

Effects of online video-making tasks on B1 university young adult learners' negative language  
transfer in their written discourse

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This research report is the result of my own work and includes nothing that was done in collaboration with others.

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(Signature)

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## **ABSTRACT**

This paper reports an action research Project which examined the effects of online video-making tasks on B2 university young adult learners' negative language transfer in their written production. The study was conducted at La Sabana University with 14 students who belonged to level 4 pre-intermediate according to the university standards. Surveys were used to establish student's perceptions towards the use of ICTs such as online video-making tools for academic purposes. Students created videos using xtranormal and one true media to practise the vocabulary and grammar learnt in class especially false friends that have affected their written discourse. Glaser & Strauss (1967) Grounded theory was used to analyse the data which reflected an increase on student's awareness of false friends between English and Spanish as well as the use of videos to foster autonomy.

*Key words:* online video-making tools, negative language transfer, false friends, ICTs, autonomy, xtranormal, one true media.

## **RESUMEN**

En este documento se reporta un proyecto de investigación acción que examinó los efectos de herramientas para la creación de videos en línea en la transferencia negativa de lenguaje de estudiantes B2 en su producción escrita. El estudio fue realizado en la Universidad de la Sabana con 14 estudiantes que pertenecían al nivel pre-intermedio según los estándares de la universidad. Se utilizaron encuestas para establecer las percepciones de los estudiantes hacia el uso de las TICs tales como herramientas para la creación de videos en línea con fines

académicos. Los estudiantes crearon videos utilizando los programas xtranormal y one true media para practicar el vocabulario y la gramática vistos en clase, especialmente falsos cognados que afectan su discurso escrito. La Teoría Fundamentada de Glaser & Strauss (1967) fue utilizada para analizar los datos que reflejaron un incremento en el conocimiento que los estudiantes poseen de falsos cognados entre Español e Inglés y el uso de videos para fomentar la autonomía.

*Palabras clave:* Herramientas para la creación de videos en línea, transferencia negativa del lenguaje, falsos cognados, TICs, autonomía, xtranormal, one true media.

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## **Chapter 1: Introduction**

This research project was conducted in order to highlight the importance of technology in not only the acquisition of a second language but also on promoting autonomous learning behaviours. The study claims that through the use of web 2.0 technologies such as video-making tools, young adult learners can increase their language awareness of false friends between English and Spanish as well as display motivation about the use of these tools for academic purposes.

The document is divided into six chapters. Chapter one starts with a description of the problem that emerged from the classroom to subsequently show the research question and objectives that guided the study. Finally, the justification of the use of web 2.0 technologies for academic purposes is presented as well as the benefits students and teachers may potentially have from the experience described. Chapter two provides a general view of the literature consulted and the constructs that were considered for conducting the research. In chapter three the research design is described through the analysis of the type of study that was conducted, the role of the researcher that carried it out, the participants involved alongside their context, and an overview of the data collection instruments and procedures that were used to collect data. Chapter four gives a description of the steps and processes followed to solve the problem as it is stated in the pedagogical intervention. Chapter five explains how the analysis of the data was conducted and the findings that emerged from this analysis. Finally, Chapter six, which is the last chapter, shows the conclusions that were drawn from this action research project, the pedagogical implications, limitations and further research that might derive from this research.



**Statement of the Problem:**

This project emerged from the reflection I have had considering my students' immediate needs and what I have evidenced throughout my classes after some years of experience working with young adults at different English levels. The point being assumed here is that "false friends" or "false cognates", as some authors such as Inkpen and Frunza (2005) use the term interchangeably, are frequently immerse in students' oral and written discourse causing misunderstandings and sometimes complete communication interference. In this study the term false friend is defined as words or phrases of two languages that look or sound alike but do not convey the same meaning as it is stated by Wagner (2004) in his research conducted at Dublin City University. These words are highly common in my lessons and students seem to be unaware of the mistakes they frequently make.

