the class, they asked me few questions about how to develop some activities” (Field notes 22, 2016) Thereby, the data collected from the field notes showed that students did the tasks successfully making few questions in the process.

The data collected for this subcategory evidenced that students’ ability to follow and listen to teacher’s instructions increased as the resource used was videos and they noticed that paying attention to those made the process of developing the activities easier, due to the fact that students were interested in the videos and they wanted to understand the objective of the task in order to do the activities, in which they could express their points of view and discuss what they analyzed from the videos with their classmates.

Students’ autonomous attitude when doing class activities

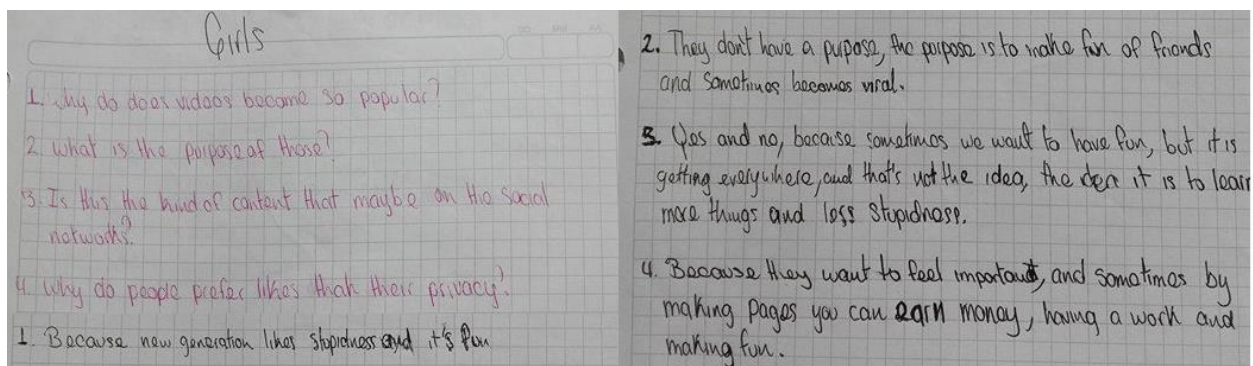
The last subcategory related to the students’ intrinsic motivation, refers to one of the students’ profile characteristics. According to the IBO (2014) students are curious and inquiry when doing activities because they learn independently and find learning interesting. Therefore, the use of videos in this subcategory was fundamental, in order to create a class environment attractive for them. Then, the data collected showed that students found the videos presented in class interesting and they wanted to work on the tasks related to them in an independent way because until this point, they did not need anyone to remind them to do or finish the activities, as long as they intrinsically had the desire to achieve the tasks purpose. The example below illustrates this

2. Did you feel interested in the videos that you watched in class? Yes No

Why? THEY ARE VISUALLY MORE INTERESTING AND I FEEL MOTIVATED TO SEE THEM AND WORK IN CLASS

[Are you going on well with reading? (S2 September 27th 2016)]

Regarding the previous fragment from the survey, it is noticeable that visual resources were engaging to students; therefore, they felt motivated for working with them, making the process of doing the activities autonomously easier because students were eager to learn and develop activities related to resources that they found stimulating. In addition to this, the data that came from the field notes exemplified the fact that students were able to perform in class with an autonomous attitude. “Students answered to the questions related to the videos and they also gave their opinions and some suggestions about other videos. Then, students made the groups and they started and finish the activity before the class ended”. (Field notes 30, 2016) In this piece of evidence, it is clear that students contributed to class without being forced by the presence of the teacher, as they not only answered to what they were asked but also they made interventions on their own. In addition, another factor that was explicit on the data from the field notes and the students’ document below, is the fact that students finished activities on time, they did not spend time on other activities, but rather they showed their interest in working with videos and perform the tasks.



(Students’ documents, class 6, August 22nd 2016)

Considering the previous data analysis, it can be said that accomplished the class objectives which are reflected on the three subcategories from the *Enhancing students’ intrinsic motivation category*, as their behavior and attitude in class allowed the creation of a favorable

environment, where the students and the teacher were able to develop the proposed activities for each class. Furthermore, by working with videos, learners were motivated to work properly in class, as they listened to their classmates and respected what the teacher proposed, to the extent students performed well in class. On the other hand, students learned that listening to and following the teacher's instructions is an effective way to understand the activities and being able to express ideas, as they wanted to share these with their peers through the realization of activities, without wasting time or making mistakes. Finally, learners were able to work autonomously in class, due to the fact that they already understood how they should carry out the activities and they found in videos intrinsic motivation to work in class because they wanted to validate their interpretation and analysis of the videos with the different perspectives of their classmates.

Subsequently, I can affirm that the implementation of the project and the outcomes from the data analysis allowed me to answer the posed research question: *How does the use of videos as didactic resources influence on the development of the visual literacy and intrinsic motivation of a group of eighth graders at San Viator School?* I can also say that the two objectives set for this research were reached. It was evident that the use of videos in the classroom helped students develop the three levels that were taken into account in the process of reading visual resources, from a literal reading where students could identify the key information for understanding the meaning of the videos, through a contextualized reading that required students' prior knowledge about cultural and social dimensions, where they showed their skills, as they understood different realities from their own context and they were also able to apply what they had learned to different situations.

