

**NARRATIVES OF IDENTITY: STRENGTHENING EFL ORAL COMMUNICATION SKILLS THROUGH TBLT
AUDIOVISUAL CREATION**

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LICENCIATURA EN ESPAÑOL E INGLÉS

2025

Acknowledgements

My gratitude goes to those who helped me understand the value of words and their power to interpret what we truly are. Words, as my teachers taught me, unite us with others, and no one sincerely owns them. The best self-discovery happens through the inner voice that questions the true self. Thus, through language learning, we have the possibility to discover and explore the diversity of what we are. Thanks to my students for allowing me to learn so much about them through their audiovisuals, to the University for changing my way of seeing the world, and to those who saw in me the ability to create great projects. All their teachings will reside within me eternally.

Abstract

This action research project investigated the development of oral skills among 4th grade students learning English as a foreign language at Colegio Gonzalo Arango. During the initial interaction, it became clear that the students struggled to speak and express themselves in English and showed low motivation to learn the language. Therefore, the pedagogical and investigative work consisted of the creation of videos using the audiovisual approach of the institution, Communication and Media, to strengthen the oral skills of the students. This methodology allowed us to understand that the use of visual and sound resources amplifies the possibilities of self-expression of learners in an EFL context. To meet the research objectives, the task-based language teaching approach (TBLT) was implemented, through which the students acquired oral skills as a result of different pedagogical and audiovisual proposals that allowed the preparation and recording of videos. The results showed that an audiovisual project allows directing the teaching and learning of English towards the construction and exploration of personal identity and recognizes that strengthening communicative skills extends the possibilities of self-narration.

Key words: Oral skills, Audiovisual production, Personal identity, Self-narratives, Task-based language learning.

Resumen

Este proyecto de investigación-acción exploró el desarrollo de las competencias orales en alumnos de inglés como lengua extranjera de cuarto grado en el Colegio Gonzalo Arango. En un primer contacto con los estudiantes, se evidenció su falta de capacidad para hablar y expresarse en inglés, así como una baja motivación para aprender el idioma. Por ello, el trabajo pedagógico e investigativo consistió en la creación de videos utilizando el enfoque audiovisual de la institución, Comunicación y Medios, para fortalecer las habilidades orales de los estudiantes. Esta metodología permitió comprender que el uso de recursos visuales y sonoros amplifica las posibilidades de autoexpresión de los aprendices en la lengua extranjera. Para cumplir con los objetivos de la investigación, se implementó el enfoque de enseñanza de idiomas basado en tareas (TBLT), a través del cual los estudiantes adquirieron habilidades orales como resultado de diversas propuestas pedagógicas y audiovisuales que permitieron la preparación y grabación de videos. Los resultados mostraron que un proyecto audiovisual permite dirigir la enseñanza y el aprendizaje del inglés hacia la construcción y exploración de la identidad personal y reconocer que fortalecer las habilidades comunicativas amplía las posibilidades de auto narración.

Palabras clave: Competencias orales, Producción audiovisual, Identidad personal, identidad narrativa, Aprendizaje de idiomas basado en tareas.

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Chapter I: Characterization and Problem

This chapter examines the local and institutional context of 4th grade students belonging to the Gonzalo Arango school with the aim to explore their strengths and weaknesses in English identified through initial observation. Furthermore, this chapter presents the statement of the problem, the rationale, and the research questions with their corresponding objectives.

Local Context

The institution is located in the northwest of Bogotá, specifically in Suba, in a neighborhood named Costa Rica. Situated within an urban and commercial area, the school is close to significant landmarks which include the Francisco José de Caldas Public Library, the iconic 'Plaza Fundacional de Suba,' numerous public and private schools, as well as shopping centers such as 'Plaza Imperial' and 'Centro Suba.' Beyond these multicultural spaces, this locality attracts attention for its rich biodiversity, boasting several wetlands that abound in diverse fauna and flora.

The school's location allows students to participate in extracurricular environmental activities, such as visits to Aures 1 Park, where environmental protection festivals and territory recognition activities have been held as part of the school's integration into the 'ECO Project' (Programa Entornos Educativos Protectores y Confiables). This local context of the institution offers students an environment where they can recognize the cultural and historical value of their locality. Additionally, the institution strives to ensure that students take care of public and environmental spaces for their preservation.

Institutional Context

The school, established in 2005 as part of the District Project 'Colegio de Excelencia para Bogotá,' bears the name of Colombian writer, poet, and journalist Gonzalo Arango. It offers education from early childhood through highschool. Starting in 2019, the institution joined an agreement with SENA (Servicio Nacional de Aprendizaje) to introduce two technical programs: Administrative Management and Software Development for 10th and 11th-grade students. Additionally, the school emphasizes communication and

media studies, which has led to student-produced podcasts and short films and prompted, in this case, the creation of this audiovisual narrative project in a foreign language with the participating population.

Regarding the infrastructure, the institution has large blocks that can be accessed via ramps or stairs. Within these buildings, there are classrooms, the teachers' lounge, and the restaurant. On the first floor, there is the principal's office, the library, the infirmary, the audiovisual room, the parking lot, and two cafeterias: one for teachers and administrative personnel, and the other for students. Additionally, the institution has two large fields where students engage in sports and cultural activities. Next to the buildings, there is a small green area with a garden and a waste separation space to foster recycling.

According to the PEI of the institution, “Educación asertiva para el desarrollo humano” (Colegio Gonzalo Arango, 2015, p. 3), the institution’s foundational principles stipulate that between 2020 and 2030, the school’s mission is to provide students with an education focused on developing their abilities through the cultivation of critical thinking skills, enabling students to communicate assertively within creative and purpose-driven contexts. The institution seeks recognition for its contribution to human development through a socio-affective approach that empowers individuals to transform social reality.

To accomplish these long-term goals, the institution has incorporated a set of principles that, alongside a constructivist model, encourage students to integrate themselves with the institution and society (2015, p. 4,5). Consequently, students, through responsible actions, gain insight into the potential impact of their deeds on the world. Furthermore, the institution places significant value on inclusion as a principle, aspiring to honor religious, cultural, and ethnic diversity among its members.

Population

This project began in 2023, when the students involved in this research were in fourth grade, and its implementation concluded in mid-2024 when the students were in fifth grade. The group included 18 girls and 15 boys. These students reside in neighborhoods near the school and typically go to the institution by walking or cycling. Based on the characterization survey (see annex 1), their ages range from 9 to 11 years on average. When the diagnosis was applied, the students belonged to the Group

402, attending morning classes from 6:30 am to 11:30 am, with only two hours of English instruction per week. Notably, many students already know each other from previous courses, which fosters positive relationships. Their behavior both inside and outside the classroom is characterized as friendly, with no incidents of bullying.

Regarding the students' English process, the classes were focused on the development of grammar exercises in workshops or in an English book assigned by the institution. The activities contained in the book were normally accompanied by illustrations, matching activities, vocabulary, and listening exercises. As a result of this content, most of the students had an acceptable understanding of grammar structures. On the other hand, it was observed that the teacher occasionally proposed short speaking activities related to topics such as personal information or spelling activities. Although students show willingness to participate, most of them struggle with pronunciation and fluency.

In terms of the students' motivation to learn the language, the characterization survey (see annex 1) revealed that their motivation is more extrinsic than intrinsic. They were asked to provide reasons why they like or dislike English classes. Interestingly, the students who replied that they liked English argued that one of the main reasons is that it will allow them to travel as adults, speak in a language that differs from theirs or get happy faces (good grades). It is apparent that students ignore benefits such as the improvement of communicative skills, the enhancement of self-confidence, or the strengthening of self-expressiveness and personal identity. Based on these findings, this study aims to explore the students' personal identity and enhance their oral skills by reinforcing intrinsic motivation.

Diagnosis

The diagnostic process started in April 2023, based on observations and the implementation of data collection tools, including a checklist and field diaries aimed to assess the students' English proficiency, especially in terms of oral skills expected for fourth grade, since this study would focus on enhancing these abilities. The diagnostic test applied (see Annex 2) intended to determine the students' English proficiency. According to the *Basic Competence Standards of English as a Foreign Language (EFL)*

(MEN, 2006), by the end of fourth grade, students should reach a level corresponding to A1 in the *Common European Framework of Reference for Languages* (2001), which means that they should

Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (p.24)

Considering these expectations, the diagnosis involved a session where the students completed a reading activity, a grammar and vocabulary exercise, and a speaking task. Although this assessment also aimed to review their listening comprehension skills, this was not possible due to logistical issues with audio playback. It is important to highlight that the activities were designed around topics previously covered by the head teacher in observed sessions, including personal information, short reading passages, the use of 'there is' and 'there are', and vocabulary related to kitchen utensils and animals.

Regarding reading comprehension competence (see Annex 3), students were tasked with reading a brief text that discussed a boy's personal information and general aspects of his house. Subsequently, they had to answer true or false questions to demonstrate their comprehension. The results indicated that, while students understood the overall ideas of the text, they encountered difficulties with grammar structures such as "has got" and with vocabulary, specifically the meanings of words like "weekend," "town," "swimming pool," and "small town."

For the grammar assessment, the students first had to answer a series of questions related to their personal identity (names, origin, residence, age...) that were then asked again orally. The results reflected that many of the students had issues with the verb "to be." Among the difficulties, they wrote incomplete sentences, did not use "is" and "am," or replied with one word. For example, when asked "Where are you from?", they answered: "Colombia." Additionally, for the use of "is" and "are," the students looked at pictures of animals and registered the animals they found through sentences like "There is one lion" or "There are three dogs." Most of the students completed the activity accurately,

and only a few of them made errors in number agreement such as "there is one cats."

Regarding the vocabulary section, the students were asked to circle and write the names of animals and kitchen tools in English. As they had worked on this vocabulary extensively in previous weeks, they wrote the words, but some made spelling mistakes such as "bows" instead of "bowls" or "cop" instead of "cup." For the speaking section, students answered the questions stated above, which were selected considering the curriculum topics outlined in the school, the standards, and the CEFRL.

The findings revealed that the students struggled with understanding some questions and made the same grammatical errors in their responses as they did in the grammar section. Additionally, regarding the pronunciation of their responses, they pronounced the words as they were written, which hindered understanding. Aside from that, although some students responded fluently, I could conclude, based on their non-verbal communication or the fact that they spoke very timidly and in a very low voice, that most of them felt uncomfortable expressing their ideas in front of the class.

Given that these findings generally showed difficulties among students in adequately using the grammatical structures necessary to introduce themselves in the target language and that they showed signs of discomfort while talking about themselves, this study will focus on improving the students' oral skills to expand their personal presentations while strengthening grammatical and lexical competencies. Additionally, this research will pay attention to the pronunciation and fluency of the students' narratives, as well as non-verbal aspects such as body language through the creation of audiovisuals.

Problem Statement

Nowadays, economic and social interactions are driving individuals to work, study abroad, or use English in everyday contexts due to language globalization. With the aim of matching international standards, Colombia, through the Ministry of Education (2006), has developed public policies and programs for strengthening bilingualism. For instance, the DBA (Derechos Básicos De Aprendizaje De Inglés) remark that students from 4th and 5th grade should be able to share orally their opinions and create short conversations about their interests. Nevertheless, those abilities are not evidenced in the

target population, since their English classes are grammar focused.

The students rarely completed oral activities in class, and they never used the grammar structures that they learnt to talk, create dialogues or narratives. Although new approaches aimed at enhancing communication skills have been developed, they are not consistently integrated into foreign language education, which is a problem for students' learning since classrooms do not foster environments where they have the opportunity to interact and enhance their oral skills. To bridge these gaps, teachers should consider reorienting learning objectives and the classroom environment to better prepare students for the real use of the language. In this regard Tudor (2001) affirms that:

It is possible to identify two main lines of exploration in the attempt to rethink the role of the classroom in language learning. The first involves the rethinking of classroom learning itself so that it can better prepare students for language use outside of the classroom, i.e. to increase the relevance of classroom learning with respect to learners' future use of language. The second involves the exploration of the communicative potential of the classroom itself. (p.111)

In this regard, a communicative classroom positions students as future speakers of the language. Thus, a class should focus on building a participatory environment that allows exchanges valuing their prior knowledge, such as their personal and social backgrounds, to foster their self-expression. The Gonzalo Arango School posits a constructivist approach in its principles, which, according to Bada (2015), implies encouraging students to use active techniques (experiments, real-world problem solving) to create knowledge and then reflect and discuss around what they are doing and how their understanding is changing (p.67). However, it was not observed that the students of course 402 actively participated in the construction of their learning, since the content and methodologies fail to encourage interactions among them or address topics relevant to their contexts and realities, thereby impacting motivation.

Similarly, it was noticeable that despite the school's focus on communication and media and the availability of audiovisual resources in the institution, teachers predominantly rely on grammar-centric resources such as workshops and books. While it is not about restricting the use of grammar books,

other resources should be added to the implementation, bringing tools that can cover all the language skills necessities. Patesan, Balagiu and Alibec (2018, cited in Salamea & Fajardo, 2023) highly recommend the use of technology to implement visual and audiovisual materials as they prompt more interactive use of the spoken language in learning settings, helping to motivate students and grabbing their attention for longer periods of time. (p.340). For these reasons, and in order to adopt the communication and media approach of Gonzalo Arango School to motivate students to learn the language, this study will focus on developing their oral skills through audiovisual resources.

To sum up, the globalization of English is requiring educational institutions to create and implement policies and programs that strengthen language learning. Although Colombia has adapted to these demands, the requirements of national bilingual programs are not reflected in the methodological strategies for teaching English in the group studied, especially in regard to communicative purposes. As mentioned earlier, English teaching is focused on grammar, leaving aside other functions of the language, such as self-expression through speaking. These gaps are compounded by the lack of implementation of resources, such as audiovisuals, for teaching the foreign language, which results in low motivation for learning among students, as well as an underuse of the institution's resources that should bring into reality its emphasis on communication and media. This is why this project will focus on exploring students' personal narratives to reinforce their oral skills through the creation of audiovisuals.

Rationale

This research project primarily aims to improve students' oral skills, which are essential in their real-life context as they live in a constantly changing globalized society that requires citizens to communicate and express themselves effectively in English. Therefore, they need to acquire the necessary abilities to do so. Additionally, this project seeks to deepen the scope of English learning by helping students recognize the value of their personal identity through self-narratives. Learning a foreign language like English should prompt students to reflect on the reasons for learning the language and how the self is expressed when they communicate or listen to others' stories and narratives. This can be

demonstrated to students by emphasizing how effective speaking can help them convey their ideas, feelings, and personal facts, contributing to their self-construction.

Enhancing students' oral skills through self-narratives requires motivation that goes beyond mere learning. This project recognizes that students are immersed in a digital era where they spend significant time using technologies for entertainment rather than educational purposes. By incorporating audiovisual production, students become the main characters in the learning process, leveraging their interests and abilities. This approach can increase their intrinsic motivation to share aspects of their lives with the educational community.

Additionally, Task-Based Language Teaching (TBLT) can engage students in communicative situations through task resolution. This method allows students to take on roles as directors and actors in their audiovisual productions, progressing step by step from writing and studying scripts to recording the final product. This process involves using devices typically used for entertainment, such as cell phones and cameras, to facilitate the creation of self-narrative speech.

Hypothesis

Audiovisual creations in a Task-Based Language Teaching (TBLT) EFL classroom can expand the expression of self and, in turn, facilitate the construction of personal identity while reinforcing oral skills.

Research Question

To what extent can audiovisual productions in a Task-Based Language Teaching (TBLT) EFL classroom enhance students' oral skills, boost their self-expression, and build personal identity?

Objectives

General Objective

To determine the impact of audiovisual productions on enhancing students' oral proficiency, self-expression, and personal identity in a Task-Based Language Teaching (TBLT) EFL classroom.

Specific Objectives

1. To facilitate the development of communicative competence through the design and creation of

audiovisuals.

2. To identify how audiovisual productions enhance students' English oral skills.
3. To explore how EFL students construct and narrate their personal identity by expressing themselves in English.
4. To investigate how TBLT can guide students in the production of an audiovisual project.

Chapter II: Conceptual Framework

State of the Art

This section will briefly present some research work that has studied the concerns and theoretical interests related to this project. This includes the creation of audiovisual productions in the improvement of oral skills, the application of task-based language teaching (TBLT) in EFL classrooms, and the construction of personal identity through self-narratives.

Audiovisual Production for Oral Skills Improvement

There are several studies that have discovered how the use of audiovisuals in different ways has increased the student's oral skills and motivation. One of these national studies, carried out by Monzoque (2019), set as its main objective to determine the impact on productive skills when implementing Cooperative Learning in the creation of Authentic Videos in a fifth grade EFL classroom. The research involved fifth-grade students from Liceo Femenino Mercedes Nariño who underwent a pedagogical intervention divided into three cycles.

The first cycle aimed to develop oral interactions about the students' personal information, covering the necessary topics for discussing personal details. In the second cycle, the students recorded videos about general aspects of the Liceo Femenino. In the final cycle, they talked about the activities they enjoyed at the institution. They also participated in role-playing activities, performing meaningful roles of the school members. The results showed improvements in the students' writing and speaking skills. Since the recording of the authentic videos demanded the writing of the scripts, the author affirms

that the students acquired the essential vocabulary and strategies to compose simple texts. Indeed, the learners increased their capacity to interact with others through cooperative activities that heightened their motivation to learning English. This research offers guidelines for the pedagogical design of the necessary activities that recording videos and scripts requires.

On the other hand, in the field international research, Salamea-Avila & Fajardo (2023) aimed to find how the use of visual and audiovisual teaching methods could have a positive impact on students' speaking skills and communication development in English as a Foreign Language. The participants of this study were children aged 8-9 years old from fourth grade (A1 English level) in the 2022-2023 school year in a public school named "Unidad Educativa Ciudad de Cuenca." The study used a mixed method approach with the Convergent Parallel Design that used qualitative and quantitative instruments. The quantitative data was collected to contrast English proficiency of the students through the comparison of a pre-test and a post-test created as an adaptation of the A1 Movers Cambridge Speaking test (Cambridge English, 2022) with the purpose to evaluate students' knowledge and dominance of grammar, pronunciation, fluency, vocabulary and interaction.

The methodology first assessed the students' speaking competence. Subsequently, each group participated in a two-hour teaching program for over three weeks. Both groups were taught the same lessons, with the only variation being the type of instructional materials used. The experimental group worked with several audiovisual materials while the control group worked with a textbook. Then the instructions were given to learners before administering each task in the classroom with the sample students. The researchers evaluated aspects such as motivation, anxiety, and the ability to speak English. In this matter both groups showed considerable improvements.

Among the results of the final test, it was found that the control group had significant progress in fluency and the experimental group increased the score in all the items but especially in vocabulary and grammar. Regarding the experimental group, students increased the score in comparison with the pre-test; nevertheless, four students of the control group maintained the same scores of the pretest and

some others decreased their first score. Lastly, in a discussion session, the students were asked to give their opinions about the class. The results showed that they enjoyed the English classes as well as the materials and that most of them preferred visual and audiovisual materials, such as movies, songs, and videos, while some favored dynamic activities, games and teamwork.