Additionally, technology is becoming increasingly important in our lives and learners are using the internet more frequently than we do, as a consequence, we teachers are often far less skilled and knowledgeable than our own students when it comes to the use of technology currently in use such as web 2.0 tools. This general lack of information and communication technology (ICT) training for teachers also mean that students are less exposed to new technologies in the classroom. After conducting a survey, I established that my students were using web 2.0 tools such as social networks (Facebook, Twitter, etc), chats, e-mails and videos for mostly entertaining; however, they reported using them hardly ever for academic purposes. Besides, I found out that they were also interested in using the internet in and outside the classroom for different tasks such as making and sharing videos. This gap between student's interest of ICTs and their use in the classroom for academic purposes was the starting point to

conduct this study as well as the use of web 2.0 technologies to deal with the language problem previously mentioned.

Furthermore, based on observation I determined that the participants showed a lack of autonomous learning behaviours, that were manifest over the semester, such as forgetting homework, not using the language resource centre at university, and not helping their peers. This lack of autonomy and independent learning behaviours have affected students' performance since they are expected to study two hours independently to practise the concepts already seen in class.

To summarise, this study was devised to tackle three crucial issues that became apparent after my observation of the participants' behaviours, a preliminary survey, and my personal view of teaching. The first aspect was the presence of false friends in students' written discourse, the second aspect was the need to bridge the gap between language learning and the use of ICTs for academic purposes, and the third aspect was the lack of autonomous learning behaviours that my students displayed. These three issues were addressed due to their relevance to the student's needs and the interest they had displayed in the use of technology for academic purposes. Based upon these issues I came up with the following research question and objectives that guided the whole study.

**Research Question:**

*“What are the effects of online video-making tasks on B1 university young adult learners' negative language transfer in their written discourse?”*

**Research Objectives:**

- To determine the effects of online video-making tasks on B1 university young adult learners' negative language transfer in their written discourse.
- To identify differences in the effect that online video-making tasks and non-video making tasks might have on students' autonomous learning behaviours.

**Rationale:**

This project was devised with the aim to minimise students' negative language transfer in their written production, to foster autonomous learning behaviours (in terms of motivation) and to implement ICTs for academic purposes. The importance of the project lies on the impact it might have on students' awareness of false friends in their written discourse. The more students are aware of false friends the better their discourse will be since they will communicate their thoughts and ideas more effectively. Additionally, when students start developing strategies that lead them to become autonomous and independent learners, they will play a more active role in their learning processes and subsequently will reflect on their roles in our society. The project intended to foster these skills by providing students with web 2.0 technology such as online video-making tools and strategies such as peer-correction that help students achieve their educational goals more independently and autonomously.

Besides, as Dudeney & Hockly (2007) say younger learners are growing up with technology and it is a natural and integrated part of their lives. These young learners, who are mostly digital natives, are eager to use new technology in the classroom whereas teachers, who may be considered digital immigrants, are rather reluctant to do so due to lack of training, lack of confidence, or lack of facilities. This project intends to bridge the gap between web 2.0

technologies and the language learning that takes place in and outside the classroom in order to provide educators with ideas to implement this type of tools for academic purposes. It was really interesting to engage students in the use of these tools academically and make them aware of the infinite opportunities they have to improve their writing skills through their use. According to Flee (2010) web 2.0 tools such as xtranormal and one true media, enable students to display their learning in new and different ways that engage them in the learning process more than traditional research papers.

I decided to use xtranormal and one true media which are online video-making tools to facilitate my students' learning process as well as increase their intrinsic motivation to achieve their educational goals and become autonomous learners. According to Tomalin (1986), videos can help teachers and learners in varied ways such as showing acceptable social behaviour in action, especially in the difference between formal and informal behaviour and language in English-speaking countries. This was fairly evident through the study since students felt "free" to use formal and informal speech considering the task designed for the target false friends studied in class. Furthermore, students reported having fun creating the videos, specially using xtranormal since they were able to manipulate many elements such as number of avatars, scenery, gestures, camera angles, etc, that empowered them to convey a thorough idea through their videos.

