

AUTHENTIC VIDEOS: A PROPOSAL TO ENHANCE PRODUCTIVE SKILLS WITHIN A COOPERATIVE LEARNING ENVIRONMENT
IN THE EFL CLASSROOM

AUTHENTIC VIDEOS: A PROPOSAL TO ENHANCE PRODUCTIVE SKILLS WITHIN A
COOPERATIVE LEARNING ENVIRONMENT IN THE EFL CLASSROOM

A research study presented as a requirement to obtain the bachelor's degree in Spanish and
Foreign Languages with emphasis in English and French

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NOTE OF ACCEPTANCE

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Dedication

To my mother, Sandra Patricia Gómez, who has been my major support and constantly inspires me to go further. There are not enough words to appreciate everything you have done for me. Thank you, mommy, for always believing in and supporting me unconditionally. I also want to thank my father, Francisco, for his love and care. To my grandmother, whose wisdom and love will always be with me. To my dear baby, for teaching me unconditional love and fidelity.

Thanks to God for always blessing me and guide me along the best paths. To my family, for believing in me. To my cousins for their guidance, their friendship, and love. To my protocol girls, thank you for demonstrating the value of friendship and encouraging me to grow both professionally and personally.

Last but not least, to all the teachers who have marked my life significantly, especially the language teachers from the UPN and the ones from my school Tomas Rueda Vargas. Thank you for guiding my path and inspiring me to be the best teacher day by day.

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2. Descripción
<p>Trabajo de grado de tipo investigación acción que busca promover la adquisición del inglés como lengua extranjera a través de la creación y producción de videos auténticos mediante metodologías de aprendizaje cooperativo. La investigación se llevó a cabo con las estudiantes de quinto grado del Liceo Femenino Mercedes Nariño a partir de observaciones y diagnósticos en los que se encontró que presentaban dificultades al comunicarse escrita y oralmente en la lengua extranjera, así como problemas de convivencia entre ellas. Finalmente, se observó que los estudiantes desarrollaron las habilidades productivas en la lengua extranjera además de habilidades de trabajo cooperativo. De esta forma, los estudiantes obtuvieron confianza en sí mismos, son capaces de hablar en inglés sobre ellos mismos, sus gustos, su contexto y asimismo mejoraron la convivencia en el curso.</p>

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Fecha de Aprobación: 10-10-2012	Página 2 de 6

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Código: FOR020GIB	Versión: 01
Fecha de Aprobación: 10-10-2012	Página 3 de 6

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Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 4 de 6	
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Fecha de Aprobación: 10-10-2012	Página 5 de 6	

4. Contenidos

El presente trabajo se encuentra organizado por capítulos, siguiendo el enfoque de investigación-acción. En el primer capítulo se describe el lugar de intervención y su población, así como la descripción y justificación del problema de investigación el cual consiste en la creación de videos auténticos por parte de las estudiantes en los cuales utilicen las habilidades productivas en inglés, así como el uso de metodologías de aprendizaje cooperativo. Se concluye con el planteamiento de la pregunta y objetivos de la investigación.

El segundo capítulo contiene el estado del arte y los contenidos teóricos que se tuvieron en cuenta para la investigación. Los constructos que se usaron en la investigación fueron las habilidades productivas (hablar y escribir), el aprendizaje cooperativo y los videos auténticos. El tercer capítulo se enfoca en el diseño de la investigación que comprende la Investigación-acción con enfoque cualitativo, así como los instrumentos que se tuvieron en cuenta para la recolección de datos.

En el cuarto capítulo se explica la intervención e implementación pedagógica, el programa académico y la planeación de actividades. El capítulo cinco se muestra el análisis de los resultados recolectados a partir de la triangulación de datos, describiendo las diferentes fases de intervención pedagógica y sus respectivos resultados. Finalmente, el sexto capítulo, presenta las conclusiones del proyecto investigativo. También incluye recomendaciones generales en términos pedagógicos, disciplinares e investigativos.

5. Metodología

El presente estudio se realiza siguiendo el enfoque cualitativo junto a la metodología de investigación acción. A partir de esto, el investigador tiene como propósito desarrollar la propuesta pedagógica que permita la solución de la problemática identificada. Primero se realizó un proceso de observación y de pruebas diagnósticas para caracterizar la población y delimitar el problema, así como la pregunta de investigación y los objetivos. Posteriormente, se diseñó un plan de acción para tratar con el problema identificado y analizar los datos obtenidos que se enfocan en responder la pregunta y analizar las categorías y sus indicadores. Las técnicas e instrumentos empleados fueron encuestas, entrevistas, diarios de campo, fotografías, grabaciones de audio y video y las actividades de los estudiantes en la clase. Este proceso de recolección permitió el análisis de resultados y la realización de conclusiones a partir de los hallazgos.

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Fecha de Aprobación: 10-10-2012	Página 6 de 6

6. Conclusiones
<p>Al final de la intervención las conclusiones aparecen desde las categorías propuestas a partir de la pregunta de investigación y de los objetivos general y específicos de este estudio. Se concluye que la propuesta pedagógica tuvo un impacto positivo en los estudiantes. Los videos auténticos representan el resultado de una creación cooperativa que establece el uso de las habilidades productivas (hablar y escribir). Tanto el proceso creativo como la producción de video exigieron el uso de estas habilidades, principalmente a través de guiones escritos y actuaciones de las estudiantes en las grabaciones. Del mismo modo, el diseñar un video para todo el salón de clases requería que los estudiantes trabajaran cooperativamente y desarrollaran un sentido de responsabilidad e identidad grupal. Finalmente, las habilidades productivas también fueron influenciadas por el aprendizaje cooperativo. Gracias al intercambio continuo con sus compañeros, los estudiantes se comunicaron empleando el idioma extranjero en un contexto real, desarrollando experiencias significativas en sus procesos de aprendizaje.</p>

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Table of Contents

Chapter I: Contextualization and Research Problem	1
Characterization	1
Local and institutional context	1
Participants	2
Diagnosis	4
Statement of the problem	8
Rationale of the Study	10
Research Question	11
General Objective	11
Specific Objectives	11
Chapter II: State of the Art and Theoretical Framework	12
State of the Art	12
Theoretical Framework	17
Productive Skills	17
Cooperative Learning	20
Authentic videos as a language learning tool	22
Chapter III: Methodological Design	26
Research Paradigm	26
Research Methodology	26
Categories of Analysis	28
Data collection instruments	29
Field notes	29
Surveys	29
Artifacts	30
Recordings	30
Population and sample	30
Data analysis approach	31

Ethical issues	31
Chapter IV: Pedagogical Intervention	32
Pedagogical Approach	32
Vision of language	33
Vision of the learning	34
Instructional Design	35
Cycle 1: Discovering myself	36
Cycle II: Me in the School	37
Cycle III: Our Liceo Femenino	38
Academic program	39
Lesson Plan Model	41
Chapter V: Data Analysis	43
Data management	43
Data Analysis	45
Category 1: Productive Skills to express themselves in the target language	45
Indicator 1.1: Students are able to express with short phrases written and orally	45
Indicator 1.2: Students are able to communicate with their classmates orally	48
Indicator 1.3: Students produce short texts following topics of their environment	49
Category 2: Cooperative learning to acquire goals mutually	51
Indicator 2.1: Students plan the procedures together to achieve a common goal	52
Indicator 2.2: Students share ideas to unravel collective problems	54
Category 3: Target language acquisition through the production of authentic videos	57
Indicator 3.1: Students develop creativity in the production of the videos	57
Indicator 3.2: Students interact in the target language in the videos	60
Summary of the Results	63
Chapter VI: Conclusions	66
General Recommendations	68
References	70
Annexes	74
Annex 1: Field Notes	78
Annex 2: Interview	80
Annex 3: Surveys	81

Annex 4: Diagnostic test	83
Annex 5: Inform consent	85
Annex 6: Lesson plan	86
Annex 7: Development of Productive Skills	87
Annex 8: Resources created by students for the production of videos	90
Annex 9: Cooperative Learning developments	92
Annex 10: Links for the videos	94

Index of Figures and Tables

Figure 1: Examples from the diagnostic test	7
Figure 2: Relation between Communication and Productive Skills	18
Figure 3: Joint conception of the theories for the study	25
Figure 4: Writing and speaking task: Matching Information	46
Figure 5: Evolution in the development of videos	48
Figure 6: Making of the script	51
Figure 7: Recreating our school (Activity)	53
Figure 8: Cooperative Learning in the production of the videos	55
Figure 9: Millionaire game: Peer assessment	56
Figure 10: Students develop creativity in their productions	58
Figure 11: Students develop creativity in the performance of the videos	59
Figure 12: Script for the last video	62
Table 1: State of the art – chart	12
Table 2: Table of Categories	28
Table 3: Cycle 1 Chart	37
Table 4: Cycle 2 Chart	38
Table 5: Cycle 3 Chart	39
Table 6: Academic program	39
Table 7: Lesson Plan Model	41

Abstract

The present research follows a qualitative action-research methodology that was carried out with the fifth-grade students of the school Liceo Femenino Mercedes Nariño. Following the application of the data collection instruments came to light the lack of stronger practices concerning the productive skills and skills for group work in the classroom. Therefore, it is proposed to improve these skills through the production of authentic videos in a cooperative learning environment.

The main objective is to determine the impact on the productive skills when implementing cooperative learning in the creation of authentic videos. In this manner, the students are able to put into practice their productive skills in an authentic context and among peers. In addition, they also adopt a sense of responsibility with the group and recognize the importance of interacting to help strengthen these language learning skills.

Keywords: Productive Skills, Cooperative Learning, Authentic Videos, Action Research

CHAPTER I

Contextualization and Research Problem

This chapter presents, firstly, the description of the local and institutional context in which the research participants are located. Secondly, the description of the participants is carried out in the characterization and diagnosis. Thirdly, the needs or difficulties in learning English as a foreign language are presented. Finally, the chapter ends with the statement of the problem, the formulation of the research question and its objectives.

Characterization

Local and institutional context.

This research project takes place at Liceo Femenino Mercedes Nariño. It was founded on October 5th, 1916 by Diego Garzón under the principles of promoting the formation of women from its programs. The school is located in Rafael Uribe Uribe locality in San Jose neighborhood, a commercial district where university areas and private institutions of higher education, clothing and footwear stores, shopping centers and financial institutions are influential. Therefore, the students' immediate context relates to families whose trade is the manufacture and repair of footwear (shoemakers), since they work around the areas near the Lyceum. At last, the economic conditions of the locality locate the IED in the middle of Zonal Planning Units (UPZ) within a social field of strata 1, 2 and 3.

In addition, the Institutional Educational Project (PEI) of the Liceo Femenino Mercedes Nariño is focused on a reflexive and autonomous process that aims at transforming society with scientific and technological perspectives. As a result of this, the institution's mission and vision are constructed around the importance of education for women, as it assumes the challenge of

achieving quality in education towards happiness, improving the strategy of school permanence by the slogan: *Enjoy your Liceo! ... You count.* Consequently, the school seeks to promote the integral formation of women in education by encouraging the values of respect, honesty, identity, solidarity and autonomy, that will generate the construction of the life project of the students, which will be oriented towards the transformation of the contexts where they interact, guaranteeing the enjoyment of a full life.

Supported by the Pedagogical University, the institution began to work on teaching French in primary school in 2004 and then, by 2009 the work of Specialized Secondary Education (EME) started with an emphasis on Languages (English and French). In addition, the Liceo, in its Award Report on the Excellent Institutional Management (2012), affirms that the communicative and expressive viability of Strengthened Media Education (MF) in English and French allows the students to respond to the demands of speaking a foreign language to be more competitive in an increasingly globalized world, which allows them to improve their quality of life thereby reducing the marginalization gap between poverty and wealth during their life project.

In this perspective, the curriculum intended to teach English as a foreign language at the Liceo Femenino seeks that students recognize the foreign language as a facilitator of communication and interaction globally. Concluding, it is intended that students make use of the language as a means of expression in written and oral communication. In its commitment to educational quality, Liceo Femenino, has implemented a curricular path focused on the implementation and development of the foreign languages in the pedagogical practices of the students.

Participants

The participants of this research are students from fifth grade (503) of Liceo Femenino school. This grade has 33 girls around the ages of 10 and 11 years. Moreover, their English lessons take place in the language laboratory, a room donated by the government following the *Vive Digital plan (2014-2018)* equipped with a smart board, speakers, special tables around which the students have to be seated in groups of four, and tablets for every student. With the purpose of understanding the students' collective and individual characteristics, a survey (See Annex 3, Survey) was implemented to find out about their context, socioeconomical characteristics, their interests and perceptions towards the school and the English language.

As to the socio-affective aspect, most of the students are outgoing, they like to talk and seek to be in groups although sometimes they are disorganized. The relationship the students have with the teacher is respectful despite the fact that many times the teacher has to call to order and be strict. The teacher is the one who leads the class; but when she leaves the classroom the students lose all discipline, they start walking in the classroom and talk and/or dispute with each other, so they need to be watched.

Additionally, it was noticed through the data collected from the observations, the interview, and the surveys (See Annex 1, Field Notes; Annex 2, Teacher's Interview and Annex 3, Survey) that the students' responses are better when interacting with their partners. Although big fights are not common in the classroom, the attitudes among them are not the best. Some prefer not to work with certain partners. Moreover, it is evident that they have not developed yet the abilities to work in groups for there is always one student who leads the group and the others who talk around her.

Concerning their daily work, first, it is important to state that at the Liceo Femenino Mercedes Nariño, for the students of primary education, the English class has one hour per week set in their curriculum. In regards to that, the teacher mentioned in the interview that this factor is very bad for the class results, owing to the lack of time and engagement of students since they often forgot their responsibilities. In relation to this, the students have to describe pictures and write sentences about the topics, and the development of this is also affected by the lack of time and the commitment of the students because in most of the cases they forgot what they have to do or bring, so the teacher has to come up with short activities and the repetition of topics for more than one class. This evidences that there is no assignment of roles for them to work better in the activities proposed for the class.

Additionally, it was observed in the field notes (See Annex 1, Field Notes) that it is usual to find diverse activities like readings or drawings) focused on grammar; addressing topics such as the verb to be, adjectives and numbers. Moreover, there is perceived that there are few uses of the technological resources in the classroom for they are managed by the teacher as a board or to display pictures. Besides, according to the students' surveys (See annex 3, Survey), in their classroom there are computers and books though those are not used by them. However, they believed that those tools will be important for their learning processes and that they would like to use more videos, readings, and songs in their lessons.

Diagnosis.

Continuing, for the development of this research some instruments to collect data were designed and applied such as field observations that were made weekly (See Annex 1, Field Notes) to analyze the students' behaviors and interests towards the class; an interview to the teacher (See Annex 2, Teacher's Interview), to analyze her perceptions of the class; a survey and

a diagnostic test conducted to the students (See Annex 3, Survey and Annex 4, Diagnostic test).

In this segment, the results of the implemented data-collection instruments are presented following the features of the population selected with the aim of clarifying their strengths, difficulties, and needs towards their English learning process.

During the observations (See Annex 1, Field Notes) it was perceived that there was not a strong emphasis as much as in writing skills, considering that in their lessons, the students had a grammar and writing focus only. However, in the surveys (See annex 3, Survey), the students mentioned they like to read and watch videos to learn the language. This was evidenced in the results of the diagnostic test in which the majority of the students passed obtaining positive responses (See Annex 4, Diagnostic test).

Additionally, an interview that was conducted to analyze the perceptions of the teacher towards the class. Regarding the writing skill, she mentioned that this was one of the strengths of their students. Further, in the observation (See Annex 1, Field Note) it was noticed that this skill was potentialized throughout the lessons since the activities consisted in producing sentences and writing descriptions, and few students mentioned the writing ability as a difficulty (See annex 3, Survey).

Despite this, as was noticed in the observation and as the students mentioned in the surveys (See Annex 1, Field Notes and Annex 3, Survey), the speaking skill was demanding for them considering they do not identify many words and do not know how to express their ideas due to lack of vocabulary. There could be noticed a change between what the teacher mentioned and the results of the diagnostic test.

During the observation, proposal and the implementation stages, a diagnostic test (See Annex 4, Diagnostic test) was applied twice to the students to know more in-depth about their

language level .This test was designed by the researcher taking into account the contents of the curriculum for the third and fourth grade of their English class. Additionally, the four communicative competences, reading, writing, listening and speaking, were measured as well.

In relation to the proficiency level of the students concerning the linguistic aspect, the students were good at listening and reading skills compared to the writing and speaking abilities. Data revealed that in both the diagnostic test and the observation notes in agreement with what was mentioned by the teacher, the students experienced some concerns when trying to communicate what they learned both written and verbally. These difficulties appeared in both the written and in the oral aspect since the students had problems to build complete sentences (they only stated one word in English and the rest in Spanish) and they also had difficulties with the spelling of words.

As for the reading skill in the two tests, multiple choice reading comprehension questions were asked. While for the listening ability, in the first test, the comprehension of a recording about the parts of the body was evaluated, the second test evaluated the comprehension of personal information as spelling the name, the age, and the phone number. The results of the test showed that the students achieved good responses in these two skills since they reached at least three correct questions of four in both tests. As for the listening ability, the students also obtained good results in terms of comprehension; however, they also showed weaknesses in the spelling of some words (See Annex 4, Diagnostic test).