The two studies presented above have significantly contributed to the present research, as they were conducted in similar contexts with a predominance of the use of materials such as books to support the grammatical approach and vocabulary memorization. The researchers, aiming to implement new strategies that would allow students to improve their speaking skills in terms of grammar, pronunciation, fluency, and vocabulary, used audiovisual resources to meet these needs and increase the students' motivation to learn the foreign language, which is also the subject of this research. Moreover, in relation to national research, the development of audiovisual materials examined facets of students' identities. This included video topics that referenced self-presentation and the portrayal of roles integral to their personal identity, which will also be addressed in the upcoming pedagogical intervention.

Task-Based Language Teaching (TBLT) in EFL Classrooms

At the national level, some researchers have investigated the TBLT contributions in EFL classrooms. The national study by Villegas (2021) has as a main objective to determine the impact of speaking strategies under the TBLT approach on the improvement of ninth graders' oral skills. This research was carried out in Supía, Caldas, in the rural school "Institución Educativa Hojas Anchas". The population of the study was fifteen 9th graders, ages ranging from thirteen to fifteen. What is important of this project is the encouragement to use English for communicative purposes and in real contexts. Even though this pedagogical intervention was developed during the Covid 19 pandemic, the proposal helped this institution explore new methodologies, strategies and pedagogies for English teaching.

During the diagnostic stage, the researcher established instruments such as journals and peer observations that allowed him to set four categories of analysis: lack of confidence, low oral production

level, poor participation, and poor vocabulary. The results showed that the category 'low oral production level' had the highest frequency in the analysis. According to the data collected from the instruments, the students showed difficulties in structuring their ideas orally in the target language. They often answered questions in English using Spanish and asked questions in this tongue about how to organize a sentence or say it complete. They also expressed feeling nervous and insecure when speaking.

Bearing in mind those concerns, the researcher decided to elaborate six workshops that followed the TBLT structure and all of them had at least one or two speaking strategies that could help address the students' problems with speaking skills. Among these strategies there were repeating, role-plays, discussions, oral presentations, and simulations. Every workshop had a pre-task, main-task, and post-task. The topics of the workshop were selected considering the student's interests and the suggested curriculum proposed by the MEN.

After this implementation, the students improved their oral skills, especially in terms of pronunciation, as they had the opportunity to practice the pronunciation of vocabulary in several sessions before engaging in conversation activities in real contexts. This progress was evaluated on a scale of 1 to 8, where, in the initial diagnosis, the students were on a scale of 1 to 4, with 4 being the highest score and 1 the lowest. After the final exam, the students were on a pronunciation scale of 5 to 8, which shows significant progress. In terms of fluency, the students improved thanks to repetition exercises and oral presentations. Finally, oral participation also improved, as the students became familiar with the expressions and vocabulary presented in the workshops. The task-based language teaching methodology allowed the students to work in groups or pairs, thus increasing their participation.

In the international scenario, Ngoc's research (2023) aimed to measure the cause-effect relationship between TBLT and students' speaking performance, as well as evaluate their attitudes towards its implementation. The study population consisted of different classes, with one class chosen as the control group and the other as the experimental group. The participants were 60 students with an A1

English level according to the CEFR. A key tool in this study was the pre and post-test, designed to assess the participants' speaking abilities through three sections. First, students introduced themselves in one minute, sharing details like their name, age, hobbies, and interests. In the second section, they randomly selected a topic, prepared for two minutes, and then spoke about it for another two minutes. Lastly, they responded to questions from the examiner.

Subsequently, Researchers used a questionnaire to assess the experimental group's attitudes towards Task-Based Language Teaching (TBLT) in English speaking classes. The questionnaire had 22 close-ended questions in three sections: general attitudes towards TBLT, its impact on motivation and engagement, and its influence on speaking performance. The analysis of the results contemplated the effects of TBLT on students' speaking performance. According to the test scores, there was an improvement in students' speaking ability in the post-test as compared to the percentages obtained in the pre-test. The scores of the control group increased to 7.20% when compared to the main score of pre-tests. In the case of the experimental group, they increased to 15.2%, which is a much greater result. This proves that the use of TBLT helped students reinforce their speaking performance.

On the other hand, the findings regarding attitudes showed that most of the students felt comfortable and enjoyed the implementation of TBLT in their speaking classes. The second cluster of results indicated that participants felt more confident speaking with their classmates and were less concerned about errors in grammar, vocabulary, and pronunciation. Furthermore, researchers found that students were more motivated when tasks were relevant to real-life situations, making them more meaningful and practical. Finally, as for the improvements in their speaking skills, they recognized progress in fluency, ideas, vocabulary, and grammar after the TBLT treatment. Working in pairs and groups helped enhance their vocabulary, and feedback from teachers and peers aided in correcting pronunciation mistakes.

These studies suggest that the TBLT approach allows for the creation of pedagogical experiences that reinforce students' communicative skills, such as pronunciation, fluency, and vocabulary learning.

However, neither of the studies inquire about the expression of non-verbal skills, which are of interest to this research. Furthermore, these studies served as a guide for the implementation of the TBLT methodology through stages aimed at completing a main task. Finally, it is highlighted that in the previously presented national research, the teacher recorded several simulations of himself performing the activities, which was also implemented in the tutorials of this present study.

Self-Narratives in the EFL Classroom

Research in EFL settings has aimed to improve students' storytelling skills while also boosting their communication abilities. Nationally, Ubaque (2016) examined the idea that learning a language helps shape students' identities as learners. He argued that learning a new language alters the interactions between learners and other language users, such as teachers and peers, especially in terms of expressing their personal identities. The writer examined how each participant's position in the language learning environment is shaped by their narratives and interactions with the class. He argues that the stories we share about our experiences reflect how learners want to position themselves through discourse, which is constantly negotiated with the context and evolving experiences in different learning environments. The study also focused on EFL students' strategies to overcome such obstacles.

The study involved interviewing 40 private school students in Bogotá, revealing that they faced difficulties in English classes due to a disconnection between the teaching methods and their personal experiences and feelings about the class environment. The researcher observed that these aspects were neglected in language improvement efforts, resulting in low motivation. To address this, strategies were explored to foster a classroom atmosphere where students felt at ease sharing their experiences and views on learning English. During the interviews, students reported feeling intimidated and judged by the teacher for their pronunciation and fluency errors, and by classmates who were more skilled in the language. The researcher discovered that students perceived the classroom as a battleground for power between the teacher and students, with favoritism towards certain learners, which impeded class

participation, led to conflicts among students, and diminished their motivation to learn English.

The analysis of the narratives that emerged in the interviews revealed that students' dissatisfaction with the classroom setting impacts their learning process and identity construction as English learners. The writer concludes that, based on these experiences, learners must choose to continue learning under these conditions, seek strategies outside the classroom, or give up. The study also found that students' life stories show how they are positioned as learners and how they respond to other discourses while constructing their own identity. He emphasizes the importance of considering students' backgrounds in language learning to prevent ongoing frustrations and old. The study concludes that English teaching methodologies should position the class as a community of practice, where everyone has a voice, a story to share, and the opportunity to build an identity in the EFL classroom.

Another significant contribution comes from Leshchenko, Ruban, & Tymchuk (2017), who aimed to determine whether creating digital biographical narratives improves students' creativity, cognition, communication, and technological skills. They adopted an autobiographical approach, which integrates oral and written skills and involves using technology for biography production. The study involved 48 students from Taras Shevchenko National University of Kyiv and analyzed results based on three criteria: axiological-motivational (motivation to create digital content), cognitive (analytical and synthetic skills), and creative and technological (creativity and technological capabilities).

The researchers examined the impact of creating digital biographies on personal and professional life, considering narrative elements like verbal, visual, audiovisual, and multimedia aspects. The students were guided through stages to understand image construction and film production principles, using audiovisual tools and learning about ethical principles for online behavior. In the first stage, the students chose the character for developing a digital life story. In the second stage they researched aspects such as birth, childhood, career, and personal stories. In the third stage, they crafted scripts using concise language, including dialogues and character development. Stage four involved using creative resources like drawings, cartoons, photographs, and sound effects to illustrate key moments.

Stages five and six focused on finalizing the narrative design with preferred software. Finally, in stages seven and eight, the narratives were presented and given feedback.

The study tested the hypothesis that digital biographical narratives would enhance students' digital competence. To this regard, it is worth noting that this analysis only considered aspects related to the narrative and digital elements and did not cover aspects related to the use of the foreign language, even though it was conducted within that context. Before the experiment, the cognitive figures were: low – 42, sufficient – 6, high – 0. After the experiment, they changed to: low – 0, sufficient – 32, high – 16. For creative and technological aspects, the figures before the experiment were: low – 36, sufficient – 8, high – 4. After the experiment, they shifted to: low – 4, sufficient – 34, high – 10. The study highlighted the importance of understanding biographical elements and the need for technological training to foster creativity using various image and sound formats.

As for the incidence of these studies in this project, the national research facilitated understanding how students of a foreign language, through interactions with their teachers and peers, establish an identity that reflects their self-perceptions as learners. From there, they relate both positively and negatively to the language and the context in which they learn it, which influences their learning. These identity factors of the students were also an important aspect in the development of the present audiovisual project. On the other hand, the international study helped to appreciate the contributions that the creation of a digital bibliography leaves in the students' ability to integrate elements such as photographs, drawings, songs, stories, among others, to talk about a life story.

Theoretical Framework

Now that some studies have been reviewed, this section will present the theoretical constructions that supported this study: *oral skills*, *personal identity*, *task-based language teaching* and *audio-visual literacies*. These concepts guided the methodological and pedagogical design of this project.

Oral Communication Skills

Developing strong speaking skills is widely recognized as a key goal in foreign language learning. Mastering this skill involves developing both verbal and non-verbal abilities, which are essential for enhancing the communication proficiency of foreign language speakers. The following paragraphs will recap the characteristics of verbal communication skills followed by those of non-verbal nature and a contextualization of their application in EFL classrooms.

Verbal Communication Skills

Through speaking, we convey our identity to others and develop various skills in the process. As Hymes (1979) stated, an individual's communicative competence consists of both knowledge about the language and specific skills in using it. (p.51) These skills are developed through regular speaking practice and can serve various purposes. Flores (1999, as cited in Royani, 2002), illustrates that speaking is a process of constructing meanings in which messages are produced, received, and processed, with content dependent on the context, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking (p. 68). Considering that the development of oral skills expands the communicative possibilities of the individual, this study will focus on ensuring that students develop the necessary aptitudes to express themselves from their contextual particularities.

This endeavor encourages foreign language students to share their personal narratives, experiences, beliefs, opinions, aspirations, and all aspects of their identity, thereby fostering the humanistic approach of Tudor (2001), who stated that the purposes of learning a language are related to the students' dreams, aspirations, and desires for personal improvement, encouraging them to share their feelings and personal views without fear of being judged or rejected (p. 66). To achieve such objectives, foreign language learning should be oriented towards enhancing several skills, which for this study primarily include grammar, vocabulary, fluency, and pronunciation.

It is worth noting that, for this project, the development of the listed skills occurred in an EFL classroom, through the creation of a digital narrative that looked for the student's ability to organize what they wanted to express in their narrative. All ideas, memories, anecdotes, or dreams had to be

organized through coherent and undestable sentences for which it is necessary to have a grammar understanding. Then, it is crucial to define what grammar accuracy is for speaking development.

Conforming to Goh & Liu (2024) Understanding grammar is crucial for effective speaking. It enables learners to combine ideas in a sentence in syntactically accurate ways (p. 10). On the other hand, researchers such as Harmer (2007) stated that Grammar can thus be partly seen as a knowledge of which words can go in certain positions and what form they should take. Studying grammar means knowing how different grammatical elements can be strung together to make chains of words (p. 32). These definitions help us understand that the enhancing of oral communication skills involves syntactic knowledge that enables the combination of words and meanings in both written and spoken contexts. Consequently, grammatical knowledge requires a foreign language learner to have a bank of words that allows the creation of meanings. Acquisition of vocabulary, which plays a key role in language effectiveness, represented a challenge for this project, as the creation of personal narratives involved learning words that had to correspond to the student's reality, which meant that in the sessions the vocabulary was personalized according to what each student wanted to express.

Along with grammatical understanding, the EFL student must pay attention to the fluency with which a spoken message is delivered. Bygate (2009) defines fluency as:

Reflected in the rate of delivery of the stream of speech. Rate of delivery can be divided into speed, and what might be termed 'regularity' meaning the amount and distribution of pausing. The interest in rate of delivery derives from the assumption that all things being equal, both speed and regularity change as a function of proficiency (p. 409)

In a similar manner, Segalowitz (2003) defines fluency as an ability in a second language to produce or comprehend utterances smoothly, rapidly, and accurately (p. 384). According to these perspectives, it is crucial to pay attention to the speed, use of pauses, and precision with which students speak in the target language so that the understanding of what they want to communicate is not affected. In turn, this clarity in message transmission should be accompanied by careful attention to

pronunciation, which is defined by Goh & Burns (2012) as:

The term used to capture the idea of how sounds are used in communication plays a very important role in getting meanings across. It also expresses that pronunciation occurs at the macro level and extends over entire spoken interactions. These are referred to as suprasegmental (or prosodic) features (e.g., intonation). Other elements, known as segmental (or phonological) features, occur at the micro-level and involve the production of individual sound segments (e.g., vowel/consonant sounds). (p. 95)

This research will focus on the review of segmental aspects of pronunciation, especially in the production of vowels and consonant sounds of speech, and in audiovisual productions created by students. After this theoretical review of verbal communication skills it can be stated that this research interpreted this concept as the integration of grammar skills, vocabulary acquisition, pronunciation and fluency for the transmission of a spoken message.

Non-Verbal Communication Skills

Communicative abilities go beyond oral language; the audiovisual productions of the students created within the pedagogical framework of this research demonstrate their non-verbal communicative expressiveness through gestures, body language, and the use of certain artifacts that will be subject to analysis. Therefore, it is necessary to define what is theoretically understood by non-verbal communication. According to Young and Travis (2012) we can communicate through sight, touch, smell, and sound; through our use of space, color, and time; our physical characteristics; movement; artifacts (furniture, clothing, and jewelry); and vocal sounds that are not words (p. 52). All of this aligns with Brown's ideas (2000) when he states that:

We communicate so much information nonverbally in conversations that often the verbal aspect of the conversation is negligible. This is particularly true for interactive language functions in which social contact is of key importance and in which it is not what you say that counts but how you say it—what you convey with body language, gestures, eye contact, physical distance, and other nonverbal messages (p. 262).

In summary, non-verbal communication can convey a message on its own or add meaning to a spoken message. Facial gestures, body movements, and even the use of objects can complement and

enhance the value of words. Therefore, the students' audiovisual productions will be analyzed considering these aspects.

Developing a communicative approach is crucial in language teaching, particularly within an EFL classroom. According to Abdallah (2010) "communication in a foreign language, either orally or in writing, is the ultimate goal of its teaching" (p. 19). This desire to communicate effectively is evident in the current student population, who have expressed a wish to learn English for future conversational use as adults. However, these aspirations are often hindered by EFL contexts that remain predominantly focused on grammar and vocabulary, neglecting communicative competence. Moreover, students seldom have opportunities to practice speaking English. De Porto (1997, cited in Abdallah, 2010) notes that developing oral skills presents a significant challenge for many EFL teachers, as students do not reside in English-speaking environments and typically attend schools where English is taught merely as a curricular subject (p. 15). This scenario poses a considerable challenge for EFL instruction, necessitating the implementation of teaching methodologies that simultaneously integrate grammar, vocabulary, fluency, and pronunciation.

Personal Identity

Defining a concept as broad as personal identity requires examining the aspects that compose it and the influence they have on the construction of the self from childhood. One of these aspects is memory, considered a fundamental part of each individual's identity. According to Wilson and Ross (2003), individuals' current opinions, beliefs, and goals influence their memories and evaluations of their former selves. In turn, people's current opinions are influenced by what they remember about their personal past, as well as how they recall their former selves and episodes (p. 137). This means that the present is connected to the past, in the sense that experiences lived along that timeline generate a sense of continuity, allowing people to evaluate their lives to set new goals or analyze their actions in different circumstances.

This implies a feeling of self-awareness and criticism that can be characterized as intrapersonal

intelligence, which according to Gardner (1999, cited in Abdallah, 2010) involves the capacity to understand oneself (i.e. one's own desires, fears, and capacities). It also involves using such information effectively in regulating one's own life (p. 82). Thus, he cited Laughlin (1999) to express that:

A person with well-developed intrapersonal intelligence usually (1) is aware of his range of emotions; (2) finds approaches and outlets to express his feelings and thoughts; (3) works independently and is curious about the "big questions" in life: meaning, relevance, and purpose; (4) attempts to seek out and understand inner experiences; (5) gains insights into the complexities of self and the human condition; (6) strives for self-actualization. (p.82)

Although these types of skills are not fully developed in the early years of childhood, children begin to engage in the construction of their personal identity through, as mentioned earlier, actions like the formulation of individual goals or the expression of their feelings and emotions. In this regard, Schaffer (2006, cited in Raburu, 2015) affirms that personal identity refers to children's subjective feelings about their distinctiveness from others, their sense of uniqueness, of individuality. Social identity refers, on the other hand, to the ways in which they feel they are (or would like to be) the same as others, typically through identification with family and/or peer culture. (p. 83)

This formation of the self through social relationships occurs in familial, cultural, or educational environments, where interpersonal intelligence is developed, which also begins to forge an identity character in children, especially through their circle of friends. Following Dunn (2004, cited in Abdallah, 2010), the quality of children's friendships affects their development of a sense of personal and social identity. Children with friends have better social skills and fewer adjustment problems, as friends provide social support and protection against difficulties of starting school, victimization and bullying.

There is the notion that identity stems from considering a series of physical, social, intellectual, emotional, sentimental and contextual characteristics, among others, that provide us with a sense of uniqueness that distinguishes us from others. As Olson (2002) mentions, personal identity generally refers to properties to which we feel a special sense of attachment or ownership. Philosophers such as

Locke (1960, cited in Noonan, 2003) state that

Consciousness always accompanies thinking, and it is that that makes everyone to be what he calls self and thereby distinguishes himself from all other thinking things: in this alone consists personal identity... And as far as this consciousness can be extended backwards to any past action or thought, so far reaches the identity of that person. (p. 33)

However, it is important to consider that part of these constitutive elements of identity come to us through the beings we relate to, just as it happens to children. This is why Norton (2013, cited in Preece, 2016) defines personal identity as the way a person understands their relationship with the world, how that relationship is constructed across time and space, and how the person perceives possibilities for the future. (p. 2)

Self-Narratives

In the field of psychology and education, several definitions of self-narrative and its connection with personal identity can be found. Rovira (2008) claims that “language—both code and content—is a complicated dance between internal and external interpretations of our identity. Words and language have the power to define and shape human experience. It is because of language that we can name our experiences ” (p. 66). Similarly, Ricoeur (1987, cited in Remodo, A, 2015) states that “our own existence cannot be separated from the account we can give of ourselves. It is in telling our own stories that we give ourselves an identity. We recognize ourselves in the stories we tell about ourselves. It makes little difference whether these stories are true or false; fiction as well as verifiable history provides us with an identity”. (p. 16)

Along with these definitions, several authors agree that self-narratives are part of the characteristic personality of each individual. Murray (1938, cited in McLean & Syed, 2017) argued that the type of story one tells reveals parts of personality that are relatively inaccessible via self-report assessments; in other words, the individual may not be aware of these implicit or unconscious aspects of personality (p. 02). This means that self-narration is an opportunity to discover those characteristics that

give us a sense of being unique, all within social contexts and typically articulated in accordance with the teller's chronological framework.