To conclude, students were capable of validating their interpretations and analysis of the videos with their classmates, while they showed their interest in sharing their points of view and listening to their peers. On the other hand, intrinsic motivation was favorably affected by the use of videos, because students found in the implementation of videos in class a relationship or connection to the resources and activities that they enjoyed performing outside the classroom. In addition, the content presented in the videos was very close to the students' preferences and that allowed them to succeed in having a good behavior in class because they wanted to pay attention to the videos that were of their interest. They also showed an autonomous attitude while developing activities because the videos motivated them to work in class, as they found in these the opportunity to express their opinion about something they liked.

Chapter 6: Conclusions

Conclusions

The purpose of this research was to accomplish the general and specific objectives proposed for the development of this study. Based on that, the findings and the data analysis showed that as students nowadays are visual learners and they are surrounded by visual elements, which aroused their interest. The use of videos in class was favorable because these resources allowed students to develop their visual literacy by means of three steps that they achieved through the development of activities and participation in the interventions. Taking into account that students were motivated to work with videos by reading them, actually, at the end of the process, students were able to identify key information, contextualize it in social and cultural dimensions, and validate their interpretation and analysis through discourse with their classmates.

On the other hand, the use of videos in class allowed students to be intrinsically motivated because they were interested in the content and the activities related to videos. Then, students behaved in an appropriate way, as they began to respect and develop the proposed activities for the development of visual literacy. Moreover, as the students' attitude changed and they wanted to participate in class by sharing their ideas about the videos, it was possible to have a class environment where students listened to and worked autonomously, due to the fact that learners found in videos the possibility to learn from resources they liked.

Limitations

As a private institution, the school has some policies about the students' privacy which deals with the fact that they cannot be interviewed, photographed or recorded. In addition; the interventions could not be performed constantly because the teacher in charge had a complete planning for each term and this had to be fulfilled completely. Likewise, the number of classes was reduced significantly to implement the project, and the data base was not as complete as the study expected (spaces given by the main teacher were reduced and for this reason, it was not possible to apply more data gathering strategies for the investigation).

Pedagogical implications

For teachers who want to develop this study in their classrooms, it is necessary to take into account that technological resources are needed, owing that this study aimed at presenting videos in all the classes and this had to be done through the use of TVs or video beams, capable of displaying the content clearly and with a good sound, allowing each student to approach the video successfully. Also, teachers must apply a survey, at the beginning of the process, asking

students about their preferences, which are going to be taken into account when choosing the videos used in class.

Further research

In terms of research, it is important to explore more about the use of videos when developing speaking skills and writing skills because videos can be used as tools to foster discourse in the classroom as well as written essays about analysis or interpretations of resources presented in class. In addition, the use of other kinds of visual resources would be very enriching for the process, teachers can make students familiar with movies, news, plays, photographs, short films, and video games in class.

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Appendixes

1. Reading test

Universidad Pedagógica Nacional
Facultad de Humanidades
Licenciatura en Español e Inglés

2

Reading test

a. Nature vs Nurture

Answer the questions according to the reading passage.

People have wondered for a long time how their personalities and behaviors are formed. Two distinct schools of thought on the matter have developed two very different approaches from one another. The controversy is often referred to as nature and nurture. Those who support the nature side of the conflict believe that our personalities and behavior patterns are largely determined by biological and genetic factors. Also, that our environment has little to do with our abilities, characteristics, and behavior is central to this theory. Proponents of the nurture theory claim that our environment is more important than our biologically based instinct in determining how we will act. They see humans as beings whose behavior is almost completely shaped by their surroundings. However, neither of these theories can yet fully explain human behavior. In fact, it is quite likely that the key to our behavior lies somewhere between these two extremes. Indeed, the controversy will continue for a long time is certain.

1. One can understand from the passage that supporters of the nature theory believe that ----.

A) environment is important in determining a person's behavior and personality.

B) a person's instincts have little effect on his actions.

C) it is impossible to explain why we possess certain characteristics and exhibit certain behaviors.

D) biological reasons have a strong influence on how we act.

E) there are a lot of similarities between the two theories.

2. One point made by the writer in the passage is that ----.

A) heredity is more important than the environment in the development of human beings.

B) the correct explanation of human behavior will probably take ideas from both theories.

C) environment is the most important factor in determining personality.

D) the behaviorists' view correctly explains how we act.

E) biologically based instincts have very little to do with behavior.

