"MISSION: POSSIBLE" TEACHING MATERIAL TO IMPROVE THE ORAL

COMPETENCE IN ENGLISH WHILE MAKING PHOTOGRAPHY AND VIDEO

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Abstract

The following document is the support of a digital teaching material under the classification of Virtual Learning Objects which is presented as a blog on a website that proposes a didactic sequence to improve the oral competence in EFL through the use of photography and video. This material is developed as a graduation requirement by Universidad Antonio Nariño to its students. The main objective of the material proposed here is to assist in the development of oral competence after having identified this need in the application of a diagnostic evaluation in eleventh grade students at Liceo Femenino Mercedes Nariño in Bogotá. In addition, this teaching material also aims to encourage teachers and students to use current technological devices and the audiovisual language content as an educational tool to make learning meaningful.

Resumen

El siguiente documento es el soporte de un material de enseñanza digital bajo la clasificación de Objetos de Aprendizaje Virtuales que se presenta como un blog en un sitio web que propone una secuencia didáctica para mejorar la competencia oral en EFL mediante el uso de fotografía y video. Este material es desarrollado como un requisito de graduación por la Universidad Antonio Nariño para sus estudiantes. El objetivo principal del material propuesto aquí es ayudar en el desarrollo de la competencia oral tras haber identificado esta necesidad en la aplicación de una evaluación diagnóstica en estudiantes de undécimo grado del Liceo Femenino Mercedes Nariño en Bogotá. Además, este material didáctico también tiene como objetivo alentar a los profesores y estudiantes a utilizar los dispositivos tecnológicos actuales y el contenido del lenguaje audiovisual contenido en ellos como una herramienta educativa para que el aprendizaje sea significativo.

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CHAPTER 1: IDENTIFICATION OF THE NEED

1.1 introduction

The way in which people communicate has changed rapidly and significantly due to the advancement of technology. Nowadays**,** thanks to the growing market of accessible technological devices, is experienced a nonverbal language culture in the daily lives of people (Kress, 2003). Ferrés (2000), recognizes the importance that audiovisual language has taken in the life of young students and shape his proposal to educate in a culture of entertainment. In addition, Ferrés also invites the educator to rethink the way of teaching within the new cultural modality based on technology and image to generate pleasure in the act of studying and thus to enhance learning processes.

Part of the professional practice of a teacher is to be aware of the new trends in education, to stay updated in the discipline and the pedagogical field and to adapt teaching to the contextual changes of the students making learning meaningful for them (Ausubel, 1963). Teaching implies thinking about a process through which the professional teacher tries to favour in his students the construction of knowledge, implementing innovative resources and teaching trending strategies (Ávila, Quintero & Hernández, 2010).

In that order of ideas, this material seeks to mediate between the development of a specific competence in learning English as a foreign language and the use of a didactic material that takes into account the current context of the students so that their learning can be significant.

1.2 The object of Study

As a requirement of Universidad Antonio Nariño for undergraduate students in Spanish and English Teaching Bachelor who are in the process of graduation, this teaching material is carried out in order to improve an English proficiency competence in a specific population. That is why it was decided to perform a diagnostic evaluation to eleventh grade students in the I.E.D. Mercedes Nariño, a female school located in the south area of Bogotá Colombia. The diagnostic was applied in a classroom conformed by teenagers aged between 16 and 17 years old.

The diagnostic evaluation consisted of an activity in which the students had to interpret a dialogue in order to demonstrate their speaking skills. The teacher used a video taken from the fragment of a movie on internet to study the conversation, and after that, students were allowed to interpret the same scene. The test was accompanied by a rubric that measured the proficiency in the oral competence of the group. The directions to evaluate in the rubric were the following: Give appropriate commands to partners to carry out an activity related to a dialogue taken from a film script, to hold a conversation with partners about the execution of an indicated activity and to maintain a speech in an oral presentation for classmates on a given topic.

The following table presents the rubric that assessed the diagnostic activity. Its structure tests primarily fluency, communication skills, content, vocabulary and pronunciation in a specific task related to a script dialogue:

Tabla 1

Diagnostic Rubric

DESCRIPTION	LEVEL	SCALE
Understanding of the assigned task. Expressing correctly in English on the subject indicated with ease and spontaneity. Using a varied vocabulary and demonstrating knowledge of the indicated use of the different grammatical structures. Participation is balanced with regarding the partner.	Advanced	5
Understanding of the assigned task. Expressing correctly in English on the subject indicated with some degree of ease and spontaneity. Using a varied vocabulary and demonstrating knowledge of the indicated use of the different grammatical structures. Participation is balanced with regarding the partner.	Intermediate	4
Partial understanding of the assigned task. Expressing correctly in English on the subject indicated with some ease and spontaneity. Using appropriate and varied vocabulary. Demonstrating knowledge of the indicated use of the different grammatical structures. Participation is not balanced with respect to the partner.	Average	3
Little understanding of the assigned task. Expressing with difficulty in English on the subject indicated. Using vocabulary and grammar structures in a limited way. Participation focuses on one person.	Basic	2

There is no evidence of understanding the assigned task. The use of English language is very limited. There is little participation.	Beginner	1
The assigned task was not performed.		O

Recovered from Las rúbricas en la evaluación escolar: Su construcción y su uso. Avances en Medición, 6: 129-134. 2008 by Martínez, J.G

The results of the evaluation showed some difficulties in terms of pronunciation and fluency to speak in the target language. However, according to the development of the diagnostic activity, they were motivated by the way in which technology and the audiovisual resource was used for their evaluation as one of the difficulties encountered in the classroom is the little use of current technology to teach and evaluate. That is why it was thought of a teaching material that could help this kind of population to improve oral competence in EFL by using one of the tools they use the most in their daily lives such as photography and video. The idea for the material is to show that it is possible to develop effective oral English classes by using technology based on photography and video as a proposal to educate in the culture of entertainment (Ferrés, 2000), and in this way, to make students feel motivated to learn English. Teaching within the new cultural modality based on technology and image can generate pleasure in the act of studying and thus can enhance learning processes (García & García, 2011).

1.3 Main objective

To use photography and video as a strategy to make EFL students improve their oral competence.

1.4 Specific objectives

1) To diagnose shortcomings in the oral competence of EFL students in the last school year.

2) To design a sequence of activities to be presented as digital teaching material for the strengthening of oral proficiency in English.

3) To encourage students to use technological devices and audiovisual content for their own education.

CHAPTER 2: EXPLORING THE DIFFICULTY

During the diagnostic evaluation, students found some difficulties such as insecurity to express themselves, incorrectly pronounced words, and lack of known vocabulary. Just as the Common European Framework of Reference for Languages (CEF) adopts its evaluative approach from action (Jimenez, 2011) the teaching material proposed to this kind of population bases its application in the same way, by having students develop their linguistic skills in the target language through practical activities taking into account the technologies in student context. In the same way, the use of technology, photography and video, responds to the need to comply with the basic learning standards of Ministerio de Educación Nacional (MEN) which include the importance of the use of media and other symbolic systems to language learning.

Yukiko (2006) recognizes that new technologies produce dramatic changes worldwide. Education as a part of this globalized social dynamic, demands strategies that are open to these changing technological contexts (Fenwick, 2001). The 1998 World Education Report of UNESCO recognizes the importance of implementing technology in the classroom, this is how technology-related learning theories for the digital era such as connectivism are born (Siemens, 2004). Another example is how Piaget formulated models that foster the "possibility of developing a technology of instruction that can be based on an individual rate of cognitive rate development" (Saettler, 1990, p 72). In this order of ideas, in this document it is proposed a teaching material that take advantage of current technologies to improve oral proficiency in students of English as a foreign language.