In this regard, Nunan, D., & Choi, J. (2010) remark that every time we speak, we are negotiating and renegotiating our sense of self in relation to the larger social world and reorganizing that relationship across time and space (p. 20). Similarly, Jerzy Trzebinski (1998) defines self-narrative as a way we understand ourselves within a given context (p. 15). Self-narrative is a form of a person's self-identity, especially when the events, values, and behavior represented in the narrative structure are highly important personally.

Understanding self-narratives also implies the integration of time and stories. Fivush and Haden (2003) argue that we constantly construct and reconstruct ourselves to meet the needs of the situations we encounter and do so with the guidance of our memories of the past and our hopes and fears for the future. Telling oneself about oneself is rather like making up a story about who and what we are, what has happened, and why we are doing what we are doing. Correspondingly, McAdams (1985) and Polkinghorne (1988, cited in Ashmore and Jussim, 1997), state that narratives, or stories, have the capacity to integrate the individual's reconstructed past, perceived present, and anticipated future, rendering a life in time sensible in terms of beginnings, middles, and endings (p. 54).

From the definitions presented above of self-narrative, it is interpreted that the use of language has a repercussion in the construction of personal identity. Normally, the expression of life narratives communicates various elements such as beliefs, values, and perceptions of the self. These unique stories are constructed through the selection of themes, plots, and characters. Crewe & Maruna (2005) claim that self-narrative is thought to be an imaginative rendering, a sort of mythmaking through which the past is reconstructed, edited, and embellished in order to create a coherent plot and themes. This implies that the practice of self-narration works as a stimulant for memory by bringing past events that marked personality and can be told through different creative ways (p. 112).

In the same way, McAdams (1985, cited in Ashmore & Jussim, 1997) maintains that themes are

goal-directed sequences that characters pursue in narrative. Themes convey human motivation: what characters want, what they strive to get, and to avoid overtime (p. 66). Therefore, self-narratives are conducted by real or fictional facts that imagination and memory reconstructed in a context through the integration of characters. Bruner (1986) and Mandler (1984), cited by Ashmore and Jussim (1997), describe that “like any story, identity has certain recognizable features of structure and content, such as a setting, characters who strive for goals, conflict between characters, significant scenes, and endings that (sometimes) resolve the plot” (p. 64). Therefore, it is possible to understand that the construction of a self-narrative is achievable through the reconstruction of stories within a defined space and time. These stories contain a series of memories that come to our mind through themes, plots, and characters that constitute who we are.

Task-based Language Teaching (TBLT)

The task-based learning approach was integrated into this research considering that it focuses on developing students' communicative skills, which is one of the objectives of this research. In this sense, Ellis, Skehan, Li, Shintani & Lambert (2020) defined Task-based language teaching (TBLT) as

An approach to language teaching that prioritizes meaning but does not neglect form. It emphasizes the importance of engaging learners' natural abilities for acquiring language incidentally as they engage with language as a meaning-making tool; it thus contrasts with structural approaches that emphasize language as an object to be systematically taught and intentionally learned. (p. 01)

From this perspective, it is understood that learning should occur in a way that integrates various forms of language, both oral and written, so that students interact meaningfully while acquiring skills that promote their participation in communicative spaces. In this regard, Freeman and Anderson (2011) stated that Task-based Language Teaching is another example of the ‘strong version’ of the communicative approach, where language is acquired through use (p. 193). In implementing this approach, the execution of tasks is crucial, which makes it essential to define what constitutes a task.

Prabhu (1987) states that a task is an activity which requires “learners to arrive at an outcome

from given information through some process of thought, and which allowed teachers to control and regulate that process” (p. 24). This is one of the most important definitions because, beyond explaining the effects of the accomplishment of tasks on students, it gives a relevant place to the control that teachers can have in the learning process. Furthermore, Breen (1989, cited in Nunan, 1989) defined a task as a “structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication.” (p. 13). Similarly, Bygate et al. (2001) defined it as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (p. 11), and for Nunan (1989), a communicative task is “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than on form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.” (p. 15)

Those definitions exalt the use that can have the execution of tasks to achieve communicative propositions in the learning of a language. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road.

The task definitions already presented lead us to define what TBLT is, as well as to investigate its main founders. Firstly, it’s important to highlight that TBLT was initially introduced in secondary school classes in India by Prabhu (1987) who, rejecting structural and behaviorist approaches for English teaching, designed materials to challenge the students’ capacities to communicate for the completion of a task. Accordingly, Ellis et al. (2019) describe TBLT as an approach that constitutes language teaching that prioritizes meaning but does not neglect form. It emphasizes the importance of engaging learners’ natural abilities for acquiring language incidentally as they engage with language as a meaning-making tool; it thus contrasts with structural approaches that emphasize language as an object to be systematically taught and intentionally learned (p. 270).

Task-Based Language Teaching (TBLT) emerged during the rise of the communicative language teaching movement in the 1970s and 1980s. This approach emphasized communicative competence and conceptualized language as functional in nature (Halliday, 1973). Moreover, TBLT recognizes motivation as a key component in the learning process. The objective is for students to experience a motivational process while completing tasks—an aim that is inherently complex due to its subjective nature, as it depends on learners' individual dispositions, expectations, and the surrounding learning environment (Van den Branden, 2006, p. 2).

Audiovisual Literacies

Nowadays, educational environments are being transformed by the emergence of technology, which is changing the traditional ways of learning and teaching. For this reason, it is necessary to implement new audiovisual materials in education that can enhance students' learning process. This project involves the creation of audiovisual narratives, so it is crucial to start by defining what an audiovisual is. According to Kapur (1995)

Audio-visual materials are instructional aids, devices and materials which help in carrying out teaching-learning process through use of audio, visual or both audio-visual formats. Audio visual materials include print and non-print media; projected & non projected media; and hardware and software needed for transmission of information and instruction. (p. 12)

Similarly, Hardjito (2004, cited in Fuady y Mutalib , 2019) noted that “audiovisual media provide concrete experiences through visualization, helping to introduce and clarify abstract concepts while encouraging further learning activities” (p. 2). Similarly, Ashikuzzaman (2013, cited in Masache, 2019) found that audiovisual media enhance learning effectiveness by allowing students to experiment with various formats, stimulating creativity, motivation, participation, and critical thinking. These resources also introduce students to audiovisual technology, promote integrated material use, and avoid rote learning. They help students understand their environment better and analyze problems and relationships, and recordings of student activities further support feedback, critical analysis, and learning

guidance. (p. 14)

Teaching in an EFL classroom can be challenging for teachers, as their work is usually accompanied by materials such as books or work guides that, although they strengthen students' grammatical skills, do not reinforce other competencies necessary for pupils to achieve one of the main goals of learning a foreign language: effectively communicating in it. This is why, according to Harmer (2001, cited in Dang, Nguyen, & Pham, 2022), the use of video recording has been a common feature of language teaching for many years (p. 65).

Language teachers have started to make out the usefulness of recording students' speaking tasks and assignments since it is clear that this activity offers numerous benefits. Firstly, video recording activity helps to elicit self-evaluation and peer feedback among the students because they can watch themselves speaking, and so can their friends. Thus, they will recognize their mistakes from the video and people's comments. Secondly, by recording their speaking activities, the students have opportunities to replay the recording as many times as they need so that they can make a self-evaluation of what they have planned and successfully done. Thirdly, video recording can be a good way for teachers to help students become better speakers of English (2001, cited in Dang, Nguyen, & Pham, 2022, p. 66),

These definitions of audiovisuals help us understand that they are an integral tool in the educational process. By combining audio, video, and editing options, audiovisual materials become effective learning support. As mentioned earlier, audiovisual projects offer several benefits, including helping students understand themselves and their environment, as well as presenting their ideas creatively, which promotes their participation in communicative activities. Today's students are surrounded by these technological stimuli, so it is essential to integrate them into learning to capture their interest and enhance their understanding.

Chapter III: Research Methodology

This chapter will reveal aspects of the research methodology for this project. First, characteristics

of qualitative research will be described, followed by those pertaining to action research. Finally, data collection instruments and ethical considerations will be presented.

Research Paradigm: Qualitative Research

Qualitative research methods within an educational context allow us to foster a teaching-learning environment in which teachers, in their role as researchers, get to know in depth the strengths and weaknesses of students with the aim to create effective education programs to overcome the difficulties encountered and enhance the students' abilities. For that cause, this project embraced qualitative research as the one capable of being aware of social, cultural, and historical contexts as they are, besides integrating coherent data collection techniques and appreciating subjectivity for research purposes.

According to Creswell (2007), "this paradigm refers to exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 22). This implies that the researcher enters the context that they want to intervene so that, through an initial process of observation, they discover a question to address. Thus, this study initially went through a diagnostic stage where the main task of the researcher was to find the difficulties that the students were facing to communicate in English and to explore the students' development of personal identity as an intrinsic motivation to learn the language.

On the other hand, in terms of techniques and data collection instruments in qualitative research, they are associated with the gathering of real data. McMillan (2004, cited in Greenwood and Levin, 2007) expressed that data collected during a qualitative research study may be quite diverse. The author recalls that qualitative data are typically narrative and consist primarily of observations, interviews, and existing documents and reports. Similarly, Hennink, Hutter, and Bailey (2011) argued that:

Qualitative research is an approach that allows you to examine people's experiences in detail by using a specific set of research methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life histories or biographies. (p. 9)

However, Silverman (2013) declared that qualitative research is not simply a set of collection techniques to be slotted into any given research problem, and he claims that it is important to concentrate on data analysis rather than simply data gathering. In that vein, the analysis of the findings might be done through proper interpretation. There are different methods and strategies of analysis within the paradigm of qualitative research. The analysis procedures undertaken in this research will be presented in the chapter dedicated to the discussion of results.

As expressed, qualitative research invites the researcher to contribute to social transformation and values the natural behaviors of human beings as an object of study. In addition to that, this critical form of research has instruments capable of looking at data subjectively. In this direction, this study used action research to develop effectively this proposal, given that this methodology originates from the qualitative paradigm and allows us to generate educational projects that integrate the implementation of activities guided by criticism and reflection of the participants. The following section will reveal in detail how action research contributed to the elaboration of this study.

Research Method: Action Research

This research project led to a pedagogical plan guided by action research. This qualitative method, according to Given (2008) is “a flexible research methodology uniquely suited to researching and supporting change. It integrates social research with exploratory action to promote development.” (p. 4). This method has been particularly well implemented in educational contexts given the fact that it evokes social changes. It adapts to contextual conditions, provoking participation, and cyclically demands constant reflection from the researcher.

As Fals Borda (1986) highlights, scientists and intellectuals, in general, have the responsibility or commitment to respond in practice to the demands of reality in favor of social change (p. 253). Taking this premise into action is urgent to establish a relationship between theory and practice in the classrooms since the objective of all educators must be to contribute to educational quality and social

transformation. In fact, many researchers like Elliott (1993), Schmuck (1997), Cluset, Lick, & Murphy (2008), Mertler and Charles (2011)) among others, insist that one of the most important objectives of education is to improve educational quality through concrete actions for the benefit of the community. For this reason, this research seeks to attend English communicative needs on the target population.

Furthermore, through this way of generating new knowledge, researchers must comprehend and get involved in the contexts that they want to study and from which they desire to obtain results, being aware that participants live in a particular and changing context. Parsons & Brown (2002, cited in Craig, 2017) assert that each student or group of students constantly provides us with unique challenges and opportunities, many of which require unique approaches (p.58). This explains how from teaching practice we approach an unknown context to propose a path that leads to multiple possibilities of response from the students.

With that in mind, the researcher must always be willing to create a plan that can be implemented and evaluated. Antonio Latorre (2003) states that teachers are given the opportunity to identify problems or difficulties in their teaching practice, investigate them, reflect on them and, based on reflection, propose intervention actions to understand and possibly improve educational practices (p. 12). In this sense, action research integrated sequentially some important steps in which, through a series of observations, investigators can reflect on a particular problematic aspect in the context that will be explored.

Authors such as Craig (2017) noted the importance of obtaining data through observation and pointed out that qualitative research designs use systematic observation to gain knowledge, reach understanding, and answer research questions. After this initial phase in which researchers glimpse a variety of hypotheses, they must create a plan and implement it. Escudero (1990, cited in Latorre, 2003) annotates that the plan controls the course, incidents, consequences, and results of its development. (p.40). Based on these authors' contributions, the pedagogical proposal of this research follows the

reflection cycle presented on the figure and will be presented stage by stage in the next chapter.

After this stage of action, it is necessary to reflect critically on the results obtained. The self-reflection of the practices by the researcher turns out to be a challenge because it leads to a stage in which decisions must be made so that what is proposed is significant while generating good academic results and solid knowledge for the students. Parsons and Brown (2002 cited in Craig, 2017)) argued that when teachers are reflective and critical of their own practice, they use the information they collect and phenomena they observe as a means of facilitating informed, practical decision making. Through the follow-up of this sequence, educators can self-correct their practices as well as propose something new to the educational system or reconstruct methodologies already implemented within the context.

Considering these reflections, this project determined, from an initial observation process, that the studied population, besides presenting communicative needs on the target language, ignored the foreign language's intrinsic reaches, such as those related to the exploration and recognition of the self through the expression of personal narratives. Consequently, the class planning will consider the cycle of reflection presented above to carry out a transformative-oriented practice that allows the identification of the students' communicative demands to afterward implement audiovisual strategies aimed at improving oral skills and self-recognition.

Data Collection Instruments

The analysis of data in qualitative research is given through a systematic process of observation and subjective assessment that is inclined to appreciate facts as they occurred in the context studied. In this matter, Bogdan & Biklen (1992) indicated that:

The data collected take the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation. The data includes interview transcripts, field notes, photographs, videotapes, personal documents, memos, and other official records. (p.5)

The data collection instruments applied in this research aimed to follow up on students'

language skills and investigate their needs and particularities in the learning process. Therefore, instruments such as surveys, field notes, and artifacts were designed and implemented. All of them will be defined below.

Field Notes

According to Flick (2009), field diaries should document the process of approaching a field and the experiences and problems in contact with the field or with interviewees and in applying the methods. Important facts and matters of minor importance or lost facts in the interpretation, generalization, assessment, or presentation of the results seen from the perspectives of the individual researcher should also be incorporated (p. 310).

The field diaries created from a sequence of observations from the characterization to the implementation stage of the pedagogical proposal of this project allowed, initially, to know the difficulties, skills and interests of the learners in the second language to later elaborate a series of objectives and activities in the curriculum that allowed them to meet the communicative needs of the students. Secondly, diaries were registered during the intervention to keep a record of the response of the pupils to such proposals in terms of language, motivation and development of personal identity. (see Annex: 3 field notes)

Rubrics

In education, the use of rubrics has been very useful to provide feedback to students, as well as to gradually improve the learning process. According to Hattie & Timperley (2007), a rubric helps students understand what they are expected to learn; it serves a feed-up function. Similarly, Ivo de Boer et al (2021) stress that a rubric is an instrument for guidance and/or assessment that has the shape of a table with evaluation criteria to the left and a scale with different levels of achievement on top, plus descriptors in each cell. With these descriptors each criterion and level (of performance) is made explicit.

Uniformly, Martinez & Lipson (1989, cited in Ivo de Boer et al, 2021) stated that the most important purpose of rubric is that they are a means to provide students with more formative feedback

in an efficient way. For the purposes of this research, the creation of rubric was used to assess students' oral skills and self-narratives that were result from students' video recordings. After recording each video students received a rubric that gives feedback on their oral skills in terms of pronunciation, vocabulary, grammar, and fluency. (see Annex: 5 rubric template).

Video Recording

According to Gibson, Harrison, Lomax, & Casey (2008), Videorecording is a qualitative research method that involves capturing moving images, with or without sound, to study the visual details of interaction and behavior. Video research is becoming more commonplace, in part because of the availability of easy-to-use, relatively inexpensive technologies that can be readily manipulated by researchers or study participants with a minimum of training. (p.917)

Likewise, Jankowsky (1992, cited in Penn-Edwards, 2015) stated that video recordings are a "Medium of empowerment and self-awareness" with users gaining "the ability to monitor their speaking skills, to concretize and share their perceptions and to recognize the importance of the information they were gaining" (p. 270). In the implementation of this research project, the collection of the videos of the students allowed them to enhance their oral expression skills and to recognize themselves as communicative beings capable of telling their life stories and expressing who they are through the use of language.

Questionnaires

According to Cohen et.al (2011) the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (p. 377). The questionnaires prepared for the purposes of this research were intended to collect the students' reflections regarding their own learning process before and after the recording of the audiovisuals developed during this project. In addition, students expressed open questions if the activities proposed in the implementation of this research contributed to the exploration of their

personal identity. (see Annex:4 English project questionnaire).

Ethical Issues

The completion of this audiovisual project required informed consent signed by the students' parents (see annex:6 informed consent). According to N. Mack et al. (2005), informed consent is a mechanism to ensure that people understand what it means to participate in a research study, so they can decide consciously and deliberately whether they want to participate. Informed consent is one of the most important tools for ensuring respect for people during research (p. 9).

Given the above, participation in this audiovisual project was completely voluntary, considering that during this process, four videos were made in which students share sensitive information such as their image, photographs, and family data, which were viewed and analyzed confidentially and only for the purposes of this research. It is worth noting that for students who decided not to participate, alternative materials were prepared, such as working on the same guides as the students who recorded the videos, along with the evaluation of activities from the English book for fourth and fifth grade.

Chapter IV: Pedagogical Intervention

This chapter begins by detailing the pedagogical intervention of this research, highlighting how Task-Based Language Teaching (TBLT) supported the lesson plans of this proposal. It then describes the selected vision of language and learning. Following this, the chapter presents the instructional design, which is divided into four distinct audiovisual stages: Video 1: All About Me, Video 2: My Family Tree, Video 3: My Weekly Planner, and Video 4: My Personal Narrative.

Pedagogical Approach

The pedagogical approach adopted in this study was grounded in the principles of Task-Based Language Teaching (TBLT). This methodology offers students multiple opportunities to engage in oral communication through the completion of meaningful tasks. As Willis and Willis (2007) assert, “the most effective way to teach a language is by engaging learners in real language use in the classroom” (p. 10).