Despite the good results in the reading and listening skills, in the results of the entrance tests the students demonstrated matters with writing and speaking skills about the spelling of words and the formation of sentences (subject – verb – complement). Concerning the writing skill, both examinations not only measured this skill but also the grammar aspect. In the first test,

the students had to describe a picture of a girl using sentences with «she has» and the spelling of some numbers from one to twenty, whereas in the second test they had to write a short paragraph about their personal information (name, age, family, school).

The results of both tests evidenced that most of them failed to comprehend and recognize what they had to do and how to do it; for instance, in the first examination, they were unable to compose a sentence and barely wrote some words related to the picture, while in the second they had plenty of spelling and grammar mistakes. Likewise, in terms of the speaking skill, students were asked questions about their personal information regarding their names, birthdates, phone number, address, and school. The following figure evidences the difficulties from students when responding to those questions since they were unable to compose short sentences and had some limitations to communicate their ideas related mostly to the lack of vocabulary:

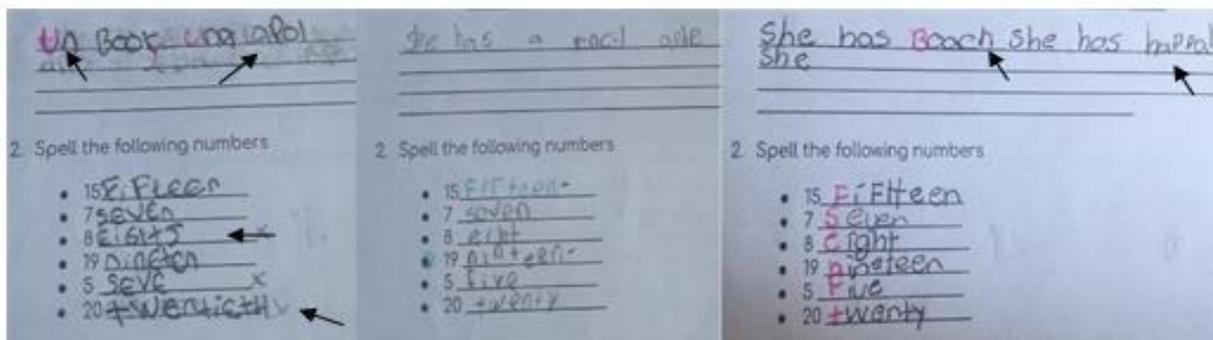


Figure 1. Examples from the diagnostic test

In consequence, this diagnosis evidences the matters that the students have, especially concerning the writing and speaking skills, since they were unable to construct sentences or identify vocabulary to express themselves properly. Moreover, concerning the learning features of the students, it was noticed that they have not developed the abilities to work in groups since they are doing the same activities most of the time and they do not like to participate with some partners. In relation to this, the lack of time represents a significant problem for the class

development because it affects the engagement from students as well as the activities that had to be proposed, reducing them to an emphasis on grammar, writing and speaking (See Annex 1, Field Notes; Annex 3, Survey and Annex 4, Diagnostic test).

Statement of the problem

As was mentioned before, the Liceo Femenino school seeks to promote the integral formation of women in education by implementing the use of English and French as foreign languages. In spite of having these objectives, based on the data obtained along the diagnostic stage, it is possible to state that the productive skills of the students of fifth grade of Liceo Femenino Mercedes Nariño are not being developed accurately. Consequently, the need to start strengthening those skills came to light.

In relation with this, another problem that was noticed is that the level of the students ought to be A2. According to the Common European Framework of Reference for Languages (CEFRL), the students should introduce and give personal information and follow commands in the foreign language. Yet, following the results of the diagnostic stage, the academic reality that the students face is not the same. The matters that the students have were evidenced, especially concerning the writing and speaking skills, since they were unable to construct sentences or identify vocabulary to express themselves properly.

Following the statements of Savignon (2018), “Human language communication, of course, takes both oral and written forms and develops in one or more languages wherever social interaction occurs” (p. 13). Despite this, the results of the diagnosis showed that, concerning the speaking skill, the students were not exchanging information or communicating their ideas about familiar topics. Similarly, in the writing skill, the students were unable to describe or identify

contents related to their immediate environment. Here the problem that the students faced concerning the writing and speaking skill was evident.

Considering the results of the diagnostic stage, the students were not using the language as they were supposed to. According to Ferreira (2012), lessons that focus on communication and meaningful learning prevent students from spending their time merely studying grammatical rules and memorizing vocabulary (p. 12). However, the lack of these practices shows the reality of the students. This was noticed especially in the practices that they had in their classroom with the activities focused on grammar and the repetition of sentences. In consequence the students were unable to communicate the language they were learning.

Additionally, the PEI of the institution stated that students have to work in a cooperative environment regarding the management of English and French as foreign languages. However, they have not developed the abilities to work cooperatively because when performing in groups they do not assume roles or responsibilities, ceding the lead to only one student and therefore not accomplishing what is stated in the PEI of the school. Likewise, the equipment of the class, the group-work tables, and the technological resources are not being used since it is the teacher who manages them.

For these reasons, the research maintains a focus on improving the productive skills. Through the enhancement of these skills, learners can acquire better strategies to express themselves in English. The diagnostic test exposed that students have problems with writing and oral abilities as well as problems with group work. Therefore, it is essential to implement alternative strategies that promote a more cooperative learning process situated in the authentic context of fifth-grade students.

Rationale of the study

Bearing in mind the above, this research aims at implementing a strategy in which the students of fifth grade of Liceo Femenino are able to use the productive skills of the English language in the cooperative creation of an authentic video that is related to their context.

Consequently, it is necessary to continue doing research on the field of Productive Skills development due to the fact that these skills (speaking and writing) are significant since they allow learners to perform in many communicative aspects. For instance, speaking is intended for face-to-face communication. Yet, writing is always used by to express and communicate ideas to someone who is separated by both time and space (Scrivener, 2011). Thus, by developing the Productive Skills, the students of Liceo Femenino are given the opportunity to practice real-life communication about the language learned in the classroom.

In addition to this, the Common European Framework of Reference for Languages (CEFRL) states that: “Progress in language learning is most clearly evidenced in the learner’s ability to engage in observable language activities and to operate communication strategies. They are a convenient basis for the scaling of language ability” (p. 57). In consequence, by working on the Productive Skills in the creation of a video, the students are able to reinforce what they have already been studying. Also, they are capable to perceive unfamiliar words and how to write them when practicing. Then again, the speaking skill is the principal instrument to express ideas as well as to listen to others’ ideas. Thus, the Productive Skills not only permit the individual learning of students but also allow the implementation of some cooperative strategies.

According to what has been said, by implementing a research project focused on developing the Productive Skills within a framework of Cooperative Learning based on the creation of authentic videos, the students are allowed to enhance the Productive Skills and place them into practice in an authentic context. Medina and Muñoz (2018) state that “(...) confidence

and practice develops productive skills and cooperative learning in the students” (p.18).

Considering that, an efficient way to address the learning of the Productive Skills is by using the Cooperative Learning as a tool that allows the students not only to apply a joint construction of knowledge but also to use and take advantage of the resources of the class, which is stated in the PEI of the institution. Likewise, the authentic videos provide the EFL community with new academic resources. Taking this into account, the following research question and objectives are set in order to develop the research.

Research Question

What is the impact on the enhancement of Productive Skills when implementing Cooperative Learning through the creation of authentic videos in a fifth graders EFL classroom?

General Objective

To determine the impact on the Productive Skills when implementing Cooperative Learning in the creation of Authentic Videos in a fifth graders EFL classroom.

Specific Objectives

- To identify the Productive Skills that are developed through the design of authentic videos
- To analyze the role of Cooperative Learning in the development of Productive Skills
- To evaluate how the creation of authentic videos allows the use of Cooperative Learning

CHAPTER II

State of the Art and Theoretical Framework

This chapter presents some studies of the theories that are considered for the development of this research. Then, the design of the historical background based on the theories from the state of the art are discussed. Finally, the main constructs that underpin this study such as Productive Skills, Cooperative Learning, and Authentic Videos as a language learning tool are exposed.

State of the Art

To design the state of the art, the researcher selected nine studies analyzed within the following chart (see Table 1) to carry out a historical review of the topics established in this research. From the above, the topics of the studies include: Productive Skills, Cooperative learning and the use of videos in the EFL. The background and potential branches of analysis were considered as well.

Title, author and institution.	Main objective	Methodology and findings	Importance for the research
<p>How do Productive Skills of Saudi Students Affect EFL Learning and Teaching, by Vipin Kumar Shamar (2018), Jazan University</p>	<p>The article seeks to find out problems related to productive skills in the language acquisition process and to suggest the implementation of some practices to attain effective English language learning and teaching at Jazan University.</p>	<p>The researcher explored the syllabus and evaluation modules of different classes to assess English language learning and interviewed a group of students from Jazan University. He found that the main focus for teaching English was only on reading and writing and no attention was given to the listening and the speaking skills.</p>	<p>This article is valuable for its conceptions about the importance of productive skills for the whole learning of a language. It underlines that the function of language is to exchange ideas, thoughts, and opinions formally or informally in multiple contexts. So, the author highlights the value of the resources with authentic materials (apart from textbooks), relating socio-</p>

		Finally, Shamar (2018) suggested that teachers should be more creative when constructing learning experiences for their students.	cultural aspects to improve the level of productive skills in contexts where the exposure to the foreign language is minimum.
<p>Collaboration: A tool for increasing productive skills in students By Fabian Ricardo Medina and Carlos Javier Muñoz (2018), Universidad Distrital</p>	<p>The purpose of this article is to identify and analyze the direct relationship between collaboration and the development of productive skills in a foreign language class.</p>	<p>The research methodology consisted of first performing a written and oral diagnostic test. Then some activities focused on oral production and writing were designed and applied. Finally, their oral production and written language were evaluated again to compare if they really improved those factors.</p>	<p>This article is significant for the research since it is one of the few that relates cooperative work with productive skills. In addition, the author provides a reflection on implementing this methodology and advises that even if at the beginning the participants are frightened of the use of language, confidence and practice develops productive skills and cooperative learning in the students. Finally, the article underlines that collaborative work improves language production in students with variations in oral and written production.</p>
<p>TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students By Maria Angélica Martínez and Junior Andrés Vargas (2018) Universidad Distrital</p>	<p>The objective of this study was to evidence the impact of TED talks on the teaching and learning of English as a foreign language.</p>	<p>The article reflected on the incidence of TED talks in the teaching and learning of English as a foreign language. Likewise, videos were the main tool to promote the use of the English language inside the classroom because of their cultural content. Moreover, socio-cultural topics contained in the TED talks fostered the</p>	<p>The use of these videos provides the students with all the communicative elements that allow them to use English to express their ideas. In addition, the article also presents certain features in the videos that promote the use of the language and that are valuable for the proposals of this study. The language of the videos allows the students to gather words that (1) are normally used in the spoken</p>

		<p>motivation and interest of the students to participate actively in the proposed activities. These practices also led the students to realize the uses of language to express ideas and beliefs.</p>	<p>language, (2) are easy to use in context, and (3) are related with their lives, since they are the ones who chose the topic.</p>
<p>Cooperative learning for the strengthening of oral expression in English through storyboards in a group of fourth-grade students. By Lida Sanabria and Laura Ramírez (2017) Universidad Libre</p>	<p>The objective of this research was to strengthen oral expression in English in fourth-grade students of I.E.D Marco Tulio Fernández through the implementation of storyboards from cooperative learning.</p>	<p>The researchers applied a learning methodology that used storyboards through a series of cooperative techniques. Likewise, the storyboard represented a visual didactic strategy that could be applied to different topics in English classes. The students' needs were relevant to the aim of strengthening the fundamental oral expression in communication. So, students were able to produce more words to express ideas or describe what they observed in each of the stories associated with different topics.</p>	<p>The article is valuable for this study because it refers to the qualities of good teamwork. These are positive interdependence, face-to-face promotional intervention, personal responsibility and assessment, interpersonal and group skills. In addition, through cooperative learning, oral production and interactions improved thanks to the practice of conversations in work teams through strategies such as body language and gestures.</p>
<p>Advances towards the effects of cooperative learning about the academic</p>	<p>The principal objective of this research was to identify the impact of cooperative learning</p>	<p>As they applied three learning methodologies, characterized as individualistic, semi-cooperative and cooperative, they</p>	<p>The article is meaningful to this research study since it provides a first approach to the concepts of cooperative learning. The research also exhibits the favorable effects</p>

<p>goal and social abilities in relation to the cognitive style. By Mery Luz Vega, David Vidal and María del Pilar García (2013) UPN</p>	<p>methodology in academic achievements and social skills in relation to cognitive style in primary and high school students.</p>	<p>realized that the achievement of learning in the resolution of proportionality problems the academic performance of the participants to whom the cognitive learning methodology was applied increased considerably compared to those who only developed the subject with semi-cooperative and individualist methodologies.</p>	<p>of cooperative methodologies applied in the classroom. In summary, it promotes helpful academic skills and the interaction between learners as well as strong communication abilities and assertive behavior.</p>
<p>Encouraging interaction by applying cooperative learning. By Sonia Elena Gonzalez (2009) Universidad Nacional de Colombia</p>	<p>The purpose of this study was to improve oral interaction in English by applying cooperative learning methodologies to students of seventh grade in a public school in Bogotá.</p>	<p>The researcher applied a methodology based on Kagan's (1991) theory about Cooperative Learning, in which the students have to work in groups to increase oral interaction; moreover, the author implements learning strategies that allow them to express their own ideas with freedom, and that are also a way to encourage them to interact with their classmates.</p>	<p>Through this research, it is evident how cooperative learning practices generate an appropriate classroom space. It allows the students to feel more relaxed when participating and also provides the opportunity to speak in pairs, within teams, or small groups. Additionally, cooperative learning helps students to acquire knowledge more easily because team-building activities create a flexible environment; thus, students felt more relaxed.</p>
<p>The Impact of Using Videos on Whole Language Learning in EFL Context</p>	<p>The project was developed to measure improvement gains in listening, speaking, reading</p>	<p>The methodology of the study consisted of intensive exposure to authentic video material based on several textbooks.</p>	<p>This research is valuable for this study as it considers the use of recordings to explain the English language. It is significant to perceive that, as the author mentions, the</p>

<p>by Mohamed Mekheimer (2011) King Khalid University</p>	<p>and writing skills with a group of college students.</p>	<p>By the end of the research, it was evidenced that the experiences with videos generated more discussions between student-teacher, student-student. Additionally, students were moved to keep writing, using vocabulary and listening journals.</p>	<p>effectiveness of the videos depends directly on how they are incorporated into the class. Finally, its most important significance is that the videos remain a flexible and familiar tool for students and allow them to use the language in their creation and analysis.</p>
<p>College Students Use L2 English to Make Campus Video Guides with Their Phone Videocams, and to View and Respond to Their Videos on an EFL Social Networking Site. By Robert C. Meurant (2007) Hyejeon College.</p>	<p>This research was intended to develop critical importance of L2 Digital Literacy within EFL pedagogy through the making of L2 English video guides of the campus of Hyejeon College.</p>	<p>To develop the project, students had to make videos with their cell phones and upload them on the instructor's vlog, then they had to view and comment on them using the target language. However, some difficulties appeared concerning the format of the videos and the use of the platform to upload them as well as the use of the target language to comment the videos since it was only available for the Korean language; this led the author to use an English website.</p>	<p>This research is meaningful for the research project, for it shows that the use of multimedia resources or L2 Digital Literacy have an enormous educational potential in English since it enables students and professionals to access the enormous depth and variety of English resources available on the Internet and creates an archive of material that can be overviewed and studied at any time.</p>
<p>Collaborative podcasts and videocasts for English language</p>	<p>This research sought to design a collaborative learning proposal, mediated by</p>	<p>The research was focused on the development of oral skills, using podcasts and videocasts, in a group of</p>	<p>This study is meaningful because it allows a first approach to the use of digital resources like podcast and videos. These proved to be user-friendly, and they trigger</p>

<p>proficiency development in a 10th grade. By Juan Camilo Gutiérrez Fernández (2018) Universidad Libre de Colombia</p>	<p>podcasting and videocasting to promote oral interaction and providing spaces of expression and opinion in English.</p>	<p>tenth-grade students to provide spaces for expression and opinion in English. This study addresses issues of socio-educational context about the role of new technologies in the development of interaction skills, in a foreign language. The participants were focused on searching, listening, and watching their classmates' interventions, helping each other.</p>	<p>creativity and build self-confidence. In addition, collaborative peer work methodologies displayed better classroom interaction and engagement. The study highlighted the importance of addressing initial difficulties with podcasts and videocasts. It also underlined the use of ICTs opened creative alternatives, areas, and spaces of exploration for students and teachers.</p>
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Table 1. State of the art - chart

The studies previously exposed are of profound importance in this research thanks to the information they provide. Firstly, the importance of Cooperative Learning as a language teaching strategy is highlighted since it helps with the confidence of the students when participating. Secondly, it also shows how good language learning is when it is put into practice, especially through writing and speaking. Lastly, although the videos in the teaching of EFL have been used as a tool and not as a creation, they also prove to remain a considerable influence on language learning.

Theoretical Framework

As mentioned above, the theoretical framework aims at explaining the constructs of the theories shown in this study. First, the conception of productive skills is presented. Subsequently,

the construct of cooperative learning is described to finish with the concept of authentic videos as a language learning tool.

Productive Skills.

