

**Contextualized videos for English language learning in the university
environment**

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French

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Popayán May, 2024

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INTRODUCTION

The current document aims to present our degree project which provides educational material for the teaching of foreign languages in the Bachelor's Degree in Modern Languages with Emphasis in English and French (BFMLEEF) at the University of Cauca.

Initially, we explained the rationale and problem statement. These aspects allow us to share our perspectives and experiences as students in the program, as well as our interactions with native speakers from the United States and the opinions of our classmates. Strengthening speaking and listening skills during the first semesters of the program was identified as the need. In this scenario, it was necessary to focus on the use of videos as a fundamental tool to bring students closer to everyday situations, and the use of language within the classroom. We consider that in today's digital world, videos have seamlessly integrated into our daily lives, becoming an integral part of our routines. Their versatile nature allows them to serve not only as a source of entertainment but also as powerful educational tools.

Videos offer an engaging and accessible way to absorb new information and acquire skills. They can cater to a wide range of learning preferences, making complex subjects easier to understand and fostering a deeper comprehension of various topics. They are particularly beneficial for students of all ages, from young children who thrive on visual and auditory stimuli to adults seeking to acquire new skills or explore different cultures. The visual and auditory elements of videos stimulate multiple senses, enhancing knowledge retention and the overall learning experiences. Furthermore, videos can transport viewers to distant places, expose them to diverse perspectives, and immerse them in historical events, essentially opening the door to a new world of ideas, cultures, and experiences.

The integration of videos into our daily lives has revolutionized how to learn and explore. With their potential to educate and inspire, videos have become a transformative strategy for personal growth and expanding horizons, inviting us to embark on a continuous journey of discovery.

For the development of our research, first is it presented the referential framework with relevant information that supports our approach; then, the previous studies related to the use of videos in the teaching and learning of English; additionally, the key terms in the conceptual framework, which provide clarity to our approach; next, the contextual framework, which indicates the environment in which our idea emerged; furthermore, the theoretical framework, which serves as the foundation by referring to theories that support our work. It's worth noting that we are guided by Ausubel's Theory of Assimilation, which emphasizes the importance of relating new information to prior knowledge to achieve meaningful learning, with a focus on organization and meaningful connections; also, by Dörnyei and Castro's theory of 'possible selves,' where multiple identities driven by the context impact behavior and communication, being relevant in psychology and language learning.

Later on, we detail the qualitative approach, the projective study, the recommendations for the creation of videos, and the instruments considered pertinent and necessary to achieve effectiveness in the accomplishment of our purpose; subsequently, the development, process of creating the videos in context, and continue by presenting a descriptive document containing detailed information about the video clips created by us to offer readers a deeper understanding of the functional aspects inherent to the videos that allow them to understand the scope and level of support that each video provides to the students immersed in the course.

It is essential to emphasize that the edition of these videos was carried out meticulously, carefully considering the specific objectives and purposes of the course. Each context in which a video is framed was chosen with the purpose to enrich and complement the learning experience. These contexts were selected with the idea of providing a wide variety of situations and scenarios related to the foreign language, which in turn allows students to develop linguistic and cultural skills in a more comprehensive way.

Ultimately, the reader will find in this study a detailed analysis that not only addresses the relevance of each video in the learning, but also the importance of the carefully selected contexts. Through this research, our aim is to provide a clear vision of how these elements intertwine to enrich the process of acquiring a foreign language and how, together, they contribute significantly to the achievement of the course objectives.

Finally, we provide conclusions, recommendations, disclose the scope and limitations of our investigation project.

RATIONALE

The English language has become one of the most important languages around the world, since it enables globalization in the economic markets. Also, being the most used foreign language worldwide, it provides countless opportunities to those who handle it both in their profession, and their studies, whether inside or outside the country.

At the national level, we have noticed through news, newspapers, magazines, radio, and personal opinions of Colombians, that the English language is increasingly essential for professional growth. Likewise, the foreign language is associated with a better quality of life, since it makes it possible to obtain a good job with better salaries in different countries.

In the university environment, the English language is essential in all academic programs to prepare students to become professionals who can develop in several fields where many times people from other nations work. Thus, English being a universal language gives way to establishing communication between all professions or areas of knowledge. It is necessary to emphasize especially in the BFMLEEF, taking into account that the program is based on training teachers capable of teaching the language in diverse educational contexts, which in effect, if students do not obtain this knowledge, they will feel shocked when they go out into the working world, because the shortcomings will be evident when it comes to making this learning known. Therefore, it is essential to contemplate finding a method that allows students to strengthen their communicative skills, starting with the context and culture where the foreign language comes from.

Personally, and as BFMLEEF students, it is fundamental for us to learn the English language used in context to strengthen learning. This is especially important

due to the specific reason that, in our passage as part of the University, we have realized that when starting undergraduate studies, many students have not achieved the level they were supposed to, when they leave school. Furthermore, all of us come from different places, different institutions, and even from very poor places where the schools do not even have teachers and do not have adequate material for the development of classes in the foreign language. This means that students are at different levels, from very low to very high.

On the other hand, some methods used in the university area do not allow us to approach the real and daily use of the foreign language. As students, we both had the opportunity to leave the country and to be in a context where the first language is English, and it was there that we observed the differences between learning in the context of a foreign language and learning in a classroom. Some of the teaching that is received is based on grammatical structures, and some of the material to work with is usually created specifically for the units to be followed. However, to our surprise, when confronted with a foreign language as such, a portion of what was once learned is not something that native speakers use on a daily basis. Then, we noticed the insufficient material to show us, guide us, or offer us an approach to what other civilizations are and their form of communication. It is worth noting that for most students it is difficult to travel abroad to attend an immersion either in camps or other exchange programs because not all have the required resources or requirements.

Our videos differ from those found on the web due to our carefully curated content and attention to detail of daily interactions within the American cultural sphere. Therefore, these provided current videos present various cultural aspects and show the language as it is spoken by native speakers today. Our project stands out for its authenticity, as we capture the essence of some American customs and

dialects in a genuine way giving a realistic and dynamic approach that brings significant value to students' learning, allowing them to open their minds and connect in a personal way with the language and culture they are discovering.

PROBLEM STATEMENT

English, as previously mentioned and according to Quintero, Sánchez, Ibarra, Bucheli and Ordoñez (2016), is considered a universal language that has been crucial for global communication and job growth, given its position among the three most spoken languages. However, Cronquist and Fiszbein (2017) point out that Latin America has deficiencies in the mastery of this language, according to tests conducted.

They argue that this is partly because many educational institutions do not consider English as a core subject and sometimes relegate it in favor of other school activities. This leads to shorter class lengths and, when all the lessons are taught, the quality of teaching is poor. Even private institutes outside the education system are not sufficient to meet learning needs. Consequently, Colombia, as part of Latin America, has struggled and tried to improve the teaching of English.

Roldán Sánchez (2016) ratifies the statement by highlighting that, despite the country's efforts, such as the Bilingualism programs in 2004, Colombia Bilingüe between 2014 and 2018, and Colombia Very Well between 2014 and 2025, they haven't met the objectives of improving English levels. According to him, students from media education should go up from B1 2% to 8%, Basic level A2 needs to go from 7% to 35%, and college students need to get level B2, besides, the teachers working in the area need to get C1. In addition, he points out that education is based on an outdated methodology, lacks specialized teachers, and those interested in improving, do not have the resources to study in an English-speaking country or specialized institutes. He also emphasizes that motivation, and adequate instruction are crucial factors for learning.

Based on this, we decided to conduct a survey to confirm observations, identify problems and offer solutions as students of the languages program. Our focus was exclusively on the first semester students pursuing a BFMLEEF at the University of Cauca, both for the analysis and for the implementation of the product. The choice was based on the fact that those students were beginning college and had recently completed high school.