When the audiovisual medium was applied for the diagnostic evaluation, it was discovered that the vocabulary in English related to the image and the video was scarce despite being these means part of the daily life of young students. A digital teaching material is designed then in which a series of activities are proposed in the form of nine missions to carry out a project step by step to end in a final audiovisual product reaching this way a B2 level of the CEF to which among its evaluation criteria describes the student's ability to understand specific topics of a technical nature within a field of specialization, which in the case of this teaching material, is the audiovisual field. The number of activities was determined in order to complement the shortcomings found in the diagnostic unit, in this way, the first mission corresponds to learning new vocabulary related to photography and video to then progressively advance towards the development of fluency in oral speech. The result of each of the missions is evidenced in the audiovisual products that are elaborated in the activities.

As it was mentioned before, the diagnostic evaluation used technology to study a dialogue of a video clip, and according to the evidence recorded of the diagnostic evaluation, students demonstrated motivation during the activity. This showed that students feel good to study English when their technological context is taken into account that is why it is necessary to recognize the current technological context of young students to make them feel good during every class sessions by resolving the following questions: what kind of technology is used by students in everyday life?, what are the devices with which they interact the most?, how are these devices being used and for what purposes? After finding out the answers to these questions, the teacher can take advantage of them to facilitate students learning.

Technology is part of students' life, according to a study made by "Asociación de la Industria Móvil de Colombia", cellphones with its multiple tools integrated, have generated a movement of socialization that allows sharing information, taking place for most of the time of people. Both young and adults in big cities enjoy the use of this device to take and share audiovisual content very consistently (Asomóvil, 2017); they share on the network information, thoughts and reflections mainly based on photography and video. As Férres (2000) says, students are living in a way while teachers are teaching differently, if modern youth culture is strongly influenced by technology an image, then education should be taken with this new cultural framework.

Therefore, current technological devices which includes photography and video, can be used to motivate students to generate and share knowledge in the classroom as they do in their daily life. Having said this, it was thought for this teaching material that students would enjoy English speaking classes while taking pictures, making videos and sharing this content by using their most popular technological device.

Student can be taught to use their devices as tools to learn in school. It could happen that students feel bored when they enter the classroom because they must disconnect of their devices, and they could lose the interest to study in the classroom because "humans are involved in an individualization process in which pleasure is more important than reason" (Lipovetsky, 1990, p 45). Encouraging the use of the cell phone with its multiple tools for learning could keep the student interested in their EFL lessons.

The cell phone is important for people because it is an element of mass communication with great dependence for social interaction (Asomóvil, 2017), the use of this device should not be ignored in language's courses, if the teacher recognizes the importance of technology present around him and in the context of his students, he can be part of pleasant classes for him and his students. Current technology such as the new generation of cell phones that includes camcorders and photographic cameras, can be a powerful tool to teach EFL.

CHAPTER 3: CONTEXTUAL REALIZATION

3.1 Technology in Education

The 21st century is popularly known as the digital age due to the increasingly common use of electronic devices connected to the internet (Araújo, 2011). Educational institutions generally use computer programs for administrative issues, teachers prepare classes with the help of their computers and students usually do their homework searching for information on the internet (Katz, 2010). The educational sector evidences this dependence of technology from the personal use of the computer to do tasks for the academic offer of virtual and distance education programs. A new generation of teachers has been taught to break with traditional teaching schemes, and one of those ways to achieve it is to be updated with the technological context of the students. This is how teachers struggle to try linking technology to their classes in order to achieve an impact on their teaching methods (Bih, 2015).

This concern also lies in the fact that traditional learning is obsolete to the global dynamics of the 21st century and that is why Bih (2015) says that today's students need instruction based on the mastery of information technologies which demand creativity and innovation to be competitive in this globalized market world. Having said this, it can be said that the new dynamics of the world market, which are based on technology, force the education sector to adapt to this and to renew every traditional form of education.

The educational sector has become so dependent on technology that even professional competencies have been developed for the field of Educational Technology. Januszewski and Persichitte (2008) presented in the Association for Educational Communications and Technology a definition for Education Technology as the study and practice of facilitating and improving learning, creating, using and appropriately managing technological processes and resources. This inevitable need to have technological skills in the educational field makes the teacher a professional in Educational Technology.

Acceptance and recognition of the importance of technology in education has been so significant that if a teacher does not feel confident that he is applying the right technological resources or perhaps feels he is not aware of the matter, there are different courses in Higher education institutions that offer professional studies in technology for education such as specializations, masters and doctorates for teachers interested in improving their technological skills for teaching. This concern of being a professional in educational technology is being aware of the constant changes in the technological contexts of young people.

Following the advice of Fernández (2001), professionals in the education sector must stay updated in the field of technology to improve their professional skills and the expansion of their own knowledge. The teacher must study the possibility that the technological context of young students may be different from the technological context to which the teacher is used to, the teacher could believe that he is applying the correct technology to motivate the student through the projection of slides or perhaps television documentaries on DVD when students are using new forms of technologies to make and share their audiovisual content on the web through social

networks to comment in instant forums with photography, videos, and other types of images.

This technological context make the young students not only spectators of audiovisual products,

but producers of photography, video and illustration. Therefore, the teacher must be a reflective

person of the problems that can represent to face the change.

One way to see if the technological resources used in the class are correct is by seeing if

students demonstrate to feel motivated during the development of the classes or if on the

contrary, they show boredom and disinterest. The application of technological resources that they

like will make students participate, create academic products of good quality and demonstrate an

interest in learning through these resources. It depends on the teacher to have their students fall

asleep while projecting a documentary on DVD or keep the student creating and sharing their

own audiovisual products with the technological tools with which they interact daily. The use of

technology in the classroom can promote in the student skills for teamwork, the development of

classroom projects and the use of electronic devices for learning (Saettler, 1990). In the same

way that classroom projects are promoted to generate manual products such as leaflets, posters or

small volcanoes, digital projects can also be promoted to produce websites, videos, photo

galleries or educative films to share knowledge. This is the meaning of implementing an

audiovisual context, in the case for the material proposed here, applied to study the oral

competence in English.

Depending on the creativity of the teacher, multiple activities for different digital products

can be created related to any subject because the current technological world offers endless

possibilities for academic production, and an example of this are web pages, educational

applications, learning games, virtual courses and video tutorials that can be easily found on the web to be used for personal studies by the student or to be implemented in the classroom by the teacher. McDougald (2005) shares his experience in the languages teaching by saying "I have used the internet for English – Spanish translations, Translations memory programs, machine translators, word processing tools, spell check, thesaurus, online dictionaries chat, email, research, lesson planning and I have recorded various stories and dialogues in MP3 format." (p.4).

It is important to highlight that the use of modern technology content for the present teaching material was intended for an urban context in which young people usually have easy access to electronic devices with broadband internet connection such as computers and cellphones (Bih, 2015). The methods suggested here are not easily applicable in rural contexts or places with low technological resources, in these cases, it is part of the teacher's professional ability to study the geographical, cultural and technological context of the students to adapt their teaching. Even if the technological resources of the place are limited, the creativity of the teacher to teach should not be limited as well.

3.2 Audiovisual Language

The application of audiovisual media for education began from the Second World War when the soldiers needed military instruction quickly and effectively, this type of instruction was considered as the base of modern methods of instruction related to audiovisual technology (Reiser, 1987). The 20th century was a limited in number of people who had the power to create audiovisual content to show to many people. Not everyone had the possibility to have a camera

and those who had one, could barely project their creations at home for the family because the production of audiovisual content for the masses was controlled by the film and television industry. But film and television were no longer the protagonists of entertainment production in the 21st century.

There is an audiovisual language that is updated with the advance of technology and that is available from everyone to everyone. The term "Audiovisual Language" has been mentioned by multiple authors who explore the field of technology, and it is usually defined as a form of communication through images (Bartolomé, 1987). The main content of modern technology is the audiovisual language; young people interact with images, videos and photos through their electronic devices, making this phenomenon a whole new communicative language. Thus, the content in this teaching material is photography and video to improve the oral competence in EFL. In the classroom, Current Audiovisual Language can make students speak foreign languages and know other cultures from other parts the world.