To properly define the concept of Productive Skills (PS), it is necessary to initiate with the process of acquiring a language. This process holds four stages or skills: listening, reading, speaking and writing. Harmer (2007) states that the four language proficiencies are divided into two types: *receptive skills* for the process of reading and listening, and *Productive Skills* for speaking and writing. In addition, Medina & Muñoz (2018) affirm that “Learners receive language by listening to conversation, music, and video and by reading comprehension, newspaper, book, and so on. Then they move on to Productive Skills: speaking and writing because learners need to articulate words and write to produce language” (p. 6); this means that the PS are the skills part of the process of language acquisition when the learners begin to produce the language, either in written or oral form.

In addition, essentially oral and written skills are categorized as Productive Skills which require learners to produce rather than receive information through language. Golkova, D., & Hubackova, S. (2014), argue that “Productive Skills mean the transmission of information that a language user produces in either spoken or written form. Productive Skills would not exist without the support of receptive ones” (p.478). Thus, it is noticed that the above does not mean that the language learners must start the learning process with the receptive skills and then move to the Productive Skills; it means that the two can be developed at the same time or one before the other without any specific order.

What is more, Productive Skills remain the starting point of communication since teaching how to speak and write means communicative teaching. Someone speaks or writes to somebody when the information the other person lacks is known. The same situation is recreated in the classroom. Ni Luh Putu Astawa, Artini, L. P., & Nitiasih, P. K. (2017) affirm that as both speaking and writing involve the activity of ‘producing’ language in the context of communication, these skills are frequently identified as Productive Skills. In this manner, language learners are considered successful speakers when they can perform communicative functions appropriately in various situations. This relation is displayed in the following figure (see Figure 2.).

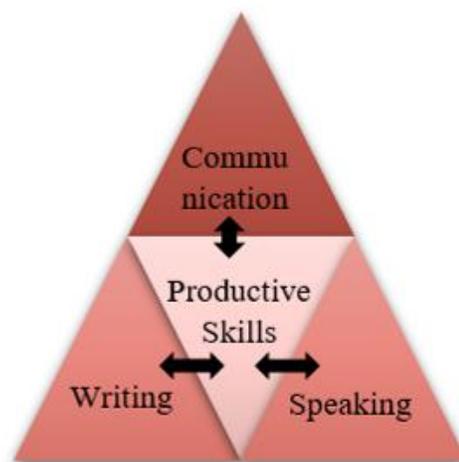


Figure 2. “Relation between Communication and Productive Skills” (Designed by the researcher)

In this perspective, it is necessary to mention that in the research the focus on language is primarily on strengthening the Productive Skills. The former considering that in an educational scenery, through speaking and writing activities, students are given the opportunity to experience with the target language. As Bashrin, S. (2013) states: “The next stage where they produce the language to express their thoughts is by using Productive Skills (...) speaking is the oral process

to produce language. On the other hand, writing is a productive skill in written mode” (p.10). This means that PS can foster the use of high-order thinking skills in the classroom and, at the same time, can promote effective communication both in written and oral form.

With this in mind, a classification of speaking and writing skills must be developed. In terms of speaking, Sharma (2018) maintains that it is a dynamic process that allows making a more constructive and effective communication. Additionally, Nunan (1999) affirms that for the successful acquisition of the speaking skill in the target language, some subskills should be developed, such as expertise on stress, rhythm, intonation patterns; transactional and interpersonal skills; an acceptable degree of fluency; etc. In summary, the speaking skill consists of a desire to communicate something and the ability to create positive relationships with others.

As for the writing skill, Scrivener (2011) points out that it involves some mental processes such as thinking, reflecting, rehearsing and correcting mistakes. Likewise, Salima, S., & Zahira, O (2015) maintain: “Writing is one of the Productive Skills, it refers to specific abilities which promote learners to translate their opinions and notions into clear and well-organized words” (p.25). Thus, writing is a process different from speaking in terms of communication context. Since speaking is intended for face-to-face communication, writing is always used to express and communicate ideas to someone who is separated by both time and space.

Furthermore, in this study, the PS are developed in practice as the skills that let the students express their ideas, feelings, and thoughts in English. Following the ideas of Harmer (2007), writing and speaking remain a cooperative activity since they allow the student to give more detailed and constructive feedback as well as to promote the discussion, peer evaluation and group pride in a group accomplishment. Likewise, as the pedagogical proposal of this study relies

on promoting the Productive Skills through the creation of videos that implement the Cooperative Learning, the importance of CL for the knowledge of the Productive Skills has to be considered.

To conclude, by practicing the Productive Skills through CL, in the classroom activities students build their own learning from the interaction and when they assume roles in the group. This method stimulates the students to put into practice the PS during the interaction with others. Therefore, the language learning environment is loaded with opportunities for interactive practice, to cast away their inhibitions, discover different points of view and know different ideas, among other things, thus motivating the interaction with their peers and the teacher in the EFL classroom with a specific and meaningful intention.

Cooperative Learning.

The methodology to achieve the goal of the study is Cooperative Learning (CL). Considered as a teaching strategy in which students work together in compact groups to support each other to learn, CL represents a valuable practice in the classroom. To define the concept of CL taken into account it is necessary to first understand its meaning, its components, and finally the effects of CL in the classroom.

As stated by Johnson and Johnson (1999) and McConnell (2013), Cooperative Learning is a didactic method for small groups where students have to perform to maximize their learning in a way that both individual and cooperative work together. Besides, this research looks for the implementation of Cooperative Learning practices in view of the creation of roles in the groups. One interpretation that sums up the previous definitions is the one from Cerdà Vallès and Querol Julián (2014), who affirm that “Of particular interest is the social character of Cooperative Learning, here one learns in a group from an interdependent interaction that requires all members

to assume some functions for the achievement of a goal” (p.21). Thus, CL represents a methodology where students work together assuming roles to achieve a common learning goal.

Continuing, among the elements of Cooperative Learning, Slavin (2014) proposes three functional relationships that compose CL and that produce direct effects on learning: “the model assumes that motivation to learn and to encourage and help others to learn activates cooperative behaviors that will result in learning” (p.86). That is, motivation among students stimulates behaviors and attitudes that reinforce group cohesion and in turn, leads them towards learning.

Similarly, Johnson and Johnson (1999) suggest five basic components to be incorporated in each of the classes: positive interdependence, individual and group responsibility, face-to-face interaction and interpersonal skills. As for the first, through Cooperative Learning the students must perceive that they are achieving their learning goals when everyone in the group is learning. Concerning the individual and group responsibility, assessment should be performed to both the group and the student to know the aspects that were achieved and the aspects to improve. In terms of face-to-face interaction and interpersonal skills, students help, assist, encourage, and support each other’s efforts to learn.

Summarizing, with the effects of CL, the classroom environment obtains positive results in the mutual advantage of participants since all group members benefit from each other’s efforts. Therefore, Serrano, Tejero, and Herrero (1997) propose seven features regarding the effects of Cooperative Learning on the development of classroom activities. The first four include how CL increases student performance into individualistic learning, maximizes motivation with higher levels of self-esteem and develops more optimistic attitudes toward learning and teachers. As for

the last three features, CL develops a stronger perception among students about the help they can offer to their classmates, motivating integration and acceptance among them.

Bearing in mind the previous conceptions, this study conceives CL as a methodology that promotes helpful and meaningful interaction between the students. By implementing this aspect in pedagogical interventions, when students are working together to accomplish shared goals, CL provides experiences that develop both valuable learning and social skills. This practice also leads to more efficient academic work and to help each other develop confidence and knowledge. In the same way, positive interdependence, individual and group responsibility, face-to-face interaction and interpersonal skills as well as the seven features of CL are evaluated through group activities during the intervention. Finally, by implementing CL, students who are learning and explaining to one another strengthen their own learning. They generate an atmosphere of achievement by expressing their ideas and beliefs and putting into practice their abilities.

Authentic Videos as a language learning tool.

Videos represent a didactic tool that offers numerous possibilities. It can become a channel to share knowledge as well as help transforming the student into the protagonist of his/her own learning. In the educational domain, the use of videos as a learning tool has been conceived under the two primary concepts of Blended learning and the Flipped classroom. Bergmann and Sams (2012) characterize the first as a tool for the students in which they study and learn independently from a video assigned previously by their teacher, while in blended learning the teacher uses a video and combines it with textbooks that have content that engages the objectives of the course. Until now, these conceptions do not always contemplate the creation of the video in the foreign language as a means for learning.

Nevertheless, videos for pedagogical purposes represent valuable elements during the teaching-learning process. They stand as material supports in which students can take over their content. Since they are a tool that encourages communication and Cooperative Learning, they promote reflective and conscious thinking in students. According to the statements of Chaves (2014), videos used for educational purposes are instruments in which students “(...) can manipulate information in order to build knowledge of participatory and collaborative way. They become active subjects and protagonists of the educational process” (p.9). In this way, videos represent a didactic tool of considerable value in the classroom.

In the same way, Monteagudo, Sánchez, & Hernández (2007) contemplate the definition of didactic videos as a valuable source of information that contribute to the formation of ideas through their use. They propose four types of didactic videos: the first one is *Video-lesson*, where a video is used without the presence of the teacher, especially in distance education. The second is the *Supporting video* in which the video represents a supply means for the teacher to explain a subject. The third is the *Interactive video*, where an active and participatory relation between students and the teacher takes place. And the last one is the *Educational pack* in which the videos are complemented by other learning tools such as texts or guides.

Within these, the most valuable for this research is the *interactive video* where there is a role of teacher-facilitator with an active and participatory methodology. This type makes possible the development of reciprocal communication of previously indicated roles. Additionally, Majekodunmi and Murnaghan (2012) suggest three stages for the creation of videos in the language class: the pre-production or planning, the production when the recording of the videos takes place, and the post-production for the revisions and rearranging of the content.

These notions contemplate the creation of videos as a student-centered, peer-to-peer learning tool in which the students' voices hold the main role. Moreover, joining to the fact that videos represent a facilitating tool for learning, they also constitute resources that provide high accessibility. Bearing in mind the use of the new technologies of communication, Meurant (2007) sustains that the videos could be posted, viewed, and responded merely with the use of cell phones. With this, an online-available video provides an overview to its content at any time; it also enables students and teachers to access at any time for reflecting over the use of language, posting comments and making improvements.

Turning back to the importance of language use in the production of videos with a cooperative methodology, Karppinen (2012) provides some aspects that should be considered when performing: an active constructive and individual process that should be collaborative and conversational among its participants as well as contextual, guided, and emotionally involving and motivating. This definition reflects on the influences of the creation of videos as learning resources and tasks to obtain meaningful learning achievements. In this perspective, it is possible to start relating the three constructs the way in which they are performed in the research (See figure 3).

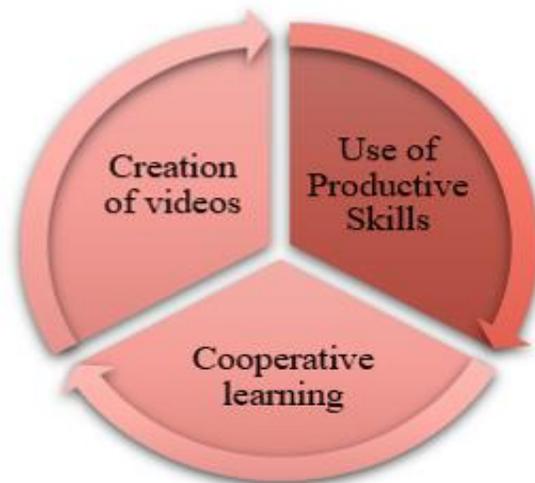


Figure 3. Joint conception of the theories for the study (Designed by the researcher)

In conclusion, following the notions of figure 3, in this research, the video is perceived as the result of a cooperative creation that promotes the use of Productive Skills. What is more, by implementing the three constructs throughout the practice, the shared participation during the process could increase their partnership in the classroom and encourage them to overcome their fears when interacting. In this manner, videos involve resources of enormous educative value that serve students to discover, recognize and expand the contents. Moreover, as videos represent the construction of learners, they are directly related to sociocultural experiences in which students are able to capture meaningful stories.

In this chapter, the state of art with nine studies was shown to design the frame of references for the research. In addition, a definition of the constructs of *Cooperative learning*, *Productive Skills*, and *Authentic Videos as a language learning tool*, used as basis for the study, were described and associated to the proposal.

CHAPTER III

Methodological Design

This chapter aims at presenting the research paradigm settled in the participatory Action-research as well as the description of the data collection instruments and procedures for the data analysis approach. Finally, the population sample and the ethical considerations for this study are exposed.

Research Paradigm.

The examination paradigm that guides this study is qualitative research. It involves the attention to some difficulties presented in a specific population to comprehend how those matters affect the needs and behaviors of the people. As Merriam and Grenier (2019) affirm: “Qualitative researchers are interested in knowing how people understand and experience their world at a particular point in time and in a particular context” (p.13). In other words, qualitative research aims at understanding or solving problems that arise in everyday life by generating words rather than numbers. Bearing this in mind, the research seeks to propose alternatives to address a concern that occurs in Liceo Femenino Mercedes Nariño which remains the need of more effective practices in Cooperative Learning to foster Productive Skills, through an educational application.

Research Methodology.

This study is placed in a participatory Action Research. In this type of methodology, the researcher assumes an active attitude and is interested in uncovering or deconstructing the meanings of a phenomenon. As Rodríguez and Valldeoriola (2009) state, “it aims to offer practical answers to real situations; for that purpose, it interprets what happens from the point of view of those who act or interact in the circumstances of the problem, as teachers and students, professors and director” (p.65). That is, action-research looks for the comprehension of an issue as well as a solution that could be applied and changed throughout the process; hence its value in the development of this research.

Another characteristic of this type of study lies in the cyclical process that it implements. According to Latorre (2013), this variety of research represents a dialectical spiral between action and reflection which ranges from a reflexive to transformative process. Action research follows an introspective spiral with cycles of planning, action, observation, and reflection. In other terms, it begins with a planning stage where the problem is identified. Then, the plan and the observation process are carried out to verify its development. Finally, a reflexive process is conducted on the implementation of the plan during the observation stage.

At that point, a plan of action is developed to proceed to collect data. Initially, an informed consent form is designed and delivered to the participants who agreed to remain part of the process (see Annex 5, Informed consent form). Then, the instruments to carry out the action-research are designed and implemented. During the cycles of the research, the field notes are designed each class to interpret and analyze the academic context. Besides, a survey is conducted at the beginning and at the end of the research to know more about the background and perceptions of the population. In addition, the artifacts and the recordings, which represent the

products of the students, are collected during the implementation cycle to be analyzed.

Afterward, data are analyzed and conclusions are established to modify the theory and begin again if necessary.

To summarize, action research responds to the methodologies implemented in the classroom and the problems that arise there. As mentioned before, a problem with the students of fifth-grade of Liceo Femenino School was evidenced concerning the Productive Skills and the lack of Cooperative Learning practices in the classroom. In this manner, the researcher tries to respond to the research question that conducts the study during the observation and analysis of the phenomenon. Additionally, through the implementation of the designed activities, the researcher aims to reflect and improve pedagogical practices.

Categories of Analysis.

In order to analyze the Productive Skills on fifth-grade students of Liceo Femenino, it is necessary to categorize the constructs and to give indicators to each one of the categories. The following table introduces the indicators that may give results to the analysis of the implementation of Productive Skills in the creation of authentic videos within a Cooperative Learning methodology.

Unit of analysis	Categories	Indicators
Productive Skills to	Productive Skills to express their	1.1 Students are able to express their feelings and perceptions with short phrases written and orally.
		1. Students are able to communicate with their

improve students' performances	perceptions in the target language	classmates orally through short sentences
		1.3 Students produce short texts following topics of their environment.
	Cooperative learning to acquire goals mutually	2.1 Students plan the procedures together to achieve a common goal
		2.2 Students share ideas according to their roles to unravel collective problems
	Target language acquisition through the production of authentic videos	3.1 Students develop creativity in the production of the videos
		3.2 Students interact in the target language in the performance of the videos

Figure 4. Table of Categories

Data collection instruments.

In qualitative research, data analysis is a procedure that seeks to develop a sense of the numerous information gathered in the research process. This requires from the researcher to manage the data so that the information is accessible. With this in mind, Rodríguez and Valdeoriola (2009) maintain: “The process of analysis does not follow a rigid scheme (...) this is a flexible, dynamic and reiterative process where the investigator goes to the search for meaning, that is, to search for topics” (p.72). Thus, the main tools of the researcher in qualitative methodology are participant observation, interview, and analysis of texts and documentation. However, the instruments used to carry out this study are field notes, surveys, artifacts, and recordings. Those instruments are described in the following section.

Field notes. This instrument allows a very approximate diagnosis of what happens in the academic context and is particularly useful when comparing the information obtained. According to Birks and Mills (2011), "Field notes are important contemporaneous records of events, activities (...) to record the immediate responses to the interaction and to capture participant non-verbal behavior that will not be revealed through transcription" (p.78). In the study, this instrument is made in each class throughout the three phases of the research to systematize the experiences and then analyze the data obtained (see Annex 1: field notes).

Surveys. In qualitative research, surveys are used as an instrument to obtain information about the statements and perspectives of the direct participants. Additionally, Anguita (2003) states that surveys enable the collection and elaboration of data in a rapid and efficient way on an extensive variety of topics. With this perspective, this instrument allows to identify in depth the social characteristics and the context of the population as well as their perceptions and preferences. In summary, in this study, the surveys are utilized to obtain information and feedback on the process of the research (see annex 3: Surveys).