They further explain that this is achieved by designing tasks—such as discussions, problem-solving activities, and games—that require learners to use the language actively and independently.

In alignment with these principles, this study aims to enhance students' oral skills by encouraging them to explore their self-narratives through the creation of audiovisual materials. To achieve this, the project follows the task cycle proposed by Willis (1996), who emphasizes that both exposure to and active use of the target language are essential for language acquisition. The cycle consists of three stages: task, planning, and report. This structure provides educators with a clear framework to support students in developing a range of communicative and expressive competencies.

Throughout the cycle, students progressively become more confident and capable communicators. In the task phase, they engage in activities that foster essential oral skills, including grammar, vocabulary, pronunciation, and fluency. The planning phase encourages learners to carefully consider what they want to express and how to do so effectively, often involving rehearsal and the selection of appropriate language and visual aids. In the context of this audiovisual project, students recorded several versions of their videos and selected the one they felt best conveyed their message. Finally, during the report phase, students present their work to the class. At this stage, the teacher's role is to recognize and celebrate students' progress rather than to criticize their performance. For example, in this pedagogical intervention, students showcased their final video titled *My Personal Narrative*, demonstrating their ability to use the language purposefully and creatively.

Vision of Language

To understand the communicative needs of the population in this study, two language functions proposed by Tudor (2001) were considered: language as self-expression and the humanistic perspective. Language as self-expression refers to the idea of using language to express our emotions, aspirations, and explore our interests. Tudor explains that this approach allows learners to build personal relationships, recognize themselves, and express their goals. This perspective values individual learning purposes and contrasts with the pragmatic function of language, which focuses on professional

achievements like academic advancement, better job positions, or relocating to another country—representing transactional uses of language.

Similarly, the humanistic perspective emphasizes recognizing the personal aspects of learners. Stevick (1990, cited in Tudor 2001) identifies five components: feelings, which include emotions, and various appreciations; social relations that foster friendly and collaborative interactions; responsibility for reflection and self-correction; intellect, encompassing knowledge and reasoning; and self-actualization, which involves the deep realization of one's potential, providing uniqueness and liberation. Tudor argues that language learning is a tool for personal growth, self-expression, and self-realization (pp. 65, 66).

These two perspectives view learners as human beings with feelings, emotions, opinions, ideas, dreams, and other characteristics that form their identity. Therefore, language teachers have the responsibility to enhance self-expression skills and create a supportive environment where students can communicate confidently without fear of judgment or rejection.

This research, aimed at producing personal audiovisual narratives, involved the preparation of learning strategies focused on oral skills to facilitate the students' self-recognition as unique beings capable of narrating themselves through the expression of their identity. These general topics include their likes and dislikes, hobbies and activities, and family life. In this way, the goal is to motivate students to communicate and give them a central role in learning the foreign language.

Vision of Learning

To explore this concept, the contributions of Tudor (2001) were considered, outlining various learning strategies, including the so-called learning by doing, which involves language acquisition for communicative purposes. This approach equates to implementing an experimental method characterized by the natural use of language. (p.78, 79) Tudor's communicative vision of learning encompasses five main principles: message focus, holistic practice, the use of authentic materials, the

use of communication strategies, and collaborative learning modes. This audiovisual project incorporated only the first three principles: message focus, holistic practice, and the use of authentic materials, as defined below.

The principle of message focus refers to the communicative function of language, whose objective is to strengthen students' communicative skills. This approach allows for the creation of various communicative activities that involve students' interests, creativity, and the ability to exchange ideas that are relevant to them, which motivates them to communicate. In this project, the topics addressed questioned students about their personal and identity information, which gave them the need to communicate meaningfully.

Regarding the principle of holistic practice, this is described from a perspective that contemplates the multiplicity of language through participation in different communicative tasks. This principle was incorporated into this project with the help of the TBLT methodology, which, through a cycle of tasks, promotes learning while developing skills integrally. Finally, the use of authentic materials, as explained by Tudor (2001), seeks to leave aside decontextualized learning materials that are code-focused language, as these do not promote the use of language in real situations, as authentic materials do (pp. 81-82). In light of this, this project, by characterizing the population and its context, chose to differ from the materials available for teaching English, such as the institution's books, to adopt an audiovisual approach focused on improving students' communicative skills, considering the interests of the students and their communicative needs.

Pedagogical Design

This pedagogical proposal aimed to improve the students' oral skills, both verbal and non-verbal, through the expression of aspects related to their personal identity, such as their origins, family

relationships, preferences and affinities for colors, animals, and foods, among others. To achieve this, a series of sessions were conducted focusing on the topics and skills necessary for students to communicate their personal narratives, also responding to the topics proposed by the school's syllable. These sessions were divided into three practice videos: the first, titled "All About Me," the second, "My Family Tree," and the last, "My Weekend Planner." These productions paved the way for the recording of the final video "My Personal Narrative."

Video 1 (see Annex: 9 "All about me") aimed for students to introduce themselves for the first time, mentioning general information about themselves, such as their name, age, place of origin, favorite animal, color, and food, as well as the activities they did on weekends. Video 2 (see Annex:10 "My weekend planner") sought to understand the students' family structure through the creation of a family tree, in which they also talked about the activities they did with their families. Video 3 (see Annex: "My weekend planner") explored the students' weekend routines through the creation of a time planner, which served as the basis for the video recording. Finally, Video 4 (see Annex:) compiled what was learned from the previous videos and included new information about the students' likes and dislikes, family members (such as their age, name, job, and things they like), among others.

The cycles, topics and language contents developed in the didactic sequence are detailed in the table presented in annex 8. Although not all the topics presented were covered in the students' audiovisuals, all the activities and contents made their realization possible, as they were part of the pre-task stages of the classes and the development of oral skills in the classroom. The proposal consisted of 16 sessions. Although more sessions were expected, extracurricular events and institutional meetings reduced the time available for this implementation, which initially aimed to cover grammar structures such as the simple past and simple future to understand the students' past narratives and their projections for the future. Despite this, these topics developed students' abilities to communicate verbally and non-verbally, expand their self-knowledge, and enhance their skills in audiovisual editing and production.

Chapter V: Data Analysis and Findings

This chapter presents an analysis of the results obtained from the instruments used to accompany the pedagogical intervention in the institution. These instruments included field diaries, rubrics, artifacts and video recordings. All the information obtained through these tools allowed us to categorize and sub-categorize the data presented below.

Paraphrasing Creswell (2015) analyzing qualitative data requires understanding how to make sense of the texts and images obtained from study participants to answer the research questions. This study will follow the steps proposed by Creswell to analyze and interpret qualitative data, which consists of preparing and organizing the information, exploring and coding the database, discovering findings and forming themes, representing and reporting the results, interpreting the meaning of the findings, and finally validating the accuracy of the findings. (p. 235)

In this respect, the review of students' self-narratives adopted the content analysis approach that, according to Lasswell, Lerner, and Pool (1952, quoted in Macnamara, 2017) is a technique which aims at describing, with optimum objectivity, precision, and generality, what is said on a given subject in a given place at a given time. (p. 03). Regarding the first step proposed by Creswell, the students' audiovisuals and artifacts were organized in a drive folder by colors and themes. Following this step, the videos were transcribed using a website named Vizard. The third step involved creating categories and subcategories, which, in addition to the information obtained throughout the process, considered the general and specific objectives of this research. The next step consists of presenting the results, the transcriptions, and their relationship with the categories created in the previous step. After that, these findings were subjected to a process of interpretation and, finally, validation.

The following table presents the categorical matrix defined to analyze the results obtained regarding the two main aspects that this research intended to study: personal identity and oral expression. Each subcategory will be explained at the moment of analyzing the corresponding data.

Table 1

Categories of Analysis

Categories of Analysis			
To what extent can audiovisual productions in a Task-Based Language Teaching (TBLT) EFL classroom enhance students' oral skills and build personal identity?			
Specific objective	1 st order category	2 nd order category	3 rd order category
Analyze how the use of a second language can help students to express themselves To explore how EFL students construct their personal identity by expressing and narrating themselves in English.	Exploring Who I Am	Uniqueness	
		Intrapersonal level	Self-perception as language learners Self-perception as individuals
		Interpersonal level	
To identify how audiovisual productions enhance students' English oral skills.	Oral communicative skills	Verbal communication skills	Grammar accuracy
			Vocabulary
			Fluency
			Pronunciation
		Nonverbal communication skills	Body language and Facial expressions Use of props

Data analysis

Category 1: Exploring Who I Am

This category refers to personal identity features that the students explored of themselves through the narratives that they shared on the audiovisual productions. As noted earlier, personal identity is defined by Norton (2013) as how people understand their relationship with the world that surrounds them and in which they build relationships through time and space. This series of relationships allows the subject to compile a series of characteristics, both physical, psychological, attitudinal, experiential, among others which, as mentioned by Olson (2002), give individuals a unique sense of belonging and ownership.

These concepts of identity led to the selection of the subcategories. The first one is *uniqueness*. The main interest of this subcategory is to investigate which aspects of the students' audiovisual productions allow

for identifying a distinctive sense of personal identity in them. Following this, the *intrapersonal level* subcategory will seek to establish to what extent the students express their feelings, opinions, and beliefs to understand which of these are recurrent or contradictory, as this will reveal aspects of their identity. Finally, the *interpersonal level* subcategory will seek information to visualize whether the students have a sense of belonging to their social groups, such as family or friends, and if these groups influence their personality. The following sections will review some of the key definitions of these subcategories and highlight the results extracted from the students' process and, namely, their audiovisual productions.

Subcategory 1: Uniqueness

This subcategory was chosen considering that the creation of audiovisuals fostered the students' creativity and originality in producing their videos, allowing them to construct a sense of individuality. This sense of uniqueness is evident in the recognition of their talents, physical appearance, family aspects, customs, free time activities, likes, and dislikes, which will be presented below. The videos were recorded by 90% of the students at home, specifically in the living room, while only a few chose public places such as the street or parks, showcasing their unique preferences for recording environments.

Regarding their clothing, it is worth noting the distinct choices made by the students, with some wearing clothes related to their favorite color and activities. For example, those dressed in their training uniform indicated their passion for football, while girls in dance dresses highlighted their love for dancing. These choices reflect the students' personal interests and hobbies, further emphasizing their uniqueness. Finally, the results showed that 85% of the students displayed the worksheet within the video. When asked in class why, they responded that they needed written support to be able to speak. This demonstrates the personal methods and needs of the students in expressing themselves.

With respect to the originality of the students' answers in the first video, they talked in one of the videos about their favorite foods. While 13 students indicated that pizza is their favorite food, others showed a variety of preferences: 6 chose chicken, 3 pasta, 2 chicken rice, and 2 salads. This diversity in food choices reflects the unique tastes and individuality of each student. Similarly, when discussing

favorite colors, the students exhibited a range of preferences: 17 chose blue, 9 black, 9 purple, and 4 pink. This variety highlights the distinct personalities and preferences within the group. When it comes to favorite animals, the students again demonstrated their uniqueness: 8 mentioned cats, 6 dogs, 2 lions, 5 rabbits, and 2 birds. These choices reveal the different interests and affinities each student has towards animals.

The final part of video number one and most of video number two questioned the students about the activities they do at weekends and those they do with their families. The results show a wide array of activities that demonstrate their individuality. During the weekends, 4 of the children do homework, 4 go to the park, 4 play football, 2 draw or paint, 6 watch television, 2 ride bicycles, 2 listen to music, 4 play video games, 1 plays volleyball, 1 goes for a walk, and 1 plays an instrument. This variety of weekend activities showcases the unique ways in which each student spends their time, reflecting their personal interests and family dynamics.

This variety is also evident in the students' families and the activities they participate in. One of the objectives of the second video is to practice frequency adverbs. Students were asked about the activities they do sometimes, normally, never, and always. In their responses, students mentioned a wide range of diverse activities they practice sometimes, such as going to the pool, going to restaurants, going out, and playing soccer. Regarding the activities they normally do, students watch television, talk about their daily activities, go shopping, go to the park, or do house cleaning. As for the activities they always do, students mentioned that they always watch television, go out to eat, visit their relatives, and go to church. Finally, students mentioned that they never travel by plane, do sports together, or argue.




This variety of activities demonstrates that, although the children had similar routines at school, the way they distribute their free time activities varies according to their family customs, tastes, and skills, which also constitute part of their identity. These daily activities lead to the establishment of habits and the development of talents that depend on their contexts and affinities.

On the other hand, in videos three and four, the students worked on preparing for the final





narrative and constructing a weekend planner that grouped their activities by hours to explore how different or similar these narratives were and to determine if they provided the students with a sense of uniqueness. Regarding the results of these videos, it is important to highlight that students were asked to exclude activities that everyone practices, such as waking up, brushing their teeth, taking a shower, and having breakfast, as the exercise aimed to explore beyond these common activities to understand what differential activities the students performed. Despite this clarification, the students included these activities, and the results were analyzed considering the activities that provide originality along with the audiovisual form in which they were presented.

Regarding the content of the responses, this practice exercise was carried out as a dialogue, meaning that in the classroom there was a student who asked questions like "What time do you go to the park?" and another student responded "I go to the park at three pm." In the same way, when they recorded the audiovisual, they conducted the conversation with a family member. In video number three, the students explained that during the weekends a total of 12 students engaged in entertainment activities such as watching television, videos, or movies, with this being the most frequent activity among them. Meanwhile, 8 students in the group played video games, especially one called Roblox, which is very popular among them. Around 5 students usually go to shopping malls, while another three prefer to go to parks. A few others prefer painting, reading, dancing, and practicing sports like soccer or volleyball.

Finally, in terms of originality and creativity, for the third audiovisual project, the students created their videos based on the workshop instructions. While some read the information from the guide, others simply pointed to their family members while they presented them. This was the approach taken by most of the students, 18 in total. The remaining students recorded their family members appearing in the video while asking the question. All these cases will be presented below.

<i>Example of uniqueness in audiovisual 3</i>		
		
Student K	Student OI	Student GB

Until then, the videos and their analysis during class sessions revealed that the students were unsure about which platform to use for recording and editing. Consequently, before beginning the production of the final video, I provided tutorials on using Canva, which was deemed one of the easiest options for customizing video styles. After watching the tutorials, the students produced much more sophisticated presentations, incorporating various images, photographs, songs, and fonts, which imparted a unique character to the videos, as demonstrated in the following examples:

<i>Example of uniqueness in audiovisual 4</i>			
			
Student CM	Student W	Student M	Student LU

In summary, the results of this subcategory revealed the uniqueness of the students, highlighting their diverse skills in sports, artistic activities, and music, among others. Their varied tastes in aspects such as food, animals, and colors were also observed. Additionally, the original way in which the students expressed these descriptions of their lives, using different resources and strategies both in class and in the production of the audiovisuals, reinforces the idea that personal identity is formed from an early age through diverse experiences and individual expression.

Subcategory 2: Intrapersonal Level

Self-recognition through narratives enables us to not only interact with others but also express and reflect on our thoughts about ourselves and our learning processes in different areas. This subcategory will first review the students' self-perceptions as learners of a foreign language throughout the implementation of the audiovisual project. Subsequently, it will analyze the aspects in which the students, using the language, expressed the thoughts, ideas, and impressions they have about their life and personality to understand if these allow them to define part of who they are.

Regarding the students' perspectives on their own English learning, it is important to highlight the contributions of Tudor (2001), who argued that language learners are also individuals in the personal and affective sense of the term, which means that language is also a means of personal and affective expression (p.65). He additionally stated that these features of individuality in learners lead to the construction of different goals for different kinds of learners.

Taking that into account, the results presented below will explore the students' self-view as learners and their aspirations to learn the language at the beginning of the intervention, which helped this research understand the difficulties and expectations they have in learning English as well as their improvements during the praxis stage. These aspects were analyzed through a diagnostic test in which the 30 children were asked how much they liked English classes and the reasons for their responses. This will be later contrasted with what the students expressed at different stages of the implementation.

For this initial exercise, four types of responses were obtained, which were classified into the following themes of analysis: Future projections, Enjoyment and simplicity, Level of difficulty and Collaborative learning. As for the first topic, Future projections, it was found that 10 students, representing approximately 33.33% of the total population, indicated that their reasons for liking English classes are related to their expectations of learning the language as they grow up. These reasons include getting to know other countries, imagining themselves speaking English in the future, or simply believing that it will help them when they are older, these results are relevant for this study because, as Brown and Lee (2015) stated:

Identity, then, is more than just a core concept; it is also a principle that has far-reaching implications. On one end of the spectrum is the call for self-regulated learners to accurately understand themselves as they become aware of their personal strengths and weaknesses, likes and dislikes, and preferences in styles of learning, thinking, acting, and communicating. (P.77)




This self-awareness about learning will be illustrated in the following images:

<i>Sample of students' perceptions about their English classes</i>	
<p>9. ¿Qué tanto te gustan las clases de inglés</p> <p>Me gustan mucho ¿Por qué? <u>Podemos practicar y ir a otros países</u></p> <p>Me gustan un poco. ¿Por qué? _____</p> <p>No me gusta ni un poco. ¿Por qué? _____</p>	<p>9. ¿Qué tanto te gustan las clases de inglés</p> <p>A. Me gustan mucho ¿Por qué? <u>me ayuda cuando se grande</u></p> <p>B. Me gustan un poco. ¿Por qué? _____</p> <p>C. No me gusta ni un poco. ¿Por qué? _____</p>
Student E	Student LU



On the other hand, regarding the topic of *Enjoyment*, it was found that a total of 9 students enjoy their English classes because they consider them fun and not difficult, with statements like 'I do well.' This group of students represents 30% of the total group. The following scenarios illustrate their responses

<p>9. ¿Qué tanto te gustan las clases de inglés</p> <p><input checked="" type="radio"/> Me gustan mucho ¿Por qué? <u>me divierte hablando inglés</u></p> <p>B. Me gustan un poco. ¿Por qué? _____</p> <p>C. No me gusta ni un poco. ¿Por qué? _____</p>	<p>9. ¿Qué tanto te gustan las clases de inglés</p> <p><input checked="" type="radio"/> Me gustan mucho ¿Por qué? <u>Es muy fácil no aprender</u></p> <p>B. Me gustan un poco. ¿Por qué? _____</p> <p>C. No me gusta ni un poco. ¿Por qué? _____</p>	<p>9. ¿Qué tanto te gustan las clases de inglés</p> <p><input checked="" type="radio"/> Me gustan mucho ¿Por qué? <u>porque puedo aprender mucho</u></p> <p>B. Me gustan un poco. ¿Por qué? _____</p> <p>C. No me gusta ni un poco. ¿Por qué? _____</p>
Student ZE	Student HG	Student X

Regarding the answers grouped under the topic of *Levels of difficulty*, it is observed that a total of 9 students, that is, 30% of the group, consider English classes to be difficult, with statements such as "there is a lot to write," "because I don't understand," or simply "it's difficult." It is worth noting that 3 students expressed that they do not like English classes but did not specify why. In the images, the students' stances towards their responses can be observed.