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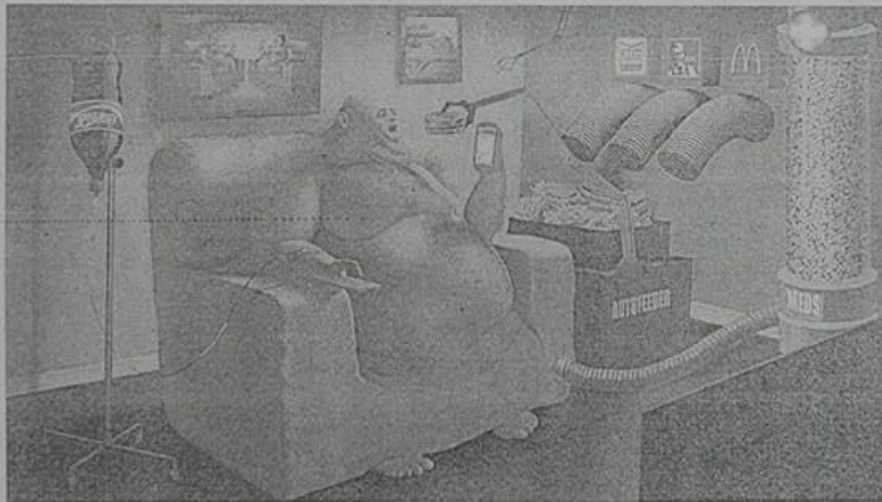
3. It is stated in the passage that, according to the nurture theory, ----.

- A) a trait (human attribute) is always shaped by both genetic dispositions and the environments in which people develop.
- B) it is possible to measure the heritability (transmitted at birth) of a-trait within a population.
- C) we are almost completely governed by our instincts.
- D) human behavior can be predicted based on knowledge of genetics.
- E) a person's character is greatly influenced by his environment.

Taken from grammarbank.com

b. Reading a poster

Read and interpret the poster. Then, write a short paragraph explaining what you understand about the poster.



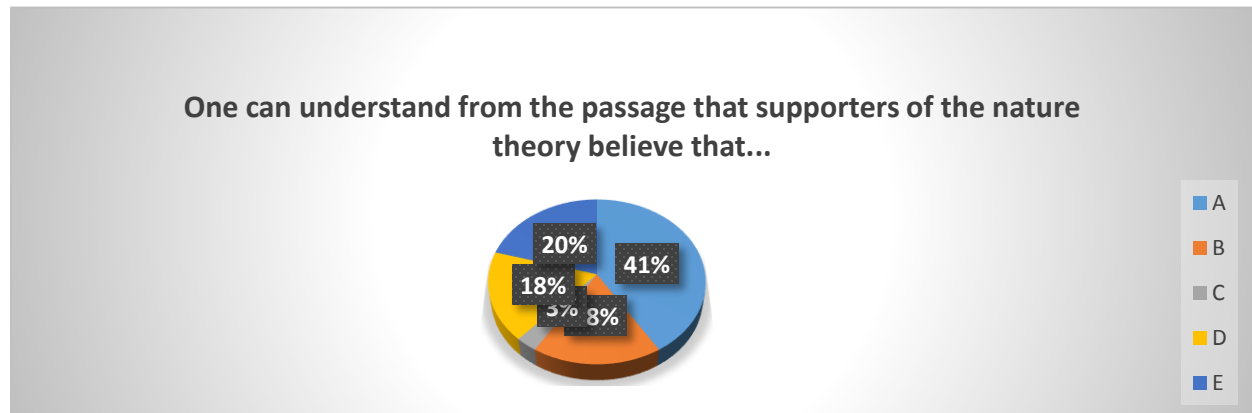
Taken from Steve Cutts

I understand because him eat so pop
corny, coca cola and hamburger.... he is
very fat.

(Reading test, *Nature vs Nurture*, April 2nd 2016)

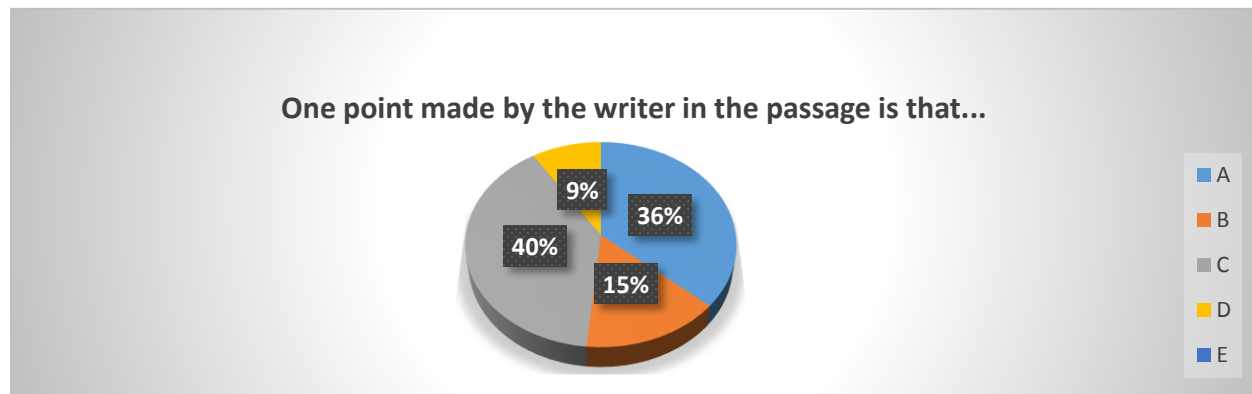
2. Reading test results. Nature vs Nurture, April 2nd 2016

a.