Artifacts. Hendricks (2009) conceives the artifacts as tangible products made by the students, such as artworks, written assignments, projects and activities developed in the classroom. Considering that the study is based on the creation of videos, in this study, the scripts and videos are recorded and gathered to obtain information from aspects related to verbal and non-verbal details. Moreover, the instruments also demonstrate the progress that students have in each class regarding Cooperative Learning as well as in Productive Skills. Additionally, in the research those instruments are effective to evidence the learning process of students and the areas of improvement for subsequent applications.

Recordings. This instrument allows to capture the verbal interaction of the population, and register the videos with precision. Latorre (2013) reflects about the importance of recordings stating that: “Any situation or educational action can be registered and retrieved for later analysis and interpretation. Video recording allows investigative teachers to record and attach oral and visual images” (p.81). In other words, these represent a tangible instrument which becomes a representation of the activities in the classroom as well as evidence of the product created by the students. Bearing this in mind, these instruments are useful to demonstrate the participation of students and as evidence of the work they did during the implementation of the research.

Population and sample.

This research takes place at Liceo Femenino Mercedes Nariño, located in Bogotá Colombia, with 31 students from fifth grade whose ages range between 9 and 11 years. With this in mind, it was decided to take a sample population of 15 students that allows to understand and study more in depth the phenomenon and thus be able to learn from it. These students were selected taking into account three group characteristics. The first group represented the students with good academic performance. The second group was integrated by not so competent students. Finally, in the last group were students who were in the middle of the previous two.

Data analysis approach.

In this research project, the Grounded Approach is used to analyze data. According to Strauss and Corbin (2012), this approach seeks for the researchers to adopt a number of key

strategies, including constant comparative analysis. Additionally, the Grounded Approach is valuable for the study because its primary purpose is to identify, refine and integrate types, and to develop theory, which remains the base for the design of the analysis categories in the research.

Ethical issues.

An informed consent form (see annex 5: inform consent) was elaborated to inform both the students and the adult family member responsible for them about the purposes of the study. Likewise, their rights and responsibilities as well as the benefits and the inconveniences were exposed based on the need to obtain data and require the participation of the students. In the same way, both parents and students were informed that the data and information collected was not going to be spread in any manner or be used for other issues besides the objectives of the research. Furthermore, the participants have voluntarily expressed their intentions to participate in the study, after having comprehended the information.

CHAPTER IV

Pedagogical Intervention

This chapter aims to introduce and describe first, the pedagogical approach that integrates the visions of language and learning that underpin the pedagogical proposal. Second, the instructional design with its respective cycles of intervention. Finally, the academic program is exposed as well as the class planning model.

Pedagogical Approach

The pedagogical path established to undertake the intervention is the Communicative Approach considering the intentions of the study. As Savignon (2017) states, this approach appeared with “the need for learners to have the experience of communication, to participate in the interpretation, expression, and negotiation of meaning.” (p.5). In other words, it represents the integration of form-focused exercises in language learning with meaning-focused experience in the classroom.

It is important to emphasize again that the purpose of this research is to develop Productive Skills in the students through a Cooperative Learning methodology for the creation of three videos. To achieve this, it is valuable that students employ the language in a real context. Hence, the importance of the Communicative Approach, since it promotes the realization of activities that involve doing things with the language. Moreover, the activities are often performed with others and involve the use of dialogue and interaction between students.

Bearing this in mind, the vision of language and learning are exposed following the conceptions proposed by the Communicative Approach. Equally, the student and teacher roles are explained from this approach.

Vision of language

In this pedagogical proposal, as the focus of language remains in the Productive Skills, the vision of language is perceived from the communicative approach. Here, the emphasis of language learning relies more on its use for communication of meaning rather than for learning its structures and forms (Sam, 1990). Likewise, the goal of language learning is the ability to communicate in the target language so students are able to talk about personal experiences with their classmates.

The essence of this approach is to communicate with another person in the classroom and in the long term, in society. As Chung (2005) states: “It is assumed that learners will have to prepare to use the target language -orally and in written form- in many predictable and unpredictable acts of communication which arise both in classroom interaction and in real-world situations” (p.33). In other words, the situations in which the learners have to use language should be as realistic as possible. Each experience in the classroom or during the learning process is the primary tool to use the language and, allows the formation of knowledge.

What is more, this approach contemplates a vision of language especially valuable for this study because it considers language as a social practice. In this regard, Savignon (2017) understands language following the communicative approach as: “inseparable from individual identity and social behavior. Not only does language define a community but a community, in turn, defines the forms and uses of language” (p.7). This means that through this approach, the

use of language becomes a practice that can transform the student's context thanks to its individual and group practice.

In summary, through the research, both the teacher and students recognize language as a tool for an exchange of valuable and functional information in the classroom. Language remains an essential means for expressing interest, emotions, beliefs as well as for communicating concepts and values which have significance for the students. Ultimately, language is conceived as a cooperative construction from the interaction with peers at the moment of practicing and learning.

Vision of the learning

In regards of the vision of learning in the study, it follows the proposals of the Communicative Approach. About this, Cann & Kempson (2005) maintain that language learners are social actors whose learning goals are defined by the contexts in which they are required to use the language and the message according to their backgrounds. In other words, the learning environment must take into account the authentic context of the students.

With this in mind, the development of classroom materials and practices following the Communicative approach as well as the Cooperative Learning methodology encourage students' autonomy as well as group responsibility. Moreover, the relationship of this approach with the Productive Skills motivates the need for learners to have the experience of communication. Through group activities, communication in the target language is encouraged in the interaction between students with one another and the teacher.

Likewise, the students play a key role in the development of their knowledge. The Communicative Approach motivates the implementation of activities that are interactive and foster the use of authentic materials. It enhances students learning quality in terms of enthusiasm, creativity, confidence and collaborative learning abilities as well as student's willingness in learning because there is a constant interaction and participation required. What is more, considering that in the study they have to create their own videos, they innovate their own ideas to create new things, incorporating their personal experiences into their language learning environment.

Additionally, in this approach, the role of the teacher focuses on sharing topics besides traditional grammar in order to promote language skills in all types of situations. Likewise, the teacher is in charge of creating educational experiences from an authentic context. Following the propositions of Nunan (1999), while teachers are focused on language learning detached from grammar, students are encouraged to incorporate their personal experiences into their language learning environment.

Adding the concept of communicative learning to the proposed methodology that is Cooperative Learning, this practice provides opportunities for students to partake of responsibility. In other words, everyone inside each group should feel responsible to do their best to fulfill their duty by talking and working collectively, thus developing the social communication. Ultimately, through the cooperative methodology following the exercise of creating the videos, the learning process could be enjoyable, meaningful, motivating, and relevant. The students are constantly interacting and supporting each other and are acquiring a sense of responsibility when accomplishing their roles in the production of the videos.

Instructional Design.

The aim of this proposal is to enhance the Productive Skills of the fifth-grade students of Liceo Femenino Mercedes Nariño, by producing authentic videos through a Cooperative Learning methodology. Bearing in mind this, the pedagogical intervention is divided into three cycles to follow. The lessons were designed considering the time required for creating, producing and recording each video. Additionally, each class provides specific content related to their lives as well as the curriculum of the institution.

What is more, the cooperative methodology implemented for the production of the videos consists of the integration of three groups of students with specific roles assigned by the teacher. In the first team there are the *Directors and producers*, who are divided into three groups with the function of verifying and recording all the process as well as editing and developing the last presentation of the video. In the second group are the *Scriptwriters*, where the students work on selecting the topics and creating the first draft; then they have to correct the draft and produce the final script. Lastly, the *Actresses* team have to respond to the guidelines of their peers. In each video, the groups swap their roles.

Cycle 1. Discovering myself.

The cycle considers a period of eight lessons (see annex 6, Lesson plan 1). The objective of this phase is for students to interact with each other by talking about their personal information. The teacher spends the opening lesson developing an introductory work with the students to know them and their attitudes towards the language and among each other, including the first topic which is “This is ME”. In advance, she shares and discusses the methodology proposed and establishes the teams for the production of the first video.

During the second and third lessons, all groups are being instructed about the topics and how to give personal information. Moreover, they are developing the activities of their roles in the video. The materials are created from the results of the proposals of the directors and (socialized in class) and the actors work with everyone to rehearse. The fourth lesson is for the collective design of the script. Then, in the final lessons the students are rehearsing the content of the video using the materials and elements necessary for the recording. The teacher gives feedback on the rehearsal and then students produce the video were most of them have to appear. Additionally, there is an official presentation of the video for the students and the teacher when they explain the process of creation and a feedback on what they learned and the significant parts of the activity.

Cycle I: Discovering myself. March - June 2019 (7 lessons)				
Topic	General Objective	Productive Skills objectives	Cooperative Learning objectives	Final Product
This is ME	<ul style="list-style-type: none"> • To discuss about their information and culture throughout the production of the video. 	<ul style="list-style-type: none"> • To convey facts related to their personal information • To address information about nationalities 	<ul style="list-style-type: none"> • To assign groups taking into account different and common skills • To communicate with others concerning their ideas for the production of the video 	<ul style="list-style-type: none"> • Draft and final script of the video #1 • Video # 1
Data collection instruments: Field Notes; Surveys; Artifacts; Recordings.				

Table 3: Cycle I Chart

Cycle II: Me in the School.

The cycle considers a term of six lessons. The objective of this phase is for students to recognize their place in the school. The methodology is the same as the previous cycle but this

time, the teams are being rearranged. The first and second lesson is assigned to the discussion of the topic. The third class is intended for the collective creation of the script and the general ideas for production. The fourth lesson consist in the rehearsal of the video and the creation of materials. The fifth class is settled for the recording and production of the video. Lastly, the finished production and feedback is in the sixth class.

Cycle II: Me in the School August - September 2019 (6 lessons).				
Topic	General Objective	Productive Skills objectives.	Cooperative Learning objectives.	Final Product
This is my school	<ul style="list-style-type: none"> • To describe their school by telling its places and the people who works there 	<ul style="list-style-type: none"> • To discuss about the aspects that constitute their school • To communicate with others about their feelings towards the school 	<ul style="list-style-type: none"> • To gather up ideas collectively for the production of the video • To participate actively concerning their roles in the production 	<ul style="list-style-type: none"> • Draft and final script of the video #2 • Video # 2
Data collection instruments: Field Notes; Surveys; Artifacts; Recordings				

Table 4: Cycle 2 Chart

Cycle III: Our Liceo Femenino.

The ending cycle includes five lessons that replicate the methodology of the second phase. The objective of the period is to describe the features of their school and appropriate the places that compose it. Moreover, they have to improve their sense of responsibility following their roles in every team. Since by this time they have worked with each other, they should acquire the confidence to participate enthusiastically. Additionally, as the students have already completed the design course of action, they may be capable to carry out the work without the constant

supervision of the teacher, although she is resolving questions and advising and reviewing the production.

Cycle III Our Liceo Femenino. September - October 2019 (5 lessons)				
Topic	General Objective	Productive Skills objectives.	Cooperative Learning objectives.	Final Product
This is what we do	<ul style="list-style-type: none"> To characterize their school finding common and divergent features 	<ul style="list-style-type: none"> To explain the occupations of people in the school To recognize common and divergent features expressing their conceptions of school 	<ul style="list-style-type: none"> To make use of Cooperative Learning to make group decisions To evaluate their performance on the production of the videos 	<ul style="list-style-type: none"> Draft and final script of the video Video # 3
Data collection instruments: Field Notes; Surveys; Artifacts; Recordings				

Table 5: Cycle 3 Chart

Academic program.

The following table presents a scheme of the academic program that is carried out in the intervention. It explains the main activities as well as the learning objectives, following the topics proposed for each cycle.

Stage & Date	Topics / Lessons	Learning objective	Main Activity	Indicators
Cycle I: Discovering myself. March - June 2019	<ul style="list-style-type: none"> This is ME Giving my personal information Our amazing creation 	➤ To discuss about their information and culture throughout the production of the video.	✓ Students sing and learn in a Karaoke of verb to be and personal information.	1.1 2.2 3.1 – 3.2
			✓ Students should write a small paragraph about their personal information based on a	1.1 – 1.3 3.1

		<ul style="list-style-type: none"> ➤ To express their personal information with no fear or judgement ➤ To give their personal information and getting to know their classmates. 	<p>short text previously given by the teacher.</p> <p>✓ In pairs, students should organize the sentence structure of a sheet to give personal information and then ask those questions to their classmates</p>	<p>1.1 – 1.2 2.2 3.1 – 3.2</p>
<p style="text-align: center;">Cycle II:</p> <p style="text-align: center;">Me in the School</p> <p style="text-align: center;">August - September 2019</p>	<ul style="list-style-type: none"> • Knowing my classroom • Back to school • People from our school 	<ul style="list-style-type: none"> ➤ To identify the significant aspects of their school ➤ To interact in the target language expressing their knowledge about the school 	<p>✓ Using a map of the school, students should search and talk with their classmates about the places inside their school.</p>	<p>1.1 – 1.2 2.1 – 2.2 3.1</p>
			<p>✓ By groups, students perform a Quiz game (Who wants to be a millionaire) answering questions related to their personal information.</p>	<p>1.1 – 1.2 – 1.3 2.1 – 2.2</p>
			<p>✓ Students sing and learn in a Karaoke about school objects and places.</p>	<p>1.1 – 1.2 2.2 3.1 – 3.2</p>
<p style="text-align: center;">Cycle III:</p>	<ul style="list-style-type: none"> • This is my school • Our common 	<ul style="list-style-type: none"> ➤ To describe their school by telling its places and the 	<p>✓ The students create a short text explaining their favorite parts from school</p>	<p>1.1 2.2 3.1 – 3.2</p>

Our Liceo Femenino. September - October 2019	activities • This is what we do	people who works there. ➤ To recognize common and divergent features expressing their conceptions of school	✓ The students develop the activity of the Millionaire, but this time, they are the ones who evaluate their classmates.	1.1 – 1.2 – 1.3 2.1 – 2.2
			✓ In groups, students perform a role play activity, assuming the meaningful roles of their school	1.1 – 1.2 – 1.3 2.1 – 2.2 3.1 – 3.2

Table 5: Cycle 3 Chart

Lesson Plan Model.

Below is the lesson plan format established for each class session. Every lesson is composed by a warm-up, a review of the previous topics, an explanation of a subject or some activities concerning the theme of the class, and a closure exercise.

CYCLE I: DISCOVERING MYSELF			
Objectives	To discuss about their information and culture throughout the production of the video.	Headroom Teacher	Sandra Cardenas
School	Liceo Femenino Mercedes Nariño	Pre-service teacher	Giselle Monzoque
Grade	503	Time	50 min.

CLASS NO. 1: THIS IS ME		
Time	Procedures	Resources

15 min	<ul style="list-style-type: none"> • Warm up: <p>The teacher spends the opening lesson to develop an introductory work with the students to know them and their attitudes towards the language and among each other. She develops the activity <i>the bean</i>. The bean: In this activity, every student receives a bean, and in a circle, the teacher commands them to do and say some things as: their names; numbers; colors; create groups; etc.: “What’s your bean’s name?” “What’s your bean’s age?” “What’s your bean’s color?” “Let’s do the running bean; the jumping bean; and so on”</p>	Beans for every student
20 min	<ul style="list-style-type: none"> • Wrap up: <p>Using the bean activity, the teacher commands to make groups: “Who are the shy beans? The participatory beans? The beans that love to draw? The beans that like technology?” Then each one of those roles conforms a team: “I want the active and timid beans to come together in pairs; The beans that like to draw are also going to be in pairs with beans that like technology. Now, couples are going to join and form groups of 4 people. Then those 4 people are going to join with 4 other people.” Finally, there are 4 groups of 8 people. Then the teacher explains the purpose of the class which is to create videos together to improve their Productive Skills in English. Additionally, the teacher assigns the role of every team and their responsibilities.</p>	
10 min	<ul style="list-style-type: none"> • Closure: <p>Once the teams are formed, the teacher plays a video that remains an example and basis for the project that is carried out during the first cycle. Finally, the teacher asks the students what they think of the project and if they have some ideas or suggestions to achieve the goal.</p>	Video guide https://www.youtube.com/watch?v=exDra2Wfc_w

Table 7: Lesson Plan Model.

In this chapter, the visions of language and learning were established following the Communicative Approach. In addition, the intervention cycles and the respective activities were explained together with the learning objectives and the lesson plan model. In the following chapter, the analysis of the findings of the study is presented.

CHAPTER V

Data Analysis

This chapter holds the data analysis carried out at the time of finishing the pedagogical intervention. To attain this, the achievements as well as the limitations identified in the implementation were taken into account. Likewise, following the categories and indicators of analysis, the data obtained was examined through triangulation in order to establish or check if the objectives proposed in the research succeeded or not.

Data management.

Considering the needs that led to the research were the lack of Productive Skills in the population to communicate in English, since students were unable to construct sentences or identify vocabulary to express themselves properly, the researcher formulates the objective of determining the impact in the productive skills when implementing cooperative learning in the creation of authentic videos. So, through the results of the first instruments applied, the implementation of a strategy in which students are able to practice the productive skills of the English language in the cooperative creation of a video related to their context was determined.