Next, through the analysis of the learning context and a survey, we found that the students were dissatisfied with the English language training, especially in practical terms. The teaching focused on grammar, which was essential for understanding the structure of the language, but did not allow for a natural development of English. As a result, students had difficulty understanding and using English in real-life situations (See Appendix A).

Consequently, the educational approach does not adequately integrate practical learning methodologies that enable students to understand the communicative process in real English contexts in a globalized society. This has led to limited understanding and ineffective use of the language in real communication environments with foreign native speakers.

From this, the group of students analyzed expressed the scarcity of exposure to English in their formative processes, as the predominant focus was on the grammatical component instead of practical communication. They also highlighted the importance of audiovisual resources to integrate and adequately understand the real communicative contexts of English, especially since they could not travel to English-speaking countries due to geographical and economic constraints.

Taking into account the problem, we formulated the following research question: How can contextualized videos contribute to the strengthening of listening

comprehension and oral expression in First-semester students of the BFMLEEF at the University of Cauca?

OBJECTIVES

General Objective

To strengthen listening comprehension and oral expression skills in the English language of first-semester students of BFMLEEF at the University of Cauca through the creation of contextualized videos.

Specific objectives

- Produce authentic and natural audiovisual material.
- Identify relevant and current topics aligned with the objectives of the curriculum.
- Edit videos to enhance visual and auditory quality.
- Contribute to the language program by means of didactic material.

FRAME OF REFERENCE

In the following chapter, we introduce the Reference Framework serving as a guide for our project and is made up of four crucial sections:

The Previous Studies which cover local, regional, national, and international research that were used to support our research.

Next, the Conceptual Framework, composed of references that were considered fundamental. These include key definitions such as "context", "contextualization in the educational environment", "video in context", "audiovisual", "ICT" (Information and Communication Technology), "lexical competence", "pronunciation", "motivation", "foreign language", "teaching of cultural content", and "learning".

Then, the Contextual Framework, which describes the BFMLEEF of the Faculty of Human and Social Sciences of the University of Cauca, located in Popayán, Colombia as the specific environment where our research idea emerged.

Finally, the Theoretical Referents by alluding to the Assimilation theories according to Ausubel (2002), the theory of "Possible Selves" by Dörnyei (2005), quoted by Castro (2015), and also rely on the concept of video creation according to Alhamami (2013), quoted by Zabala Zorrilla (2017-2018). The theories and concepts provide the necessary theoretical foundation.

Previous studies

In the following section, we present an overview of previous studies conducted at the local, regional, national, and international levels related to the learning and teaching of English as a foreign language through video, a tool that is part of ICT and that facilitates second language acquisition.

Starting at the local level, the academic project "*Las TIC en la enseñanza del idioma inglés en el curso de extensión nivel A1 infantil de la Institución Universitaria Colegio Mayor del Cauca*" was presented at the VII International Colloquium on Education in Popayán, Cauca, Colombia, in 2016. Language education professionals conducted the research to identify the impact of ICT on English language teaching and develop contextualized material to improve language acquisition. The study highlighted the importance of technology in global communication and the need for a second language today to improve interpersonal relationships and job opportunities; it also provided insights into data collection through surveys and their interpretation. In addition, it guided how to conduct a diagnosis, find instruments to analyze, suggestions, and apply the instruments to determine the effectiveness of the study.

At the regional level, the article "*El video educativo como estrategia de aprendizaje en las instituciones educativas del municipio de Palmira, Valle*" published in 2012 by Clara Inés Ramírez Alzate, a student of the Master's program in Higher Education at the Universidad Nacional Abierta a Distancia, highlights the value of video as a didactic tool in teaching and learning in various areas of knowledge.

The purpose of the article is to use ICT to make students transmitters and receivers through active participation in the creation of their own educational videos. As a pioneer thesis, it evidenced the effectiveness of the methodology in capturing the students' attention and their active participation in the learning process; likewise, it highlights two aspects that we consider relevant: the importance of motivation and the use of the qualitative method through field observations, focus groups and interviews.

At the national level, the article "*Aprendizaje del idioma inglés mediado por subtítulos presentados en medios audiovisuales*", prepared by students from the University of Amazonia in Florencia, Caquetá, in 2019, focused on developing an interactive and didactic strategy for learning English through attractive audiovisual material. The exploratory and projective approach allowed them to identify students' learning deficiencies through surveys and design a pedagogical treatment to address those needs. The frequent use of videos in learning was associated with increased student motivation and attention; it also contributed to the conceptual framework by emphasizing the importance of audiovisual material in language teaching and learning.

At the international level, the document "*Uso del vídeo como medio para mejorar las habilidades de escucha y habla en los estudiantes de 4to año de idioma extranjero de la ESSED-UNJBG, Tacna en el 2016*" conducted by Mgr. Cecilia Mendoza Gomez in Tacna, Peru, in 2016, focused on evaluating the use of video to improve listening and speaking skills in English, revealing that the frequent use of videos in the classroom motivated the students and accelerated their oral comprehension and expression.

The study also provided valuable information on the phases to consider when using videos in the classroom, including planning, motivation, analysis, application exercises, synthesis and evaluation. It also highlighted the importance of motivation and the qualitative method.

Finally, "*Análisis de videos destinados a la enseñanza del Español como lengua extranjera en YouTube*", conducted by Manu Zabala Zorrilla, a master's student at the University of Cantabria in Spain in 2018, explored the influence of videos on the learning and teaching of Spanish as a foreign language, highlighting

the importance of videos as a didactic tool and their ability to motivate students and foster autonomy in learning.

The inquiry contributed significantly by providing a variety of essential concepts, guidance on quantitative and qualitative research methods, and guidelines for designing educational videos.

In summary, previous studies at the local, regional, national, and international levels supported the importance of using videos as a pedagogical tool to improve students' language skills and motivate their active participation in the learning process. They also provided valuable methodologies and concepts.

CONCEPTUAL FRAMEWORK

In the current section we present the key concepts that were considered relevant to our research project. Beginning by defining the word context, knowing that it is an essential concept to explain the impact that the students can have. Next, the definition of video contemplating that the final result is directly focused on the realization of content, in the same way the video is part of another fundamental idea that is called audiovisuals which have become an important tool in society in terms of training and teaching, especially language, allowing to achieve meaningful learning. After, the ICT that gives way to all of the above to be carried out, since they take us into a world of information and technology, which even makes it possible to venture into another type of culture without being physically present in a particular place.

Similarly, the word vocabulary is defined pondering on it as an important basis in the acquisition of a language, followed by the notion of pronunciation, which allows us to achieve effective communication in a language different from our own. Then, motivation, examining it as essential to ensure that students approach the language in a more effective way.

Subsequently, the definition of Foreign Language with the objective that the students have an approach to it and its use in context, which brings them to understand how different the reality of a language can be compared to a book.

The upcoming concept to be explained is the teaching of cultural content, because our project focuses on teaching content based on culture rather than language structure.

Finally, we have learned that our goal is that in the future, students in the first semester groups will be able to understand and learn a foreign language in order to achieve fluent communication.

Martinez, Alonso, Cal, Calvo, Fernandez, Gomez, Lopez, Rodriguez and Varela(2019) define that **The communicative or situational context** is formed by the set of extralinguistic circumstances such as place and time, relationship between the participants, a medium used, among others, which serve as a framework for an interaction and also condition the form of the utterances and their interpretation.

Vallejo and Obando (2014) say that **Contextualizing in the Educational Environment** refers to knowing and interpreting the reality of the environment in which one is immersed to be educated, and the influence that the educational environment has on individuals in their schooling, which, in turn, enables the creation of strategies which put into action to respond to the needs of the learners.

Medina (2014) explains that **Video** "is the reproduction of images and sounds in motion through a technological means of communication; through it, linguistic and non- linguistic signs are transmitted. It is part of the new technologies, for being a technological system of recording and reproduction of images with or without sound; sequences reproduced through screens or other video players. Likewise, it is important to emphasize that video is a means of transmitting information, which can be used as a foreign language teaching strategy. In this case, a video is any expression, information or communication expressed through a screen".