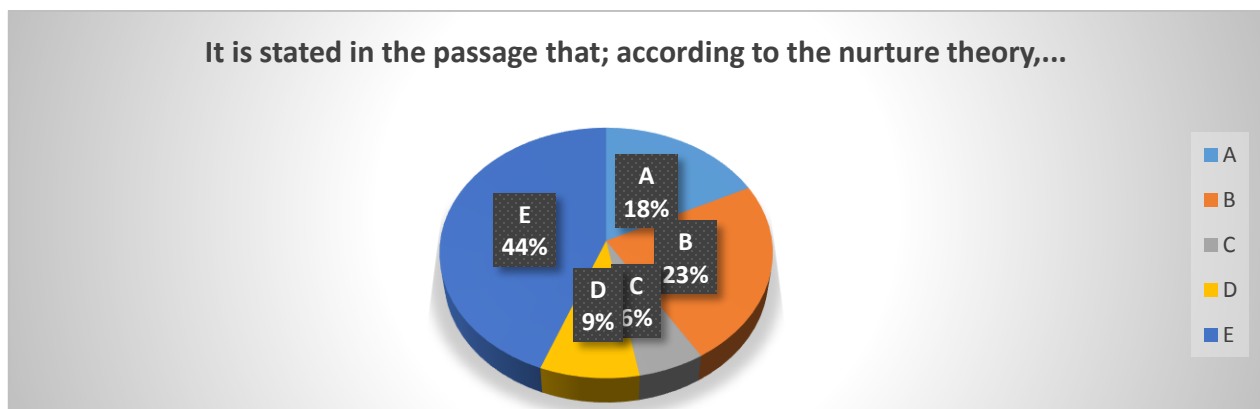
The correct answer is: D (Biological reasons have a strong influence on how we act)

b.



The correct answer is: B (the correct explanation of human behavior will probably take ideas from both theories)

c.




The correct answer is: E (a person's character is greatly influenced by his environment)

3. Surveys

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Licenciatura en Español e Inglés

Survey



Boy Girl Age: 13

1. What subject do you like the most? spanish

Why? because the teacher is very funny and explain of one form very amusing.

2. What activities do you do out of the school?
play xbox, play in the computer.

3. What are the activities that you do not like at the school?
study

Why?
is boring

4. Do you like **ENGLISH**? Yes No

Why?
I dont understand but if is with David I understand

5. Which is your strength in English?

Writing Grammar Speaking
 Reading listening

Why?
I inspire and use my bocabulary

6. Do you have any difficulty in English? Yes No

Which one? Reading and gramor

Why?
I dont know

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7. Do you like to study at home and learn different things by yourself? Yes No

Why? probably but only if a Topic that I like or an interesting topic

8. What do you prefer, to work *alone* or in *groups* ?

Why? is more easy in group is like a riot anyone dont works and get talking with others or dont work

9. Do you like to read? Yes No

Why? when I read sometimes i get sleeped i think is bored

10. What kind of readings do you like?

Horror Drama Comedy Action Romance Science Fiction

Why? its funny sometimes but others bored

11. Do you think reading only implies written texts? Yes No

Why? I can read somethink or someone

12. Do you think it is possible to read images, photos, gestures, actions, movies, posters, behaviors, games...? Yes No

How? I can describe a person if are happy or are angry etc.

13. Do you know other types of things that you can read and interpret? Yes No


Which ones? expositions, people, pictures

Thank You

[What about you? (S1 April 2nd 2016)]

Universidad Pedagógica Nacional
 Facultad de Humanidades
 Licenciatura en Español e Inglés

Are you going on well with reading?



Boy Girl Age: 13

1. Do you think videos were useful in class? Yes No
 Why? because the videos make more easier the topic and they show the topic that we will work

2. Did you feel interested in the videos that you watched in class? Yes No
 Why? the videos are interesting because I like the images and I like to talk about them

3. What kind of videos did catch your attention?
I prefer viral videos

4. How did you feel reading the videos?
 Interested Good Ok Confused Bad Other: _____
 Why? Because I untherstand the parts of the videos and I could analyse the topic

5. Did you find something difficult in the process of reading the videos? Yes No
 Why? Because the viders were interesting and for me it was easy to do the process

6. Which was the best part of learning how to read videos?
 Interpreting the videos Sharing your ideas and point of view
 Listening to others opinions Linking the videos' messages with you daily context
 None Other: _____