Teachers, researchers and students may benefit from this document in a number of ways. First of all Students will be better able to use ICTs because as Teeler and Gray (2000) claim, this type of tasks provide a non-threatening introduction to technology in the classroom that will reduce students' anxiety. Besides, they can forestall future difficulties as well as motivate the learners to go about implementing strategies that will generate life-learning methods and

autonomy. Secondly, learners will build up their vocabulary by clarifying the use of the most common false friends that have been evidenced in my classes; as a consequence, their English discourse will be greater improved since their utterances and ideas will be expressed more effectively and accurately. Furthermore, learners will be exposed to tools that they enjoy using and will give them the opportunity to educate themselves by drilling concepts that they have already been introduced to in the classroom. Teachers may also benefit from the use of these on-line materials with some ideas to carry out their own activities regarding their students' most immediate needs, interests and contexts regardless of the learning environment (F2F, Blended or Virtual) they are currently working in.

Finally researchers might find this project useful as a starting point to conduct their own research in the area since it will provide a solid ground and a point of reference to work on issues that are critically affecting students' realities and learning processes in the classroom. The incorporation of ICTs may also have an impact on researchers who are looking for innovative methods and strategies to support the learning of English or any other language regardless of the environment or approach.

## Chapter 2: Theoretical Framework

This project will deal with a number of aspects that include linguistic, pedagogical, and technological issues that are intertwined in order to tackle a language problem that has emerged from the classroom itself. Regarding studies such as those conducted by Bull (1995) and Crossland (2001), the material to be learnt in a lesson need to be bound to a defined teaching approach that allows the teacher incorporate into the teaching framework, influences such as the possibility of transfer from other languages; however, approaches to the development of CALL programs such as videos, have not generally been able to support negative language transfer due to the lack of interaction and ability to as Bull (1995) stated “reason about” the target language. According to Ringbom (1983) cited by Bull (1995), proficiency is a determining factor that affects the extent of transfer since a student is more likely to transfer from a language in which he or she has a higher degree of fluency. On the other hand Crossland (2001) remarked that recently computers have become more powerful, widespread, and cheap; increasing dramatically their use in education, consequently they are now used to teach learners from a variety of ages and who belong to different subject areas.

It has been reported by the authors previously mentioned that a multimedia gadget may benefit the learner insofar as a pedagogical and suitable approach is chosen regarding theories of learning that match students’ interests and contexts. According to Crossland (2001) learners may benefit from ICTs since they might receive instant feedback, move at their own pace, feel motivated about tasks and independent work, access authentic up-to-date topical online materials in the target language, and encourage the use of language for real purposes in a variety of contexts including everyday social and personal activities as well as international aspects.

Interaction is also established among learners and the use of video may help this interaction become more authentic due to the features that can be displayed (gestures, register, moods, etc).

All these aspects were considered in the study permitting the inclusion of ICTs in the classroom in order to reduce negative language transfer as well as foster motivation and false friends' awareness.

The following are the constructs this project considered in order to establish theoretical fundamentals to its development.

**Constructs:**

**Autonomy:**

According to Benson (1995), autonomy is defined as the freedom to determine one's own actions and behaviour. It refers to the capacity of a rational individual to make an informed decision. There are a number of authors who have talked about autonomy among them Smith (2003), and Lamb (2004). According to Smith autonomy can be seen from two perspectives in an academic and educational context: Teacher's autonomy and learner's autonomy. He makes an analogy with other definitions of language learner autonomy, which in his own words might be defined as "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others". From his point of view the teacher should develop autonomy and face constraints that learners must cope with through their learning process as well as the ones that emerge from his own teaching experience. According to Smith (2003), teacher autonomy must be seen in the more commonly understood sense of the term. There is a recent discussion on what language learner autonomy is but apparently most of the authors coincide with the idea of teacher-learner autonomy in relation to a variety of areas of pedagogical, attitudinal and content-related expertise that seemingly have an intrinsic value within teacher

education programmes. Since teaching-learning are intertwined in many ways it is true to say that teachers are encouraged to apply pedagogical interventions that foster autonomy in their students in order to promote life-long learning behaviours.