Contextualized video: from our perspective, we define it as the contextualization of an action, fact, discourse or teaching about the environment in which it is generated and represented through a technology of reproduction of moving images with or without sound. The contextualization of the video is important to make sense of the message transmitted to the receivers, to the extent that certain circumstances can only be understood through the pragmatic deduction of the environment of the facts.

Rodríguez and Cañón (2019) determine that **Audiovisuals** “are seen as the information transmitted in video or audio either transferred by alternative supports such as video, sound recordings or slides (Peralta, 2016)”.

Government of Colombia (2009) specifies that **ICT** are the set of resources, tools, equipment, computer programs, applications, networks and media that allow the compilation, processing, storage, and transmission of information such as voice, data, text, video and images.

Martínez, Alonso, Cal, Calvo, Fernández, Gómez, López, Rodríguez, and Varela (2019) establish that **Lexical Competence** is the knowledge and ability of the speaker to use the vocabulary of a language. This implies knowledge and correct use of lexical units and groups (idiomatic phrases, fixed expressions, formulaic constructions, collocations), as well as words with grammatical meaning (articles, prepositions, conjunctions, demonstratives, possessives, etc.). Lexical competence also involves the use of the word and its possible meanings at the right time and in the right context.

Rigol (2005) clarifies that **Pronunciation** is the production and reception of speech sounds. Secondly, sound is relevant because it is used to achieve meaning in contexts of use. In this case, we can speak of pronunciation concerning acts of speaking. Pronunciation is the materialization of spoken language and, as such, is both production and perception, hence its importance for successful communication. Knowing the pronunciation of a foreign language is essential for speaking in that language and understanding native speakers of that language.

Zorrilla (2017-2018) stipulates that **Motivation according to "Gardner (2008),** in Barona (2014), is "the need and desire to acquire knowledge hoping to achieve a goal. The main idea is that this learning is due to a motivation derived from the

personal interests of the user, from his desire to learn and to bring his own learning experience starting from the self-recognition of the need to learn."

Martínez, Alonso, Cal, Calvo, Fernández, Gómez, López, Rodríguez, and Varela (2019) explicate that a **Foreign language** is not the native or proper language of a country but is taught/learned as a class in schools. Its use is generally restricted to international communication and the handling of written documentation. To differentiate between a foreign language and a second language, the first is taught/learned in certain instances of a country's educational environment, but it is not used as a language of communication. The second, on the other hand, is that which is used with a certain degree of assiduity as a language of communication without being the native language of a country.

Martínez, Alonso, Cal, Calvo, Fernández, Gómez, López, Rodríguez & Varela (2019) express that **Cultural content teaching** is the thematic content of a course and not strictly to the linguistic content. The cultural content of a second language teaching course may include one or more of the thematic blocks such as Zero cultural content, Other subjects, National/regional culture, The culture of the people who speak the second language, Literature of the countries that speak the second language, Knowledge about the world, Social, political, educational and moral problems.

Alzate (2012) refers to **Learning** as the result of all classroom activities. James (1999) refers to the fact that learning is determined by many factors, among which we can include the aptitudes of the students, their motivation, and the nature of the process itself. Hilgard (1973) understands learning as the process by which an activity originates or is changed through reaction to an encountered situation,

provided that the characteristics of the change in the activity cannot be explained based on innate response tendencies, maturation or transient states of the organism.

THEORETICAL FRAMEWORK

Following, we present in a clear and detailed way advances concerning the chosen theories, which were the most appropriate to guide our research project. Initially, the assimilation theory proposed by Ausubel (2002) was an important contribution because our main objective is to impact positively on students so that they achieve meaningful learning and the knowledge they acquire becomes part of their daily lives. We also decide to add a hypothesis related to motivation in the learning of a second language, known as the theory of possible selves, proposed by Dörnyei (2005), which supports our first theoretical references, since our goal is that the students feel motivated while learning a new language, which even facilitates the process of acquiring the foreign language.

Ausubel (2002) states that the student acquires significant knowledge through the cognitive structure that is composed of ideas, images, and even experiences, which serve as a link to process new information, as he explains below:

Assimilation theory

Ausubel (2002) explains assimilation as a process by which new information is incorporated into the learner's cognitive structure. In this process, the individual acquires and retains meanings.

In addition, Ausubel considers the cognitive structure obtained by the individual as a fundamental factor for learning new knowledge. Cognitive structure is understood as the set of ideas, images, concepts and experiences previously owned by the subject, and which are relevant to him. These ideas and concepts are called "sub-sensors", which serve as a cognitive bridge for the assimilation and incorporation of new information.

With respect to the above, we would highlight that the first semester students for whom the material is designed have already had an initial contact with the foreign language, either through the approach they had with it in elementary or high school classes. Therefore, this initial approach is something that can be used with the objective of creating a bridge to help them to assimilate and incorporate the new information they have learned and continue to learn in the subject of English during their first months at the Universidad del Cauca.

Assimilation is only possible after there has been an interaction of the newly acquired information with relevant and pre-existing aspects of the individual's cognitive structure. Through such interaction, both the meaning of the newly learned and the meaning of the pre-existing concept are modified.

Ausubel (2002) shows us a schematization of the assimilation process as follows:

Image 1

Computational Modeling for Teaching and Learning Rectilinear Motion.



Note. Aguilar, C. (15 de marzo de 2019). Teoría de la Asimilación. *Blogspot.com*.

<https://asimilacionyaprendizaje.blogspot.com/2019/03/teoria-de-la-asimilacion.html>

As can be deduced from what has been written so far about assimilation, the product of the interaction between new information (a) and a subsensor (A) can be modified after some time; therefore, assimilation is not a process that concludes after significant learning, but one that continues over time.

We consider the author's proposal to be very valuable because over time languages undergo transformations in their daily use, either with respect to the meaning or the sense that people give to words. Therefore, if this process of assimilation allows our knowledge to be continuously modified, there will be the ability to assimilate the changes in language over time, allowing us to grow and advance with it.

Secondly, Dörnyei (2005) raises the importance of learning a foreign language by first understanding what it means through a "Motivational Self System in L2", which is based on "possible selves" as "visions" that can become reality if they have a strong weight on the subject during the language learning process, being the "self" the main motive to progress in that sense. Language acquisition would be guaranteed if, in addition to the above, it has the support of the teacher and a desired self-image in the future, just as Castro (2015) describes in the following paragraph:

The theory of possible selves

Dörnyei (2005) proposed a model for understanding L2 motivation called "L2 Motivational Self System" that attempts to bring together the most influential acquisition theories (Gardner, 2001; Norton, 2001, Ushioda, 2001) with theoretical concepts from the psychological theory of self and identity.

Learning a foreign language is much more than learning a communication code, it involves the individual himself, his identity. In this field, the self (i.e. the self) is considered to be the center of human motivation and action.

Dörnyei starts from the contributions of Ruvolo and Markus, who mention three possible selves:

- a) Ideas of what individuals should become,
- b) What they would like to become and what they would like to be.
- c) What they would be afraid to become" (Ruvolo and Markus 1992).

Castro (2015) citing Dörnyei (2005) gives a description of the way he builds his motivational system by focusing on the different possible selves of each human being and the way in which these visions can be converted into actions, which is the reality of the person's behavior, through the help of the teacher and certain circumstances such as a) that the learner has a desired future self-image, b) that it is vivid and elaborated, c) that it is perceived as plausible, d) that it is regularly activated in the development of his/her self-concept, e) that it is accompanied by effective strategies and, f) that it contains elaborated information of the negative consequences of not achieving the desired final goal.