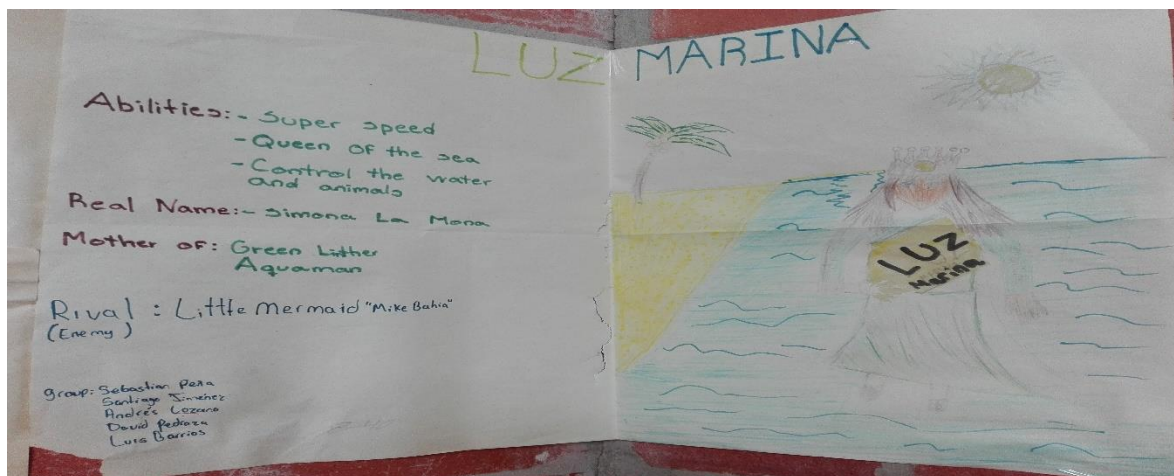
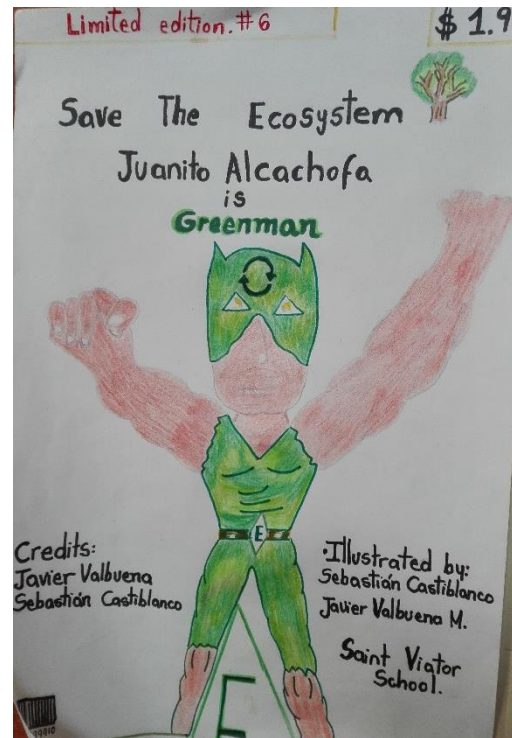
Why? Because I like to express my opinion and listen to my classmates and I have incredible ideas

7. Would you like to continue using videos in class? Yes No
 Why? because I love to watch videos and want to continue to reading the videos