Consequently, the pedagogical implementation linked the activities proposed in the English curriculum of Liceo Femenino for fifth grade with topics related to the immediate context of the students. That is, content related to express their personal information as well as vocabulary about their school and their environment. Thus, the categories of analysis appear in the practice through the realization of several cooperative activities that strengthen both writing and speaking skills for its execution. Likewise, the activities also seek to promote the use of roles of responsibility and group blending.

Yet, there are several constraints while developing the implementation. The first limitation is the length of time for each intervention, which is approximately 50 to 55 minutes per week. Which, besides being a limited period, is equally affected by extracurricular activities like flag risings, academic trips or strikes. This involved several times in which the students spent more than 15 days without receiving the English class. Consequently, the activities had to be constantly changed and adequate during the intervention, although they were all carried out.

Moreover, another limitation that appeared during practice is the use of classroom technology resources. Most of the time it was all but difficult to connect to the Internet or have tablets with battery and this affected the production of the videos. Likewise, there were academic and coexistence problems between the students; but these were handled throughout the intervention.

Despite the limitations presented, besides the results displayed in the data analysis, remarkable achievements were reached. Through the activities, especially the cooperative ones, the students were inspired to participate. Compared to what was observed before the implementation, they showed considerable interest and development concerning communication in the target language. In the same way, the strengthening of trust and support among the classmates was evidenced, seemingly improving the class environment.

Likewise, because the students remain the ones responsible for proposing and designing the videos, their creativity and autonomy also increased. Since the videos are highly related to themes in their daily context, they were interested in the topics and frequently brought innovative ideas for the following activities as well as ways to improve their participation in them.

Ultimately, each student felt their role in the group was significant because all points of view and proposals were heard and taken into account by the others.

Data Analysis.

Triangulation as a study technique remains the fundamental pillar to carry out the analysis process. According to Rodríguez and Valdeoriola (2009), “triangulation allows to collect and compare the data, in order to investigate rigor and quality” (p. 39). Thus, this tool is selected since triangulation gives validity and veracity to the study of results. The starting point for the analysis in this study arises from the concept of the use of PS to express in the target language. Below are the categories and indicators to analyze, along with their results.

Category 1: Productive Skills to express themselves in the target language.

Productive Skills, understood as speaking and writing, are the skills that allow the students to express their ideas, feelings, and thoughts in English. Golkova and Hubackova (2014) propose that “Productive skills mean the transmission of information that a language user produces in either spoken or written form” (p. 15). Being able to express something in a language ranges from producing short texts to being able to participate in a short conversation. In order to develop these skills, the creation of authentic videos through methodologies that foster cooperative learning work were fundamental. In this regard, the indicators below are intended to evaluate the aspects that students need to fulfill with this category.

***Indicator 1.1:** Students are able to express their feelings and perceptions with short phrases written and orally.*

The purpose of this indicator is to demonstrate that through the use of Productive Skills, students can communicate their emotions and thoughts in the target language both written and orally. To accomplish this, the activities that were carried out aimed to propitiate the use of either written or oral skills through cooperative learning work. Various activities of role play, contests and peer interviews were involved in the development of this indicator. (See Annex 7, Development of Productive Skills). In addition to this, the creation of the script for the production of the video is an exercise that allows students to synthesize their knowledge and to put it into practice in a real context.

As an example of this, in the following activity, the four language skills (mainly the Productive ones) were developed as well as the Cooperative Learning abilities. The content of the activity was also significant for the students since it consisted in giving their personal information to their classmates. For this, first, the students had to read and identify the questions with their respective answers. Then they had to organize and write the sentences they had seen. Finally, the students perform a conversation with their classmates, this time with their own information.

Match the questions with the answer	
*What's your name?	My favorite color is pink
*How old are you?	My phone number is 3678219
*Where do you live?	My name is Celia
*What's your phone number?	I'm ten years old
*What's your favorite color?	I live in Bogotá

Unscramble the sentences
is name My Karen: <u>My name is Karen</u>
live I in Medellin: <u>I live in medellin</u>
old I'm years nine: <u>I'm nine years old</u>
is color favorite My red: <u>My favorite color is red</u>

Luna Isabella Gómez

Sara Nikol Ibañez

503

Figure 4: Writing and speaking task: Matching Information

Following the above, Vipin Kumar Shamar (2018), highlights the value of the resources with authentic materials, relating socio-cultural aspects to improve the level of productive skills in contexts where the exposure to the foreign language is minimum. Likewise, Gonzalez (2009) affirms that the classroom activities must allow the students to express their own ideas with freedom, and that are also a way to encourage them to interact with their classmates. In consequence, the results for this indicator show that thanks to the implementation of these activities and strategies (role plays and activities related to their context), students not only improved in terms of Productive Skills but also gained more confidence in their use, because they were constantly performed.

Other results that were evidenced in the analysis of this indicator were that thanks to the activities the students were able to express to their classmates their immediate context, written and orally. They can express their personal information as well as the parts of their school and the objects found in it. In addition, it is possible to display how the theory proposed was realized in practice (See Annex 7, Development of Productive Skills).

As Gonzalez (2009) and Shamar (2018) state and what was observed through the implementation, students respond better to language learning through meaningful activities that are related to their context, in which they are required to answer in English, both written and orally, to questions related to their context or their information. In conclusion, the tasks that encouraged them to interact with their classmates, additionally increase the opportunities not only to practice the PS but also to foster a cooperative learning environment in the classroom.

Indicator 1.2: *Students are able to communicate with their classmates orally through short sentences*

This indicator aimed to demonstrate that students were able to express themselves in the target language through short conversations related to their daily context. The activities that account for the fulfillment of this indicator evaluate the Productive Skills in conjunction with the Cooperative Learning. The focal tasks to both enhance and evaluate the use of the speaking skill are the videos produced by the students, in which they participate and interact using the target language. In addition, other activities that tried to strengthen the speaking skill consisted of recreating conversations between their classmates or performing role play activities where the students had to represent some character related to their context (like teachers or parents). The following images show the culmination of the process carried out by the students in the videos. (See Annex 10, Links for the videos)



Video 1: *Dancing Audition* – March 2019



Video 2: *This is my classroom* – August 2019

Figure 5: Evolution in the development of videos.

The photo on the left illustrates the attitude of the students during the production of the first video. It is possible to observe their reserved and shy attitude. On the contrary, the active and

dynamic attitude of the students is exposed in the image on the right. Since this was the penultimate video that was recorded, it was possible to notice how the students had gained more confidence when expressing themselves in the target language in an authentic context.

Following the previous information, the indicator is achieved by the students since Sanabria and Ramirez (2017) affirm that “through cooperative learning, oral production and interactions improved thanks to the practice of conversations in work teams through strategies such as body language and gestures” (p. 35). And, as confirmed through the activities and stated by the researcher in the Field Notes: “The students were able not only to practice the isolated word, but also to relate it and describe it in context. As they observed their companions, they were able to remember more meaningfully how to express the vocabulary they learned.”, and “The students were more confident when speaking since they had the text they had just written as support and when they did not know the pronunciation, they followed the examples given by their classmates or the teacher” (See Annex 1, Field Note 11 & 12, Productive Skills).

In conclusion, in this indicator it was possible to evidence how the students accomplished to communicate with their classmates using short sentences in the development of the activities. Besides, the activities that linked the speaking skill with the Cooperative Learning were of a great result. Especially during the production of the videos, through interaction with their peers, students also improved aspects like pronunciation and body language.

Indicator 1.3: Students produce short texts following topics of their environment.

The last indicator of this category aimed to assess the writing process of students as they produce texts related to their context. As observed before the implementation, they suffered major problems with vocabulary and when spelling the words. To work on these aspects, writing

activities were implemented all over the intervention. Firstly, the students followed a short text structure to later work with their own productions. At the same time, there were carried out activities focused on obtaining vocabulary related to topics of their daily context (through videos, guides, and flashcards). Lastly, the students were capable to produce their texts autonomously. What is more, one of the major activities to evaluate this indicator was the creation of the script, since through this, students applied what they learned in class to later produce it verbally.

As Salima & Zahira (2015) and Grossmann (2009) affirm, writing enhances learners to translate their opinions and notions into clear and well-organized words. Moreover, this skill can assume many forms, from a shopping list to letters both formal and informal. In this perspective, the indicator is accomplished by the students. By following the activities, they obtained multiple sources to observe, practice and employ numerous times the spelling of the words as well as the text structures. Consequently, students improve their writing skills in English.

In addition, with the help of the scripts, the students were capable of producing a synthesis of what they had learned in class, so they could use it in the production of the video. In this activity specifically, the students agree to carry out in the script a conversation between two characters of the school in which they express aspects of their context related to the topics examined in class (classroom objects and parts of the school). In order to express their ideas in written form, the students were guided by previous activities where they had had to write similar topics or they asked the teacher and their classmates. The following picture displays one of the scripts that students designed for the videos. (See Annex 8, Resources for the videos)

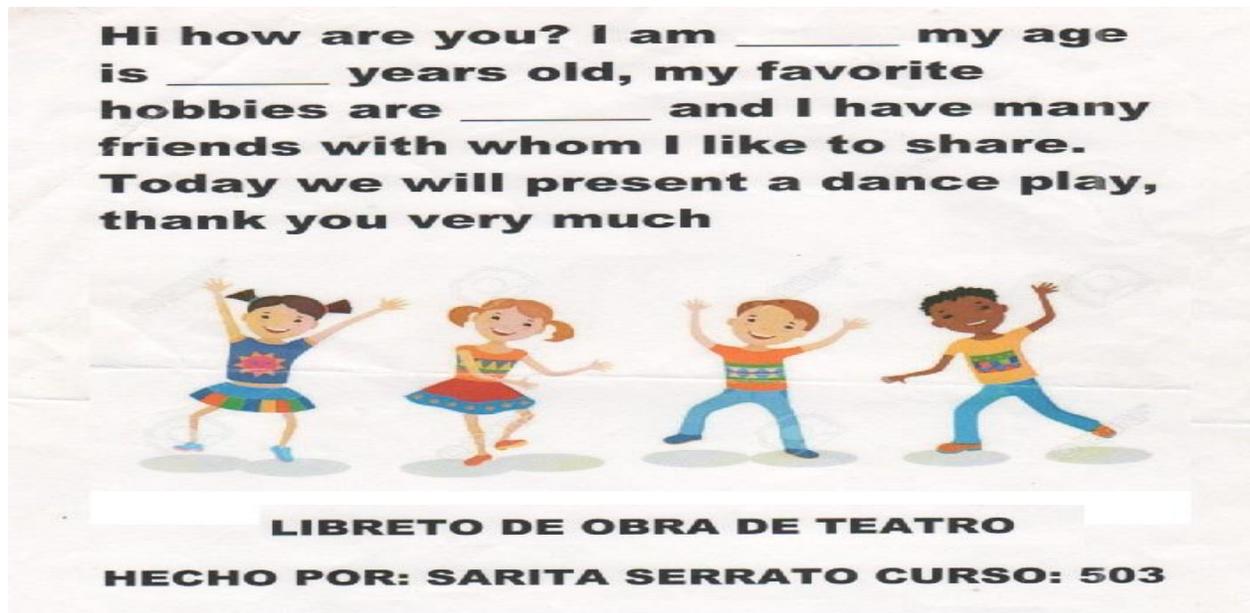


Figure 6: Making of the script

In conclusion, the students managed to produce short texts related to topics in their context. Following the activity that was exemplified above, it was possible to illustrate how the students implemented in the final product what they understood during the intervention. Likewise, class activities allowed them to constantly practice both spelling and the structure of short texts. In this way, the students not only employed their knowledge through practice but equally found meaning as they were addressing issues from their daily context.

Category 2: Cooperative learning to acquire goals mutually.

Cooperative Learning remains a strategy in which students work together to support each other when learning. Following the statements of Harmer (2007), by working with Productive Skills through CL, the students are capable of promoting discussions, peer evaluation, and group pride as well as of giving more detailed and constructive feedback in cooperative accomplishment. The second category considers CL as an approach that allows students to

acquire goals mutually. The indicators presented below maintain the purpose of verifying the aspects that the students acquired to fulfill the category.

Indicator 2.1: Students plan the procedures together to achieve a common goal

Working in a group is more than dividing tasks. Cooperative Learning occurs when students are able to plan what they will do to accomplish their objectives together. Thus, the indicator sought that students were proficient when developing cooperative procedures. For example, before the implementation, it was noticed that students did not have the skills necessary to work in groups since they delegated the tasks to a single person. To work on those aspects, the activities that promoted cooperative learning were focused on work in pairs and in groups as well as exercises that required the intervention of all students in the group like takeover or group role plays (See Annex 9, Cooperative Learning developments).

What is more, following the statements of Johnson and Johnson (1999) and McConnell (2013), Cooperative Learning is a didactic method where students have to perform in a way that both individual and cooperative work together to maximize their learning and help the others to achieve it. In relation to this, in the Field Notes, the researcher observed:

(...) The students constantly helped the members of their respective groups in solving problems (such as when they did not know the meaning of a word or did not know how to write it). In turn, the students were able to observe what their weaknesses and strengths were compared to others, since they knew who they could count on to improve their written or oral ability as well as their general understanding of the language. (See Annex 1, Field Note 11 Cooperative Learning).

In conclusion, the results for this indicator were outstanding because they showed the students were reaching agreements more easily. Furthermore, they were aware of the importance of working cooperatively through the development of skills that allowed them to plan procedures together to achieve or complete the activities. Finally, it was evident that as the students worked in groups, the results within their academic and social performance improved. Consequently, they could learn from their peers and demonstrated a great willingness to support them.

***Indicator 2.2:** Students share ideas according to their roles to unravel collective problems*

The first elements that the researcher used to evaluate this indicator are the development and evolution of the groups for the creation of the video. So, four teams were specified: Directors, writers, actresses, and materials. However, during the production of the first video, several difficulties occurred. The students had problems towards the money and resources of the materials. Finally, the group was eliminated as the students took care of the resources they needed individually. Once this problem was solved, the development of the following videos went efficiently.

Cerdà Vallès and Querol Julián (2014) affirm that “Of particular interest is the social character of cooperative learning, here one learns in a group from an interdependent interaction that requires all members to assume some functions for the achievement of a goal” (p.21). Considering this, once the students acknowledge their roles in the production of the video, it was easier for them to focus on that specified activity. Besides, this allowed them to understand the importance of their role both individually and in the group within the creation of the video. The

following image is a sample of the work behind the scenes during the production of the videos. In this, it is possible to observe that the students are acting cooperatively to solve the problems.



Figure 8: Cooperative Learning in the production of the videos

Serrano, Tejero, and Herrero (1997) propose seven characteristics that cooperative learning methodologies must have. The first four qualities include how CL increases student performance into individualistic learning, maximizes motivation with higher levels of self-esteem and develops more optimistic attitudes toward learning and teachers. As for the last three features, CL develops a stronger perception among students about the help they can offer to their classmates, motivating integration and acceptance between them.

Following the previous statements, the seven characteristics of cooperative learning were carried out in the *Millionaire Contest*. This represents one of the major activities in which students demonstrated that they had acquired the skills to develop the CL proposed in this indicator. In this exercise students in groups had to solve questions. The answers were individual; however, they were only valid until all the members of the group produced the answer. Once they had responded, the sheets with the individual answers were evaluated by another group (peer evaluation).

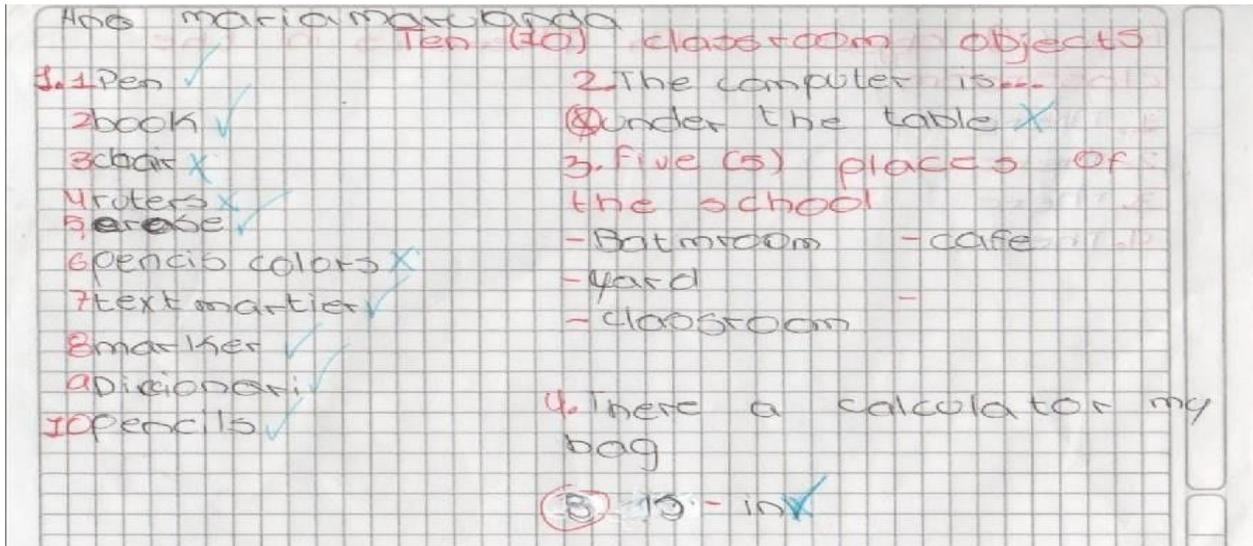


Figure 9: Millionaire game: Peer assessment

In the Field Note of this intervention (See Annex 1, Field Notes, Cooperative Learning), the researcher noted several factors that stood out concerning CL. One of them was the fact that students themselves could correct their classmates. This not only represented that they were able to recognize the mistakes of others but it also showed students how their own mistakes were evidenced in what they were evaluating. Moreover, as the students were organized around the group tables, when they did not understand a word, they asked each other first and then the teacher. In the same way, because the entire group had to finish in order to be evaluated and move on to the next question, the students who finished first helped those who had more doubts and took longer to answer.