Castro (2015) says that "Possible selves involve tangible images and sensations, which is an advantage for framing future goals. Learning a foreign language is a long and usually boring task, with many ups and downs and only learners who possess an organized vision of their ideal self, the self they would like to become in L2 will be able to reach the goal. It is comparable to the work athletes do to win races. If a learner is able to visualize him/herself speaking the foreign language fluently, when the time comes for actual interaction, it will be easier for him/her to communicate because he/she has already experienced the situation. This

same procedure is what athletes and other professionals use to self-motivate themselves."

According to the above mentioned by the author, we take for granted that motivation is guided to be a transcendental part when acquiring a language, and in this, images and the perception of the tangible have a great influence, since it allows the subject to be transported from the imaginary to the real. In this case, a comparison with the video can be made, since when it is put in context, it allows the students to move to another place through another person, creating the desire and motivation to get there at some point in real life, that self that I want to be and where I wish to be, that self-speaking another language, achieving communication almost on a native level and exploring other places.

CONTEXTUAL FRAMEWORK

In the next section, we present the context where the idea for the development of our work arose, starting with the explanation of the geographical location of the Colombian State, with its surface, population and division. Second, the department of Cauca with its territorial, political and administrative divisions, and its capital. Third, Popayán, revealing its foundation, geographical location, territorial extension, population and traditions. Then, the University of Cauca, with its faculties and number of programs offered to the community in general. Later, the Faculty of Humanities with its history and its division. Afterwards, the BFMLEEF, its history, and its purpose as part of the University of Cauca. Finally, the group of participants from the first semester of the BFMLEEF as a sampling population for what was the beginning of our project with its number of students and teachers.

Colombia, known as the Republic of Colombia, is located in northwestern South America. It covers an area of 1,142,748 km², making it the fifth largest country in Latin America. It is the 28th most populated country in the world and the second most populated Spanish-speaking country, with approximately 51 million inhabitants. Colombia is made up of 1123 municipalities and is divided into 32 departments and a capital district (Bogotá), with Amazonas being the largest department and San Andrés y Providencia the smallest.

The department of Cauca is located in southwestern Colombia, between the Andean and Pacific regions. To the north, it is bordered by Valle del Cauca and Tolima, to the east by Huila, to the southeast by Caquetá, to the south by Putumayo and Nariño, and to the northwest by the Pacific Ocean. It has a population of approximately 1'464,000 inhabitants and is politically and administratively divided into 42 municipalities, Popayán is its capital and most populated city.

Popayán, also known as *La Ciudad Blanca*, was founded on January 13, 1537, and is located in the Pubenza Valley, in the Southwest of the country. It has a territorial extension of 512 km² and approximately 270,000 inhabitants in the urban area. It is known for its colonial architecture and religious traditions such as Holy Week and its processions. Popayán is also home to the Cauca Governor 's Palace and the Departmental Assembly, among other important offices. It is also a city known for its education, because it has important universities such as La Universidad del Cauca, La Universidad del Pacifico, La Universidad Antonio Nariño, La Universidad Cooperativa de Colombia, among others.

The University of Cauca is a public university with its main campus in Popayán and contains 43 undergraduate programs and 97 graduate programs, divided into 42 specializations, 45 master's degrees, and 10 doctorates. The academic units are located in different parts of the city. Among the faculties that are part of the University of Cauca are: Arts; Agricultural Sciences; Health Sciences; Accounting, Economic and Administrative Sciences; Natural, Exact, and Education Sciences; Law; Sciences. Political and Social Sciences; Civil Engineering; Electronic Engineering and Telecommunications; and Human and Social Sciences.

The Faculty of Human and Social Sciences was set up by Agreement Number 192 of 1970, and is composed of the departments of Spanish and Literature, Linguistics, Foreign Languages, Anthropology, Philosophy, Geography, and History, as well as the Faculty Council, the Dean's Office, and the Institute of Graduate Studies in Human and Social Sciences. Among its undergraduate programs are anthropology, philosophy, Geography of regional and environmental development, History, and bachelor's degrees in Ethno-education, Literature and Spanish language, and Modern Languages with emphasis in English and French.

The BFMLEEF was established by Agreement 026 of February 6, 1991, with the objective to train teachers, and researchers in Foreign Languages, capable of undertaking educational activities in preschool, elementary, and vocational high school, promoting exploration and inquiry as a pedagogical and knowledge process through the educational practice carried out by students in different academic institutions. The program requires 10 semesters to receive a bachelor's degree in this area.

To conclude this section, our sample population group consisted of 28 first-semester students in the program with their two assigned professors in the English area.

METHODOLOGY

In this chapter, we introduce the qualitative approach that guided us during the process. Next, the guidelines taken as a reference for the creation of the videos and the projective study design. Then, the instruments used, which include the survey, the interview, and the materials needed for the creation of videos. Finally, the development and analysis of the process of creating videos in context.

Approach

Luis Diego Mata Solís (2019) defines the qualitative approach as part of the naturalistic scientific paradigm, also known as naturalist-humanist or interpretative, that focuses on the study of the meanings of human actions and social life, as Barrantes (2014) says. The qualitative orientation embraces a subjective, dynamic reality composed of a multiplicity of contexts. It privileges the deep and reflexive analysis of the subjective and intersubjective meanings that are part of the realities studied.

It is important to note that, although the qualitative approach is oriented towards the interpretation of subjective realities, qualitative research is as scientific as quantitative research. Interpretation is not limited to the opinions of the researcher, as Abarca, Alpízar, Sibaja and Rojas (2013, p. 10) point out. Both types of data have a similar epistemological value and are obtained through rigorous methods.

On the other hand, Dr. Jairo Rojano (2012) adds that qualitative research has evolved over time and its importance has become more relevant in market research and other reports. It produces descriptive data based on people's own words, either spoken or written, as well as on the observation of their behavior. It focuses on study problems, events, actions and values from the perspective of individuals.

In addition to the above, its relevance lies in its ability to address the meanings and actions of individuals and their relationship with other behaviors within the community. Likewise, it seeks to understand and explain social facts as they appear in their reality.

We applied a qualitative approach in our project because it allowed us a deeper and more contextualized understanding of students' needs, recognizing the problem, and working to find a solution that finally led us to the creation of more effective and personalized intervention strategies to improve listening and speaking skills in English.

Projective research design

According to Hurtado de Barrera (2021), "Projective research deals with how things should be, in order to achieve some goals and function properly, involving the creation, design, elaboration of plans, or projects. On the other hand, its model must be based on a systematic process of search and inquiry that requires description, analysis, comparison, explanation, and prediction. The descriptive study identifies needs and defines the event to be modified; the comparative, analytical, and explanatory studies identify the causal processes that have given rise to the current conditions of the event to be modified so that a plausible explanation of the event will make it possible to predict certain circumstances or consequences in the event of certain changes occurring; the predictive study will identify future trends, probabilities, possibilities and limitations. Based on the information, the researcher must design or create a proposal capable of producing the desired changes."

Based on the above, our project was based on the projective research design, because we followed a systematic process that included the following stages:

- **Description**

We identified the need for authentic and contextual English language teaching materials for learning.

- **Analysis**

We analyzed existing English teaching methods and assessed the deficiencies in terms of authenticity and fluency.

- **Comparison**

We compared different approaches and strategies for developing authentic teaching materials.

- **Explanation**

We explored the causes of the lack of authenticity in existing learning materials and how this affects the learning process.

- **Prediction**

We identified future trends in language teaching and the possible consequences of improving authenticity in learning materials.

The central problem we focused on in this project was related to the teaching materials used in English that would allow students to learn in a realistic and natural way, especially in everyday and conversational situations.