<p>9. ¿Qué tanto te gustan las clases de inglés</p>  <p>A. Me gustan mucho ¿Por qué? _____ <input checked="" type="radio"/> B. Me gustan un poco. ¿Por qué? <u>porque es muy difícil</u> C. No me gusta ni un poco. ¿Por qué? _____</p>	<p>9. ¿Qué tanto te gustan las clases de inglés</p>  <p>A. Me gustan mucho ¿Por qué? _____ <input checked="" type="radio"/> B. Me gustan un poco. ¿Por qué? <u>porque es difícil y mucho</u> C. No me gusta ni un poco. ¿Por qué? _____</p>	<p>9. ¿Qué tanto te gustan las clases de inglés</p>  <p>A. Me gustan mucho ¿Por qué? _____ <input checked="" type="radio"/> B. Me gustan un poco. ¿Por qué? <u>porque no me interesa</u> C. No me gusta ni un poco. ¿Por qué? _____</p>
Student P	Student VC	Student U

Finally, only 2 students, representing 6.67% of the total group, were categorized under *Collaborative learning*. They stated that they like learning English because they can share with their classmates while learning

<p>9. ¿Qué tanto te gustan las clases de inglés</p>  <p>A. Me gustan mucho ¿Por qué? <u>Puedo aprender con mis compañeros</u> B. Me gustan un poco. ¿Por qué? _____ C. No me gusta ni un poco. ¿Por qué? _____</p>	<p>9. ¿Qué tanto te gustan las clases de inglés</p>  <p><input checked="" type="radio"/> A. Me gustan mucho ¿Por qué? <u>Puedo compartir con mis compañeros</u> B. Me gustan un poco. ¿Por qué? _____ C. No me gusta ni un poco. ¿Por qué? _____</p>
Student L	Student R

These results allowed us to conclude that the main reason why the students were interested in their English classes was related to their desire to speak the language in the future. In general, they perceived themselves as motivated learners, as they found it fun and, in most cases, not difficult. On the other hand, those students who expressed that they did not like English classes showed demotivation due to aspects related to writing and the perception that, in general, learning a foreign language is difficult.

Considering these results, this study focused on reinforcing students' oral skills to meet classroom communication needs. Additionally, a questionnaire was conducted at the end of the audiovisual project implementation as a supplementary instrument to evaluate the students' feelings and self-perceptions regarding English learning. In this questionnaire, they were asked if they felt their communication skills had improved by the end of the process. The results will be presented below.

The questionnaire was implemented with 23 students. Among the students' responses, their answers

were categorized into three types. The first category is called *phonetic accuracy* and includes a total of 9 students, which is approximately 39.13% of the group. These students stated that their oral skills had improved because, by the end of the pedagogical implementation, they made fewer pronunciation errors as compared to the beginning of the intervention. This is the case with the following students:

<p>4. ¿Crees que los temas y actividades que cubrimos en clase ayudaron a mejorar tus habilidades comunicativas en inglés?</p> <p>Si porque aprendí a pronunciar más</p> <p>5. ¿Crees que tu habilidad para hablar en inglés ha mejorado? ¿Por qué?</p> <p>Si por que ya se pronunciar algunas cosas Pruebas</p>	<p>4. ¿Crees que los temas y actividades que cubrimos en clase ayudaron a mejorar tus habilidades comunicativas en inglés?</p> <p>Si porque llo puedo pronunciar mejor</p> <p>5. ¿Crees que tu habilidad para hablar en inglés ha mejorado? ¿Por qué?</p> <p>Si porque pronuncio mejor y no me hablo</p>
Student Ñ	Student P

The next group is called *Multimedia learning* and includes five students, representing 21.74% of the total. They stated that the reason why their oral skills improved was due to the implementation of audiovisual production in teaching, as evidenced below:

<p>4. ¿Crees que los temas y actividades que cubrimos en clase ayudaron a mejorar tus habilidades comunicativas en inglés?</p> <p>Si por que es más facil atraves de videos</p> <p>5. ¿Crees que tu habilidad para hablar en inglés ha mejorado? ¿Por qué?</p> <p>Si, porque tuve la mejor Práxe de Inglés del Mundo</p>	<p>4. ¿Crees que los temas y actividades que cubrimos en clase ayudaron a mejorar tus habilidades comunicativas en inglés?</p> <p>Si ¿porque? por que se mejor el ingles</p> <p>5. ¿Crees que tu habilidad para hablar en inglés ha mejorado? ¿Por qué?</p> <p>Si ¿porque? por los videos por que si no hubiera hecho los videos no hubiera mejorado</p>
Student GB	Student W

It is important to highlight that student 12, in the characterization results presented earlier, had mentioned having trouble in learning English. In this questionnaire, she expressed that developing oral skills is much easier with the help of video creation.

Finally, the group *Vocabulary and fluency* included a total of 4 students who felt that their skills had improved because they managed to learn a range of vocabulary wider than the one they had at the beginning

of the intervention. Others stated that they achieved better fluency in speaking English, while others affirmed that they had improved in constructing grammatical sentences. The following scenarios will illustrate some of their responses:

<p>4. ¿Crees que los temas y actividades que cubrimos en clase ayudaron a mejorar tus habilidades comunicativas en inglés? s: porque ha se hacen estructuras</p> <p>5. ¿Crees que tu habilidad para hablar en inglés ha mejorado? ¿Por que? s: ahora hablo un tris mas fluido</p>	<p>4. ¿Crees que los temas y actividades que cubrimos en clase ayudaron a mejorar tus habilidades comunicativas en inglés? Si, antes no sabia algunas palabras pero ahora si</p> <p>5. ¿Crees que tu habilidad para hablar en inglés ha mejorado? ¿Por que? Si porque no hablo tan bien</p>
Student K	Student LU

In conclusion, these results allowed us to understand that reflection is an important factor in learning a foreign language, as it enables students to be self-critical and question their goals and expectations for learning a language, as well as recognize their strengths and weaknesses. This makes it easier for both students and teachers to generate and integrate strategies for learning. This subcategory also evidenced the progressive advancement that students felt in their own learning thanks to the implementation of the audiovisual narrative project.

Subcategory 3: Interpersonal Level

When discussing aspects of identity, it is necessary to recognize the influence of the social context and the relationships we establish within it in the construction of our life stories and who we are. In this regard, Kashima, Foddy y Platow (2002) state that the social context of a self is often framed in terms of self-other interpersonal relationships or self-group relationships, and the significance of the social is acknowledged. This interpersonal development of the self is built from childhood, as children are part of different social contexts, such as their family , their school, where they make their first friendships, and even other spaces where students live and interact with other children or adults, such as football training, dance or music groups, where they enhance their skills, as is the case with the students

in the present research.

Regarding video 1, several class sessions were prepared for the students to introduce themselves through their first audiovisual project. These lesson plans included collaborative work, which highlighted the students' attitudes towards working together to solve tasks in the classroom. Among these activities, a game called "Walking Dictation" was conducted, in which the students had to look at an image and describe it physically to their classmates so that they could create a drawing based on the description.

This activity strengthened the students' abilities, on one hand, to construct sentences orally to convey a message that accurately described the image and its replication, and on the other hand, their abilities to effectively relate to their classmates to solve a task. According to the information written in the field journals, this activity encouraged the students to make descriptions using adjectives and vocabulary of body parts seen in class. In this way, they worked communicatively in the classroom and had fun with the results while showing good group work skills. These peer activities align with Vygotsky's (1978) theory, which identifies schools as crucial environments for transitioning from personal experiences and interpersonal dialogues to more sophisticated thinking. By engaging with ideas through interactions within their community, children can integrate into the intellectual life of those around them.

On the other hand, the development of interpersonal skills involves understanding the emotions and feelings of others, as well as recognizing that the expression of our personality also depends on the social contexts in which we find ourselves. In one of the classes dedicated to identifying various emotions and feelings, videos of characters in different situations involving intense emotional experiences were shown. The students, using the vocabulary learned in class, had to identify and name the observed emotions and feelings. This exercise, in addition to highlighting physical reactions to emotional stimuli, allowed students to recognize their own emotions in others. Subsequently, a reflection exercise was conducted in which students were presented with a series of situations read in Spanish and English, such as: "Imagine you are walking down the street, and you find an abandoned dog.

How would you feel?" The students responded with a variety of emotions:

Student B, for example, answered: "Me sentiría enojado porque lo dejaron ahí,". While student M "expressed: "Me sentiría triste y buscaría ayuda." Meanwhile, student Y responded: "Me sentiría triste, pero tendría que dejarlo ahí." These emotional reactions to the presented situation demonstrated their different stances towards the same circumstance, their ability to listen to others' feelings, and their individual attitudes. Additionally, they highlighted their empathy towards others in this and other similar situations that were presented to them. In this sense, Brown and Lee (2015) assure that we have many "social selves," reflecting the differences responses made to us by others who encounter us in a variety of social contexts, each of which may evoke from us a different range of behaviors, competencies, attitudes, and affect (p. 14). These perceptions highlight the importance of recognizing and valuing the diverse emotional responses and social behaviors that arise in various contexts.

Video 4, titled "My Personal Narrative," the final production of the students contains the best examples of this. After a series of sessions dedicated to learning vocabulary about likes and dislikes, the students included in their audiovisual presentations the preferences and aversions of some family members, as well as the activities they do together. This, in interpersonal terms, revealed the importance of family and classmates in the development of the students' personalities, as it evidenced the emotional bonds they have with their loved ones.

In conclusion, it is notable that at the beginning of the project, students did not engage in classroom activities that promoted participatory learning or language use, which made them uncomfortable when faced with oral activities in front of their peers. However, as several class sessions progressed and through games and other activities like those mentioned earlier, where students had to solve tasks in collaboration with others, they gradually began to communicate. This culminated in the creation of dialogues and audiovisuals where the children presented their family members, demonstrating their influence in the construction of their personal identity

Category 2: Oral Communication Skills

Subcategory 1: Verbal Communication Skills

This category alludes to the spoken abilities necessary to communicate a narrative. As Royani (2002) explains, speaking is an ability to orally construct intelligible phrases and sentences in conveying messages. During the intervention of this project, the students practiced with different monologues and scripts about their personal identity with the aim of enhancing their oral capabilities in function of producing audiovisuals about their life narratives. This preparation aimed to help students understand that one of the main functions of language, according to Brown and Yule (1983, cited in Nunan, 2004), is to transmit information to others through the practice of the skills that will be described and analyzed below.

Grammar Accuracy

This subcategory presents the oral and written grammatical uses held by the students during the preparation and presentation of their life narrative, which was carried out through three video tasks called: *All about me*, *my family tree*, and *my weekly planner*, culminating in the recording of the final video: *My personal narrative*. Monitoring the proper use of grammatical rules was fundamental for understanding the videos created by the students and especially for strengthening their oral skills, since as mentioned by Harmer (2007), the proper use of grammatical rules requires understanding the order of words to form chains of meaning. (p.32)

With this in mind, the practice involved teaching and practicing the verb be, adverbs of frequency, possessive pronouns, simple present tense, conjunctions such as "because", "for", "and", "but", question words like "why", "what", and "how", and demonstrative adjectives/determiners such as "this", "that", "these", and "those".

The use of these grammatical structures allowed the students to introduce themselves by stating their name, age, place of origin, likes and dislikes, favorite things, describing their family, talking about their routine activities, among others. The results will show their improvement and difficulties from the diagnosis to the final recording.

Video 1: "All About Me"


For the creation of the first video, *All about me*, students took a diagnostic test in which they were asked to introduce themselves orally and in writing using the following guide:

	<p>✓ Speaking activity: I. Introduce yourself.</p> <p>✓ Grammar: I. Answer the following questions (responde las siguientes preguntas.)</p> <ul style="list-style-type: none"> • What's your name? <u>Valentina</u> • What's your last name? <u>Rico Cardenas</u> • Where are you from? <u>Colombia</u> • Where do you live? <u>Suiza</u> • How old are you? <u>9 años</u>
[Diagnosis, 15 may 2023, Student SM]	

In this initial activity, it was evident that most students had difficulties introducing themselves and constructing sentences, often limiting themselves to writing just one word instead of forming complete sentences, as seen in the image above. Additionally, some students wrote incomplete sentences or made grammatical errors, particularly with structures like the verb be.

	<p>✓ Speaking activity: I. Introduce yourself.</p> <p>✓ Grammar: I. Answer the following questions (responde las siguientes preguntas.)</p> <ul style="list-style-type: none"> • What's your name? <u>mi name Johan</u> • What's your last name? <u>Pichica</u> • Where are you from? <u>I from Bogota</u> • Where do you live? <u>suiza viva</u> • How old are you? <u>9</u>
[Diagnosis, 15 may 2023, Student MP]	

After this initial interaction with the students, a series of sessions were conducted focusing on asking them in Spanish what they thought should be included in a personal introduction while practicing the proper use of the verb "to be." These dialogues enabled the creation of the following worksheet with the students' participation to ensure including the topics that the children considered relevant for talking about themselves:

	
[All about me, 15 may 2023, Student X]	

In broad terms, this worksheet evidenced positive progress in the correct use of sentences with the verb "to be." First, the students had to complete the template and then practiced their personal introductions in the classroom with their peers to finally complete the first audiovisual task, in which they had to record themselves saying their personal information. The results of this first recording reflected significant advances in the use of grammar, in the sense that they understood the composition of a sentence (subject+ verb+ complement). However, some of the students created sentences without enunciating the pronoun at the beginning like in these examples:

Student M: (0:00:23): Activities I do on weekends. Go to the park. Eat ice cream, watch TV.
[Video: <i>All about me</i> , March 30th, 2024, Students YJ]

In addition to this, few students made grammatical errors with the use of *is* and *are* such as in this scenario:

Student M: (0:00:14): My favorite color is blue and orange
[Video: <i>All about me</i> , March 30th, 2024, Students M]

Apart from that, it was mostly evident that the students did not use conjunctions like "and" or "but" to connect or separate ideas. In fact, some of them used the "y" in Spanish to separate them:

Student LU: (0:00:28): Activity. Video games. Play soccer y sleeping. Goodbye.
[Video: <i>All about me</i> , March 27th, 2024, Student KI]

Furthermore, when presenting the activities they do on weekends, they had confusion with the affirmative and negative use of the present simple and the conjunction of the verbs:

Student OI: (0:00:24): Activities, he don't weekends. He go out, I play soccer, he go to park.
[Video: <i>All about me</i> , March 30th, 2024, Students M]

In summary, the learning and practicing of the grammatical structures mentioned above allowed the students to expand their personal presentation by adding information about their favorite foods, animals, and colors, as well as including some of their weekend activities. On the other hand, this first video helped identify the grammatical difficulties the students were experiencing, so they could be corrected in subsequent lessons and continue with the preparation of the next video.

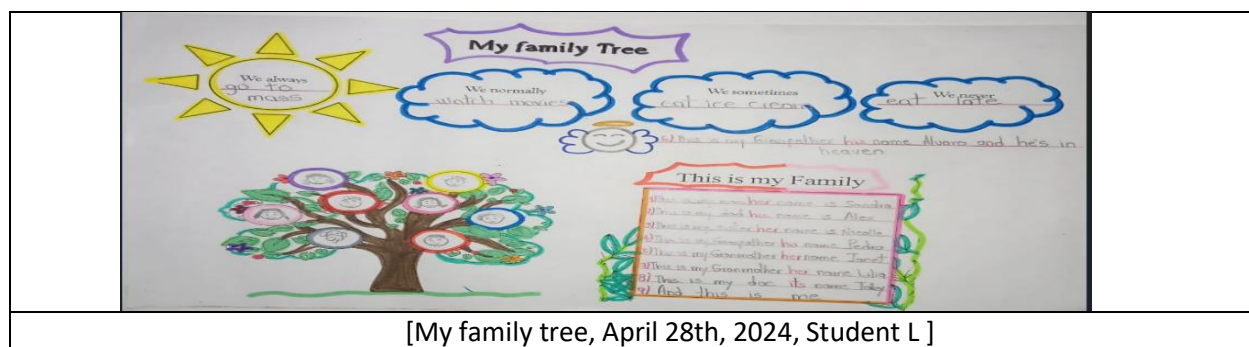
Video 2: My family tree

To record this second audiovisual project, the students received a series of lessons in the pre-task stage

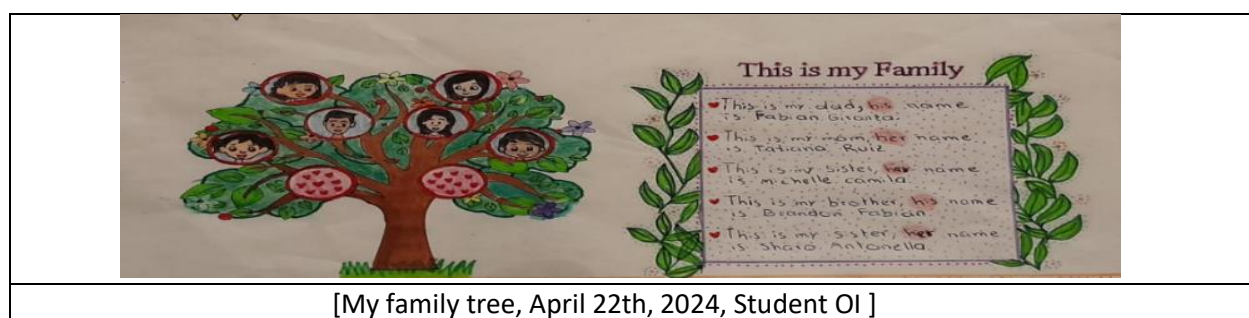
that addressed the use of the grammatical structure of the simple present tense, specifically its use for talking about routines and its application with adverbs of frequency. This was done so that, through its use in oral practice, the students could talk about their daily activities as a fundamental part of who they are.

After the relevant grammatical explanations different activities were carried out in the during-task stage using flashcards, games like stop, slides, and the institution's grammar book, which had to be included in the lesson plans. After completing exercises on this topic, another two sessions were held to understand the grammatical use of possessive adjectives, so that the students could use them to name objects, family names, and belongings in general of themselves and their relatives, in order to explore if there was a relationship between the objects presented by the students and their personality.