In comparison to the written text, audiovisual narration is the most popularly read by people in their free time (Araujo, 2011), this is how photography and video is established as a channel of multiple linguistic codes that can be read critically and reflectively both: its aesthetics and its content. The reading properties contained in this type of modern narrative content can be exploited in the educational sector especially in the study of the areas corresponding to humanities as they are social sciences, arts, and languages.

Next, the adaptation in English of a scheme made by the Instituto Nacional de Cine y Artes Audiovisuales (INCAA for its acronyms in Spanish) was directed as a proposal to school teachers in Argentina to show how audiovisual language can be related to education as an object of study and as a resource for learning:

Tabla 2

Audiovisual Language for Learning

	As an Object of Study	As a Resource for Learning
WHAT	We inquire about its nature. If it is a television program or a movie, we recognize the genre. In case of an advertising what we will identify is what kind of advertising is about. Once the gender, we will investigate the elements that give form the audiovisual object (what resources technological, dramatic, narrative recognize?). What look does the author have regarding the Selected thematic cut.	Slideshow Photographs Advertising Films TV shows Internet Videos
WHEN	Considering the social, political, economic characteristics, production conditions and social	During school hours: transversally to the corresponding subjects or as a pre-established space within the

	imaginaries during the time of their realization, can help us determine in what way this context has influenced the performance of the work.	school calendar, both inside and outside the educational institution. Outside school hours: suggested to perform at home, in instances of recreation, socialization, etc.
WHO	Whether it is a film or a television program or an advertisement, it is important that we identify the actors that participated in its realization (direct managers - advertising agencies, film and TV directors - companies, institutions and organizations that arrange their realization), and what place they occupied in the political, social, cultural and economic scenario.	Students: from preschool to university taking into account the different focuses of interest and perception. Teachers: considering the different methodological approaches and professional training.
HOW	We analyze the economic aspects: how was the work financed, how was it produced, how was it distributed, how is it exhibited (format, rooms, etc.)? We analyze the ideological aspects: what	It can be used: Before the content development, as trigger. During or simultaneously with the development of content, as a reinforcer. After the development of the contents, as a recuperation.

	were the sources consulted, what ideas sustains?	In any of these cases it can be used with support of didactic guides, questionnaires, exercises, etc.
WHY	Its purpose can be: educational, commercial, political, cultural, etc. Identifying the cuts of the theme made by the filmmakers helps us analyze their views on the events they narrate.	It will allow us to work dynamically the curricular contents of one or some subjects (exact sciences, natural sciences, social sciences, etc.). At the same time, it will allow us to interrelate the different subjects with the different disciplines of the audiovisual language. It allows us to incorporate experiences or distant situations both temporally and geographically.
CONSECUENCES	Be able to evaluate the response of the audience to the message received. Analyze how other means of communication (newspapers, magazines, etc.) reflected this determined audiovisual production. Establish	The appeal to the emotional that the use of audiovisual language offers, typical of its universal character. The polysemy of this language offers a multiplicity of interpretations and meanings that enriches us intellectually and

comparisons with other	affectively.
audiovisual works on the same	
subject.	

In like manner, this teaching material propose to take advantage of the audiovisual language for students to identify the contexts in which the English language is used, leaving aside the traditional classes based on grammar. Photography and video enable not only to improve the oral skills of a foreign language but also to know the cultures, places and people that use that language and the ways it is being used.

3.3 The Semiotic Mode

Semiotics is a word associated with reading and interpreting skills which implies analysis and interpretation of signs created by the human that fulfill a function of communication. Nowadays it is known that linguistic expressions do not have a single logical meaning systematized by grammar, but, because of the cognitive processes of the person who constructs the meanings from its cultural context. (Turner, 1991). And the cultural context of the twenty-first century has been globalized by an increasingly homogenized number of devices with multiple functions of nonverbal linguistic interaction, placing mostly young people in a semiotic mode most of the time (Kress and Leeuwen, 2006).

Semiotics allows the freedom to bring man's reason to levels of communication incomprehensible to any living being of another species on the planet (Sinha, 2004). The

language of the abstract modifies human behavior to enable it to analyze, deduce, expose and disseminate complex ideas, to the point where humanity has managed to accelerate the advance of science and the same technology that created the world of images. It is the understanding of that abstract language of symbols that has allowed the human being to understand the world in which he lives. Language, art, science and technology are factors that have resulted from the complexity of the human activity, and all are achievements reached thanks to that ability of symbolize the world. Semiotic skills give access to endless knowledge and is found in all fields of knowledge, subjects and specific themes that may exist in the world, helping to expand ideas in a homogenous and universal way, generating increasingly complex collective cognitive processes (Kress & Leeuwen, 2006).

Strawson (2008) says that as modern thinking being man builds knowledge through perception; dares to question and changes previous concrete truths by new conceptual truths. Semiotics trusts reason and uses abstract thinking to give meaning to everything that surrounds the human being. Abstract thinking consists of transforming the real world into a symbolic language in order to create and expand ideas easily and quickly (Jaramillo & Puga, 2016). When the reason becomes concrete in perceptible methods as it is the language of the symbols, the man begins to discover his own cognitive capacities and reflects on his own conscience. The subjectivism that is conceived with reason becomes concrete thanks to the image that when read, returns to a new subjective world more complex than the first one.

All the processes of evolutionary change that the language of symbols has undergone since its inception when man painted animals in caves to teach the little ones to hunt, have been

accompanied by an accumulation of knowledge that is transmitted to each new generation since

then (Sinha, 1999). The need of man to possess a symbolic language is due to the accumulation

of knowledge that makes information to be learned in a dense way in increasingly fast times, in

this way, the knowledge that a person acquires in his life, are greater than what the previous

generation knew, so it seemed that knowledge and the acquisition of it seemed to have no limits.

This is how the 21st century has a broad language of symbols that continues growing.

The fast times in which modern man lives compel him to compete in that self-constructed

subjective world in which non-verbal linguistic competences are required in order to be part of

the globalized world and thus be able to contribute to the development of the society in which he

is part, and this is where education plays an important role (Jaramillo & Puga, 2016). People

need to develop semiotic reading and production skills in order to carry out the social activities

that every person in a globalized world depends on. The language of the symbols is a mean of

the global human relationship of infinite possibilities of semantic uses (Elías, 1991). Semiotics

make possible the communication between communities with differences in culture and language

improving human relations in the world.

There are multiple non-verbal symbols that can be read, from symbols typical of a culture

such as the logo of a local brand or more global symbols such as traffic signals with established

reading and with hard-to-change meanings. However, there is another type of symbology in the

world of arts which can have multiple interpretations and that require more dedicated and

meticulous readings. Literature is conceived as an art that has been developed to be read in

heterogeneous and ambiguous forms, a book likes when a sense of bond is created between the

thoughts of the author and the reader. In the same way, other forms of art such as photography

and films can generate sensations when the reader feels identified with the communicative

intention of the author. Whether in an art gallery or in a movie theater, the reader of those

symbols meets another group of readers in the same place, these being of both genders, different

ages, particular preferences in terms of art, and different ways of being that have been built

independently in different social, economic and affective contexts. Each one of these people will

have different interpretations of the same reading (Barry, 2004) This is evident with the already

trained critics interpret the same piece of art with different and sometimes arbitrary results in

their writings.

The production and reading of symbols such as photography and film have become

widespread in the 21st century thanks to modern electronic devices that allow instant

communication between people through this type of symbolism. The cellphone is the most

popular device used to socialize (Asomóvil, 2017) turning this machine into a channel of a huge

number of semiotic reading linguistic codes that turn photography and video into another kind of

symbols like emoticons, memes or gifs making people talk in a semiotic mode.

The way in which this teaching material is constructed, propose the improvement of the

levels on speaking in EFL which is the target language, through activities that allow students to

create photography and video with a communicative intention to be read semiotically.