To identify the problem, an analysis of our own learning process was conducted and revealed a need for English language learning materials that reflected real-life situations and allowed students to experience natural language fluency, following, a survey was created and applied to first-semester students to support the veracity of the problem with their opinions. Next, a series of educational videos in English were designed and created. They were recorded in various places in the United States, intended to have each video represent a different context of everyday life. Additionally, our main focus of the project was to present real-time

dialogues in each video so that students could grasp the authenticity of the verbal interactions and the fluency of the language. Moreover, we decided to explore diverse settings such as a swamp, a candy store, a soda store, a river, a homemade recipe, and tourist sites in different states of the United States to culturize the students (See Appendix A).

On the other hand, with the desire to enrich our project, the grammatical themes present in the videos were identified and were related to the micro-curriculum, in order to not only create authentic and contextual material, but also align it with the objectives of the syllabus. This is critical to ensure that students acquired the necessary skills for the course. We then identified the functional aspect of the grammar topics presented in the videos so that students understood how what they were learning could be applied in real-life situations. For instance, one of our videos features dialogues highlighting the differences in physical traits between two seemingly similar types of animals: the crocodile and the alligator. While these two reptiles share many similarities, upon closer examination, a key distinction becomes evident: the pointed shape of the snout in one and the rounded shape in the other. This situation is directly linked to students' ability to describe objects with detail and precision (See Appendix B).

As a result, our thesis provides an innovative solution to the lack of authentic teaching materials in English and offers valuable insight into how to approach language teaching more effectively in the future. On the other hand, an interview and a survey were designed for the students as a suggestion, with the desire that future researchers will determine what the specific contributions that occur in strengthening language learning through these audiovisual media are, after making their respective implementation (See Appendix C and D).

Regarding the lesson design, we followed the format proposed by Alhamami (2013) divided into three phases explained below:

- Introduction phase

Zabala (2017-2018) highlighted the importance of the introduction in videos. According to Alhamami (2013) it should be combined with music and attractive images. Music can attract and motivate students to continue watching the video and can also help reduce anxiety. Accordingly, at the beginning of our videos, the objectives of the lesson are described, so that students should know what knowledge they will acquire at the end of the teaching. In addition, attractive background images and music are included, while also keeping it as short as the authors suggest.

- Main phase

First, the authors suggest that the pace of speaking should be adapted to the level of the students. For those at beginner level a slower pace is recommended, while as students advance, the pace can be faster. With respect to the videos elaborated in the present research, the speaking pace is more fluent and natural since our wish is to show a real context, simultaneously, taking into account the progress students obtain after their first classes in the first semester of college.

Among other relevant suggestions, we try repetition of important words or terms that may be difficult or new to the students. Similarly, subtitles are used to facilitate comprehension, help with spelling and reinforce learning, likewise colors to differentiate and highlight specific grammatical elements.

- Final phase

In line with Alhamami's (2010) recommendations, we consider of great value the delivery of the material to future research to evaluate the effectiveness of the

videos at the end of the lessons. For this purpose, activities could be used to verify both the level of knowledge acquired by the students and the possible doubts that the lesson may have raised and contribute to strengthening the concepts and learning acquired during the presentation of the material.

The recommendations provided by Zabala (2017-2018) and Alhamami (2013) were fundamental for the creation of effective audiovisual content, contributing to our goal of developing videos in context as a valuable tool for students' learning and motivation.

Instruments

In the first place, it was necessary to resort to a survey as an instrument to gather information. In this way, we sought to acquire knowledge that would allow us to determine the state of the problem and the context, as well as the results of a test applied as a solution to a problem. Therefore, the questionnaire took place at the beginning and another one, consisting of 8 questions, is left as a suggestion for the teacher or professor to determine his/her opinion regarding the students' progress through the videos after applying. The survey, according to Briones (1987) definition, consists of a set of questions designed to collect, analyze, and process information in a group of units or persons.

Development and analysis of the process of creating the videos in context

To begin with, we recognized the problematic aspects of our BFMLEEF during the first phase. This was demonstrated through a survey conducted to First-semester students to collect and analyze information, following Briones' (1987) suggestion. Once the problem was identified to be related to the lack of English language practice in real contexts, which limited the understanding and use of English in everyday situations, our next step was finding solutions. The idea of designing

videos in context emerged as a way to improve learning, following Ausubel's (2002) assimilation theory, which suggests that prior knowledge facilitates the integration of new information.

In the present stage, we focused on consulting and choosing the thematic and linguistic contents of the micro-curriculum of the English subject for the first semester. Then, the topics were classified and objectives based on the contents were set.

Afterwards, the next stage was launched involving the recording of 11 videos according to our methodology. The videos included introductions with eye-catching images and music, as well as clear objectives. This required a significant investment of time, as our purpose was to capture everyday situations in different parts of the United States to provide a real context. A few states were visited, including Texas, Louisiana, South Carolina, and Massachusetts, to show different cultural and linguistic environments.

After months, about 20 videos were filmed. We selected the most understandable, and effective ones, discarding those considered complicated or containing interruptions. Each video focused on reinforcing lexical competence through listening and pronunciation, to transport students to a real context despite their physical absence.

The next phase involved transcribing each video and creating subtitles. Although Karakas and Sariçoban (2012), in Alhamami (2013), suggest that only keywords should be included in the subtitles, we opted to include all subtitles but applying different colors to help students identify grammatical elements and their use in context and help them to get better understanding. This was based on the

recommendation of Zabala (2017-2018) who quoted Alhamami and argued that subtitles improve listening comprehension, writing, and pronunciation.





In short, our project sought to improve not only students' vocabulary and grammatical comprehension, but also their ability to communicate effectively in English, including proper pronunciation. The videos crafted authentically as part of our projective research were meticulously developed following a comprehensive assessment of the students' and BFMLEEF's needs, identified through an initial survey to 28 students. The survey revealed that students frequently engage with videos, recognizing them as a valuable resource for learning English, particularly due to their accessibility through electronic devices. Primarily, students proactively seek out videos, especially those related to music, shows, and movies, as a means to enhance their language skills. Their preference is for videos with subtitles in English or Spanish, citing the positive impact on pronunciation, vocabulary acquisition, and listening comprehension. Furthermore, students underscored that the videos have significantly fortified their listening and reading abilities. While some teachers occasionally touch upon English-speaking countries in their anecdotes, students express a desire for more immersive experiences and activities to gain a deeper understanding of these cultures. They have identified the shortage of native teachers and a need for a more pronounced focus on phonics as areas for improvement in English teaching. Finally, they believe that videos in context are an effective tool to improve English language learning by providing different perspectives and encouraging interest in learning about new things and places, thus expanding their vocabulary and understanding of the language.

The videos were presented as a practical solution to improve the quality of learning in the areas of listening and speaking, and will be used as support material for BFMLEEF. The following table summarizes the presentation of our videos:

Table 1

Educational videos in context



Educational videos in context for English language learning in the university environment		
VIDEO 1	TITLE	QR
 <p>Differences among Pond, Lagoon, Lake and Swamp</p>	<p>Differences among "Pond", "Lagoon", "Lake" and "Swamp".</p>	
	<p>FUNCTIONAL ASPECT</p> <p>To show the difference between the different bodies of water and their perception from the American point of view in order to give a contrast between other cultures.</p>	<p>CONTENT</p> <p>Present simple Conditional zero Superlatives Adverbs Adjectives</p>
<p>New Orleans, Louisiana</p>		
VIDEO 2	TITLE	QR
 <p>How to recognize an alligator and a Crocodile.</p>	<p>How to recognize an alligator and a Crocodile.</p>	
	<p>FUNCTIONAL ASPECT</p> <p>To understand in a foreign language how to differentiate or approach differences and similarities using an</p>	<p>CONTENT</p> <p>Present simple Conditional zero Superlatives Adverbs Adjectives Modal Verbs</p>
<p>New Orleans, Louisiana</p>		

	alligator and a crocodile as a reference.	Possessive pronouns
VIDEO 3	TITLE	QR
 <p>Traditional Candy from United States</p> <p>Columbia, South Carolina</p>	<p>Traditional Candy from United States</p>	
	FUNCTIONAL ASPECT	CONTENT
	<p>Contrast the different flavors, textures and origins of traditional North American candy with our own by introducing the different types of candies or sweets that are most common in the United States.</p>	<p>Present simple Conditional zero Adverbs Adjectives Modal Verbs Future simple Subjunctions Subordinate Conjunctions</p>
VIDEO 4	TITLE	QR
 <p>Types of soda in the USA</p> <p>Columbia, South Carolina</p>	<p>Types of soda in the USA</p>	
	FUNCTIONAL ASPECT	CONTENT
	<p>Through the description of different sodas and beverages of American origin, it is recognized how to express an opinion about different object.</p>	<p>Present Simple Adverbs Adjectives Modal Verbs Present continuous Present perfect Present simple past</p>
VIDEO 5	TITLE	QR
	Goldfish	