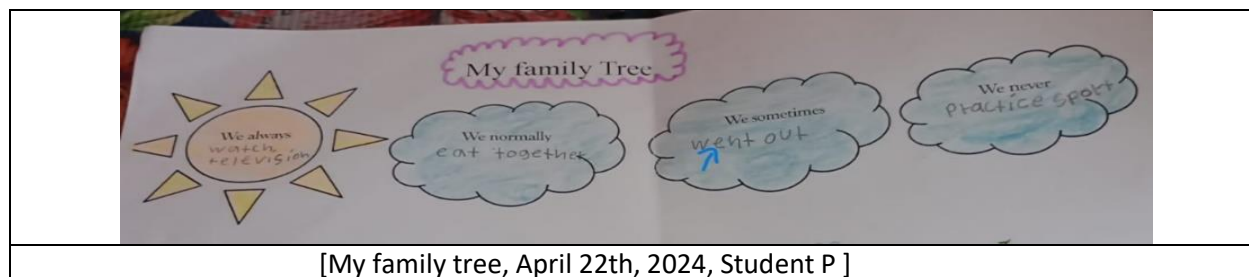
Part of this stage involved planning the second video, "My Family Tree," which primarily aimed at the students introducing their family and the activities they did or did not do in their daily lives, applying the grammatical teachings from the pre-task stage. The worksheet that the students used is presented below:



This guide served as a "script" for recording the second video. In the workshops submitted by the students, it was evident that most of them made proper use of possessive adjectives to introduce their families, as can be seen in this example:



On the other hand, grammatical errors were evident in the use of the simple present tense in the section related to the use of time adverbs with family activities, as few students, about 6, conjugated the verbs in the past, as will be presented below:




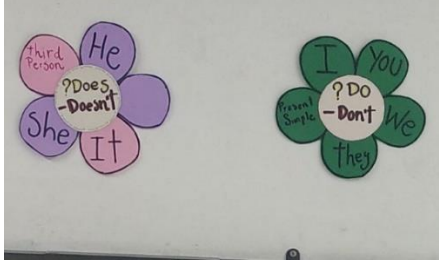
[My family tree, April 22th, 2024, Student P]

Despite these grammatical errors being reflected in the post-task, which consisted of recording the second video, reinforcement activities were carried out regarding the use of the simple present tense, which took a couple of additional sessions. Overall, this oral and grammatical exercise strengthened oral skills by correcting grammatical errors, allowing the students to share relevant family aspects, considering that their experiences with their relatives are part of their identity.



Video 3: My weekend planner

For the preparation of this audiovisual, several activities were carried out in class that enabled its realization. The planning consisted of reinforcing the use of the present simple, as some students had difficulties with this grammatical tense. In one session, the structure of the present simple was explained again, and an activity was conducted in which slides of children performing routine activities were shown images (see figure 1), along with a didactic resource that was attached to the board to help students choose between 'do' or 'does' for different pronouns (see image 2). The students had to write sentences in their notebooks in question, affirmative, and negative forms, as shown below:

Does he study English?	He studies English	He doesn't study English
------------------------	--------------------	--------------------------

 <p>A slide titled "study English" featuring a cartoon character reading a book on top of a stack of colorful books. The URL "www.Games4esl.com" is visible at the bottom.</p>	 <p>Two hand-drawn diagrams on a whiteboard. The left diagram is a purple flower with petals labeled "He", "She", "It", and "Third Person". The center contains "? Does", "- Doesn't". The right diagram is a green flower with petals labeled "I", "You", "They", and "We". The center contains "? Do", "- Don't".</p>
Image 1. Sample slide	Image 2. Material to review simple present grammar

Students overcame difficulties with the present simple through various activities, including a reinforcement workshop. They created weekly planners showing daily activities, learned to tell the time in English, and made clocks with recyclable materials. Students then described their weekly activities, wrote vocabulary on the board, and practiced asking and answering questions about their routines in pairs. This prepared them for recording a video doing the same exercise together with a family member. The images show classroom practices:

Practice class for the recording of Video 3: "My Weekend Planner" – June 14, 2024	
 <p>Two students in a classroom. One student is holding a piece of paper, and the other is holding a clock made from a white plate with pins for hour markers.</p>	 <p>Two students in a classroom. One student is holding a piece of paper, and the other is holding a clock made from a white plate with pins for hour markers.</p>
Student PE	Student ZE

The students used a guide from the previously described class for the recording of this audiovisual.

Both in the videos and the guide, a significant improvement was observed in the students regarding sentence construction, as their sentences were more extensive and their ability to converse with their peers improved. This allowed for a deeper understanding of the students' personal aspects. In general, 80% of them used the present simple correctly, both in the first and third person, as will be shown in the following extracts from some worksheets:

Student 15	<p>Family member: What time do you watch movies? Student: I watch movies at 6 o'clock because it relaxes me</p>
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Student 05	Family member: What time do you draw? Student: I draw at eleven o'clock because I like to draw in the morning.
Student 09	Family member: what time do you watch videos? Student: I watch videos at three pm because it gets me interested.

In these results regarding sentence construction, it is highlighted that approximately four students had difficulties in the oral and written use of some verbs, as they used them in the infinitive instead of the gerund, or in the gerund instead of the infinitive. This does not represent a serious error, as it was considered that these distinctions had not been addressed in class. These scenarios are presented below:

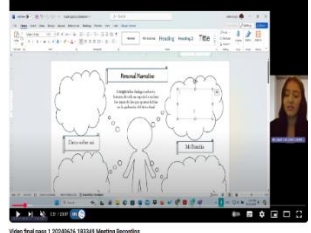
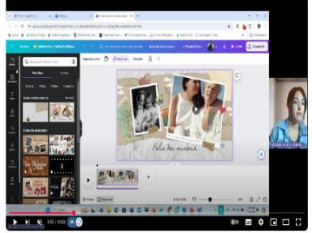
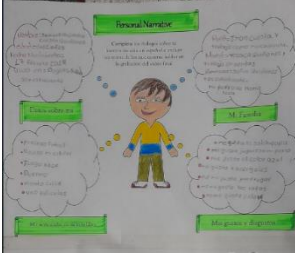
Student 14	Family member: At what time do you watch TV? Student: I watch TV at eight. Family member: At eight pm. Why? Student: because I watch my favorite program.
Student 11	Family member: What time do you paint? Student: I paint at five o'clock pm because I like to paint after to do my homework.

On the other hand, there were improvements in the use of prepositions and conjunctions such as “on”, “at”, or “to”. Here are some examples:

Student 02	Family member: What time do you watch TV? Student: I watch TV at 7 to 11. Family member: Why? Student: Because I like and I feel happy
Student 12	Family member: What time do you play instruments? Student: I Play piano and violin at seven o'clock and on Saturday and Friday we play wind instruments.
Student 04	Family member: What do you do on weekends? Student: I play soccer on weekends. I do my homework, and I play with my friends. Thank you. Bye bye.

Video 4: My personal narrative:

The final video was explained to students as a recap of the three previous videos, with the option to include additional information. They could use Canva or a similar platform, supported by tutorials created for them about video editing. Students worked with a guide in the pre-task phase to decide on topics, then created a script, selected images and audio to record in the during-task phase, and finally, presented their videos in class. The images show the initial guide and tutorials used for planning and production.

		
Tutorial 1 how to construct my personal narrative	Tutorial 2 how to edit my personal narrative	Student U

After going through this process, the students submitted the recordings of the audiovisual.

Regarding the results, it can be seen that the creative videos were constructed as identity narratives that expressed elements of the students' personal identity, such as their birth dates, leisure activities, likes and dislikes, and general aspects about their family members, such as professions, likes, and hobbies. In general, they made appropriate use of grammatical structures, such as the verb 'to be', the present simple, frequency adverbs, possessive adjectives, among others, as shown in the following cases.

Student 07	Hi, my name is xxxxxx All about me. Facts about me. One, my name is Luis Alejandro Lave Diaz. Two, I am 10 years old. Three, I am from Bogota. Four, my favorite food is ramen. Five, my favorite color is black. This is my family. She is my mother her name is Daniel Díaz Santana. She is a 46 years old. He is my father his name is Artemio Lave Rodríguez. He is a 50 years old. She is my sister her name is Valentina Lave Díaz. She is a 15 years old and she is my pet her name is Cookie. She is three years old. My free time activities. I play soccer. I play video games. I go to shopping center. I watch the movies and my likes and dislikes. I like soccer, I like pizza, I like to travel. I don't like mmm....I don't like to be disturbed. Thank you!
Student 08	Hello, this is me. My name is xxxxx. I have 10 years old. I am from East Bogota. My birthday is on November 23. My family. I live with my mother. Her name is Edilma. She is 40 years old and she likes to cook. My sister, her name is Adriana, is 14 years old and she loves makeup. My dad, his name is Jorge, is 37 years old and he loves watching football. This is my grandmother, her name is Pastora. This is my pet, her name is Ami. Likes and dislikes. I like to dance, sing, drag, write, watch videos and go to school. And I don't like doing much homework and I don't like sweeping. I don't like cheating in my room. My free time activities. I sometimes play Roblox. I normally listen to music. I normally dance, I occasionally skate. Thanks for your attention. Bye!
Student 09	Hello teacher! This is me! A little about me. My name is xxxx. I am 10 years old. I am from Bogotá. I'm dark skin and curly hair. My family. My family again. She is my mom her name is Maria. She has a child. He is my dad. His name is Manuel. They are my two sisters. They work in the computer and play soccer. He is my nephew. He is eight years old. It's my free time. I ride a cycle. I play Roblox. Likes and dislikes. I like to dance. I love to dance. I like to fill albums. I don't like when someone takes my

	things.
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Although most students made very few grammatical errors, there were some issues with verb tenses. The most frequent ones were made by 5 students, and it involved the use of the verb 'to be' to express age, as in the following instances:

Hello, my name is xxxx. I have 12 years old.
Hello teacher, my name is xxxxx I have 11 years old
My mom's name is Honey. She have 41 years old

On the other hand, although a class was held among the topics prior to the creation of this final video to address the students' confusions regarding the use of infinitives and gerunds, some errors by six students were detected in this final production, as will be evident below:

I dislike eat vegetables
I dislike sweep
I don't like go to school
I don't like sing

Another common error in the students' narratives occurred when the children mentioned their age, as around 10 students did not use the preposition 'on' to indicate their birthday date, writing as follows:

I was born in Bogota. I live in Suba. My birthday is June 16
I am 10 years old. I live in Bogotá Suba. My birthday is February 17th.
I am 10 years old. I live in Suba. My birthday is July 12th

In summary, the selection of this subcategory was made considering that the proper use of grammatical rules, both orally and in writing, allows students to create infinite possibilities of sentences and narratives. This facilitates the expression of their thoughts, ideas, dreams, feelings, among others, and, in the case of this research, autobiographical elements that appeal to the construction of personal identity. With the aim of directing grammatical teaching towards these goals, the verb tenses that accompanied the classes and the creation of these four audiovisuals were situated in the real-life contexts of the students, which was much more meaningful for them as it involved the exploration and

narration of unique aspects of their lives.


Vocabulary

This subcategory was selected considering that one of the key factors in improving oral skills is the variety of words students use to communicate in situations that encourage genuine language use. Harmer (2007) affirms that students need to see words in context to see how they are used. Accordingly, the best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action (p.229). With this in mind, this research aimed to broaden students' vocabulary for its use in real contexts.

To accomplish this, a variety of materials were utilized, including videos, flashcards, board games, and the institution's English teaching book, enabling students to become familiar with vocabulary that would help them narrate themselves both in class and in audiovisual productions. This focus includes vocabulary about the body, feelings, clothing, verbs related to the activities they perform daily, among others. This section will show how students appropriated this vocabulary and how it was incorporated into the recording of the four audiovisuals mentioned above.

From the first diagnostic session, a vocabulary activity was carried out, following the suggestions of the head teacher, who expressed the need to integrate vocabulary about kitchen items in this initial test, as they had been working on it before my arrival in the classroom. Therefore, the last point of the diagnosis focused on understanding the vocabulary that the students had in this topic. The activity consisted of showing the students a series of images of kitchen objects, and they had to identify and name up to nine of these objects.

The results show that only one student managed to name all nine objects, twelve students named eight, two students named seven, two students named six, four students named five, and four students named four objects. As mentioned earlier, the students had previously studied this vocabulary, which allowed 48% of the group to successfully complete this task, some students made spelling mistakes in writing the words, as will be shown below.

Diagnosis test: vocabulary section		
<p>✓ Vocabulary activity:</p>  <p>1. knife ←</p> <p>2. spoon ←</p> <p>3. cup</p> <p>4. bowl ←</p> <p>5. plate</p>	<p>1. Spoons ←</p> <p>2. cup</p> <p>3. Knife ←</p> <p>4. bowl ←</p> <p>5. Fork</p> <p>6. Plate</p> <p>7. glas ←</p> <p>8. knife</p> <p>9.</p>	<p>1. Knifi ←</p> <p>2. SPOON</p> <p>3. bowl</p> <p>4. cup</p> <p>5.</p>
<i>student C</i>	<i>student GB</i>	<i>student DO</i>

According to Nation (2001, cited in Tayaa & Hellalet, 2022), “there are many things to know about any particular word, and there are many degrees of knowing. The form includes spoken and written forms and word parts, meaning involves meaning, concept, referents, and associations; and use entails grammatical functions, collocations, and constraints on use (register and frequency)” (p. 65). Therefore, in the specific case of the aforementioned students, an orthographic error is evident, which, if not corrected, could impact their oral production.

Additionally, the diagnostic that included this vocabulary activity also featured words unfamiliar to the students, which hindered their comprehension of certain parts of the workshop. For example, in point number 1, students were orally asked to introduce themselves with questions like “Where are you from?” and “Where do you live?”, but they asked “Teacher, ¿Qué es ‘from’ o ¿Qué es ‘live’?”, which made interaction and their responses difficult. These situations confirm the statement of Krashen (1998) who said vocabulary is basic to communication. If acquirers do not recognize the meanings of the keywords used by those who address them, they will be unable to participate in the conversation. (p. 33) This is why vocabulary learning should not be underestimated and should be a constant focus in communicative environments.

Tayaa and Hellalet, (2022) assure that “vocabulary has been witnessed as a key learning tool for learners to think, express ideas and feelings, and explore and analyze the world around them” (p.60). Thus, no one can communicate in any meaningful way without vocabulary. Taking this into account, the initial classes, whose objectives aimed at the creation of audiovisuals that highlighted aspects of the students' personal identity, included lessons focused on learning and using vocabulary.

For instance, in one of the classes, flashcards and songs were used to present the students with vocabulary related to body parts and adjectives describing them. After this pre-task learning stage, the students had to introduce themselves orally, adding descriptions about their bodies in sentences like “My name is Maria, I’m ten years old, I’m curly hair and I’m tall and thin” (Student V, Field Diary (September 26th, 2023)). While doing so, some students did not remember the vocabulary and asked me or the head teacher “profe, ¿cómo se dice delgado?” or “¿ cómo se dice alto?” This may happen because, as mentioned by Nation (2001, cited in Lightbown and Spada, 2013), a learner needs to have many meaningful encounters with a new word before it becomes firmly established in memory. Then, to help students who struggled to remember adjectives for self-description, we reinforced the vocabulary through games. These activities required students to use body-related vocabulary to describe animals and other characters to their classmates.

These sessions allowed students to recognize their physical characteristics and, through vocabulary and oral skills, expand the narratives of who they are. This was reinforced with a lesson about the body and appearance as parts of personal identity. This class involved students learning vocabulary related to clothing, and then, in an activity according to their preferences, choosing the clothes they would wear in certain weather conditions with the help of some images that were brought for them to select and paste on the board as illustrated.



Sample class about the weather on September 19, 2023

This activity was carried out through the game "tingo tingo tango." The students who went to the board had to choose clothing images and construct sentences as in the following scenarios:

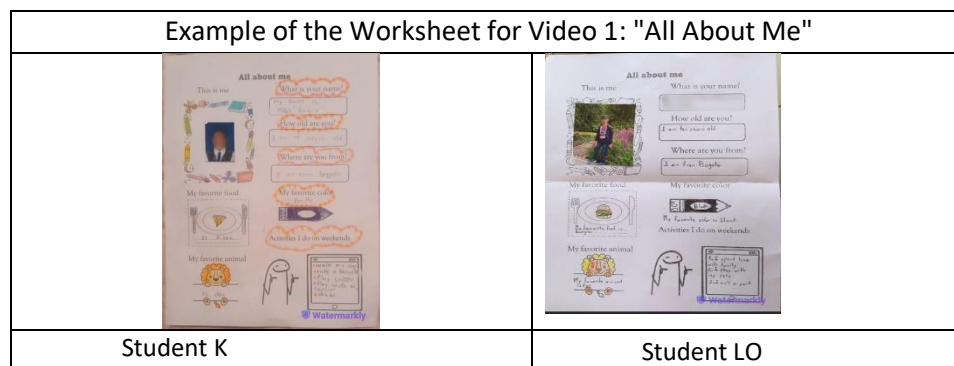
Student P: “When it is rainy I wear boots and a coat
--

Student P: “When it is rainy I wear boots and a coat”

Although to create the sentences, the clothing vocabulary was displayed on a slide throughout the session, this exercise allowed students to place these words in specific contexts and practice their pronunciation.

On the other hand, regarding the analysis of the vocabulary used in the four audiovisuals, the first video included the use of words that the students already knew about animals, colors, and food, so they could use them in sentences along with the vocabulary that had already been reinforced in previous classes, such as routine verbs, to build a brief personal presentation in which, in summary, they stated their name, age, where they came from, their favorite animal, color, and food, and the activities they usually did on weekends.

Regarding the results, the following scenarios were presented:






In the presented images, it can be seen how student L managed to apply the vocabulary to name her favorite animal and her weekend activities both in the script guide and in the video as follows:

Student L: " my favorite animal is dog" " my favorite color is purple" " my favorite food is pizza" activities I do on weekends: "play with my dog" "ride a bicycle" "play soccer" "draw"

As well as student H, who mentioned in the video and the worksheet:

Student H: ' my favorite animal is fox" " my favorite color is black" activities I do on weekends: "I spend time with my family" "I play with my pets" "I visit a park"

In summary, these good results correspond to 80% of the class. Only the following students made mistakes in the vocabulary of food and activities:

Video and worksheet 1 " All about me"		
		
Student J	Student CM	Student K

In these images and videos, the students mentioned:



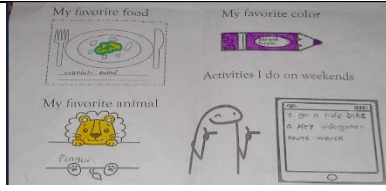
Student O: 0:00:30 "my favorite food is paste"

Student K: 0:00:32 " my favorite animal is oso"

Student T: 0:00:32 ' My favorite food is Arroz with chicken"

On the other hand, other students made mistakes related to the choice of words they used to express

the activities they do on weekends, as shown below:

Worksheet 1 " All about me"		
		
Student W	Student CM	Student MN

Video 3: My weekend planner

In this video, the students talked about the activities they regularly did during their weekends. This involved learning a broader vocabulary than what they had learned since the recording of the first video. In one session, the students named in Spanish the activities they did on weekends, which were written in English on the board with their meanings. This took about half an hour due to the variety of activities given by the students. Additionally, there was a review of the vocabulary related to numbers. As mentioned in one of the field journals, the students did not remember how to say some numbers in English like 11, 12, or 9, and needed this vocabulary to indicate the time of their activities. After finishing this session, as previously mentioned in the grammar subcategory, pair practice exercises were carried out so that the students could

finally record with a family member.