In conclusion, the results of this indicator demonstrate a considerable development of the students considering they were capable of assuming roles and solve group problems from these positions (See Annex 9, Cooperative Learning developments). With the implementation of CL methodologies, students had the opportunity to experience their learning processes and produce

moments in which they gave and received help from their companions. This also increased solidarity and the assumption of group responsibility since they continually noticed their importance and value in the class for the development of various tasks.

Category 3: Target language acquisition through the production of authentic videos

The principal purpose of this category is for students to be able to express their perceptions, thoughts, and knowledge acquired in English through short texts and short conversations. Medina and Muñoz (2018) affirm that “(...) even if at the beginning they are frightened of the use of language, confidence and practice develop productive skills and cooperative learning in the students” (p. 15). This means that by implementing a methodology focused on designing videos, students can develop the skills to acquire and produce language. To ratify this, the following indicators appeared so that students acquired all the tools to express themselves in the TL.

Indicator 3.1: Students develop creativity in the production of the videos

This indicator intended to assess the ways in which students fostered their creative abilities during the production of the videos. For the development and evaluation of this, two major aspects were considered. The first was the activities that the students carried out throughout the learning of the topics. And the second was based on the creations they designed and developed for the production of the video.

Following this, Glaveanu, V. et al. (2019), consider creativity as a process that “(...) changes the way people relate to the world, others and themselves, allowing them to be more flexible and open to the new” (p. 102). From this, during the implementation, the researcher

noticed several occasions were the students modified their way of perceiving themselves individually and in groups. An example of this is an activity where they had to produce a text concerning their personal information. In that exercise, several students not simply composed the text but also designed a drawing of how they were recognized. The following image presents an example of student creativity.

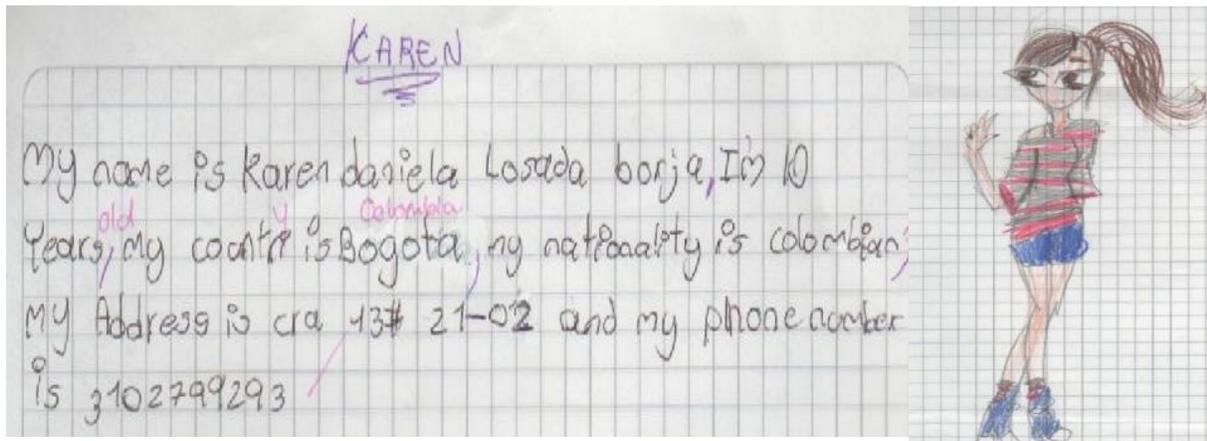


Figure 10: Students develop creativity in their productions

Thanks to all the activities related to the daily context (their information and the school), the students had several sources of information and inspiration to know the conception of how they wanted to capture their notions in the videos. Moreover, by conceiving many ideas from their peers, the students developed their creative part trying to unite all points of view into a single idea (script). This is supported in theory by arguing that: “The use of digital resources like podcast and videos proved to be user-friendly, as they trigger creativity and build self-confidence. In addition, collaborative peer work methodologies displayed better classroom interaction and engagement” (Gutiérrez Fernández, 2018, p. 27).

The effective implementation of this indicator can be demonstrated in the following example. For the creation of the third video, in which students decided to recreate the video about the song of the classroom objects, each student was in charge of an object that seemed important to them in the classroom and then said their pronunciation and spelling while showing the object. In this way, students wanted to represent what was observed in a general context, parting from their reality and their knowledge.



Video 2: *This is my classroom*

Figure 11: Students develop creativity in the performance of the videos

In this video the teacher was able to evidence how the students were able to develop their creative ability widely. Starting with the fact that they decided to make the video to help their learning, then they decided to create and decorate the posters with their personal style. Moreover, the students showed a lot of creativity concerning the production in the materials they used or the locations they selected. Finally, when passing in front of the camera, each student decided how to present their object, either with body movements or emphasizing in some aspect (oral or written). (See Annex 10, Links for the videos)

In conclusion, this indicator established that creativity appeared throughout the assignments of the students whether modifying and adapting the diverse class activities to their style or formulating ideas and actions for the creation of the videos. The most significant part about this indicator was to demonstrate that students could appropriate their learning processes and adapt their creations to their style. Ultimately, since they developed their ideas, the progress of the activities was more meaningful and interesting for them.

Indicator 3.2: Students interact in the target language in the performance of the videos

The last indicator sought to demonstrate that videos provided multiple opportunities for students to interact in the target language. The performance in the recordings included the creation and the production part. In the first, the students planned and designed the characteristics of the video (content, environment, materials). In the second, the students placed their knowledge and arrangements into practice, and accomplished the recording process.

Moreover, Majekodunmi and Murnaghan (2012) suggest three stages for the creation of videos in the language class: the pre-production or planning, the production when the recording of the videos takes place, and the post-production for the revisions and rearranging of the content. As stated before, the process of composing and producing the videos was repeated four times during the pedagogical implementation. This activity represented a practice of constant change, adaptation, and learning. Thus, as the production of a video was performed, the students and the teacher were reflecting and evaluating the process. Lastly, the procedures of creation and production of the next video were modified considering the strengths and weaknesses of the previous ones (See Annex 8, Resources for the production of videos).

An activity that demonstrates the fulfillment of this indicator is the recording of the second video. In this, the students chose an object from the classroom and displayed it in the context of their school. In this specific case, the students had to learn correctly the spelling of the word they selected and then pronounce it, so they had the opportunity to practice both skills. It was also an advantage that they not only pronounced the word but also showed how it was written (all in a rhythmic way). In this way students could remember easily the new vocabulary.

In addition, the production of the videos follows the notions of video by Mohamed Mekheimer (2011) in which “videos remain a flexible and familiar tool for students and allow them to use the language in their creation and analysis. (...) students are moved to keep writing and using vocabulary. (...) It generates more student-teacher, student-student discussions” (p. 23). Considering this, the creation and production of the video represented a moment in which students were able to express and practice the vocabulary learned in the target language in a real situation, since they were explaining the most common objects in their daily context, the school. In relation to this, in the Field Notes, the researcher observed:

At the time of recording, several challenges were shown to the students, especially regarding their own roles and those of their classmates. For example, there were some who still did not remember the script. For this, the students themselves decided to write on a sheet keywords that would help others. (...) the students learned not only to recognize in the foreign language the objects that surround them, but also to communicate them and develop a conversation where they have to express aspects of their daily lives. (See Annex 1, Field Note 15 Coop. Learning – Creation of the video)

To exemplify this aspect, the following image on the left displays the results of the creation phase; the script designed by the students. This covers the contents of the first video and is also a synthesis of their learning until the time of recording. With this activity, students were able to apply their knowledge in the language through the writing skill. Subsequently, for the recording process, the image of the right represents the final procedure of the production stage. Here it is possible to evidence how students apply their knowledge of the language through their speaking skill. (See Annex 10, Links for the videos: Video # 3)

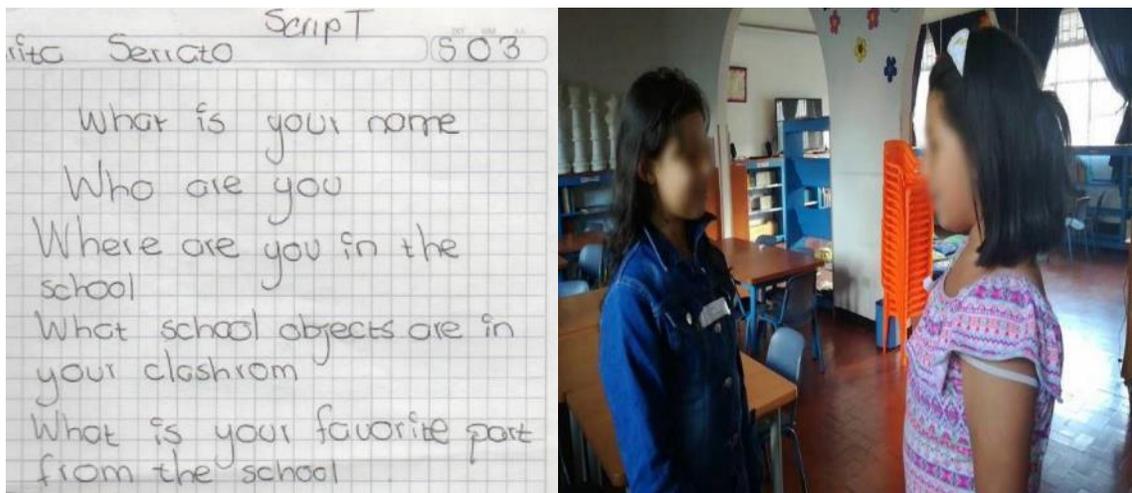


Figure 12: Script for the last video

The previous example also ratifies the proposals of Martínez and Vargas (2018), who affirm that “The language of the videos allows the students to gather words that (1) are normally used in the spoken language, (2) easy to use in context, and (3) related with their life, since they are the ones who chose the topic” (p. 18). From this, it is evidenced how videos remain not only a creative tool but also a means that allows students to put into practice the language learned in class as well as relate it to their lives and their contexts. (See Annex 8, Resources for the videos).

In conclusion, this indicator was effectively fulfilled since video recording remains an activity that encourages students to produce and interact in the target language. Both when creating and producing them, the videos allow students to practice PS at all times. Writing is improved by developing the script. The speaking skill is enhanced in the video recording. Ultimately, by producing the video, whether in rehearsals or the final recordings, students are constantly using the target language: reading the script, listening to their classmates or speaking.

Summary of the Results

The present research aimed to strengthen the Productive Skills of the fifth-grade students of the Liceo Femenino by applying a cooperative methodology that led them to the creation of authentic videos related to their context. Before the implementation, it was observed that the students had not developed the Productive Skills at the expected level; in the same way, the skills to work in groups also needed support. The students demonstrated a remarkable improvement when using PS to express matters related to their lives and their contexts. Likewise, the Cooperative Learning methodology encouraged them to develop abilities to communicate and acquire confidence, improving their performances in group work and achieving mutual goals.

In this research, through the use of Productive Skills, students acquired higher abilities that allowed them to express themselves in the Target Language. Likewise, their written and oral skills enabled them to communicate known and meaningful issues of their lives. As evidenced in the analysis of indicators, the students significantly increased aspects such as word spelling and text formation. What is more, educational resources with authentic materials hold valuable means not only for pedagogical practices but also for significant student learning. With the production of the videos, students created a resource that enabled them to work both skills (speaking and writing) together.

Regarding the writing skill, the students overcame essentially the obstacles related to the spelling of words. Likewise, they acquired the essential vocabulary and strategies to compose simple texts where they displayed relevant background issues. Furthermore, the speaking skill also improved considerably. Firstly, the fear of expressing something in English mostly disappeared since the students were continually practicing the language in the recording of the

videos and the development of the activities. Secondly, they not only strengthened this ability in isolation but also put it into practice during multiple exchanges with their classmates. Finally, the students gained an enjoyable opportunity to express things that were known and meaningful to them.

Additionally, as the students were enhancing their Productive Skills, the Cooperative Learning abilities equaled increased. As evidenced throughout the recordings, students had to assume various roles so that the video could be produced properly taking into account the short period of time and the number of people participating. Thanks to the fact that the production of the videos took place several times, the students were able to reflect on their weaknesses and strengths, and from this, they were capable to develop strategies such as passing in small groups when recording, or leaving the most comfortable people to start with the production so that shy people felt motivated.

During the first moment of the implementation, it was noticed by the researcher how the students had several problems of coexistence among them. At various times they totally refused to work with certain partners. However, as the activities demanded continuous work between the students, over time, those problems decreased significantly. As some students were afraid to participate, their own classmates were the ones who helped each other. Either with aspects related to pronunciation, content or with encouragement to participate during the process of recording.

The students found the class environment more tolerable and dynamic. They took over their own learning process and the way they interacted with their classmates, showing more respect and solidarity because they evidenced first-hand their partners' processes and troubles when learning. With this, it was evident how the students improved their interpersonal

relationships. Moreover, by designing the videos multiple times, students were capable of reaching agreements more efficiently. In this way, they were able to foresee the difficulties while composing the videos due to their previous experiences. Moreover, the students defined content for the videos in which the supplies they needed were easy to acquire. They also tried to make a simple script so that it would be easier for them to learn it.

At the time of recording, several challenges were shown to the students, especially regarding their own roles and those of their classmates. For example, there were some who could not remember the script. So, the students themselves decided to write on a sheet keywords that would help others remember what they forgot. In the same way, the students organized by groups the materials and resources they needed to develop the activity. Although there were problems concerning the noise, or that some did not carry the materials, or that they were nervous when acting in front of the camera, the teacher evidenced that everyone helped each other in various ways, either by lending objects or encouraging their classmates.

To conclude, the activities applied all over the intervention had a great impact on the development of Productive Skills. These abilities were indispensable in the creation stage, through the scripts and the performances in the recording. Consequently, the students interacted in the videos practicing the PS. In turn, Cooperative Learning fostered students to follow their roles and responsibilities and to reflect and solve obstacles that appeared in different activities. Finally, the students gather all their learning in both CL and PS for the development of video production. Therefore, the students were capable of recognizing in the foreign language the objects that surround them. Moreover, they could communicate their perceptions and motivate a conversation expressing aspects of their daily lives.

CHAPTER VI

Conclusions

This chapter displays the conclusions of the research following the results of the data analysis. Furthermore, a balance of the experiences towards the pedagogical intervention and the research experience is realized. Finally, the general recommendations concerning pedagogical and disciplinary matters, are presented.

Following the concerns evidenced during the diagnostic stage, the researcher decided to implement activities that helped students strengthen their Productive Skills and supply them with tools that encouraged group work. Consequently, the intention of producing a video that was designed by all students emerged. This resource represented the consolidation of the most significant matters to be addressed, the PS and the Cooperative Learning. Authentic videos symbolized a significant and valuable supply for students because it emerged from their ideas and knowledge, and maintained a connection with their contexts.

To begin with, it was possible to identify that Productive Skills were developed through the production of authentic videos. This creation from students represented a resource that encouraged communication and cooperative work. Communication occurred from the moment the students were planning the procedures for the production. At first, through the written production of the script, and then, by interacting through their speaking ability with their classmates to reach an agreement. Finally, oral production happened when students were able to articulate the contents of the script and engage it through interactions in the video.

Consequently, Cooperative Learning represented the strategy that allowed to articulate the use of the Productive Skills in the designing of a significant material for students, encouraging

helpful and meaningful interaction between them. The production allowed the use of cooperative learning by assuming roles to develop a project is one of the principal components of Cooperative Learning (Johnson and Johnson, 1999). The fact that the whole class produced a single video required the students to assume positions of responsibility and belonging in the group. By having a material designed by everyone with great effort, they were motivated to assemble as a group and to feel more tolerance and solidarity between them.

The aim of the roles in the production of the video was indispensable because the students experienced all the stages of creation and production. Since the roles (directors, writers, and actresses) regarded the essential elements to design the video, the production process was straightforward for the students. Despite the difficulties concerning participation in the groups, the students succeeded in assuming responsibility for their positions and functions. Since the process happened three times, the students could experience first-hand the roles of each group. Hence, they also experienced the challenges that their partners had.

To conclude, authentic videos represent the result of a cooperative creation that promotes the use of Productive Skills. In other words, both the creative process and the video production demanded the use of PS, mainly through written scripts and students' performances in recordings. Similarly, designing a video for the entire classroom required that students work cooperatively and develop a sense of responsibility and group identity. Finally, the Productive Skills were also influenced by Cooperative Learning. Thanks to the continuous exchange with their peers, students communicated employing the foreign language in a real context, developing meaningful experiences in their learning processes.

General Recommendations

The research experience inside the classroom is a highly valuable and essential practice for the development of education. It enables the community to obtain countless reliable and profitable outcomes to strengthen collective matters. Moreover, it remains significant to continue doing research on the English learning processes of the students and fostering motivation of language learning through the implementation of different methodologies that consider their contexts and interests.