Wu (2008) claims that there is a marked connection between autonomy and life-long learning; therefore, teachers should cultivate a type of learner that can continue life-long learning processes independently without much teachers' intervention and able to take control over their own learning. Additionally Lamb (2003) remarked that independent learning can mean many things, depending on context and the reasons for developing it. We therefore cannot evaluate or define autonomy without being aware of the context, appropriate criteria, acknowledgement of own value system, and cultural background. All forms of pedagogy have their place if the context is appropriate and we are aware of what the learner is actually doing. Benson (1997) cited by Lamb (2003) defined autonomy regarding three different categories: Technical, Psychological and political. The first one dealing with aspects such as strategy training, positivist, and individualist, the second one mentioned elements such as learner training, constructivist, and individualist, and the latter focuses on empowerment, critical theory, control of content, social dimension, connection with real life, voice, and critical pedagogy.

In the field of language learning, autonomy can be defined as Benson (2001) stated “individual effort and action through which learners initiate learning, strategic action, problem solving, and the generation of linguistic input”. This definition reinforces the idea of learners adopting an active role in their learning processes, setting attainable goals, selecting materials and following processes to achieve their objectives and evaluate their progress.

**Motivation:**



There is still a discussion among authors to define whether motivation is a product of autonomy or the other way around. Benson (1995) mentioned that autonomy is a powerful motivator since learners mostly display a need for autonomy, preferring to adopt an active role in their learning processes rather than having teachers or tutors set the learning goals for them. On the other hand authors such as (Chan, et al. 2002) found out through research that motivation must precede autonomy. They stated based on their findings that “motivation is a key factor that influences the extent to which learners are ready to learn autonomously, and that teachers might therefore endeavour to ensure motivation before they train students to become autonomous”.

There are some strategies that according to Dörnyei (2006) teachers can adopt to motivate autonomous learning behaviour in their students. These strategies are essentially to allow learners select real choices about as many aspects of the learning process as possible, to hand over functions to the learners for cooperative work, and to adopt the role of a facilitator rather than instructor. In this study motivation will be considered a key factor that fosters the development of life-long learning practices which will empower learners to become autonomous learners.

### **Negative Language Transfer:**

According to Chacon (2006) in second language teaching, the historical relationship between the first (L1) and second language (L2) has frequently been analysed from two different perspectives as far as the lexical component is concerned. First, as an element that facilitates the language learning process depending on the linguistic closeness (positive transfer) and second as a determining factor that hinders the way learning takes place as a result of the interferences caused by the undesired similarities or differences between the languages involved (negative transfer). Extensive research has been done in the area of native language interference in the

target language. Dulay et al (1982), Lott (1983), Ellis (1997), Selinker (1971) and Seligar (1988) cited by Bhela (1999), refers to interference as the automatic transfer due to habit of the surface structure of the L1 onto the surface of the L2, errors in the use of the target language that can be traced back to the mother tongue, and influence that the learner's L1 exerts over the acquisition of L2 constructing their own interim rules with the use of their L1 knowledge. Bhela (1999) remarked that second language learners tend to rely on their first language structures to produce a response when writing or speaking the target language.

True cognates bring about undeniable help to learners with specific linguistic backgrounds; however deceptive cognates or false friends represent a true learning problem when they become rather frequent because students usually try to infer the meaning of those familiar words without checking their meaning and it is really improbable that they realise the mistakes they made unless explicit information is provided. Cross-linguistic influence tends to be present in language learners' production when their native and target language are typologically related. Spanish comes directly from Latin and even though English is a Germanic language, it has been influenced by Latin in different times. Furthermore, English and Spanish are in contact in many parts of the world; consequently, false friends tend to keep appearing.