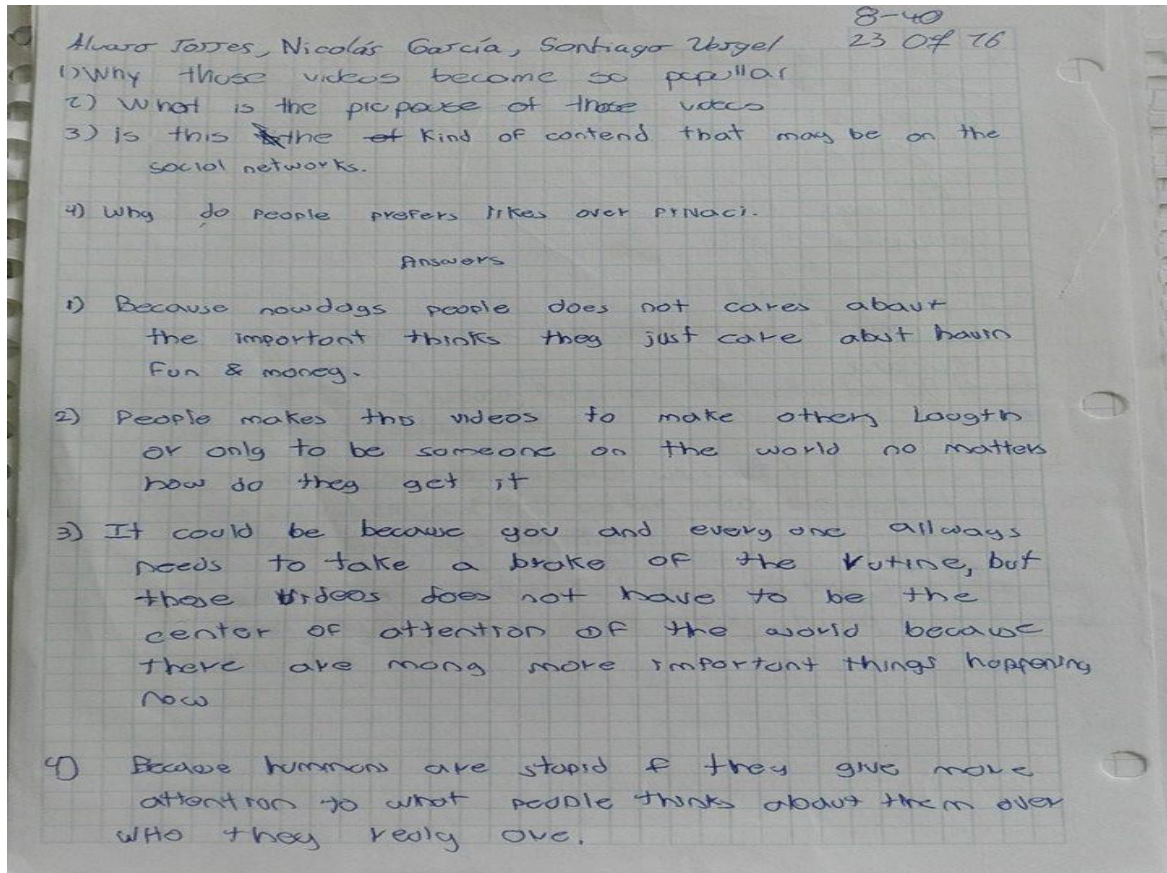
Thank You

[Are you going on well with reading? (S2 September 27th 2016)]

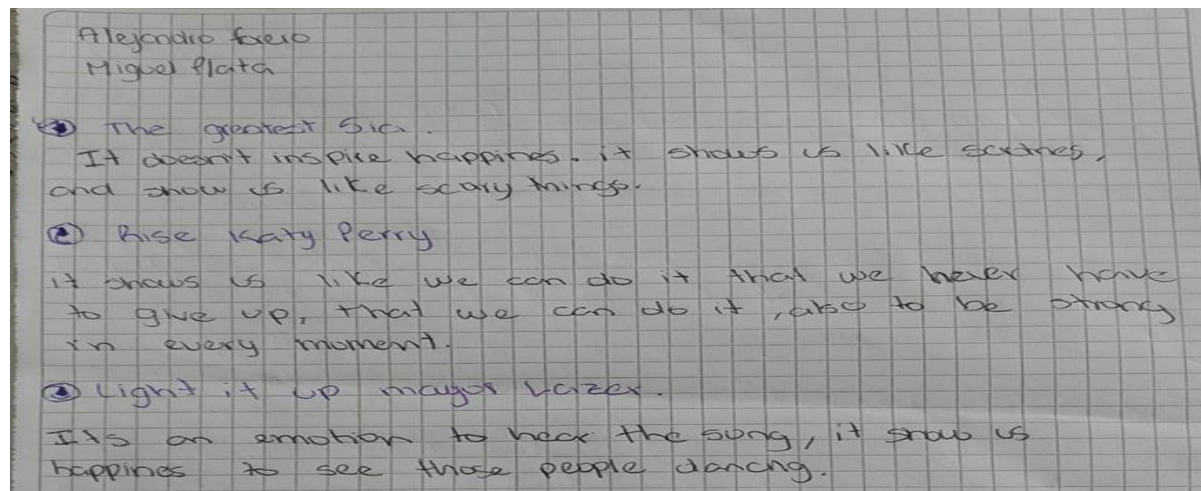
4. Students' documents



(Students' document, class 3, April 19th 2016)



(Students' documents, class 6, August 22nd 2016)



(Students' documents, class 7, September 20th 2016)

5. Field notes

Name of the researcher: Camila Alejandra Abril Santana **Code:** 2012134002

Name of the school: San Viator school

Date: 11/02/2016

Field note: N° 1

- Eight grade
- English class

Description	Results	Areas of improvement
<ol style="list-style-type: none"> 1. I came to class early, in order to be in the back of the classroom. 2. After the bell ringed, the students started to arrive to the classroom. Most of them look at me, but they didn't say anything about it. 3. Students sited next to their friends and they organized the chairs a little of bit closer for being able to talk with their friends. 4. The teacher arrived to the class with his laptop, he said hello to everybody and he invited me to be in front of, in order to introduce myself. 5. Students paid attention to me as I talk and they started to make some questions about my personal life. 6. The class started with the teacher asking them about a homework that they had. Only 4 of them give him the homework, the rest started to do it in the classroom. As the teacher noticed that, he decided to let them finish the homework there. 7. The homework was about their opinion taking into account the environmental issues. 8. After they finished, they started to listen to music in their cellphones, chat, and talk with their classmates. 9. The teacher ask them for the homework and he told most of them that they didn't write any opinion, they just wrote a short description or idea, which wasn't related the questions. 10. While the teacher told everybody about their incoherence and lack of commitment to the task, they continued listening to music and chatting in their cellphones. 11. The teacher ask them to pay attention and stop using the cellphones, but they just continue using then under the desks. 	<ol style="list-style-type: none"> 1. Students give the impression to organized themselves in the classroom in order to have the possibility to talk with their friends and not be seen using their cellphones. 2. Students give the feeling that they do not care about doing their homework. 3. They seem to be completely sure that they can develop them in class. They didn't look surprise when the teacher let them finish the homework un class. 4. Students show their desire to listen to music all the class, no matter that they were in class and the teacher was asking them about a task or telling them to pay attention. 5. Taking into account the teacher's feedback, it seems that students are not doing well linking or making a connection between the question, the context, and the previous information. 	<ol style="list-style-type: none"> 1. It seems that students need resources more related to their likes that can make them feel more interested in developing the tasks. 2. Students spatial organization in the classroom it is being a limitation for getting their attention, as they are so close to their friends and they prefer to talk 3. Students need to develop the ability to link their ideas to what they are being asked and to information previously given.