 <p>Goldfish</p> <p>Aiken, South Carolina</p>	<p>FUNCTIONAL ASPECT</p> <p>Understand the U.S. measurement system through the description of an animal such as a fish.</p>	 <p>CONTENT</p> <p>Present Simple Adverbs Adjectives Modal Verbs Present continuous</p>
<p>VIDEO 6</p>	<p>TITLE</p>	<p>QR</p>
 <p>Pita Bread Recipe</p> <p>Columbia, South Carolina</p>	<p>Pita Bread Recipe</p> <p>FUNCTIONAL ASPECT</p> <p>Through the process of developing a recipe, you learn to link and organize ideas using different English connectors to make sense of the discourse.</p>	 <p>CONTENT</p> <p>Present Simple Conditional Zero Adverbs Adjectives Modal Verbs Present continuous Past simple Present perfect</p>
<p>VIDEO 7</p>	<p>TITLE</p>	<p>QR</p>

 <p>Trolley Museum</p> <p>East Windsor, Connecticut</p>	<p>Trolley Museum</p>	
	<p>FUNCTIONAL ASPECT</p> <p>A contrast is made with our culture by introducing one of the most important Christmas festivities and getting to know one of the most popular attractions in the country during that time.</p>	<p>CONTENT</p> <p>Present simple Superlative Adverbs Adjectives Modal Verbs Simple Future Simple past simple Conjunctions</p>
<p>VIDEO 8</p>	<p>TITLE</p>	<p>QR</p>
 <p>Fort Sumter part 1</p>	<p>Fort Sumter part 1</p>	
	<p>FUNCTIONAL ASPECT</p>	<p>CONTENT</p>

<p>Charleston, South Carolina</p>	<p>A historical account is shown that allows you to learn how to tell a story by giving details of the past with dates and giving relevance to important events.</p>	<p>Present Simple Conditional Zero Superlative Adverbs Adjectives Modal Verbs Present Perfect Present Continuous Subordinating conjunctions</p>
<p>VIDEO 9</p>	<p>TITLE</p>	<p>QR</p>
	<p>Fort Sumter part 2</p>	
<p>FUNCTIONAL ASPECT</p>	<p>CONTENT</p>	<p>CONTENT</p>
<p>Charleston, South Carolina</p>	<p>Through historical fact, knowledge is provided to create a narrative in a timeline from past to present.</p>	<p>Present Simple Adverbs Adjectives Modal Verbs Simple Future Simple Past Simple Subordinate Conjunctions Present continuous</p>
<p>VIDEO 10</p>	<p>TITLE</p>	<p>QR</p>
	<p>Plantation Golden Rice part 1</p>	
<p>FUNCTIONAL ASPECT</p>	<p>CONTENT</p>	<p>CONTENT</p>

<p>Charleston, South Carolina</p>	<p>Learning about golden rice recognizes the evolution of the product-price relationship in the United States and how it is perceived to describe the currency in the past and present in the foreign language, and to generate a contrast with the Colombian culture.</p>	<p>Present simple Superlative Conditional zero Adverbs Adjectives Modal Verbs Simple Future Simple Past Simple subordinate conjunctions Some- Any Present continuous</p>
<p>VIDEO 11</p>	<p>TITLE</p>	<p>QR</p>
	<p>Plantation Golden Rice part 2</p>	
<p>Charleston, South Carolina</p>	<p>FUNCTIONAL ASPECT</p> <p>Through the history of Charleston, and of "The Gardens and the Magnolia plantation", you will learn tools to give a description of a historical event using small events in the past that led to an event significant in the present.</p>	<p>CONTENT</p> <p>Present simple Superlative Adverbs Modal Verbs Simple past Conjunctions subordinates Present continuous Reflexive pronouns Possessive adjectives Object pronouns</p>

CONCLUSIONS

The following section contains the conclusions derived from the process carried out for the creation of didactic material in the BFMLEEF.

We emphasize the importance of planning and obstacle analysis from the beginning of the project, as well as the need to formulate a solid plan to achieve the proposed objectives. Despite not having met all of the initial goals, one of the most important purposes was achieved: to provide didactic material for the students in the program.

We highlight the relevance of the concepts and theories used as fundamental pillars, from the analysis of the curriculum to the recording, editing, and subtitling of the videos; next, the qualitative approach employed played a fundamental role in the analysis of the problem and the understanding of reality from a theoretical perspective.

Finally, we distinguish the learning acquired throughout this process and the satisfaction of having created material that can be beneficial for students in their English language learning process. Below, our main conclusions are summarized:

- When entering the field of research, numerous challenges and considerations arise. From the outset, obstacles and a vast terrain to explore are encountered. In this case, uncertainties and questions filled our minds, and it took time to develop a solid work plan that would lead toward our goals. Although at the end of the road, not everything initially set out was achieved, one of the most significant goals was attained: to provide didactic material for the BFMLEEF. The intention has always been to motivate students entering the program to learn, improve, and consolidate their English language skills, taking advantage of the sources provided by us, as researchers.

- The presence of one of our researchers in an English-speaking country played a fundamental role in our objective of creating videos in context for learning English. This was an advantage and gave us access to a variety of authentic contexts, real-life situations and relevant linguistic resources to design and develop high quality learning materials.

The immersion in the English-speaking environment provided us with an invaluable perspective to capture cultural aspects, idioms and peculiarities of the language that would be of great use to the students of BFMLEEF. The international collaboration and exchange of ideas between us as researchers enriched our plan and allowed us to offer an effective and authentic educational resource for English language skills development.

- We are convinced that the direct connection with the English-speaking context has contributed significantly to the quality and relevance of our didactic material. The documents read and the concepts analyzed allowed us to form the project and carry it out. Each concept and theory used was a fundamental pillar from start to finish for its progress. They paved the way for us to analyze ideas of where to start, having both the curriculum as something physical and the concepts to keep in mind; then they guided us through the process of recording, editing and subtitling. To finish, they guided us to leave surveys and of course the videos for both students and future researchers.
- The qualitative approach we used was very important, since it provided us with an orientation in the elaboration and implementation of surveys as a method of analysis of the problem. In addition, it is a method we recommend because it focuses on the descriptive, from the individual to the social, seeking to understand the links of individuals through their behaviors and

studying, explaining and understanding reality based on theory. This was our pillar to carry out our research work, because based on the theory, the problem in the program was identified, a solution was proposed and our goal completed through the recording and organization of the videos as a support to the curriculum.

- Throughout the process, we acquired knowledge and reinforced others, not only in the area of research, but also in the area of English. It was gratifying to feel that, although at the beginning it was not clear how hard the task of creating videos was, our goal did not change. Through theory, concepts and methodology, involving concentration, imagination and willingness, our creativity managed to generate ideas and find suitable environments that allowed us to carry out a good recording of interesting topics.
- The editing process took longer than we expected, and there were days when frustration came by. However, taking some time was necessary to organize our ideas and come back with more clarity. As a result, we obtained the material that made us feel proud of, since it was productive work that would be considered a way to contribute in a didactic style to our fellow students.
- We understand that progressing in the language is a long and arduous process, but with the help of these types of audiovisuals, it can be easier for students to explore the culture and achieve meaningful learning through them, especially those who cannot leave the country due to economic limitations or other situations.
- The methodological elements together, allowed us to carry out rigorous and effective research that addressed our problem and contributed to the

strengthening of comprehension and oral expression in the learning of English in the BFMLEEF of the University of Cauca.