### **False Friends:**

They are pairs of words in two languages or dialects (or letters in two alphabets) that look and/or sound similar, but differ in meaning. This term is usually connected to the term false cognates which are similar words in different languages that appear to have a common historical linguistic origin (regardless of meaning) but actually do not. Several studies have been carried out by authors such as Bhela (1999), Wagner (2004), Chacon (2006) and Dangan (2006) in order to display the most common false friends in a number of languages, particularly English compare

to French, Spanish, Portuguese, Russian, Polish, German, Filipino, and Italian. These authors used the terms interchangeably making reference of them as false friends, false cognates and false lexical equivalents. In Colombia Aguirre and Ramos (2009) conducted a research at a private university on guiding students in the use of different reading strategies such as reading non-text information, skimming and scanning, using contextual reference, predicting, and using true/false cognates as a first step towards autonomous learning. The study claims that exploiting transparent words (true and false cognates) can help students become more autonomous learners. In this project, the term false friend will be defined as words or phrases of two languages that look or sound alike but do not convey the same meaning Wagner (2004).

### **Videos in the classroom:**

Videos have been a valuable resource for the teachers in the classroom. According to Stemplenski and Tomalin (1990) it is only recently that video has moved from being something that is switched on and left to present language without the teacher's intervention to becoming a resource for classroom activities in which many different kinds of video materials are exploited in a variety of ways. Video can be used at every level, both as supplementary material for language reinforcement and skill practice as well as the main component of an intensive course or course module provided that suitable material is available. Videos can be used by institutions especially at basic levels, since students are more likely to benefit most from its power to motivate and to provide direct access to comprehension by putting language in context.

Videos can also be used to drill or teach new vocabulary. Stemplenski and Tomalin (1990) also stated that videos can operate successfully when teachers want to devise activities for vocabulary development. These activities are mostly focused on new lexical sets to be learnt through sequences, or vocabulary review where activities are meant to reinforce language

already presented or learnt. The same authors reported from their wide experience in training teachers in primary, secondary and adult education world-wide, that the introduction of a moving picture component as a language teaching aid is a crucial addition to the teachers' resources. Videos can be considered valuable tools through different considerations such as motivation, communication, nonverbal aspects of communication and cross-cultural comparison. First of all and more importantly to this project through motivation, children and adults feel their interest quicken when language is experienced in a lively way. A combination of moving pictures and sound can present language more comprehensively than any other teaching medium as well as displaying this language more realistically too. In addition, video can take students into the lives and experiences of others. This last fact is to a great degree exploited using video-making tools since students are able to create scripts, manipulate gestures, expressions, postures, dresses and surroundings as eloquent as we actually do in real life. As a consequence, videos make students more ready to communicate in the target language focusing on vocabulary (such as false friends) and structures through tasks that reinforce language and lexical sets already presented or learnt in the classroom.

### **Online Video Making Tasks:**

According to Agarwal (2004) online video-making tools are mostly used to edit or create videos for entertainment or sharing. People can create a short movie from a number of clips enhancing the video with captions and titles, transitions, video effects and finally share the vacation movie with friends and family on the web. Editing video, such that it looks interesting, is undoubtedly the hardest thing to do in the entire workflow especially if the user is not a professional. In the pre-Web 2.0 era, there were complex video editing software available on the internet like: Ulead VideoStudio, Adobe Premiere, Pinnacle Studio. Anybody who came bundled

with a video camera in order to make simple edits but not anymore was able to create videos thanks to dozens of online video-editing services that make editing and sharing videos a snap. Not only are these online video-editing tools free, they also involve little or no learning curve. They require no software downloads or installation and work inside any web browser. And they offer editing features that should suffice the needs of most casual videographers.

### **Xtranormal:**

In the web 2.0 era there are a bunch of online video-making tools that are user-friendly and really attractive for educational purposes. One of those online video-making tools is xtranormal whose mission is to bring movie-making to the people. In its official page xtranormal creators mention that everyone watches movies and therefore they can make movies. Movie-making, short and long, online and on-screen, private and public, will be the most important communications process of the 21st century.

Their revolutionary approach to movie-making builds on an almost universally held skill which is typing. They said “You type something; we turn it into a movie”. Xtranormal presents three different features for customers: state, text-to-movie and showpaks. In this research students used text to movie which was the most suitable tool for them to work on their written discourse as it is mentioned by Peachey (2008).