12. The class finished and they went out, without saying anything and really fast.		
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<p>Name of the researcher: Camila Alejandra Abril Santana Code: 2012134002 Name of the school: San Viator school Date: 22/08/2016 Field note: N° 30</p> <ul style="list-style-type: none"> - Eight grade - English class 		
Description	Results	Areas of improvement
<ol style="list-style-type: none"> 1. This is the sixth intervention and application of the project. 2. Students arrived to the class asking me what was the activity that they were going to develop in class. I told them it was about viral videos, they got excited and they started to show me some videos in their cellphones. 3. I asked them to sit because I was going to start the explanation about the class. After some minutes they sat and most of them stated to ask me about the topic for the class. I told them that if they were in silence I will tell them all what we were going to do. 4. After everybody was in silence, I told them that the topic was “Viral videos” I started by asking them about previous knowledge of this topic. They all participated giving me some experiences and names of the viral videos that they enjoy the most. Also, they gave some opinions about how people nowadays prefer to be popular and earn some money than their privacy. 5. I explained the technical meaning of viral videos and I told them that we were going to watch 3 videos. We watch them for the first time and they were paying attention in silence and sometimes laughing because of the videos’ content. 6. Although, at the beginning the computer didn’t read the USB, so I needed to find the videos in youtube. 7. Then we watched them for the second time and as soon as the videos finished they started to talk really loud about other videos. I asked them to be in silence, it was a little bit difficult because they were really excited talking with their friends about the videos. However, they stopped talking after I told them that they will give their opinions but to everybody. 	<ol style="list-style-type: none"> 1. Students showed their interest in social network videos, as they expressed that they spend a lot of time in social networks watching funny videos. 2. Students demonstrated their desire to participated giving their opinions as the topic was really close to the activities that they do in their free time. 3. Students followed the instructions and finished the task at time. All of them delivered their written work. 	<ol style="list-style-type: none"> 1. Checking the technology devices before starting the class is crucial to not have any inconvenient

<p>8. Students answered to the questions related to the videos and they also gave their opinions and some suggestions about other videos.</p> <p>9. Then, I asked them to get in pairs because they were going to answer some contextualized questions about the videos. They made the groups and they started and finish the activity before the class ended.</p>		
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<p>Name of the researcher: Camila Alejandra Abril Santana Name of the school: San Viator school Field note: N° 37</p> <ul style="list-style-type: none"> - Eight grade - English class 	<p>Code: 2012134002 Date: 20/09/2016</p>
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Description	Results	Areas of improvement
<ol style="list-style-type: none"> 1. This was the seventh intervention or application of the project. 2. Students arrived to class before me, so when I arrived they were in the door, they said hello to me and they asked me what we were going to do in that class. 3. I told them to sit down. SS organized really fast, but some of them sat down on the chairs trying to sleep. So, I asked them to pay attention to the class because we were going to talk about music and music videos. After I said that, the ones who wanted to sleep asked me if I could play some songs that they like. I told them that first we were going listen and watch the videos that I had. 4. I started to make different questions about music, music videos, and their preferences. All of them participated giving their opinion and answering the questions. 5. I told them we were going to watch some videos that they had to interpret, in order to know if the music videos have a relationship with the lyrics of the songs. 6. SS watched the videos in silence and they paid attention to all of the details that the videos have. Some of them told me that they have already listened to the songs and some others told me that they liked the songs. 7. Then, I asked SS to make couples because they were going to write their interpretation on a sheet of 	<ol style="list-style-type: none"> 1. Ss were motivated by the music videos so they paid attention to the questions, instructions, and the videos. 2. Ss behave properly in class, they didn't make noise while the videos and the teacher were the center of the class. 3. Ss understood easily the activity, so they work autonomously on the task. 4. Ss finished the activity successfully and before the class finished. 	<ol style="list-style-type: none"> 1. For future classes with music, it will be useful to ask them for songs that they like.