Photography and video should have an abstract and perceived meaning when reading. Concepts

such as love, friendship, happiness or sadness should be produced and read, thus demonstrating

semiotics in the audiovisual language. In this way, students will not only be able to improve

communication skills in the target language, but they will improve their communicative skills in semiotics reading and production.

3.4 Educating in the World of Entertainment

There was a time when some people became famous only thanks to the film, radio and television industry; but since the expansion of the internet with pages like YouTube, anyone can become famous anywhere in the world while making videos with their cell phone and being creative enough to be liked by millions of people. This kind of internet celebrities are usually called "youtubers", influencers or bloggers which some of them are also teachers.

On YouTube it can be found content for every kind of people, there are videos to entertain and videos to learn. Many people are sharing their knowledge through websites and video platforms such as YouTube, one of the most famous examples of educating in the world of entertainment making use of video and current technologies, is that of Professor Salman Khan and his math classes that reach more than 60 million visits per year on YouTube (Oppenheimer, 2014). In turn, many classroom teachers in colleges and universities often use these types of videos as a teaching tool for their classes.

There are hundreds of methods to teach on this famous video platform called YouTube, another example of this is Language Planet Toluca, a YouTube channel that teaches English grammar based on dramatizations in wish each video has a fiction component to entertain and one grammar component to learn. It is precisely one of these videos based on fiction dramatizations that can be presented to the students involved in this teaching material, in order to

learn how to produce a short film made with cell phones as the final product for a classroom project.

If young students usually spend their time sharing and commenting photos and videos on social networks and streaming platforms, then the academic materials in the school should include elements that allow students to continue with that same type of activities while they learn (Férres, 2000). After the teacher has made a study of the technological context of his students and the resources available in the learning spaces, the work to follow is to relate the learning with his students' daily experiences. Students should interact with the academic materials as if they were using them in everyday life, that way students will feel motivated in their classes because resources are meaningful for them (Nuttall, 2005).

Students should not live in two different worlds divided into pleasant time and the time of going to school to obey. The teacher must be able to recognize and to design materials according to the things that make the student feel pleasure (Ávila, Quintero & Hernández, 2010). Audiovisual language can be used, for example, to get a student to develop textual reading and writing skills as well as speaking proficiency. It is true how difficult is to make a child get interested in being a dedicated reader, but this does not mean that it is impossible for the teacher to get his students to arouse this interest. The reading and production of symbols such as images, photographs, comics and videos can help the child who is beginning his academic life to become progressively interested in reading, producing written texts and speak a new language (Bartolomé,1987). The teacher can propose narrative activities of symbols in which the child tells a story through drawings, photographs or videos about personal experiences or maybe even

telling the story of a videogame that he just played, or a movie that he just watched. The student could accompany the narrative symbols by short texts, in this way, the child will develop communicative production skills while developing semiotics abilities with enjoyable materials produced by himself. The teacher can even encourage the child to share on the internet that material that is being produced by himself, in this way, knowing that he will share it with other people online, the student will endeavor to produce high-quality material (Bih, 2015).

The school material that the student finds in the classroom must be recognizable and easy to relate to their real context so that the student feels that learning is meaningful (Ausubel, 1983). Young students often consume audiovisual products that are easily found in the various electronic devices that are accessible today and this make young people wish to produce that kind of content. However, they may encounter problems on how to produce their own material to be liked by other internet users. This situation can be exploited by the teacher designing classroom educational projects that allow the student to learn how to produce quality audiovisual material to share on the internet while learning the topics of their subject.

Even if the institution where the teacher works does not have sufficient or updated technological resources, he can take into account the student's own resources and find out, for example, if they have easy access to devices like cell phones, tablets and internet, that way the teacher will be able to design activities to promote the use of students' electronic devices as useful tools for learning and not only for leisure.

To carry out the construction of this teaching material, it was necessary to consider how immersed the students are in this world of online entertainment, and the following contextual characteristics were found: The city is the capital of the Republic of Colombia, making it the most important and largest city in the country. It is a city where there is a high percentage of audiovisual consumption on the internet through cellphones according to studies carried out by "Ministerio de Tecnologías de la Información y las Comunicaciones" (MINTIC). In this way, taking into account the technological characteristics that condition an eleventh-grade student of the city of Bogotá, this didactic material was prepared.

The Liceo Femenino Mercedes Nariño where the diagnostic evaluation was implemented, although it is a public school located in a lower-class neighborhood in Bogotá, has easy access to the Internet via Wi-fi, besides the school has audiovisual tools such as computers, video Beam and sound equipment in each classroom. In addition, most of the students in the group had mobile devices able to take pictures and record video. It was also evident the common habit of the students to take photos on their cell phones to instantly share on their social networks. All the elements that support the fact that we live in a world immersed in technology, photography and video were present as an opportunity to create this type of teaching material.

3.4.1 English Classes with Video and Photography

To carry out a process into the sequence of this material, it was necessary to give students a reason to learn the target language and thus be able to involve their technological context. The context of English language is not far from Colombian student's context, they can find English everywhere: films, music, television, videogames, etc. In the first instance, the students that

would participate in the activities of this material can be taught that learning English is useful for their lives regardless of whether they are traveling to an English-speaking country or not. Students can be persuaded to learn the language so that they can apply it to their audiovisual technological context; to understand the original voice of that favorite actor, to interact with that influencer who speaks in English, to comprehend the videogames characters, to chat with those online videogame partners, and to follow the lyrics of those favorite music singers.

To accomplish an English class with photography and video, it is not enough just to send homework asking students to take photos or make a video for the next class and hope that they will learn from it. To make an audiovisual product with high quality content, is necessary teaming up with students to carry out different stages of a sequence during the process, in which it can take a long time to achieve good results (Ortiz, 2018). To achieve a good final academic product based on audiovisual language to improve oral skills in English, is necessary for the teacher to design a series of activities in order to run through each of these stages and this way converting English classes into a film production in order to make students feel motivated to learn their second language while they are photographers and filmmakers.

It should be noted that the accompaniment of the teacher is important in each of the stages, and from the first lesson, a formative evaluation can be carried out based on the performance of each of the proposed activities for the development of the project. The stages in this teaching material are based on the three stages work for an audiovisual project as they are pre-production, production and post-production Ortiz (2018).

The main objective of the pre-production stage is the planning and designing of the entire project. This stage occupies the greatest amount of time and work of every audiovisual work. Before becoming a digital product, many papers work with multiple drafts should be evidenced as part of the final result. The stage of preproduction of any audiovisual product has several steps to follow, some of the more basic ones are research, planning, synopsis, script, assignment of roles, classification of materials, location study and performance rehearsing. In addition to evidence the progress in the creation of the product during the development of each of the preproduction steps, this material offers an evaluation rubric during the activities in teamwork, writing and oral production in the target language, the teacher can also evaluate the ability to research and the creativity.

The research consists of learning basic concepts about audiovisual production, photographic shooting techniques and vocabulary necessary to use throughout the process. In this case, the material starts with the study of vocabulary in English about photography and video, the teacher can search on the internet for similar projects already done to show to students, and after that, it is necessary to understand abstract concepts of semiotic reading so that way it can be performed composition exercises with photography to understand the concepts of communication with photography.

The teacher must plan through dialogue with his students after a study of available technological resources, what kind of audiovisual product can be produced in the classroom and what kind of materials can be used. It must be agreed instead of imposing the type of project to be developed, different sort of audiovisual products that can be proposed such as an art gallery, a

short film, a web site, a YouTube channel, a videogame etc. The product proposed for this teaching material is the realization of a short film made with cell phones to be presented at a premiere. The participants of this kind of material will show motivation from the beginning when they realize that they have the possibility of using their cell phones for a classroom project, and maybe most of them never have made a short film in their whole life. When discussing with the students the planning, It could happen that they express their motivation by giving useful ideas to carry out the project.