Regarding the results related to this video, it was found that, in general, the students used the vocabulary reviewed in the classroom. They learned several verbs that were significant to them as they directly related to their routines. However, some of the students used words different from what was seen in the sessions, and although they were not incorrect, there were other words and expressions that are more standardized in oral contexts. For example, four students said in their video "What time do you do tasks?" to refer to school tasks, which would sound more appropriate as "What time do you do homework?" or, even better, with a frequency adverb like "What time do you usually do your homework?" for this context. Other students said, "I clean my house because is my duty" or "I do homework because is my duty", which would sound more appropriate using the word "responsibility" instead of "duty". Finally, other students used some words like "lunch" or "dinner" without the word "have" at the beginning, which represents a collocation error that, according to Penny Ur (2012), is understood as "the way particular words tend to occur together with other particular words in context" (p.4).

Video 4: My personal narrative

This video, as mentioned earlier, compiles the topics from the three initial videos. Regarding the progress, it is evident that the regular practice and application of the vocabulary seen in previous sessions through classroom activities and videos allowed the students to retain the learned words in their memory and use them to produce their final video. This was the case for students who, for example, revisited the vocabulary from the session on body and identity to describe their physical appearance in the videos. They mentioned: "I have blue eyes and blond hair" or "I'm dark-skinned and have curly hair like my family."

Additionally, 90% of the students used the vocabulary learned in the routine sessions to refer to activities that they or their family members performed. It is also worth noting that some students used action verbs not seen in class to talk about activities they did not like to do. For example, they used verbs like cheat, argue, and fight, which also expanded the learning of new words, as these were associated with real situations and reinforced memory thanks to the design platforms used to edit the videos, such as Canva, where they

included images of objects and verbs, as shown below:

Video 4 " My personal narrative"		
Student LO	Student DO	Student CC

Fluency

The analysis of fluency in the verbal communication of the students' audiovisuals was based on the definition by Christine and Anne (2012), who state that fluency is speech where the message is communicated coherently, with few pauses and hesitations, thus causing minimal comprehension difficulties for the listeners. In this sense, it will be evaluated whether the children speak at an appropriate speed, neither too fast nor too slow, whether they communicate naturally or, on the contrary, need written support to read and communicate, and the level of use of filler words that may hinder their expression.

In this sense, the results of video 1 show that 10 of the students (E, Ñ, M, MN, GB, OI, W, HG, DO, CM) seemed to remember very well what they had to say regarding their personal presentation, or at least had practiced their speech very well, as they spoke quite naturally, with appropriate pauses between sentences and with little or no help from the visual support of the guide used for the video preparation. However, this level of fluency did not always correspond to accuracy in terms of vocabulary, grammar, and pronunciation, as in the case of students M, MN, HG, and DO.

On the other hand, other students needed to read the guide to be able to communicate and generally made pauses between sentences, which interfered with the fluency of their message. For example, student A said, "my favorite animal is... cat." Finally, some students self-corrected their pronunciation of certain words, which lengthened the videos. For example, student SA, at second 0:00:40, said, "my favorite activity... activity..."

activities are." Others used filler words between sentences, which hindered the naturalness of their speech, such as student C, who said at second 0:00:30, "my fav eeeh activities I do on weekends eeeeh," or student CO, who also frequently repeated the filler "eeeh," saying, "eeeh hello eeeeh all about me."

Regarding video 2, it is evident that students OI, E, GB, HG, BS, and M managed to speak fluently in their videos, without pauses or the use of written materials or filler words, despite making pronunciation errors that will be presented later. Additionally, the use of filler words is observed less frequently compared to video 1. For example, student K uses the filler "eeeh" in a large part of the video, such as at second 0:00:09, where she says: "this is my eeeeh grandmother." Finally, the repetition of words is evident in some students, such as student JO at second 0:00:48, who says "This is my mom my mom... her name is Maria," and the self-correction of words, as in the case of student C, who says "this is my grandmother He (pause) her name is Ines," or student C, who at second 0:00:57 said "he mm she is my cat his... her name is Milu.

Regarding video 3, it is important to highlight that, compared to the other videos, this one was practiced the most in the classroom before recording, which resulted in superior outcomes in terms of naturalness and fluency. The students C, LU, JO, G, GB, OI, R, and DO did not make prolonged pauses and did not rely on the guide to communicate. These students also made fewer grammatical errors, expanded their vocabulary to talk about their leisure activities, and carried out their first communicative task in the form of a dialogue. It is important to note that some of the students who excelled in this activity had previously presented complications with repetitions or filler words, such as students JO, C, and LU. Finally, difficulties were still evident in some students, such as NF, who at second 0:00:56 said "what time do you play with dog with my dog," or student DO, who at second 0:00:48 said "What time do you I play I play with my cat". However, improvement was the dominating occurrence.

Finally, in video 4, the students expressed themselves more naturally, mainly because the final video was made as a compilation of the previous productions. This allowed the students to become familiar with the vocabulary and grammatical structures needed to construct sentences about the descriptions of their lives. Additionally, they had practiced many times what they wanted to say, both at home with the recording of the

previous videos and in class, where the pronunciation of some words was corrected.

The students L, E, Ñ, M, MN, GB, OI, W, HG, DO, R, and JO, in addition to doing a great creative job representing their personal descriptions, did not have difficulties with fluency, as they did not use guides to read while speaking, nor did they use filler words, and they spoke at a constant speed without accelerations or pauses. Only a few students still had difficulties with filler words, such as student MN, who mentions at second 0:00:42 "I am from Bogota, Colombia... eeeeh I am 11 years old," or LU, who says at second 0:00:32 "My activities are play soccer, draw, go to the park, play with my toys and play eeeh with my friends". Nonetheless, as stated before, repeated practice before the actual execution of the oral task is paramount to building confidence in students, addressing pronunciation issues and establishing connection with the information to be presented. Thus, fluency can be improved, as happened with the last two videos.

In summary, this subcategory allowed us to observe that constant practice of oral communication helps students develop confidence to express themselves more naturally. As the audiovisuals were produced, the difficulties related to pauses that interrupted the flow of their speech or filler words, which although did not affect the comprehension of the message, caused both the students and the viewers of the videos to lose track of what was being narrated. However, these difficulties decreased video by video, and the students' insecurity was reduced. In essence, this audiovisual project confirmed what Brown & Lee (2015) stated, that fluency is probably best achieved by allowing the "stream" of speech to "flow"; then, as some of this speech spills over beyond comprehensibility, the "riverbanks" of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course (p. 347).

Pronunciation

This subcategory derives from the notion of Brown & Lee (2015) who stated that "pronunciation should therefore be more realistically focused on clear, comprehensible pronunciation. At the beginning levels, we want learners to surpass that threshold beneath which pronunciation detracts from their ability to communicate" (p.345). Therefore, in this research, the primary focus will be on students' ability to communicate clearly rather than on phonetic errors. This section will review the strengths and

weaknesses of the students during the implementation of this project. In the diagnostic phase, students were asked to introduce themselves. During this session, they often made pronunciation mistakes with the word "name," pronouncing it as it is written. The same issue occurred with the word "live."

A few sessions later, the students worked on planning the creation of their first audiovisual project. Once they completed the worksheet for this product, they recorded their first video, in which they introduced themselves. This was a significant improvement, considering that at the beginning of this practicum, they had many difficulties doing so. However, the following observations were made regarding students' pronunciation:

The first common error was with the word "animal," which about 10 students pronounced as it is said in Spanish (/ani'mal/) instead of the correct English pronunciation (/ˈæn.ɪ.məl/). Additionally, around 20 students pronounced words as they are written in English. This was the case with the following words:

<i>Video 1: All about me</i>	
Recording Time / Students' Names	Pronunciation mistake
0:00:30 (student xu) 0:00:29 (student E) 0:00:17 (student U)	My favorite color is green */faβo'rite/ My favorite red My favorite animal
0:00:07 (student M) 0:00:06 (student H)	I am ten years I am eleven years
0:00:07 (student G) 0:00:27 (student P) 0:00:08 (student Y)	I' am */i/ I' am I' am
0:00:11 (student RE) 0:00:20 (student U)	My favorite food is pizza */fo:d/ My favorite food is hamburger

Although these errors were the most frequent, it is worth noting that some students, such as XU, Y, and RE, quickly self-corrected when they made a mistake. Other students pronounced certain words differently from how they are written and pronounced. These cases include words like "swim" pronounced by the student NF who at second 0:00:28 pronounces this word as */eswim/. Similarly, student HG at second 0:00:25 pronounces /biki/ instead of "biking," and student C at second 0:00:16 pronounces "my /faiver/"

instead of "my favorite." Finally, it should be noted that there were three cases of students whose audiovisual content was incomprehensible due to unclear pronunciation, compounded with audio quality issues. In the second video: my family tree, errors were less frequent among students who pronounced words that are spelled the same in Spanish and English with the Spanish pronunciation in words like "papaya" and "chocolate."

Subcategory 2: Non-Verbal Communication Skills

The creation of audiovisual projects is composed of video and image, which implies that students convey meanings through non-verbal language. As Young and Travis (2012) pointed out, we communicate from our physical characteristics (such as gestures, postures, and movements) as well as the props (such as clothing and objects). In line with this definition, this category will seek to analyze the use of props, such as household items, toys, clothes and even pets, with aspects of their identity.

Body language and Facial Expressions

The selection of this subcategory arises from the need to identify facial gestures and body communication used by students when speaking in English and their contributions to narratives. As Brown (2000) mentions, through gestures, eye contact, body language, and physical distance, we transmit a lot of information (p.62). Alongside this objective, it will be reviewed whether the non-verbal communication used by students provides clues about their personal identity. This is considering that, according to Young and Travis (2012), body movement (also known as kinesics) communicates volumes about who we are. We often don't think about what we are doing with our bodies, but even the smallest gesture or movement communicates information about us. Therefore, observing these non-verbal characteristics can offer a deeper understanding of students' identity and personal narratives.

In the first video, "All About Me," students (M, K, DO, G) show seriousness and concentration, maintaining a fixed gaze without deviating from the camera, not smiling, and avoiding exaggerated gestures. Regarding body posture, some made the video standing and others sitting rigidly, making few

or no movements with their hands. On the other hand, some students showed security and confidence when expressing themselves, maintaining a calm gaze and smiling in certain sections of the videos, such as students (E, Ñ, GB, C, ZE, CM, W, OI), who should be highlighted for having a better command of the foreign language compared to the rest of the group. Regarding the communication of body postures of this group of students, only (E, ZE, GB) greeted or said goodbye with their hands, and only (GB, OI) moved their hands to point to parts of the guide while speaking.


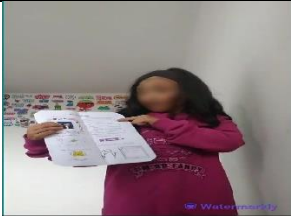
Finally, most of the students in the group (A, MN, HG, RE, LU, LY, BS, P, DC, XU, J) seemed insecure when expressing themselves, often covering their faces with the guide used to record the video, looking at the ceiling or to the sides repeatedly, others frowned when they couldn't remember what to say. These students were those who had more difficulties learning the language, especially in oral expression. Regarding their body movements, it is evident that some students held the sheet firmly, and in the cases of some students, they moved their legs a lot or hid them nervously under the chair. This communicates the discomfort, anxiety, and difficulty of the students in communicating in English.

Use of Props

This subcategory was chosen considering that non-verbal communication is accompanied by objects that add meaning to what is intended to be communicated, although many of these are not consciously selected. In this regard, Young & Travis (2012) state that "No matter how carefully we select items for ourselves or for our space, we cannot control how another communicator will interpret them. There are also many artifacts that we don't choose. Clothing, physical objects such as furniture, artwork, pictures, rugs, lighting, curtains, and other special adornments also communicate messages about you." Taking this into account, the class sessions and audiovisual materials developed through this project will be analyzed based on the notion that the use of props expanded the understanding of what they wanted to express, while revealing elements of their identity.

For the recording of the first video, the students presented general aspects of their personal information. In the video, the students used a preparatory guide that included a space for creative

representation. In the videos, it can be observed that 16 students drew themselves, while 11 preferred to use a photo of themselves. Regarding clothing, it can be noted that around 5 students wore clothes that showed their favorite color, as presented below:

Video 1 " All about me"	
	
Student MN	Student ZE




Regarding the preparation and production of the second video for a class on possessive adjectives, students were asked to bring some of their favorite objects to construct sentences using the possessives learned in previous classes. According to the information collected from the field diary, the students created sentences such as:

"This is my favorite jacket."




"This is my favorite stuffed animal."

"This is my favorite T-shirt."

This activity allowed for the exploration of different objects, contrasting with traditional materials like guides or books, for the understanding of a grammatical topic. This proposal motivated the students to construct sentences that made sense to them. Although some had difficulties with the vocabulary, they managed to support themselves by showing the object and with the help of the teachers in charge. Regarding the content of the video, 20 students spoke using the designated guide as support for the video recording, while 2 used photographs, 2 did not use any props, and 1 created a poster to present their family. These scenarios are presented below:

Video 2 "My family tree"		
		
Student HG	Student LU	Student LY

Finally, it should be noted that 5 students who used the guide for recording their videos chose to use a ruler while speaking. This was particularly useful for the fluency of their speech, as they referred to what they had written since they did not know everything by heart, and reading it facilitated video production. These cases are shown below:

Video 2 "My family tree"		
		
Student RE	Student MJ	student C

Regarding the third video, the students created their weekend planner with the help of their families. For the use of props, a clock was made in class with recyclable materials, which served as a visual aid for the children to locate the time using the clock hands. This allowed them to interact with their clock and the corresponding vocabulary to tell and ask the time. In the video, it can be observed that they turned to using the clock and that they relied less on the guide to express their activities, which was a significant improvement in strengthening their oral skills, as they spoke more naturally without depending on the written support. This was the case for 13 students.

Finally, for the final video "My Personal Narrative," the students received 3 tutorial videos in class on how to use video editing tools like Canva. This study also aimed to educate students in audiovisual literacy to enhance their self-expression abilities through background music or audio, integration of images and photographs, among other elements that the students utilized.

In summary, it can be seen that, although the use of props at the beginning of this research was based on English books to solve grammar activities, this project contributed to the inclusion of props such as games, interactive slides, students' belongings, among others, to encourage them to participate in communicative tasks. Additionally, the implementation of audiovisual elements such as images, photographs, or objects strengthened the students' abilities to produce creative narratives, which positively impacted their motivation to speak English as a foreign language.

Chapter VI: Conclusions and implications

This chapter summarizes the findings derived from the preceding data analysis, aligned with the project's objectives. It also highlights the limitations encountered during the proposal's development and offers recommendations for future research.

Conclusions

This action research aimed to determine the impact of audiovisual productions on enhancing students' oral proficiency, self-expression, and personal identity in a Task-Based Language Teaching (TBLT) EFL classroom. It included four specific objectives: facilitating the development of communicative competence through the design and creation of audiovisual productions, identifying how audiovisual productions enhance students' English oral skills, exploring how EFL students construct and narrate their personal identity by expressing themselves in English, and investigating how TBLT can guide students in the production of an audiovisual project.

Taking this into account, regarding the first specific objective, the inclusion of the audiovisual approach in this project allowed students to develop both verbal and non-verbal communicative competencies. The students' exposure in front of a camera required the language knowledge necessary to express themselves, such as grammatical structures, vocabulary, correct pronunciation of words, and fluency refinement, to successfully convey what they wanted about aspects of their lives. Therefore, the implementation of the classes addressed all these capacities, always oriented towards the production of

videos and the expression of identity elements.

Regarding the second objective, the creation of an audiovisual project that included the production of different videos allowed students to have various opportunities to express themselves on topics related to their lives. Through elements such as images, photographs, work guides, and platforms like Canva, students were motivated to complete each audiovisual task. The constant practice of this exercise improved the aforementioned skills and made them feel increasingly confident when expressing themselves in the foreign language.

As for the exploration of how EFL students construct and narrate their personal identity by expressing themselves in English, the results showed that language learning is a human process that involves the expression of personal and identity aspects of the speakers. This allows students to reflect on their own experiences, values, and beliefs. By using English to communicate, students not only improve their linguistic skills but also develop a deeper understanding of themselves and their positioning in the world.

Finally, the TBLT approach, being one of the most effective in communicative environments, allowed for the establishment of a work structure capable of organizing linguistic, identity, and audiovisual activities in pre-task, task, during-task, and post-task stages. This provided students with an organizational structure that gave them a clear perspective of the steps to follow in each stage, facilitating their understanding and execution of tasks and promoting more effective and meaningful learning.

Limitations

The implementation of this project faced three main limitations. Firstly, the time allocated for the English class was insufficient, as students only had two hours per week, and these were interrupted by breakfast, which took up half an hour of the class. This changed the planned activities, as the project initially aimed to expand the students' narratives through topics like the present and future simple, allowing them to discuss their past experiences and future dreams, but these circumstances hindered

that goal.

Secondly, various curricular activities during the implementation, such as cultural events, meetings, field trips, and evaluation periods, made it difficult to engage with the students, resulting in several missed classes. This issue was further compounded when the main teacher conducted her own activities, unrelated to the project, delaying the necessary practices.

Thirdly, although this project initially aimed to create complex autobiographical narratives that included the students' perspectives at different moments in their lives, allowing for an understanding of aspects of their present, past, and future, as well as their experiences and reflections on their contexts, the study population showed a need to strengthen basic communicative skills, both verbal and non-verbal. For this reason, the development of the classes shifted to focus on these elementary aspects. Although there was not enough time to prepare in-depth narratives about the students' lives, their abilities to self-recognize and describe themselves orally and creatively were enriched.

Lastly, the lack of technological resources among the students' parents posed a significant challenge, as not all of them had access to devices like cell phones or computers for recording and editing videos. Additionally, some devices had poor audio quality, complicating the review and feedback process for the students.

Further Research

This research contributed to strengthening students' oral skills in grammar, vocabulary, fluency, and pronunciation, which allowed them to produce audiovisuals about their lives. Although this result shows significant progress, considering that when they arrived at the institution the children could not communicate anything orally in English, it is possible that in the future a pedagogical proposal with these characteristics could be developed that also incorporates the strengthening of writing through the creation of different types of texts. These texts should allow students to more broadly understand the characteristic elements of a narrative, such as plot, characters, and themes, among others. Additionally, this type of project could incorporate readings or audiovisuals of narratives about other students or

characters to broaden the understanding of how to carry out a narrative project.

Furthermore, this study demonstrates that audiovisuals are materials that expand students' communicative possibilities. It is proposed that future researchers continue with this line of work but expand the autobiographical focus to different topics beyond the life stories of the students. This is because students also have the ability to create fictional stories, which could be effectively represented through visual and auditory means.

It is important to consider that not all students feel comfortable talking about their personal lives. However, developing these expressive abilities from an early age is crucial to enhancing oral skills, both verbal and non-verbal. This exercise contributes to self-recognition, self-worth, and the improvement of interpersonal skills, allowing students to find a space for self-discovery in language learning while narrating themselves to others.