<p>paper. SS made the couples easily and they were attentive to the videos.</p> <p>8. After that, I decided to ask them about their opinions because they were talking and giving their opinion aloud. SS gave their opinions about the videos to all of their classmates. At the same time that they were listening to the others opinions and sometimes they intervened when their classmates were talking to clarify or affirm their opinion</p> <p>9. As soon as they finished giving their opinions to everybody. I asked them to start writing in couples the interpretation of the three videos.</p> <p>10. SS worked on their papers and some of them called me because they had some doubts about vocabulary. However, SS made the activity autonomously and they finished before the class ended.</p> <p>11. As SS finished the activity before the class ended, I let them choose some music videos from youtube and at the end of each video I asked them about their interpretation of it.</p>		
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6. Lesson plans

PRE-SERVICE TEACHER'S NAME: Camila Alejandra Abril Santana **I.E.D.:** San Viator

LESSON PLAN No. 6 DATE: April 19th 2016

PROFILE		
Name of the Lesson: Super heroes for Super issues!	Subject: Interpret basic conventions including aspects of format and style, and author's purpose.	Grade Level: 8-40
Number of students: 36	Duration: One hour and a half	Instructional Settings: In groups
General description of lesson: Taking into account the characteristics and idea of making a super hero, the students will understand the heroes' role in society. Then, they will use this concept as a way to recreate their ideal human who can help and save the world from the environmental issues.		
OBJECTIVES		
<ol style="list-style-type: none"> Engage with the super heroes' description identifying ideas, powers, purposes and attitudes by making a response to the text based on personal experiences and opinions. Express ideas and feelings by designing a super hero character. 		
MATERIALS	AUDIO-VISUAL RESOURCES	
Didactic materials I will use: Super heroes' cards, newsprint, videos, tape, computer, TV.		
PROCEDURE		
- Warm up:		

“Jump In Jump Out Game” Ask all players to make a circle and hold hands. Then players have to say what the host says and do what the host says, for example the host says “jump in,” then all players jump into the circle and if the host says “jump out,” then all players jump out of circle. The host can say “jump in, jump out, jump left, and jump right.” Then, in the next level all players need to do exactly the opposite from what the host says and does: “jump left,” then players do and say “jump right”. (10min)

- Presentation:

I will ask them if they like Comics, what their opinion is about super heroes, what the purpose of those is, and so on. Then, I will show them a video with most powerful heroes. (20min) **Video:**

<https://www.youtube.com/watch?v=jjbRLOHdVwQ>

- Practice:

Students will read some super heroes’ cards. Then, I will show them a video of Captain Planet which is a hero who tries to save the world from the environmental issues. After that, I will explain that the human race needs a hero that can fight with the environmental problems which are really affecting the world. (20min) **Video:**

<https://www.youtube.com/watch?v=ogMBLRHJYXU>

- Production:

As Captain Planet is an old and non-attractive hero, they will design a super hero, in groups, taking into account the structure of the super heroes’ cards, these heroes will help the world from the environmental issues, as the main purpose. (30min)

- Wrap-up

Students will tape their heroes on the walls and their classmates will see the each other’s heroes. Then, I will explain to them that designing a hero is a way to symbolize the ideal way to help the world, but what is more important is that they as human beings can help the world if they want to. (10min)

- Homework:

Think about some enemies that their classmates’ heroes can have.

ASSESSMENT

- Students’ participation.

PRE-SERVICE TEACHER’S NAME: Camila Alejandra Abril Santana **I.E.D.:** San Viator

LESSON PLAN No. 6 DATE: August 22th 2016

PROFILE		
Name of the Lesson: Viral videos on the net	Subject: Criterion A: Comprehending spoken and visual text	Grade Level: 8-40
Number of students: 36	Duration: one hour and a half	Instructional Settings: The whole class
General description of lesson: The class will start with the students expressing their opinions about the social networks; specially, viral videos. Then, they will watch three viral videos. After that, I will ask them some questions taking into account the videos in terms of interpretation, deduction, and their opinions.		
OBJECTIVES		
<ul style="list-style-type: none"> - Objective C: Communicating in response to spoken and visual text ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. Express ideas and feelings, and communicate information in simple and complex texts 		

- Criterion D: Using language in spoken and/or written form
- i. Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- iii. uses language to suit the context

MATERIALS	AUDIO-VISUAL RESOURCES
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- | | |
|--|---|
| <ul style="list-style-type: none"> - Videos: - TV. | <ul style="list-style-type: none"> https://www.youtube.com/watch?v=8VMVkg-7aWA https://www.youtube.com/watch?v=DpKQqoM3tAk https://www.youtube.com/watch?v=hKzMbyL7JIQ |
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PROCEDURE

- **Warm up:**
Students will answer questions and discuss with the teacher and their classmates about social networks and their experience on the net. (15 min)
- **Presentation:**
The teacher will explain the technical meaning of “Viral video” and how those videos have gained popularity recently. (15 min)
- **Practice:**
The students will watch the three viral videos, twice. (20 min)
- **Production:**
First, some students will give some literal ideas about the events of the videos. Then, they will give their personal opinions about the content. Also, they will express their point of view regarding the usefulness of the videos on the net. (20 min)
- **Wrap-up**
Taking into account, the fact that the head teacher of the class is using some related concepts in his class as adaptation and function. The students will discuss about the purpose of the viral videos nowadays and the adaptation of humans in terms of privacy. And they will write down in groups of three their opinions (20 min)
- **Homework:**
Check in their social networks, which have been the viral videos that they have liked the most and think about what was the reason.

ASSESSMENT

The participation: students are active in class, they demonstrate that they are able to read and interpret the viral vides.