It is the teacher's decision how to organize his students to carry out the project, depending on the number of students in the classroom and the spaces available for the production, the teacher must determine the number of groups. It is possible then that not only one final product can be made but two or more. The step to follow in this material is the realization of the synopsis, which is the story that will be filmed told in a general way. Each of the students could contribute ideas for the same story or each student could write their own story and then socialize it to choose the best one. This written work may have different versions or drafts, the final writing must be evaluated and archived as a product that is part of the classroom project which can be graded by the teacher.

After choosing the story to film, the next step is to write the script from the synopsis. The script is another written production work part of the classroom project. It is important that both, the teacher and students perform a prior investigation of how a script is made since it has a standard format to be easily read and understood in the production moment. In all the research processes the teacher can promote the use of the internet by suggesting specialized web sites on

the subject and tutorials on YouTube to share via email, WhatsApp or social networks. It is not necessary to ask students to have group meetings outside the school since it is encouraging the use of modern technologies and audiovisual language. The teacher can organize forums and share information online.

At the time of the assignment of roles and classification of material that would be used during the production, students should learn that part of teamwork is to make decisions without the help of the teacher. Each one can propose the role he or she wants to play because each one is aware of their own abilities. This material proposes speech activities for each student in order for them to present the role they will play during the production.

The study of the location is a very important step in the pre-production stage, the teacher must explore with his students the spaces available to make the production of the film considering the scenarios described in the script. It must be considered if it is necessary to ask for permissions in the institution to occupy those spaces and review the available hours in which they can be used. If the location is going to be outside of the institution, it is necessary to check what permits must be managed to work with students outside of the institution.

To finish the preproduction stage, it is important that the teacher checks that the dialogues are well learned and pronounced properly in the target language, it should also be checked that the roles are performing adequately, it is essential for this material to perform rehearsing of the script in the same way as they are done for plays. This material also proposes acting classes for students to improve their corporal expression skills and to feel more secure when acting in front

of the camera. The acting classes can be developed as warm up activities of mimic, theater to recreate scenes of the script, acting tutorials and imitation of real film scenes.

The Production Stage corresponds to the moment of making the final product, in the case of this teaching material, the day of filming. For the moment of production, students should have a clear idea of everything that is going to be done at this time thanks to the pre-production stage. They should have read the materials, clothing and the script learned as well as they must have understood the management of each of the spaces and techniques that will be used with the camera. It is important to keep in mind that the recording of a 5-minute short film could take about one hour.

For the postproduction Stage, one of the roles that must have been assigned from the beginning of the project is that of the editor. Surely not all students will be willing to act, but they manifest skills in other important fields of the audiovisual medium such as the operation of the camera or the editing process. Thanks to the expansion of the audiovisual language through new technologies, many young people have learned to use digital editing tools. There are many easy-to-access video editing programs on the internet, even YouTube has an online editing tool called YouTube Studio.

For the stage of postproduction, the participation of all the students of the group is not necessary, since only one or two people are needed to manage the program on the computer. It is very possible that the institution does not have editing programs installed on their computers, the best option is to leave as a final task the edition to those students who decided to take that role.

However, to avoid possible loss of material during the editing process, the teacher must save on his computer the material filmed on the day of production.

For the realization of this teaching material, each of the stages described here was considered to produce audiovisual material, activities were designed for each of the classes in order to develop a high-quality classroom project. Like a professional film, the students, together with the teacher, can carry out the works corresponding to the stages of pre-production, production and postproduction. And as a result, students will demonstrate motivation to see each of their ideas realized while improving their oral communication skills in English.

3.5 Photography and Video to Enhance English Speaking

Photography allows the student to perform image description exercises which when exposing the photo, the student is forced to use speech skills to explain his photography and the communicative intention he had when taking it (Kress, & Leeuwen, 2006). Before starting to make an audiovisual product, it is important to know communication concepts of the image. The student must learn that photography must go beyond a selfie and must have a communicative intention in which the reader of the image should understand and interpret. Any study that is done on photographic composition an shooting techniques is applicable to video because the video is nothing more than a set of 24 or 30 photos that pass in front of the human eye in a fraction of a second (Woodford, 2018). For this, the present teaching material is advisable to carry out an investigation on horizontal photographic composition, since the professional video is recorded and films are made only horizontally.

Because the audiovisual language will be used to improve communication skills in English, students should be made clear that each of the activities to be developed must be done using the target language. The research, the new vocabulary that is learned, the synopsis, the script, the rehearsing, the discussion in the team work and everything else must be done one hundred per cent in English. It does not matter if some words are not well written or not well said because the important thing is to put the target language into practice in a real context. The accompaniment of the teacher should be helpful in making the proper corrections of writing and speaking in English during the development of the classroom project.

The preproduction of a short film helps the student to improve writing skills when working on the creation of the story to film. Give them the opportunity to create their own story without letting their imagination have limits in one or two short paragraphs, will motivate them to write in English. It is not necessary that a written evaluation is based on grammar rules because grammar is learned implicitly as you learn from mistakes (Breto, 2007). On the other hand, the production of a story for a short film can be the ideal moment to carry out that written evaluation in which creativity and quality can be considered.

The realization of a script requires more specific techniques which do need more careful work. It is probable that the teacher must do more than one revision and that the students have to make several corrections. The script is a very important document for all audiovisual work. This specifies each detail of what should be filmed and what the actors should say. In addition, the script describes each of the places, times, scenarios, costumes and non-verbal actions of the

characters during the performance. The work of making a script will make students be more

careful when writing descriptions in English of things, places and people.

The rehearsing, the making of the film, and the whole teamwork made during the

preproduction allows the student to work on speaking when they practice and performance the

script dialogues. Pre-production work requires several socialization activities among students,

this requires for teacher to be aware that students are using the target language to talk to each

other during the socialization and planning the activities.

Because the realization of the present teaching material requires writing work to create the

story of the short film and to properly write the script, one of the communicative skills of the

language that is linked with the speaking competence during the project is writing. This material

is created to make emphasis on the production of narrative and descriptive material by writing

and speaking. With speech, students also practice listening a reading when the students have to

plan, study dialogues, watch videos and socialize their work to present to the teacher (Al-

wossabi, 2016). In this way, in addition to carrying out activities that motivate them to learn the

target language, students can learn to improve their oral abilities linked to the other

communicative skills.

3.5.1 Photography with Cell phones

Most young people in large cities have cellphones capable of taking pictures, however, we

must bear in mind the possibility that some students in the classroom do not have a cell phone for

any reason, so it is necessary to work in pairs or groups to be able to develop photography activities with the cell phone without problems.

Produce a photo with a cell phone seems a simple thing to do but when the student is invited to take a picture with a communicative intention to represent abstract concepts such as friendship, love, sadness or joy, photography becomes a complex element of semiotic reading that can be expose in the target language.

Students will feel motivation when the teacher starts the class by saying that they will be photographers and models in one of their first English lessons, and that they may also have permission to use their cell phone and that by doing this they will learn a lot of new things in English related with photography, video and the use of the camera. When students hear this, they will realize that their English classes will be useful to deal with matters of their daily life. When a student is presented with classes that can be enjoyed, he will maintain interest and will show a good performance during the activities.

A photography class in English must have all its pre-production and design components. after showing some examples of professional work from some photographers, and before carrying out the photo session, students can socialize on the photographs shown by the teacher to create their own ideas, design costumes and think about the locations and elements necessary for the production of the photography session. The teacher must study the possibilities of using external locations to the classroom by managing the necessary permissions in the institution.

The photography class with cellphones of in this material has as main objective for students to know vocabulary related to their audiovisual context and their most used device in daily life. They also can learn how to design and perform a professional photo session while using the technical vocabulary learned in English about the camera and shooting techniques, besides, in later classes, the semiotic reading of the best photos chosen by them, can be printed and presented in an art gallery made in the classroom.