As a suggestion for further research, it is imperative to continue generating future examination on the field of Productive Skills, Cooperative Learning, and the creation of authentic resources. Although CL remains a subject extensively studied, it is necessary to keep looking for the implications of this through various methodologies in the classroom. Besides, promoting language in school is essential. Considering that videos as the authentic creation of students have been unimplemented frequently for language learning, it is significant to continue conducting research in this field.

The proposal implemented in this research is highly valuable and versatile to students of various ages. The themes may be suited to the population and the contents and contexts. The crucial element is not to forget that through a cooperative strategy you can obtain valuable and meaningful outcomes for students. Additionally, if these are implemented accurately in a technological context, deeper reflection and correction are developed afterward. Additionally, parents are involved in their children's academic processes because they examine and comment on the videos.

Concerning the educational institution, as a suggestion for the school, the hours for the English class must be reinforced. Learning a language needs perseverance and constant practice. It is challenging to carry out a continuous process with the students when they spend more than two weeks without receiving some input. Keeping in mind that holding a class of one hour per week, there are various situations that could cause to lose them. If students want to achieve a suitable level of language, lessons must be encouraged. Nevertheless, developing these spaces is enriching and valuable for the development of education. Both teachers and students benefit from the various activities that seek to improve the pedagogical process.

Regarding the pedagogical practice, this is an exceptional and essential experience for the teacher. However, theory and reality are two regards that are up to collide with each other. On numerous occasions, situations are not as expected through class management. There are many circumstances in which one is not prepared or does not have the necessary background to handle difficulties. Future teachers must have various experiences in the classroom beforehand since the practice is enhanced with constant reflection and experience.

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doi:10.17227/0120396.64rce155.174

Annexes

Annex # 1: Field Notes. This instrument allowed to systematize the experiences in the classroom.

Field observation # 11

Teacher: Giselle Andrea Monzoque Gómez
Date: 04/09/2019
Mentor-Teacher: Sandra Cardenas
Start time: 3:45
End time: 4:45

School: Liceo Femenino Mercedes Nariño
Number of students: 32
Grade: 503
Subject: English
Class theme: Back to school.

General observations	Productive Skills	Cooperative learning	Creation of the video
<p>Due to the time passed without having class, the teacher starts the session with a review of their personal information. Although she observes that some students have forgotten how to express their information in English, the vast majority participate and answer the questions correctly.</p> <p>Later, when reviewing the objects in the classroom and school, she finds that some have already forgotten much of the vocabulary, but are able to remember it thanks to the song.</p> <p>Once all the topics are reviewed, the teacher decides to see how much students have learned through the activity: Who wants to be a millionaire.</p> <p>The response of the girls in this activity is positive, they liked it and motivate them to participate and help each other.</p>	<p><u>Regarding productive skills, this activity allowed students to practice them because it required to answer in English, both written and orally, to questions related to their context, such as their personal information or the classroom objects they used the most.</u></p> <p><u>At the time of writing, some students had problems with the spelling of some words, however, they asked for help from their classmates. They also had the words that were on the screen as a guide and when they did not know their meaning, they asked the teacher.</u></p> <p><u>As for the oral part, the students were more confident when speaking since they had the text they had just written as support and when they did not know the pronunciation, they followed the examples given by their classmates or the teacher.</u></p>	<p><u>This activity required that students put into practice various characteristics of Cooperative work, such as the organization and division of roles to achieve a common goal.</u></p> <p><u>The teacher evidenced that the students constantly helped the members of their respective groups in solving problems (such as when they did not know the meaning of a word or did not know how to write it).</u></p> <p><u>In turn, the students were able to observe what their weaknesses and strengths were compared to others, since they knew who they could count on to improve their written or oral ability as well as their general understanding of the language.</u></p>	<p><u>In consensus with the students, it was decided to recreate the video about the song of the classroom objects. That is, each student will be in charge of an object that seems important to them in the classroom and will say their pronunciation and spelling while showing the object.</u></p> <p><u>In this way, students want to represent what is observed in a general context, now from their reality and their knowledge.</u></p>

Field observation # 12

Teacher: Giselle Andrea Monzoque Gómez
Date: 11/09/2019
Mentor-Teacher: Sandra Cardenas
Start time: 3:45
End time: 4:45

School: Liceo Femenino Mercedes Nariño
Number of students: 32
Grade: 503
Subject: English
Class theme: Recreating My School.

General observations	Productive Skills	Cooperative learning	Creation of the video
<p>Because this session is dedicated to the recreation of the video of the school objects, the teacher decides to review it and practice it with the students to know the most important points that should be in the video.</p> <p>Thanks to this activity, the students noticed the points they should focus on and how they should do it.</p> <p>As for the recording, although at the beginning some students were nervous at the moment of passing in front of the camera, they were encouraged to participate when they evidenced that their classmates performed the activity without fear.</p> <p>The teacher observes that there are still weaknesses concerning the application of the vocabulary learnt in a conversation, so she plans to carry out the activity of the millionaire, this time emphasizing more in the oral skill.</p>	<p><u>Video recording is an activity that motivates students to write and speak in the target language. In this specific case, the students had to learn correctly the spelling of the word they selected and then pronounce it, so they had the opportunity to practice both skills.</u></p> <p><u>As the teacher observed that the students had problems, especially with the spelling of the words they were learning, she found that it is easier for the students to learn the vocabulary in their own letter so that each one understood and remembered.</u></p> <p><u>Similarly, with speaking the students were able not only to practice the isolated word, but also the opportunity to relate it and describe it in context. Also, as they observed their companions, they were able to remember more meaningfully how to express the vocabulary they learned.</u></p>	<p><u>As evidenced in the previous recordings, students have to assume various roles so that the video can be produced properly taking into account the short period of time and the number of people participating.</u></p> <p><u>As they have done a video before, the students are able to reflect on their weaknesses and strengths, and from this, they are able to develop strategies such as passing in small groups when recording, or leaving the most comfortable people to start with the recording so that shy people feel motivated.</u></p> <p><u>In the same way, students find the class environment more tolerable and dynamic because they appropriate of their own learning and the way they interact with their classmates, showing more respect and solidarity because they evidence first-hand their classmate's processes and troubles when learning.</u></p>	<p><u>In this video the teacher was able to evidence how the students were able to develop their creative ability widely.</u></p> <p><u>Starting with the fact that they decided to make the video to help their learning, then they decided to create and decorate the posters with their personal style.</u></p> <p><u>Finally, when passing in front of the camera, each student decided how to present their object, either with body movements or emphasizing in some aspect (oral or written).</u></p> <p><u>In the same way, the creation and production of the video represented a moment in which students were able to express and practice the vocabulary learned in the target language in a real situation, since they were explaining the most common objects in their daily context, the school.</u></p>

Annex # 2: Interview with teacher Sandra Cárdenas. To obtain information of the classroom.

(Interviewer - Teacher)

I: ¿Cómo ha sido su experiencia como docente de inglés en el colegio?

T: Ha sido una experiencia bonita, chévere. Bastante retadora porque tengo que manejar 17 cursos y ver un curso a la semana, a veces no se alcanza a ver ni siquiera una vez al mes. Es complicado, pero ha sido bonito ver el proceso desde tercero hasta quinto.

T: Se realiza de todo. De lo que se puede. Se juega, aunque a veces se puede salir de control. La parte de las tabletas les gusta mucho. Ver videos, guías. Dependiendo del tema, así se trabajan los materiales. Me gusta trabajarles mucho la parte visual como apoyo a lo que están aprendiendo. Les gustan los juegos, pero al momento de organizarlos deben ser máximo tres, no pueden ser más. Los recursos que utilizo en mis clases, la parte visual, la parte de audio y a veces las guías.

I: ¿Cree que los medios audiovisuales son importantes para la enseñanza del inglés?

T: Los medios audiovisuales son bastante útiles, porque, en nuestra lengua tu escribes como hablas, en inglés no. Es una forma de socializar y que ellas se familiaricen más con el idioma.

I: Según su experiencia, ¿Cómo son las relaciones interpersonales de los estudiantes?

T: Son niñas que están en crecimiento. A veces son complicadas porque hay que separarlas. Hay razones que no van a lugar. Ellas tienen su grupito. Como todo ser humano, busca sus iguales o sus opuestos para comprenderse. En términos generales de este salón son buenas.

I: ¿Cómo considera que trabajan mejor sus estudiantes? ¿En grupo, parejas o individual?

T: Uno pensaría en grupo, pero no. Muchas prefieren hacerse solas porque no tienen con quien hacerse. A ellas les gusta trabajar mucho en pareja y especialmente con la amiguita, la que conoce, con la que trabaja. En grupo hay que darle una función definida a cada una para que sepan que tiene que hacer y eso es un poquito más complicado.

Annex # 3: Surveys. This instrument intended to obtain information about the statements and perspectives of the direct participants.

Encuesta a estudiantes Liceo Femenino

Hola,

La siguiente encuesta busca conocer más sobre ti. Te pedimos que respondas en base a lo que piensas y sientes. Sólo nos interesa saber la verdad y tu opinión sincera. No hay respuestas buenas ni malas. Tus respuestas en esta encuesta NO van a influir en tus notas en la escuela.

¡Gracias!

Información personal:

1. Nombres completos: Sofía Lecón Kapell

2. Edad: 9

3. ¿Quiénes viven en casa contigo? (Marca con una x)

- Mamá.
- Papá.
- Hermanos o hermanas.
- d) Primos o sobrinos.
- Abuelos
- f) Otros familiares (¿Quiénes?) _____

4. ¿Cómo llegas al colegio?

- Caminando
- Ruta escolar
- Bicicleta o motocicleta.
- Autobús o micro o colectivo o moto-taxi
- Auto o movilidad.
- Otra. ¿Cuál? _____

5. ¿Cuentas con acceso a internet (Wi-fi, computador)? (Marca con una x)

- Sí
- No

- Lecturas
- Escrituras
- Dictados
- Vídeos
- Canciones
- Actividades Lúdicas (rutinas, bailes, etc.)
- Trabajos grupales
- Manualidades
- Otras ¿Cuáles? _____

14. ¿Qué herramientas crees que te sirven para aprender inglés?

- Lecturas
- Audios
- Videos
- Actividades Lúdicas (rutinas, bailes, etc.)
- Manualidades
- Trabajos grupales
- Otras ¿Cuáles? _____

15. ¿De qué forma te gusta trabajar?

- En grupo
- Parejas
- Individual
- ¿Por qué? Por que si no entiendo me ayuda

16. ¿Cuál o cuáles de las siguientes habilidades en inglés te gusta?

- Leer
- Escribir
- Hablar
- Escuchar
- ¿Por qué? Por que entiendo otras palabras

17. ¿En cuál o cuáles de las siguientes habilidades en inglés te destacas?

- Leer
- Escribir
- Hablar
- Escuchar
- ¿Por qué? Porque abesses no entiendo palabra

18. ¿Cuál o cuáles de las siguientes habilidades en inglés se te dificulta?

Annex # 4: Diagnostic test. This instrument allowed to diagnose the academic performance of students concerning English language.

Annex 4.

ENGLISH TEST ✓

Name: Luna Isabella Gómez

LISTENING

1. Complete the body parts according to the audio

BODY PARTS

✓

READING

1. Read the following text

My name's Julia, and I am 10 years old. I live in Bogota. I study at Liceo Femenino. I have black hair, green eyes and I'm short. My favorite colors are pink and blue but I don't like black and green colors. And I'm happy, funny and sometimes timid.

2. Answer the following questions according to the text

- How old is Julia?
 - a. 20 years old
 - b. 10 years old
 - c. 6 years old
- What color is her hair?

✓

- a. Black
- b. Green
- c. Pink

- What are her favorite colors?
 - a. Green and blue
 - b. Pink and blue ✓
 - c. Black and pink
- Julia's personality is?
 - a. Happy and sad
 - b. Happy, funny and timid ✓
 - c. Intelligent and happy

WRITING

1. Describe what the girl has in this picture using got and has
Ex. She has a pencil



Book apple notebook tablet

2. Spell the following numbers

- 15 Fifteen
- 7 seven
- 8 eight
- 19 nineteen
- 5 Five
- 20 Twenty

Annex # 5: Inform consent.

 UNIVERSIDAD PEDAGÓGICA NACIONAL
Educadora de educadores

FORMATO DE CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES

La Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, requiere que usted, si está de acuerdo con la participación de su hija en el siguiente proyecto investigativo, diligencie y firme el documento.

Yo, Giselle Andrea Monzoque Gómez, identificada con cedula de ciudadanía 1.023.956.882, actualmente cursando octavo semestre de la licenciatura en *español y lenguas extranjeras* en la Universidad Pedagógica Nacional, me encuentro iniciando mi proyecto de investigación en el aula en el área de inglés. Por lo tanto, es para mí, sumamente importante la participación voluntaria de su hija en mi proyecto de investigación. Su hija participará en encuestas, entrevistas, fotografías y grabaciones de audio o video. En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea.

Nombre del adulto responsable de la niña: Alison Acosta M

No. Identificación: 52169 892 Fecha: 20 Feb./19.

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

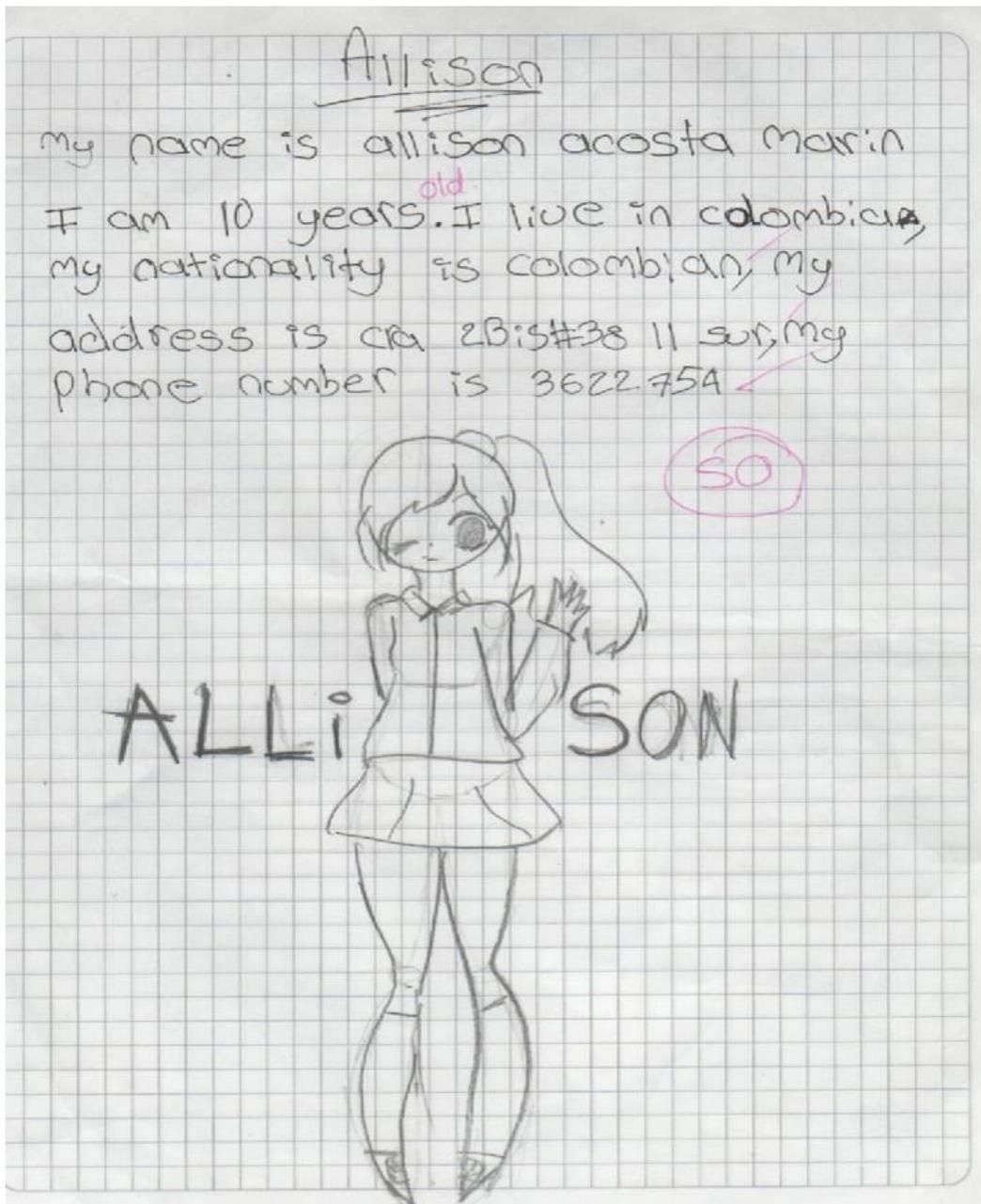
Annex # 6: Lesson plan. For the execution of the implementations in the classroom.