- To conclude according to Dörnyei's model focused on the "Motivational Self System in L2" the desire is a motivation in foreign language learning that if students are able to visualize themselves as fluent speakers of that language, and generate a positive and realistic self-image, which is fundamental to boost and maintain motivation to achieve their goals through the viewing of videos, they will most probably reach it.
- Ausubel's assimilation theory guided us toward incorporating new information into the learners' pre-existing cognitive structure. In this context, the videos created become a valuable tool to facilitate meaningful learning.

SUGGESTIONS

- To future researchers, we suggest conducting a pilot test with the 11 contextualized videos, taking as participants the first semester group of the Bachelor's Degree in Modern Languages with emphasis in English and French. This will allow them to determine the impact and progress that these videos have on the students' listening and speaking skills.
- Our hope is that the program can always have this resource available and accessible, which is why the QR codes are attached to access the videos on You Tube, and also, they are recorded in a memory with the purpose of finding them in the language department, so that researchers and teachers can access to it at any time that is necessary for use in the classroom.
- English teachers are encouraged to use this material, starting with first semester students, but not limited to them. They should consider the possibility of incorporating this resource at other levels and explore various forms or activities that can be designed from these videos.

SCOPES AND LIMITATIONS

- Time became a significant constraint during the development of this project. Our original intention was to conduct the pilot with first semester students. However, the process of recording, editing, subtitling and other required stages consumed more time than we had anticipated, which made it impossible to achieve that goal within the timeframe.
- We achieved one of our objectives in designing the material for the program throughout the process, our knowledge in various areas was significantly strengthened.

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APPENDIXES

1. Appendix A. Student Survey - Use of Video in English Language Learning

Initial survey to first semester students, which is aimed as a starting point to know the state of the problem.

2. Appendix B. Micro-curriculum of grammatical topics for the first semester

It is taken as a guide for the creation of videos in context.

3. Appendix C. Suggested Interview with teachers

We carried it out with the objective of knowing their opinion and the progress of the students through the videos.

4. Appendix D. Suggested Final survey of first semester students

The purpose of this study was to determine the impact that the videos presented had on the development of the classes.

1. Appendix A. Student Survey - Use of Video in English Language Learning

2/5/22, 16:46

Encuesta para estudiantes- Uso del video en el aprendizaje del idioma inglés

Encuesta para estudiantes- Uso del video en el aprendizaje del idioma inglés

Como estudiantes de octavo semestre de la Licenciatura en Lenguas Modernas con énfasis en Inglés y francés y en el marco de la asignatura de Énfasis hemos decidido hacer una encuesta como punto de partida para el desarrollo de nuestro anteproyecto de grado, el cual tiene como idea central la investigación referente al uso del video en contexto, tanto en el aprendizaje como en la enseñanza del inglés como lengua extranjera. Agradecemos mucho su colaboración al responder las preguntas a continuación.

(Nota: Cuando se habla de videos en contexto se refiere a aquellos que exponen las circunstancias reales que rodean una situación)

*Obligatorio

1. Nombre completo *

2. 1. ¿Con qué frecuencia usa videos? *

Marca solo un óvalo.

Siempre

A veces

Nunca

3. 2. ¿Cuál es su perspectiva con respecto al uso de videos en clase como herramienta para el aprendizaje del idioma inglés? *

2/5/22, 16:46

Encuesta para estudiantes- Uso del video en el aprendizaje del idioma inglés

4. 3. ¿Busca por iniciativa propia videos que contribuyan en su aprendizaje del inglés? *

Marca solo un óvalo.

Si

No

5. 4. De acuerdo a sus gustos personales, ¿Qué videos considera que captan su atención y le ayudan en el aprendizaje y mejoramiento del idioma Inglés? *

6. 5. En cuanto a los videos en inglés y el subtitulado, usted prefiere verlos: *

Marca solo un óvalo.

Subtitulados en Español

Subtitulados en Inglés

Sin subtítulos

7. 6. Si ve videos con subtítulos en inglés, ¿Siente que éstos le han ayudado a mejorar su pronunciación o su adquisición de vocabulario? ¿Por qué? *

2/5/22, 16:46

Encuesta para estudiantes- Uso del video en el aprendizaje del idioma inglés

8. 7. Seleccione qué habilidades se han fortalecido mediante el uso de videos en inglés *

Selecciona todos los que correspondan.

- Lectura
 Escritura
 Habla
 Escucha

9. 8. ¿De qué manera ha visto que se incorpora el contexto de los países angloparlantes en el salón de clase? *

10. 9. ¿Qué considera que haría falta para acercar el contexto de los países angloparlantes al salón de clase? *

2/5/22, 16:46

Encuesta para estudiantes- Uso del video en el aprendizaje del idioma inglés

11. 10. ¿Cuáles son los aspectos por mejorar que ha notado en el salón de clase con respecto a la enseñanza del inglés como lengua extranjera?

12. 11. ¿Creería que los videos en contexto son una manera de mejorar el aprendizaje del idioma inglés? ¿Por qué?

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

2. Appendix B. Micro-curriculum of grammatical topics for the first semester

Información Curso					
Curso	Inglés Elemental I	Código	LM711	Semestre	I

Intensidad	8	Créditos	4	Horas con acompañamiento	8	Horas trabajo independiente	4
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Componente	Saberes específicos y disciplinares
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Prerrequisito	NA	Código	NA
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Descripción

El curso de inglés Elemental I propende por desarrollar en el estudiante competencias que lo llevan a comprender textos claros y en lengua estándar sobre temas que le son conocidos en diferentes contextos o actividades. Además, desarrolla competencias para la producción de textos sencillos y coherentes sobre temas que le son familiares o de su interés personal y que le permitan describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. Por otro lado, este nivel desarrolla competencias en la expresión oral y la escucha que le permiten comprender instrucciones o preguntas sencillas y expresar sus sentimientos, hacer descripciones sobre diferentes temas de su entorno, expresar acuerdos o disentir. De esta manera, se establece el contacto entre el estudiante, la lengua y su entorno de forma que la educación sirva para desarrollar las competencias comunicativas desde un contexto real, con tareas significativas que le brinden confianza al estudiante y deseo de aprender.

Objetivo Pedagógico

- Introducir a los estudiantes en las diferentes habilidades comunicativas y pedagógicas para el aprendizaje de las lenguas en su identidad como futuro profesional de las lenguas.

Objetivo Investigativo

- Sensibilizar y concientizar al estudiante sobre lo que implica el estudio de una lengua extranjera.

Objetivo Pragmático

- Familiarizar al estudiante con el lenguaje apropiado para diferentes situaciones cotidianas significativas en lengua extranjera.