In addition to proposing activities to take pictures with the cell phone, this device serves to share the images by socializing them through social networks, forums and chat rooms that can be created among the students. Ting (2013) proposes that the use of cell phones for learning could allow students to interact with classmates and teachers by making subject contents to be learned more efficiently and thus providing an efficient collaborative learning environment to improve learning experiences in the classroom. This type of dynamics based on the use of technology that students usually handle daily, helps young people to see how their electronic devices are also useful for their own learning.

3.5.2 Writing Synopsis and Scripts

The writing classes are the ones that some students like the least during school time. From these classes, a student usually recovers from his memories the long essays that he had to do at the last moment to present a final exam, and the anguish felt when he knew that the obligation of writing correctly was not properly fulfilled. during a whole school life, a student writes hundreds of pages as a requirement to fulfill homework. This type of paradigm based on writing to

perform obligations, makes young students lose the pleasure of participating in academic writing activities.

In school students usually learn the importance of acquiring constant writing habits in the different subjects taught there. In the Spanish or English classes of any school, it is usual for students to demonstrate through writing and grammatical controls, that they are carrying out the appropriate writing learning processes. The traditional teaching use to regulate by evaluative standards the writing learning for the student to demonstrate that writing skill is being generated obediently.

To encourage writing habits, it is necessary for the teacher to break with the paradigm of writing to obey and allow himself to be with disobedient writers. A disobedient writer would not worry about writing only for a note but would write what he really likes, in this way, the future writer will learn to write producing meaningful texts in his real contexts (Van Dijk, 1983). Whose children depend on their training to be new explorers of the letters if it is not their teacher? Exploring and discovering should be the main concept of teaching writing to replace the traditional teaching dynamics of imposing and compelling. It is overwhelming the role that the teacher adopts when teaching his writing classes to let the imagination and creativity to reach anyone.

The first writings that a child does are those activities of their own where they use their crayons to create scribbles, and until then, children enjoy symbolizing that imaginary world they possess, in other words, they are happy learning how to write. These beginnings of writing are

not accompanied by time limits, or grades, or intentions to impress but a significant creative

writing apprenticeship is starting with modest writings (Breto, 2007)

Both the synopsis and the script are part of creative writing forms. Creating their own

stories giving them the purpose of expressing their ideas in a short film without limiting their

imagination, is a way to motivate young students to write and to develop this communicative

skill in the target language (Kress, 2003). This material found a way to link the learning of

English oral competence to improve creative writing skills through audiovisual language,

consequently, the strengthening of the processes of textual production from the semiotic

perspective is considered, understood as communication of semiotics related to the production of

symbols. In this material the students can create stories and it is up to the teacher make the

students participate in a classroom contest to select the best story to be told in class.

CHAPTER 4: PEDAGOGICAL REALIZATION

4.1 Diagnostic Evaluation

As an important part of the creation of the teaching material process, a diagnostic activity was made during the first teaching practice of the nongraduated student, in which was observed in an 11th grade English class in the I.E.D. Liceo Mercedes Nariño during a class prepared to evaluate the oral proficiency that students evidenced errors of pronunciation when speaking. Some of the groups did not have clear ideas about the topic given. Anyway, a positive aspect demonstrated during the diagnostic was the motivation the students had when using technology to study a dialogue from a movie.

As a result of the diagnostic evaluation, the research on the web about how to create English classes to develop the oral competence and in the same way to keep that motivation that generate the use of technology in students took place. This is how the theoretical foundation of the present teaching material appears considering theories that recognize the modern context of the young students to improve the oral competence in EFL and favor the use of new teaching dynamics generated by technology.

4.2 Structuring the Material

After the diagnostic evaluation, there was an establishment of objectives and looking for work to support the research with a theoretical framework to make possible the pedagogical realization and the physical production of this teaching material. Then, it is proposed to carry out

for the same kind of population, a didactic sequence to integrate a set of activities involving the use of current technology taking into account the common activities carried out by teenagers between the ages of 15 and 17 with their devices in which photography and video is involved for the aim of improving the oral competence in English as a foreign language and in that way, to generate in students a meaningful learning. The activities in this teaching material are designed especially for eleventh grade students of Bogotá city which is a city with the conditions to us the technology proposed here.

4.3 The Device

Being the most common device used by students, the current technology device suggested for this project is the cellphone to carry out activities based on photography, video, role-playing and social interaction. Also, exercises by writing stories and scripts for short films are proposed. Besides, to do semiotic reading analysis and reflections about the learning and the use of the target language through current audiovisual language.

4.4 Presentation of the Project to Students

In the first class, the teacher must explain the audiovisual classroom project to carry out in the long-term of the following classes. The teacher explains that the project consists of following a series of steps to reach the construction of a digital final product. All the steps must be developed in groups like possible missions as it is presented in the blog of the material. The teacher also must explain that students can use their own technological resources with the aim of improving mainly the oral competence in English along with the other communication skills. The teacher can also encourage students to voluntarily share on their social networks their

creations that they will performance during the different activities as well as the final product. The first activity of this material for students is to watch some videos on the internet as examples of educative audiovisual works already made as part of the project presentation of the teacher. The project proposal in the material is for students as possible missions which can motivate students to accomplish missions as those taken for secret agents who had to fulfill a series of tasks to accomplish final goal. The teacher can evaluate each of the activities with the rubrics present in the blog.

4.5 Vocabulary About Photography

For the activity to be developed, the second class was prepared in this material for the students to learn vocabulary in English about photographic techniques of shooting, and the camera. The material shows some photography works of landscapes and portraits placed on the blog of the material to teach horizontal photography composition. The teacher could take some of the photos to stuck on the board and that way to explain the vocabulary proposed on the teaching material.

4.6 The Photographer and the Model

For this class, students are asked to bring accessories and costumes to model for a photo-shoot. The students are organized in pairs in which one is a model and the other one is a photographer. All students can participate in both roles, photographer and model. Students have to apply the composition rules for photographic portraits and shooting techniques explained in the previous class. The activity can take place in the spaces of the schoolyard. In this activity the

students will show the pleasure of taking pictures with their cell phones in an English class, and will feel great motivation for the course their new English classes are taking.

4.7 The Image Description and the Meaning of the Photo

In this activity students choose one of the best photos to describe in English, in which they have to present themselves as a photographer and have to present the model in the picture, the photographer have to talk about the photographic shot used, the accessories, the place chosen, the experience lived during the exercise and what they wanted to represent or communicate in the photo, they also have the possibility to add any comments in their presentation.

4.8 The Synopsis of a Short Film

The teacher shows video clips as examples for the project of making short films with cell phones in the school with an educative intention. After that, the teacher explains to students that they have to do the production of a short film in with emphasis on an educational component as it is shown in the example of the blog. students must organize in groups to discuss an idea and write a short synopsis about the stories that they plan to work for the film.

4.9 Roles Presentation

Each group prepares a presentation of their ideas with a small demonstration of the roles that each of them will have in their stories. They must introduce their characters by using the verbal tense "going to". While the students show their ideas and their roles to the class, the teacher can give the respective orientations to reinforce their ideas and help those students who have any difficulty with the speech, by making a list on the board of words and expressions to study their

use and to improve their pronunciation. These students must notes of the words put on the board to improve in that vocabulary.

4.10 Interpreting the Fragment of a Movie

The teacher shows a video clip from a film with English audio and captions in English as well. After that, Students receive a copy of the script of the clip seen to read and study. After that, students are able to ask the teacher about unknown vocabulary. Students read the scripts again while they listen to the fragment of the movie, and then they watched the video for the last time without script and without captions. Once the conversation of the clip shown is understood, the teacher can ask for volunteers to represent in pairs the video watched.

4.11 Making the script

The teacher teaches students how to write a script in English taking as an example the video clips shown in the previous lesson. The teacher can share information about videos on YouTube and samples on websites by e-mail about how to write a script. The teacher asks students to organize in their groups to start working on their scripts. As the groups work on the production of the script, the teacher can check the story of the synopsis worked before, and guide the group in the process of writing the script. The teacher can help students while they write the draft of the script. Then the students pass the draft of the script to computer-typed and they can send it to the teacher's mail for correction. They must bring to the next classes the corrected printed version of the script to performance.