Lesson plan No. 10

CLASS NO. 10: THERE IS SOMETHING IN MY CLASSROOM.		
Time	Procedures	Resources
10 min	<ul style="list-style-type: none"> • Warm up: The objects in my classroom. <p>In this activity, the teacher plays a video in which the vocabulary of the classroom objects is found. The students orally repeat 10 words to practice pronunciation and write them in the notebook.</p>	<p>https://www.youtube.com/watch?v=41cJ0mqWses</p>
35 min	<ul style="list-style-type: none"> • Wrap up: The teacher explains the form <i>There is</i> and <i>There are</i> for the students to learn to communicate the things that are in the classroom. <p>Once this is viewed, the teacher asks the students to place the word they had on the poster, in the corresponding object and to say the sentence with <i>There is</i> or <i>There are</i> first with their partners and then to the whole classroom.</p> <p>Example:</p> <ul style="list-style-type: none"> -There is a chair -There are colors 	Classroom objects poster
5 min	<ul style="list-style-type: none"> • Closure: The teacher will ask some students to spell the classroom object that they have. <p>They have to bring a map of the school for the next class.</p>	

Annex # 7: Development of Productive Skills

The following pictures display the evidences of some activities in which the students practiced and strengthen their Productive Skills.



The student not only produces text, but also designs a drawing that represents her (Without the teacher asking for it).

In this activity the students evaluated and put into practice their knowledge. In the same way, they were able to correct their partners.

Sara Valeria Mendoza G Scribe

Ten 10 classroom objects $\frac{9}{10}$

1 Clock ✓	6 book ✓
2 Lunch box ✓	7 Chair ✓
3 Pencil ✓	8 Desk ✓
4 Eraser ✓	9 Pen ✓
5 Ruler ✓	10 bag ✓

The computer is ...

B: on the table ✓

five 5 Places at the school

1 Classroom	2 Back yard	5 Store
3 Hall	4 Bathroom	

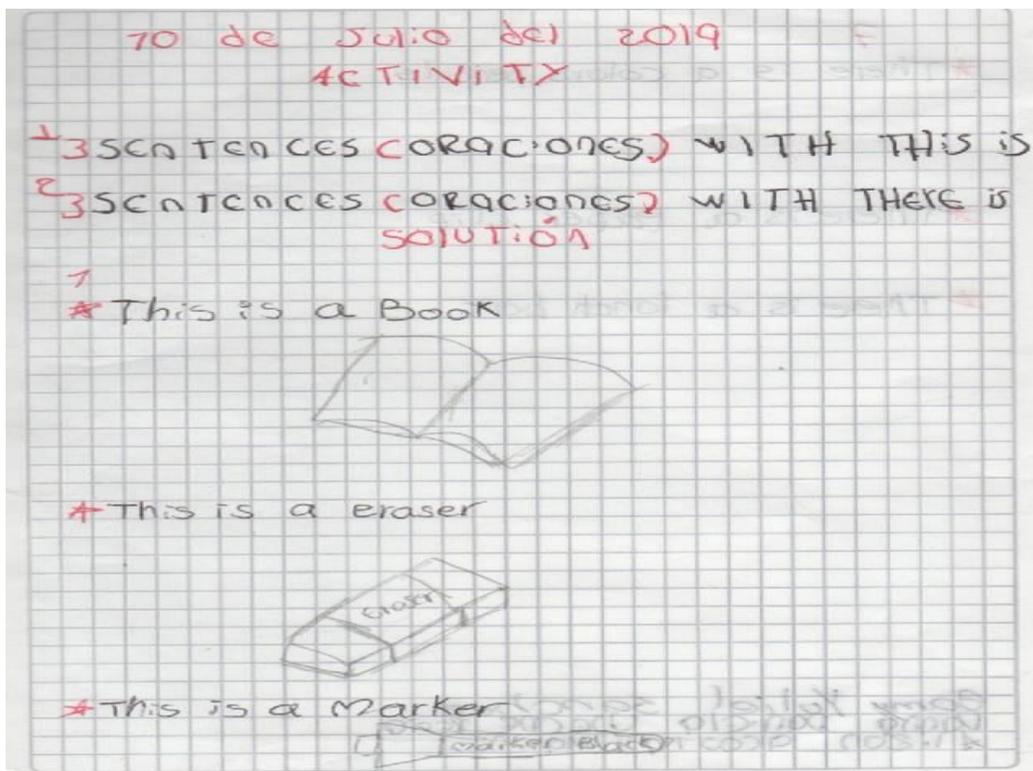
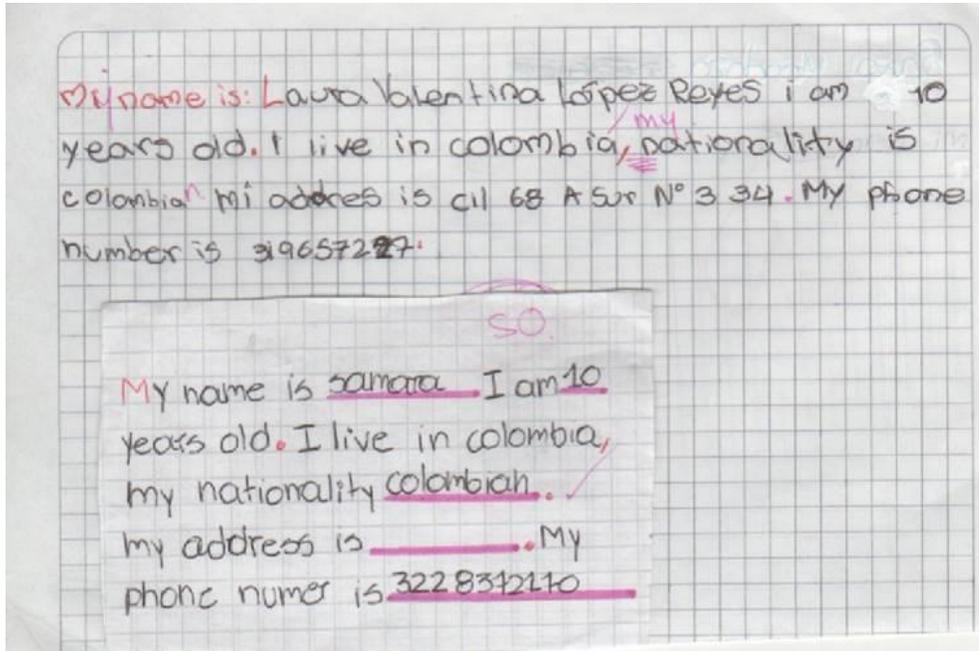
There... a calculator... my bag

B: Is-in

Four 4 objects ~~we~~ with There is in the classroom.

2= There is a calculator in my bag

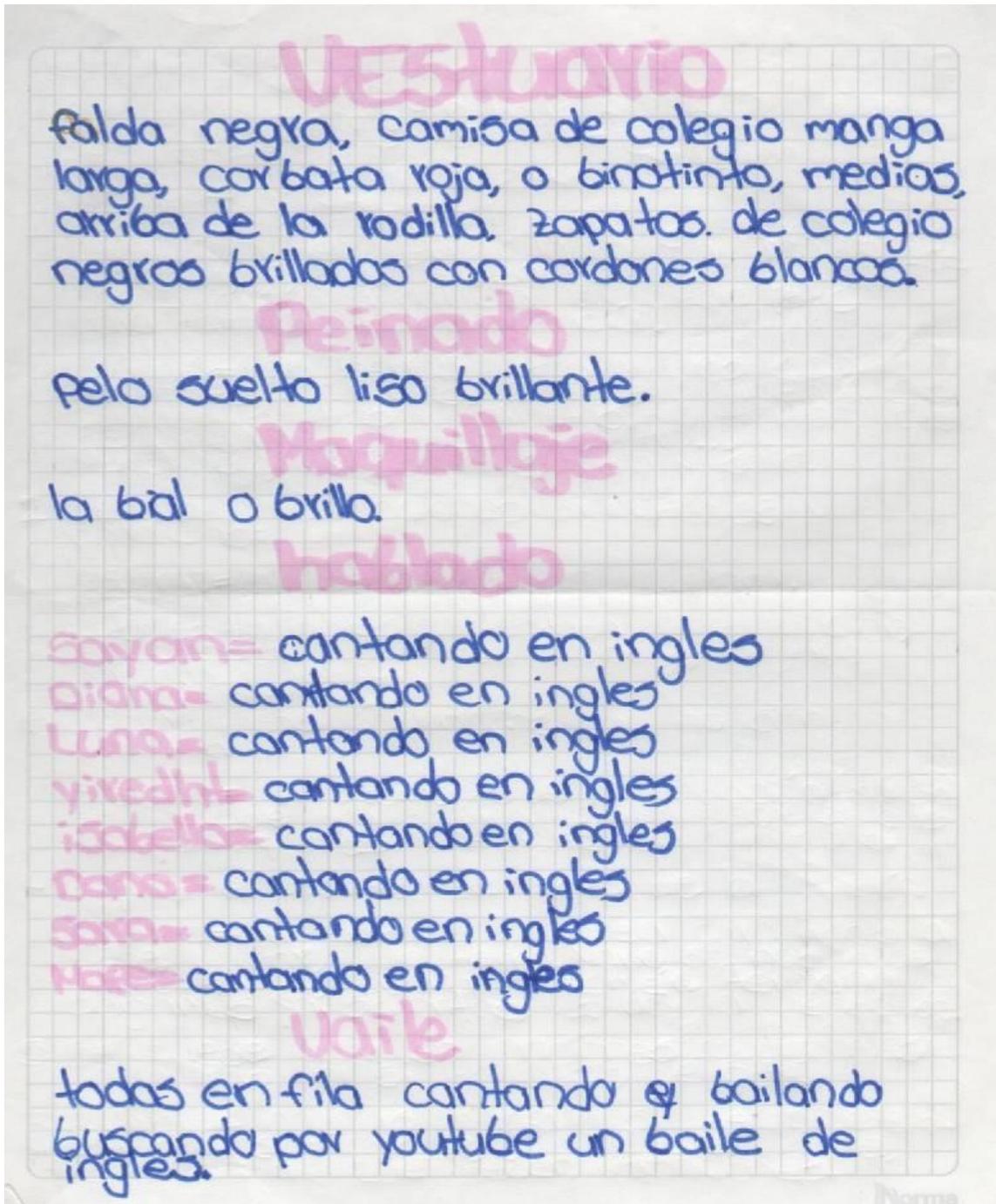
The following images are a sample of the texts they produced.



Annex # 8: Resources created by students for the production of videos

The following are some resources that the students made for the video production process.

In this, the students divided tasks according to their roles.



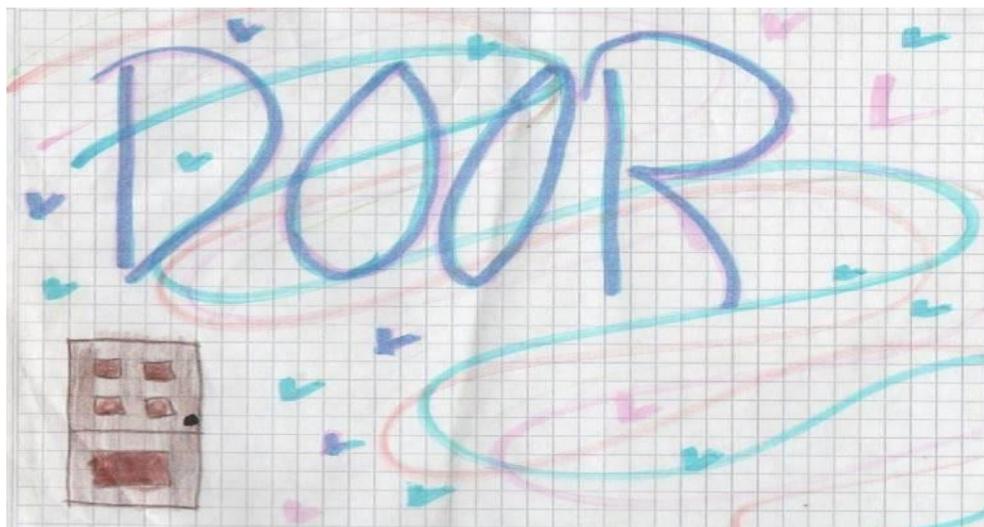
This is a design created autonomously by the students to improve their pronunciation.

Jai, Jaguar you ai am _____ mai eish is
 _____ yiers old, mai favorit Jobis or
 _____ and ai hab meni friends
 guait guom ai laik sher.

Tudei wai wail present a dans play, teni-
 iu beri mach :)

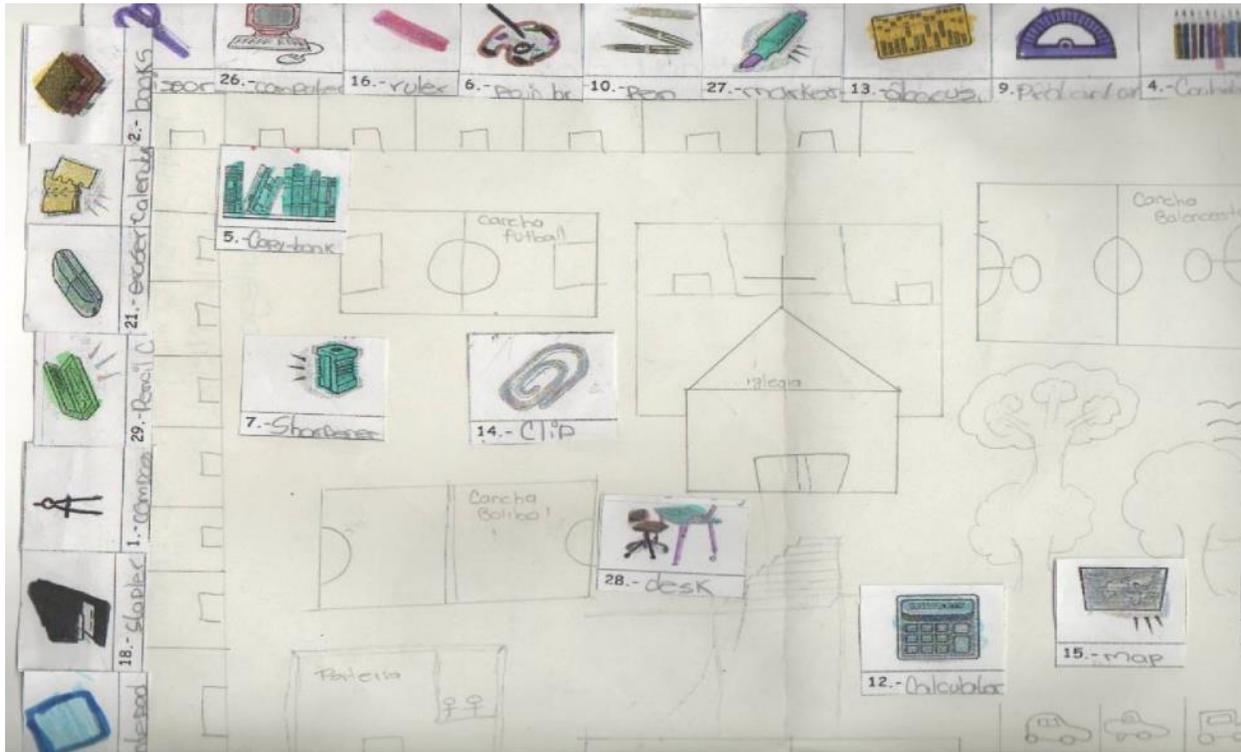
SCRIPT GUIDE			
Names:			
Scenes / Actors / Resources	Content	Audio / Song	Time
Isabella, Rojas, Jireh, Penagos, Gomez, Mercedes	good afternoon my name is _____ I am _____ years old I am From the city of Bogota I live in the neighborhood		
	_____ I study in the Fermok hig school Mercedes Nariño in the afternoon		

This is a sample of the posters they designed for the second video.



Annex # 9: Cooperative Learning developments

This is another example of the school map designed by the students.



AUTHENTIC VIDEOS: A PROPOSAL TO ENHANCE PRODUCTIVE SKILLS WITHIN A COOPERATIVE LEARNING ENVIRONMENT
IN THE EFL CLASSROOM

The following image displays the assignation of roles for the production of the videos.

Directors and producers	Names
Verifying and recording all the process.	Sally alexandra gil sabria
	Ana maria morulada gomez
	shariel ortuna
Edition	Allison acosta marin
	Emily alejandra cabezas abril
	juana pinsol
final presentation of the video (to all the class).	Sara nikol ibanes Lesly camila Felndez

Scriptwriters	Names
Selecting the topics and create the first draft.	Energil Pmb
	Sarita serrato Gomez :)
	karen Daniela losada :)
Correcting the draft and write the final script.	Sara Valeria Mendoza :)
	Jennifer tatianna garcia :)
	Laura Sofia Chavez :)
Share the final script and check its adaptation into the video	Sara sofia Plazos cortes :) salmata molina prada

Resources and materials	Names
All have to collect and design materials regarding the needs of the video and the things previously stated in the script.	Luna Sofia patino kehinez
	Laura Valentina López Reyes
	Diana Daniela uscano Peña
	Amy Sgmay v. lla mizal
	Laura Valentina Torero Ramos
	Vanessa Alexandra Solana Casrejo
	Samy V. Sanchez C.
Emily Sofia Baguecrotovar	

Actresses	
Diana Sofia Cardenas	Maria fernanda peragos
Soyan arena cabezco	Diana nikol Mendez S
Isabella Gallego leon	Jireh Juliana magallon B
Luna isabella Gomez rico	Sara sofia rojas garcia

Annex # 10: Links for the videos

Video 1: Dancing Audition – <https://youtu.be/LKHRCK8iOUE>



Dancing Audition

Video 2: This is my classroom – <https://youtu.be/RhXEvVgsVQ8>



This is my classroom

Video 3: This is my school – <https://youtu.be/y34701I9fSo>



This is my school