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Annexes


Annex 1 Characterization survey

3. ¿Con quién vives?




A. Mamá y papá.
 B. Mamá, papá y hermanos/as.
 C. Mamá, papá y hermanos/as y abuelos.
 D. Abuelos, tíos, primos y otros.
 E. Solo mamá y hermanos/as.
 F. Solo papá y hermanos/as.
 G. Otros: _____

4. ¿Tienes internet o datos móviles en casa?




A. Tengo internet y datos móviles.
 B. Solo internet.
 C. Sólo datos móviles.
 D. Ninguno de los dos.

5. ¿Qué dispositivos electrónicos tienes en casa?
 (Puedes seleccionar más de una respuesta)




A. Tengo computador.
 B. Tengo portátil.
 C. Tengo tablet
 D. Tengo celular o uso el de mis padres.
 E. No tengo ninguno de estos dispositivos.

6. ¿Cada cuanto ves películas?




A. Diariamente.
 B. Dos veces a la semana.
 C. Tres o más veces a la semana.
 D. Algunas veces los fines de semana.

3. ¿Con quién vives?




A. Mamá y papá.
 B. Mamá, papá y hermanos/as.
 C. Mamá, papá y hermanos/as y abuelos.
 D. Abuelos, tíos, primos y otros.
 E. Solo mamá y hermanos/as.
 F. Solo papá y hermanos/as.
 G. Otros: _____

4. ¿Tienes internet o datos móviles en casa?




A. Tengo internet y datos móviles.
 B. Solo internet.
 C. Sólo datos móviles.
 D. Ninguno de los dos.

5. ¿Qué dispositivos electrónicos tienes en casa?
 (Puedes seleccionar más de una respuesta)





A. Tengo computador.
 B. Tengo portátil.
 C. Tengo tablet
 D. Tengo celular o uso el de mis padres.
 E. No tengo ninguno de estos dispositivos.

6. ¿Cada cuanto ves películas?



A. Diariamente.
 B. Dos veces a la semana.
 C. Tres o más veces a la semana.
 D. Algunas veces los fines de semana.

Annex 2 Diagnostic Workshop

		UNIVERSIDAD PEDAGÓGICA NACIONAL PRÁXIS PEDAGÓGICO-INVESTIGATIVA
		Institución: IED GONZALO ARANGO
		Curso: 402
		Docente a cargo: Olga Gantiva
		Tipo de prueba: Diagnóstico

✓ **Speaking activity:**

1. Introduce yourself.

✓ **Grammar:**

1. **Answer the following questions**
(responda las siguientes preguntas.)

- What's your name? _____
- What's your last name? _____
- Where are you from? _____
- Where do you live? _____
- How old are you? _____

Reading


Read and choose TRUE or FALSE.

Hello! My name is Peter. I'm nine years old. I live in a big house with my mum, my dad and my older sister. I have got a dog, too.


I like listening to music. I love sports, too. I go to the swimming pool on Tuesday and Friday.

My sister's name is Anna. She's eleven years old. She likes reading and playing basketball. She can play basketball very well.

We live in a small town. There is a park next to my house. I go to the park at the weekend to play with my friends.




1. Peter lives in a small house. TRUE FALSE
2. He has got a brother and a sister. TRUE FALSE
3. Anna is eleven years old. TRUE FALSE
4. Peter doesn't like sports. TRUE FALSE
5. He goes swimming every day. TRUE FALSE
6. His sister is good at basketball. TRUE FALSE
7. She likes reading. TRUE FALSE
8. Peter goes to the park on Tuesday and Friday. TRUE FALSE
9. He hasn't got any pets. TRUE FALSE

liveworksheets.com 

2. There is and there are.

- En las siguientes imágenes encontrarás animales diferentes, algunos de ellos se repiten escribe cuántos animales hay de cada especie usando There is and there are.

Example / Ejemplo:



✓ Tiburon: shark. There **is** one shark. (hay un tiburón)

✓ Crocodile: cocodrilo. There _____

✓ Frog: sapo. There _____

✓ Dog: perro. There _____

✓ Lion: León. There _____

✓ Bear: Oso. There _____


✓ Cat: gato. There _____

✓ Monkey: mono. There _____


✓ Pig: cerdo. There _____

✓ **Vocabulary activity:**

En las siguientes imágenes encontrarás algunos objetos, encierra los que conoces en inglés y escribe el nombre correspondiente en inglés.




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

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Annex 3 Field note template

DATOS GENERALES	
Fecha:	09/19/23 7:45 am to 9:00 am
Docente en formación:	Diario pedagógico No: 2 Juliana Burgos
Grado:	4°
Descripción de las novedades y/o ajustes que tuvo la sesión durante mi ejecución.	Uno de los objetivos de esta sesión consistía en que los estudiantes entendieran que las emociones y los sentimientos son parte de nuestra identidad personal, así como también descubrirían cómo sus sentimientos pueden diferir de los de los demás dependiendo del contexto y de sus valores o percepciones internas. Dentro del desarrollo de las actividades, los estudiantes, como se esperaba inicialmente, aprendieron de memoria las emociones, pero tuvieron problemas para construir oraciones. Por ejemplo, se les mostró un video de personas expresando varias emociones y ellos debían expresar oralmente el estado de ánimo de cada personaje de esta forma: "She is happy", pero ellos al ver la imagen solo decían "happy" o solo señalaban los sentimientos mediante el uso de imágenes y emoticonos utilizados en la clase que estaban pegados en la pared. Además de esta actividad, se desarrolló una llamada "How would you feel" en la que se les presentaban situaciones a los estudiantes en inglés y en español de diferentes casos en los que ellos debían tomar una decisión sobre cómo se sentirían frente a lo presentado. Por ejemplo, algunas de estas situaciones eran: "Imagina que estás jugando videojuegos y se va la luz". ¿Cómo te sentirías? En sus respuestas, unos respondían angry, otros sad, y en español explicaban el porqué. Entre las respuestas decían que este suceso los haría enojar porque tendrían que reiniciar el juego porque no sabrían cuándo tendrían tiempo para jugar de nuevo.
Reflexiones y aprendizajes alcanzados por los maestros en formación (A partir de la experiencia vivida /observación participante)	Como reflexión esta lección contribuyó a mi investigación porque uno de los objetivos era que los estudiantes pudieran hablar sobre su identidad personal respecto a las emociones y sentimientos ya que estas hacen parte de su inteligencia intrapersonal que alude justamente a la reflexión de emociones y sentimientos propios en diferentes contextos que podrían determinar la conducta. Además, que en cuanto al uso del lenguaje permitió a los estudiantes sumar vocabulario que se espera incorporarse a la construcción de los audiovisuales que se desarrollaran más adelante.

Annex 4 English project questionnaire




UNIVERSIDAD PEDAGÓGICA NACIONAL

Institución: IED GONZALO ARANGO

Curso: 502 J M

Docentes a cargo: Sara Garzón y Juliana Burgos



Fecha: Tuesday 4th 2024 June

English project questionnaire

Descripción: Este cuestionario cuenta con 10 preguntas relacionadas a las actividades desarrolladas en la clase y a la grabación de los videos durante la implementación del proyecto de inglés. Las preguntas que encontrarás a continuación son abiertas por lo que deberás responder de forma afirmativa o negativa explicando el porqué de tu respuesta.

- ¿Consideras que las actividades y los materiales propuestos para el desarrollo de las clases y la grabación de los videos están asociados a tu identidad personal (origen, intereses, historia personal/ familiar etc.)?
 Sí por que conté y redacté lo que me gusta hacer
- ¿Qué aprendiste sobre ti mismo en nuestras clases de inglés?
 Sí porque Jul. es la mejor y me ayuda a aprender
- ¿Te sentiste incómodo/a hablando sobre alguno de los temas personales que cubrimos en clase y en nuestros videos?
 Un poco
- ¿Crees que los temas y actividades que cubrimos en clase ayudaron a mejorar tus habilidades comunicativas en inglés?
 Sí por que es más facil através de videos
- ¿Crees que tu habilidad para hablar en inglés ha mejorado? ¿Por qué?
 Sí porque fue la mejor clase de inglés del mundo
- En una escala de 1 a 5 en el que 5 es muchos nervios y 1 es nada de nervios ¿Qué tantos nervios te generaron las grabaciones de los videos del proyecto?
 4

7. ¿En qué video te pareció más difícil hablar?

Video 1: All about me

Video 2: My family tree

Video 3: My weekend planner

¿Por qué?
Porque es más difícil su pronunciación

8. ¿En qué video te pareció más fácil hablar?

Video 1: All about me

Video 2: My family tree

Video 3: My weekend planner

¿Por qué?
Porque es más fácil su pronunciación

9. ¿Te han resultado útiles las guías para explorarte a ti mismo y preparar tus videos?

Sí es fácil practicar antes de los videos

10. ¿Qué estrategia usaste para grabar tus videos?

Memorización

Grabación espontánea.

Grabación y lectura.

¿Por qué?
Para aprender más y no hacer trampa

Annex 5 Rubric template

Oral skills- Rubric evaluation				
Students' Name:	Course:	Topic video: All about me	Score:	
Criterio de evaluación	Excelente	Bueno	Necesita Mejorar	Comentarios
Precisión Gramatical	El uso de las estructuras gramaticales es apropiado y no presenta errores. Las oraciones están bien formadas y los verbos son adecuadamente conjugados.	Utiliza estructuras gramaticales con precisión la mayor parte del tiempo, con errores ocasionales.	Comete errores gramaticales constantes que evidencian una falta de entendimiento de las estructuras vistas en clase.	
Fluidez	El ritmo natural de la fluidez, sin pausas permite la comprensión general del mensaje.	Mantiene un ritmo constante que permite la comprensión a pesar de tener algunas pausas	Las pausas constantes dificultan la comprensión del mensaje	
Pronunciación	La pronunciación de las palabras es clara y permite un entendimiento adecuado del mensaje.	La pronunciación de la mayoría de las palabras es acertada, con errores ocasionales.	La pronunciación de las palabras contiene errores frecuentes que dificultan o imposibilitan el entendimiento del mensaje.	
Vocabulario	Demuestra un uso de vocabulario extenso. Hace uso de los glosarios de palabras vistos en clase e incluye palabras nuevas para su vocabulario con el fin de comunicar sus ideas.	Demuestra un uso de vocabulario aceptable, hace uso de los glosarios de palabras vistos en clase.	El uso del vocabulario es limitado, no hace uso de los glosarios vistos en clase. Hace uso de palabras en Español.	
Organización y contenido	Hace uso apropiado de la guía la cual cumple con todos los puntos y preguntas. Hace uso de ella para presentar el video	Hace uso de la Guía para la producción del video aunque en ella se evidencien algunos errores o existan casillas incompletas.	No hace uso de la Guía o presenta la guía sin completar.	

Annex 6 Informed consent.

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
<small>Resolución T17 de 18 de junio 2018</small>			
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____, identificado con C.C. C.E. No. Yo, _____ expedida en _____, representante legal del menor _____ identificado con T.I. _____ NUP. No. _____ declaro que he sido informado por LA UNIVERSIDAD PEDAGÓGICA NACIONAL (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

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

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

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

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

FIRMA

Nombre: _____

Identificación: _____

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

² Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que gerencien los derechos y garantías de políticas públicas de atención, así como los datos relativos a la salud, a la vida sexual y los datos biométricos (Art. 9º Ley 1581 de 2012, art. 3º Decreto 1377 de 2013).

Documento Oficial. Universidad Pedagógica Nacional.


Annex 7 Lesson plan template



Universidad Pedagógica Nacional
Departamento de Lenguas
Praxis Pedagógico-Investigativa: Implementación
2023 - II

LESSON # (3)				
Course: 402	Institution: I.E.D Gonzalo Arango	Date: 10/03/23	Time: 7:45 am to 9:10 am	Intern's name: Juliana Burgos Senior's name: Olga Ganiva
Lesson topic	Hours and routines			
Relevant recent work	Last class, students learned some adjectives to talk about feelings and emotions, and they completed different activities about this topic.			
Expected Learning Outcomes	General: <ol style="list-style-type: none"> To identify how to talk about daily routines. To learn how the clock works as well as how to tell the time. Specific: <ol style="list-style-type: none"> 1.1 To study the present simple affirmative, negative and question structure and its use to talk about daily routines. 1.2 To learn vocabulary related to daily routines. 2.1 To understand how the clock hands mark the hours and minutes and practice. 2.2 To identify how time is connected with daily routines. 			
Research objectives	General: <ol style="list-style-type: none"> To be capable of talking about hours and routines as part of self-management of personal identity. Specific: <ol style="list-style-type: none"> Identify everyday actions and their impact on personal life and decisions. 			

ACTIVITIES SUMMARY				
Activity	Lesson Stage	Research Objectives (RO) / Expected Learning Outcomes (ELO) Specific Objectives #	Skill(s) / Language Component	Time
1. Daily Routines Guessing Game	Pre teaching	RO 1 ELO 1.1 ELO 1.2	Grammar	15 minutes
2. What time is it?	Teaching	RO 2 ELO 2.1	Speaking	15 minutes
3. What I have to do if I want to be...	After teaching	RO 1 ELO 2.2	Writing	10 minutes

ACTIVITIES DESCRIPTION				
Activity #	Interaction (Teacher-Students / Students-Students / Student)	Procedure	Specific Instruction / Prompt / Worksheet / Material / Link	Students' Production (Specify if it will be object of analysis)
1	T-S	<p>1. The teacher will introduce the topic: daily routines by asking students what they did since they woke up that morning and then she will write the students' answers on the board (Just actions / verbs) Then she will explain the present simple structure.</p>  <p>2. After that, she will show in slides common routines.</p> <p>3. Students will write in the notebook the vocabulary as well as the explanation of the present simple.</p> <p>4. The students will watch a video that will show 10 pictures of daily activities hidden behind colored shapes. As the shapes slowly disappear, students must try to guess the daily routine in the picture. When students are ready to guess, they must answer using full sentences.</p>	<ol style="list-style-type: none"> Board to write students general ideas. Slides to provide vocabulary about routines that will be the same for the next activity Video of guessing 	Students' answers to the video will be reviewed. Their answers should match the pictures of the video.

Annex 8 Pedagogical Proposal

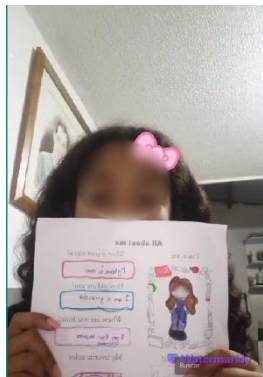
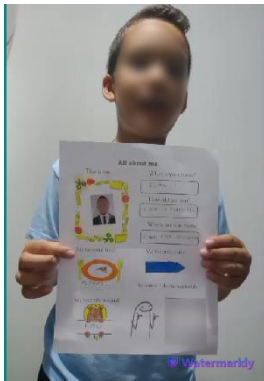
Pedagogical proposal			
Lesson topic, date and duration	Self- narrative objectives	Language content objectives	Resources
<i>Video 1: All about me</i>			
<i>Me and my body</i> September 19th (1 class- 2 hours)	To foster the construction of personal identity through the recognition of the body.	To learn the names of body parts and the adjectives used to describe them.	1. Pictures of characters from movies. 2. Game Walking

			Dictation.
<i>Understanding feelings and emotions</i> September 26th and October 3rd (2 classes- 4 hours)	1. To analyze the role of emotions and feelings in defining personal identity 2. To identify students' emotional responses in various situations and contexts.	1. To learn how to ask simple questions about someone's feelings and emotions. 2. To interpret a short reading about feelings.	1.Video about feelings. 2. List of adjectives
<i>Describing my style</i> October 2nd (1 class – 2 hours)	To examine how weather conditions and clothing choices define personal identity.	1.To acquire clothing-related vocabulary that enables students to describe their appearance. 2. To write sentences using the verb "to be" to incorporate the weather into clothing choices.	1.Umbrella with weather Flashcards
<i>My Personal information</i> October 19 th (2 classes – 4 hours)	To acknowledge the importance of self-introduction as a key factor of self-recognition.	1.To understand and use the verb 'to be' when used for self-description. 2. To practice correct pronunciation for self-introduction. 3. To gain words and phrases for introducing oneself.	1Grammar and vocabulary slides. 2.Cell phone for recording the first audiovisual.
Video 2: My family tree			
<i>Guess who I am</i> March 5th and 12th (2 classes – 4 hours)	To create short dialogues about favorite objects to recognize and express aspects of student's personality and identity.	1.To study the vocabulary and use of possessive nouns. 2. To understand singular and plural and use possessive nouns in agreement. 3.To use props to enhance personal expression and non-verbal communication.	1.Guess who I am: game 2.English school grammar book for grammar practice.

Describing everyday activities March 19th and 26th (2 classes – 4 hours)	To recognize that the activities I engage in contribute to the construction of my personal identity.	1.To learn how to use the present simple tense in affirmative, negative, and question forms to discuss daily routines. 2. To learn vocabulary related to daily routines.	-Stop game for practice present simple
<i>Talking about my family</i> March 29th (1 class – 2 hours)	To learn to use adverbs of frequency to express and reflect on one's family routines and personal identity.	1.To construct sentences using adverbs of frequency to describe family activities.	Flashcards with adverbs of frequency (always, usually, often, sometimes, never) -Cell phone to record the second video.
Video 3: My weekly planner			
<i>Organizing my time</i> April 2nd and 9th (2 classes – 4 hours)	To be able to discuss time and daily routines as part of managing one's personal identity.	1.To acquire vocabulary related to telling the time: hour, minute, o'clock, half past, quarter past, quarter to. 2. To learn phrases and expressions for telling the time.	1.Clock made from recyclable materials 2.Slides to present vocabulary and phrases.
<i>Connecting my ideas</i> April 16 th (1 class – 2 hours)	To use conjunctions to express thoughts and ideas about personal routines.	1. To learn and identify common conjunctions (e.g., and, but, or, because so).	Slides of common conjunctions, students' or parents' cell phones to record the videos.
Video 4: My personal narrative			
<i>My likes and dislikes</i> April 23rd (1 class – 2 hours)	To develop the ability to articulate personal likes and dislikes and recognize how these preferences shape one's personality.	1. To learn and use vocabulary and structures to express likes and dislikes (I like, I love, I don't like), 2. To formulate sentences that express personal likes and	English school grammar book, Worksheet of feelings and emotions

		dislikes, as well as those of family members.	
<p><i>Improving my audiovisual skills</i> May 7th and 14th (2 classes – 2 hours)</p>	<p>Create an audiovisual production that highlights the characteristics of personal identity using the free platform Canva</p>	<p>1. Develop a script based on brainstorming for the final video recording 2. To share an oral narrative that addresses general aspects of personal identity.</p>	<p>1. Creation of YouTube video tutorials. 2. Worksheet 3. Cell phone</p>

Annex 9 Video 1: “All about me”



Annex 10 Video 2: “My family tree”



Annex 11 Video 3: "My weekend planner"



Annex 12 Video 4: "My personal narrative"