4.12 Acting Lessons

These activities are presented on the blog as a warm activities but they are important lessons for students in order to improve their acting skills due for the final product they have to act. The Teacher shows a comedy video about morning routines from Mr. Bean as an example for the activity planned. Mr Bean is a character known for making comedy without speaking but making unique use of gestures and body expression. Once the video is watched, each student has to do mimics about a routine activity usually done for them. The other students have guess and say the actions. The teacher can propose a specific verbal tense for these activities. The objective is to let students be expressive with their bodies as a training for the short film production, as well as practicing spoken English.

4.13 Rehearsing the Script

The students organize in their groups. The teacher takes the script from each group to review the correct textual construction. Each group must demonstrate on a play how the script would be interpreted on the video. The teacher can make corrections related to pronunciation and can make suggestions about the performance of each student. The next step for students is to present a descriptive list of costumes and items to use during the filming production. The teacher can ask students to rehearse at home their roles.

4.14 Short Film Production with Cell phones

Specific locations must be studied previously according to the facilities of the institution for the realization of the final product. Each group must be located in its location to proceed with the film making. The groups should be in an area close to each other for the easy supervision of the

teacher, however, monitors from other courses can be assigned for the teacher to help with the supervision of the groups during the productions.

4.15 Premiere

Once the entire process is finished and the final product is made, each group chose a student in charge to editing the film made. After the edition the final product can be presented at a premiere using video beam and computer. This last class can end with comments on the experience lived throughout the process and reflections on the usefulness of using the technologies used in everyday life as learning tools.

The teaching material proposes the following heading in the last two activities for the final evaluation of the process taking into account the oral competence according to the CEF:

Table 3

Final Rubric

CRITERIA	4	3	2	1	Score
Fluency	Expresses correctly with ease and spontaneity.	Do not distort the clarity of the message when speaking.	Expresses with difficulty. The message is not understood.	does not express correctly. There is no spontaneity.	
Content and Vocabulary	Talk about the indicated topic.	Talks about the indicated topic but does not	Only comments on what the partners	The contribution is not related	

	Contributes new ideas and promotes peer participation. Uses correctly the vocabulary studied in class. The new concepts are explained.	contribute new ideas. Uses the vocabulary studied in class most of the time in right way. The new concepts are explained, but not always correctly.	contributed. Does not promote spontaneous participation. The use given to the vocabulary studied in class indicates that some terms are not known.	to the indicated topic. The use given to the vocabulary studied in class indicates that indicates that its meaning is unknown
Grammar	Grammar structures are applied without errors.	Grammar structures are applied with errors that do not affect the message	Grammar structures are applied with errors that affect the message.	The grammatical structures of the target language are unknown.
Pronunciation	No pronunciation errors are made. Pronunciation	Pronunciation errors are made that do not affect the clarity of the message.	The pronunciation errors that are made affect the clarity of the	The pronunciation errors that are made affect the clarity of

	rules studied in class are applied.		message very little.	the message.
Communicative Skills	The conversation is 100 percent natural.	Doubts are evidenced to respond, but this does not affect the naturalness of the conversation.	Doubts in participation show that the conversation is not natural.	The waiting time for participation reflects that the conversation is not natural.

Recovered from ¿Cómo elaborar una rúbrica? Investigación en Educación Médica. Inv. Ed. Med. 2013; 2(1):61-65. 2013 by Gatica, F & Uribarren, T.

CHAPTER 5: PHYSICAL PRODUCTION

5.1 The Website

The website of the didactic material is based on the language construction by HTML5 of the WIX platform and is located on: https://alexander-camargo.wixsite.com/recursos

The menu contains two entries: About and Missions. The home page called "About", has an introductory written text which explains why the page is useful, what it is about, what is its purpose and how is structured its organization. It also has a photograph of a person taking a photograph with the intention of showing what the content of the site is about. The second entry, called Missions, shows the nine missions that the student must complete with the teacher and his classmates. This entry shows the missions with a photograph and the mission number. The user must enter each mission to find the specifications of the activities. On the page of each mission, structured activities are found with a mission instruction, a goal, a Warm Up, vocabulary related to what will be worked on that mission, the description of the main activity, the evaluation guidelines of that activity, an evaluation rubric, a feedback and a discussion space to write comments as well as to share the page in social networks. In addition, all pages of the site contain a quest search engine, a login or sign up button to become a member of the blog and a button to return to the missions' menu.

5.2 The Interaction

The website allows both students and teachers to interact with comments and discussions about the activities and proposals of the website as well as talk about experiences related to the topics. The web site will feed the missions with new ideas and receive suggestions to make possible changes or create new educational resources.

5.3 The Pictures

Each of the photographs found on the different pages of the website have a communicative intention that invites users to read and participate in the activities. The photographs have a free license for the education sector and were taken from https://unsplash.com/ and https://alexander-camargo.wixsite.com/delaluz . Each of the photos has its respective author reference below the image.

5.4 The Missions

The blog is organized in the form of a sequence of possible missions that encourage students of reaching a final goal. The didactic sequence begins with mission number one and ends with mission number two. Each of the missions is interconnected to carry out a process that ends in a final product. The missions are aimed especially at teachers who need to rely on teaching materials for their classes. Each of the missions can be completed only with teamwork between groups of students and teacher.

CHAPTER 6: THE EVALUATION OF THE MATERIAL

After the construction of the teaching material was completed, it was validated by two language teachers: Professor Claudia Yaneth Díaz Alzate Mag. En Ciencias de la Educación con Énfasis en Didáctica del Inglés and teacher Jenny Romero who works in the area and the type of population for which the material was designed. They both reviewed and evaluated and fed back the material under the parameters of the rubric proposed by grade works committee of Universidad Antonio Nariño for this modality of degree work. The rubrics evaluated appear in the annex section of this document.

On the one hand, Professor Claudia Díaz gives an excellent assessment of the material, highlighting it as an interesting tool for learning the target language and she gives recommendations so that the instructions of the activities can be clearer. On the other hand, Teacher Jenny Romero gives an outstanding evaluation, highlighting mainly the construction of a good teaching material for EFL learning, however, she advises a better management of images and videos to make the design of the website more striking.

CHAPTER 7: RECOMMENDATIONS

The students not only will show enthusiasm for participating in each of the activities, but they will be very grateful to the teacher when they feel that they improved their ability to speak at the end of the project. The English classes must perceive as pleasant learning spaces to enjoy in each of the activities where the teacher is seen not as a dictator in front of them but as a co-worker who helps them to carry out a project.

The classroom project gives the teacher the opportunity to work with the students as a member of the team, completely forgetting the authoritarianism in front of them and joining the tables with them to achieve an objective that will be the result of everyone's work. For a student who has only experienced the traditional classes where the teacher dictates classes in front of them being the center of attention, will feel that he is being considered in an important way.

If a student likes classes and feels pleasure doing each of the activities proposed by the teacher, then the teacher will do well in the teacher's evaluation. Is the teacher's evaluation that accounts for how well his way of teaching goes with the new theories of pedagogy based on communication and the student as the center of attention. The teacher can collect different perceptions of the students by making an evaluation for his own classes, that way the teacher can evidence that the classes were good and the expected results were achieved. As part of his own qualitative evaluation after the didactic unit implementation, the teacher can ask students to evaluate both the teacher and the classes on a sheet of paper. Students can have the opportunity to freely write their opinions without writing their names on the sheet of paper.

As Bih (2015) demonstrated, young people in large cities tend to have broadband internet connections such as computers and cell phones. The methods suggested in this material are easily applicable in the classroom of the students who are part of big city. Before developing the teaching material, this document shows the respective studies on the geographical, cultural and technological context of the students to adapt the project based on audio-visual language for teaching. The school's technological resources can also be optimal for carrying out the different activities in which it was necessary to use the internet, video Beam, computer and sound equipment.