Estándares y contenidos lingüísticos

		B 1 Inglés Elemental I	Contenidos Lingüísticos
Comprender	Comprensión auditiva	-Comprendo las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo, en la escuela, durante el tiempo de ocio, etc. - Comprendo la idea principal de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.	- Present simple, past simple, progressive - Past progressive - Present perfect - Future simple / going to - Modal verbs: can, could, may, might, have to, must -Possessive adjectives -Possessive pronouns
	Comprensión de lectura	- Comprendo textos redactados en una lengua de uso habitual y cotidiano o relacionado con el trabajo. - Comprendo la descripción de acontecimientos, sentimientos y deseos en cartas personales	- Reflexive pronouns - Object pronouns - Some, any - Adjectives and adverbs - Adjectives order
Hablar	Interacción oral	- Sé desenvolverme en casi todas las situaciones que se me presentan cuando viajo donde se habla esa lengua. -Puedo participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo: familia, aficiones, trabajo, viajes y acontecimientos actuales).	-Real present conditionals -Comparatives and superlatives: er - est -Linking words: - coordinators Adverbial conjunctions: for example, in addition, besides -subordinating conjunctions: before, after, while, how, because, since, until, wh...
	Expresión oral	- Sé enlazar frases de forma sencilla con el fin de describir experiencias y hechos, mis sueños, esperanzas y ambiciones. - Puedo explicar y justificar brevemente mis opiniones y proyectos. - Sé narrar una historia o relato, la trama de un libro o película y puedo describir mis reacciones.	-Simple & Compound sentences -Descriptive paragraph - Paraphrasing
Escribir	Expresión escrita	- Soy capaz de escribir textos sencillos y bien enlazados sobre temas que me son conocidos o de interés personal. - Puedo escribir cartas personales	

		que describen experiencias e impresiones.	
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Contenidos Temáticos

- Interacciones cotidianas (orales y escritas), para expresar: sentimientos y emociones (dolor, amor, simpatía, alegría, etc.)
- Formalidades sociales propias de las culturas extranjeras para saludar, despedirse, dar bienvenidas, brindar, etc.
- Estrategias de aprendizaje.
- Comunicación y Medios: radio, prensa, televisión y nuevas tecnologías.
- Conceptos del lenguaje y conocimiento y la relación entre lenguaje y pensamiento.
- Problemáticas Actuales: familia, educación, salud, etc.
- Geografía e historia local y regional.
- La descripción y la narración.
- Temas culturales e interculturales.

Metodología

El presente curso, Inglés Elemental I, propende por introducir a los estudiantes, de primer semestre, del Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés, en un proceso de contacto e interacción continua con la lengua inglesa, y sus posibilidades didácticas y metodológicas en contextos escolarizados. Iniciar la comprensión de diversas formas de expresión, elementos culturales e identitarios, aspectos semánticos, sintácticos, fonéticos, gramaticales, lexicales, forma y contenido, se constituyen en aspectos fundamentales en el desarrollo del curso. En este sentido, la comprensión de textos orales y escritos, la expresión y producción oral y escrita, el uso de aspectos gramaticales, fonéticos, lexicales, serán temáticas prioritarias en el presente curso, para que el estudiante alcance un nivel B1.1 acorde con los estándares del Marco Común Europeo de Referencia y de aspectos temáticos que aporten al estudio y análisis de lo pedagógico, metodológico e investigativo, lo cual se constituye en el valor agregado, y complementa el proceso formativo integral del estudiante educador de lenguas, siendo la reflexión escrita de su experiencia uno de los insumos que afianzará al futuro profesional de las lenguas en el campo educativo.

Las actividades para desarrollar estos contenidos estarán orientadas por modelos pedagógicos que privilegien la enseñanza, formación y evaluación de las Lenguas Modernas inglés y francés y por la investigación-Acción que oriente ese quehacer investigativo del programa, pues desde esta perspectiva se propone, se analiza, se evalúa y se mejoran las actividades con base en la observación y los resultados. Por otro lado, se propenderá por el trabajo con estrategias cognitivas y

meta-cognitivas, donde el mediador facilite la comprensión. En este tipo de procesos, el trabajo en equipo es muy importante, pues la comunicación interpersonal es la que enriquece el entendimiento. Igualmente se utilizarán estrategias didácticas que lleven a los estudiantes a desarrollar la capacidad de asociar conceptos, de decidir cuáles elementos son más importantes que otros, de inferir, de monitorearse, de conectar ideas, y, por ende, de trabajar la cohesión y la coherencia en su discurso; es decir, de expresar lo que se quiere de una manera clara, significativa y sobre todo, de desarrollar el pensamiento reflexivo y crítico en la construcción del conocimiento.

LABORATORIOS:

- Ejercicios de comprensión oral: diálogos, videos, video-clips, series, canciones, entre otros.
- Lecturas de historietas e información específica sobre temas variados para reportes orales.
- Escucha de podcasts para ejercicios de comprensión auditiva y para reporte oral.
- Ejercicios interactivos de práctica en clase. (entrevistas para información personal en tiempo presente y pasado)
- Actividades basadas en el MCER.

Evaluación

El Proyecto Curricular del Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés considera la evaluación como un proceso que permite diagnosticar el desarrollo de las competencias y de las tareas educativas con el fin de mejorarlas en su conjunto. Un seguimiento a cada estudiante, su participación analítica y crítica, su comprensión de textos orales y escritos, su producción y expresión oral y escrita en la lengua extranjera, proveerán la información necesaria para determinar su avance.

La Didáctica facilita también el proceso de evaluación, pues esas mismas herramientas mencionadas anteriormente son las que se utilizan para observar el proceso de manera consciente y para discernir sobre cómo sacar ventaja de las fortalezas y competencias para superar las dificultades.

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- <http://www.learnenglish.de/grammarpage.html>
- <http://www.speakingyourbest.com/freevideolessons.html>
- <http://www.fonetiks.org/>
- <http://www.myenglishpages.com/>

Videos:

- <https://www.youtube.com/watch?v=84jVz0D-KkY> (All tenses – English lessons)
- <https://www.youtube.com/watch?v=WHwxdT302I> (Phrasal verbs in daily English conversations. Lessons 1, 2, 3 and 4)
- <https://www.youtube.com/watch?v=l96V7dQtg9E> Get Fluent With 1 Trick - Become A Confident English Speaker With This Simple Practice Trick
- <https://www.youtube.com/watch?v=jlWDp22D5yY> (Study English IELTS preparation complete series 1)
- <https://www.youtube.com/watch?v=Sc4gh5gP1AE> (how to improve your English speaking skills)
- https://www.youtube.com/results?search_query=daily+expressions+%E2%80%93+English+listening+and+speaking+practice (Common daily expressions – English listening and speaking practice)
- <https://www.youtube.com/watch?v=Kh5OI5PKDvQ> (Common daily expressions – English listening and speaking practice #2)
- https://www.youtube.com/watch?v=MwZwh8xJ_Ng (Common daily expressions – English listening and speaking practice #3)
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- https://www.youtube.com/watch?v=SaBH_huiJSM (English modal verbs – Can, Could, May and Might)
- <https://www.youtube.com/watch?v=cB7vltNJsOw> (Will, shall, Would – English Modal verbs – Part 2)
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- English is fun
- Teaching tolerance
- ABA ENGLISH. On line English course
- Grammarly
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- Teaching English – British Council

3. Appendix C. Suggested interview with teachers after developing our project

1. How often do you use videos in your classes?
2. What is your perspective regarding the use of videos in the classroom as a tool for teaching English?
3. According to your experience as an English teacher, which videos do you consider have captured the students' attention and promote their learning and improvement of the language?
4. After using the contextualized videos with English subtitles, do you feel that they helped the students with respect to pronunciation and vocabulary acquisition? Why?
5. Do you consider that the improvement of listening skills in foreign language learning was promoted after taking the contextualized videos as part of the teaching material? why?
6. What do you think would be other contributions that contextualized or in-context videos provide to strengthening English language learning?
7. Anything you would like to add to what has already been said?
8. What suggestions could you give us to continue contributing to the career from this field?

4. Appendix D. Suggested final student survey after implementing the videos

1. After working with the contextualized videos with subtitles during English classes, do you feel that they helped you with pronunciation and vocabulary acquisition? Why?
2. Do you consider that the improvement of listening skills in foreign language learning was promoted after working with the contextualized videos as part of the learning material? why?
3. What do you think would be other contributions that contextualized or in-context videos provide to strengthening English language learning?
4. Anything you would like to add to what has already been said?
5. What suggestions could you give us to continue contributing to the career from this field?