Taking into account that audiovisual narration is the most popular reading by people in their free time (Araujo, 2011) and that as well as written language, the audiovisual is also able to be read in a reflexive way as in any pedagogical activity of critical reading. The application of audiovisual language in EFL lessons can be used for students to identify the contexts in which the English language is used. The audiovisual language applied in this classes allow students to improve their oral skills in English and teach them them to identify the places, people and contexts in which that language is used.

The rubrics placed at the end of each activity can demonstrate during the process that students improve their levels of oral production in English through activities that allowed students to create photography and video with a communicative intention to be read semiotically. As proposed by Barry (2004), photography and video must have an abstract but perceptible meaning when reading. At the end of this activities students can demonstrate understanding

concepts such as love, friendship, happiness or sadness which were evident in their audiovisual

products, in a few words, the students can also demonstrate their capacity of production and

semiotic reading in their audiovisual language. In this way, students not only will have improve

their communication skills in the target language but also improve their communication skills in

semiotics reading and semiotics production.

Ausubel (1983) was right when he said that the school material that the student finds in the

classroom should be recognizable and easy to relate with the real context so that the student

could feel that learning is meaningful, and Ferrés (2000) was right when he identified the

importance of relating audiovisual production in the classroom. During the development of the

project, it will be found that a common theme of students, when they talk with their peers, is

related to the audiovisual products they consume in their daily lives such as the viral video on

YouTube and some of them have even tried to produce their own material for this platform. This

material takes advantage of this situation context to encourage students to create their own

audiovisual content at school so that they could share it on the internet. This educational

classroom project allows students to produce quality audiovisual material to share on their social

networks.

The premiere evidences the whole process and shows how students participated in the

realization of a project as if they were in the production of a professional film, with assigned

roles for each of the production stages. Following the instruction of Ortiz (2018) to produce

audiovisual material, each of the classes in this material are activities designed to aim at

developing a quality audiovisual classroom project. As a professional film, the students, together

with the teachers, carry out the work corresponding to the preproduction, production and postproduction stages of a film. And as a result, the students will show the motivation to see each of their ideas turned into a movie that taught them how to improve their speaking skills.

Van Dijk (1983) visualized a world where students of letters produced texts considering the interdisciplinarity of fields such as technology related to their context. Thanks to the need to produce a good quality audiovisual product, the students do a dedicated writing job to create their own story that they would like to have in the short film to be produced. In the same way, they write the script of their production linking this way the communicative skill of speaking with writing. The completion of the story allowed the students to work on the production of creative narrative writing and the creation of the script can help them to learn about descriptive written production. It will be evident that working with creative writing to produce a film motivate students to significantly pay attention and work in written production classes.

Regarding oral production just as Al-wossabi (2016) proposes, in this material students develop each of their activities using the English language to communicate with each other and to communicate with the teacher. In each of the pre-production, production and post-production stages, the language is used as the main object, both, by the students and by the teacher. In activities such as the descriptions of the photos, the presentations of the roles or the interpretation of the scripts the students had the opportunity to express their ideas by using English, they are also motivated to use vocabulary related to photography and video which they did not know before, thus helping the students to improve their oral expression skills in their second language.

The mobile device not only proves to be a useful tool to learn English in this audiovisual project, but it also demonstrates the usefulness of this device to share the audiovisual content and the information contained in it by socialization through emails, social networks, forums and chat rooms created for educational purposes. Ting (2013) proposed that the use of cell phones for learning allows the learner to interact with their classmates and teachers, making the contents more efficiently learned and also provoking an efficient collaborative learning environment to improve the experiences of the students. learning in the classroom. This type of dynamic based on the use of technology that students usually handle on a daily basis, allowed the young students of this project to see how their electronic devices are useful not only for leisure but for their own learning.

CHAPTER 8: CONCLUSIONS

After the peer evaluation of the teaching material, it can be concluded that it is possible to improve oral competence through activities related to the audiovisual field. This teaching material demonstrates that it is possible to make education evolve in the same way that the world evolves with technology because education must adapt to the forms of learning, the human contexts, the social changes and globalization in order to respond to the demanding world of rapid information (Saettler, 1990). The audiovisual language present in current technologies is a communication channel as important as everyday speech with people as Asomóvil (2017) demonstrated.

Implementing these activities also encourages the autonomous work of students who usually believes that their electronic devices and their technological context were only toys for leisure and entertainment. This material is a learning facilitation tool that allows the teacher to carry out a classroom project and develop academic products allowing himself to be updated with new technology and current audiovisual language for innovative classes.

With this teaching material, now the teacher has a new set of activities for his speaking lessons. The future teacher who is willing to use this methodology should remember, however, that when it comes to a current technological context, it must find out what students are currently using and for what purposes and if that technology and that audiovisual context can be used to implement. It is a set of activities proposed here to improve academic skills not only in English as a foreign language but in other subjects.

At the end of the project proposed in this material, the student will fell motivated to continue his autonomous learning in the same way. The material also immerse students in a bilingual context by using audiovisual media in English, this help them maintain contact with that second language and allow them have the opportunity to be a bilingual person while doing the things they like to do.

This kind of proposals could break the traditional Prussian schemes for education that insist on lasting in some classrooms in which the teacher is a dictator in front of students instead, classroom work based on the theory of the new school whose precursor was Dewey (1938) is promoted, on which education is based on social and interactive processes where the student takes an active role, the teacher is a facilitator and Learning becomes a collaborative practice to achieve a goal related to the student's daily experience. This teaching material opens the possibility to students appreciate a teacher who considers their lifestyle, their context and their way of thinking. they also show interest in the class by feeling motivated to do this type of classroom work which allows them to be creative and demonstrate their talents.

The feeling of motivation will not be only reflected in the students but also in the teacher who eventually take with him some academic products that accounted for the effort of a whole process of teamwork with his students, a blog made to talk about and write about.

CHAPTER 9: INDEX

Audio of the diagnostic activity:

https://drive.google.com/file/d/15anw29rlcJS6O-8NQUI2zRXlUWaevCPC/view?usp=sharing

Figure 1

First Pair Evaluation

Figure 2

Second Pair Evaluation

Una Universidad con Presencia
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RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.
A continuación se explican los descriptores para la interpretación del puntaje obtenido.
55 -60: Excelente
45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos).
30 - 44: Aceptable(es un material que requiere ajustes sustanciales).
Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

FUNDAMENTACIÓN PEDAGÓGICA	VALORACIÓN
El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje.	1 2 3 4 5
La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan el trabajo individual con el grupal, la verificación de los saberes es pertinente, etc.	1 2 3 4 5
La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular.	1 2 3 4 5
Las instrucciones son pertinentes puesto que se evidencia uso adecuado del código lingüístico en cuanto a claridad y concreción, otros códigos comunicativos propenden por el entendimiento, etc.	1 2 3 4 5
CONTENIDO	
Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente y clara.	1 2 3 4 5
Los objetivos se encuentran articulados con las actividades y las competencias propuestas.	1 2 3 4 5
La información ofrecida es relevante y de interés para la formación de la población seleccionada.	1 2 3 4 5
La información abordada en el material se basa en situaciones de la vida real y se articula con políticas educativas en el campo disciplinar.	1 2 3 4 5
Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico.	1 2 3 4 5
DISEÑO	
La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impacta favorablemente y genera interés.	1 2 3 4 5
El material facilita la reflexión del estudiante en torno a su proceso de aprendizaje.	1 2 3 4 5
Se favorecen procesos de interacción que dinamicen el proceso de aprendizaje.	1 2 3 4 5

OBSERVACIONES: After reviewing the web page, it is worth mention that it is

designed accomplishing the established parameters in regard the material design. In

general terms, it is an interesting tool to support the English learning process.

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Material de trabajo elaborado por Angélica Aguilón Lombana

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