### **About text-to-movie**

This feature empowers the user to create their movies by typing the scripts and setting the characteristics that the scene will display. The options users have are:

### **Design Your Scene**

This online video-making tool offers the user a variety of artistic sets and actors to fill their stage.

### **Custom Camera Angles**

Users can unleash their inner Spielberg, or leave the camera work to be done automatically. Users can frame their action by selecting a pre-defined camera shot, making and saving their own setup, or rely on creator's Magicam option for automatic camera switching.

### **Drag-and-drop Animations**

Users can quickly bring their characters to life with the patented drag-and-drop animation system available on the web.

According to Peachey (2008) there is quite a range of characters and backgrounds that are offer to the users, so the possibilities for creating situational dialogues is terrific and users can also build these scenes into a series, so this would be great for longer projects too. Peachey also reported in his blog the features from this tool he enjoyed the most. These features are: It is free at the moment, sort of quick to use, it is a way to display the language and vocabulary students are learning by producing a "finished product", It is entertaining and creative, it is a flexible and adaptable tool that can be used by teachers to create materials for their students, it is a way to getting students to listen and to write.

In an educational context teachers can use this tool with their students as follows:

- Teachers can use it as a novel way to present language in context by creating small scenes for their students to watch.
- Teachers can get their students to create dialogues for specific contexts. We could even give students specific tasks (Convince your partner that vans are better than automobiles- Try to convince your partner to buy shares in Renault and not Ford) get the students to work in pairs, taking it in turns to create each side of the dialogue, then they can show the class their work.

- Teachers can get students to create news reports and then create a movie of their own news bulletin.
- The Teacher or their students could create monologues of characters telling jokes or stories or reading poems and develop this into an animated talent show.
- There is both a rating feature and a comments feature, so once students have finished their work they can look at and rate each others' videos
- There is also a 'Remix' button on each movie which enables teachers to grab a copy of someone else movie and make it their own and remix / change it. The teacher could also create movies with errors in the script and ask the students to remix the movie.
- Teachers could create a movie with only one half of the dialogue. Their students would then have to remix it and add the script for the missing person.
- Teachers could create the first scene from a story and get their students to create the next scene.
- Teachers could show their students scenes from real films or a TV series and then see how much of the scene they can recreate.
- Teachers could get students to create their own soap opera, adding a new scene each week.

Xtranormal also gives the option to create movies in real time on the user's computer.

The minimum requirements are Windows XP Service Pack 2, 1GB of RAM, 64 MB 3D Video Card with DirectX 9 and Vertex Shader 1.0 support, 1.8 Ghz Single Core Processor. The recommended configuration is Windows XP Service Pack 2 or Windows Vista, 2GB of RAM, 128 MB 3D Video Card with DirectX 9 and Vertex Shader 1.0 support, 3.0 Ghz Single Core

Processor or 1.5 Ghz Dual Core Processor. Although this option was also available, students did not use it since it was not considered appropriate for the study ultimate goals.

People who want to use xtranormal video-making features need to register and comply with their terms of service such as age requirement (users who are under 13 cannot register unless their parents or an adult do it for them) which are publically displayed in their official webpage [www.xtranormal.com](http://www.xtranormal.com).

### **One True Media:**

As to one true media, it is a tool which gives users the option to mix pictures, videos and text with fresh and stylish effects in order to create video montages. One true media was founded in January 2005 to provide consumers with easy-to-use tools to mix and share their own video creations. According to the creators their mission is to empower users to express themselves in new and creative ways and to share their creations with their most important network. They bring technology which is easy to use, makes the creative process fast, fun and rewarding, enables the user with one click to transform their creations into shareable online videos and DVDs and works equally well with most media types and formats.

In order to use this online video-making tool features, users need to register and comply with the terms and conditions describe in their official webpage [www.ontruemedia.com](http://www.ontruemedia.com). To register as a member of one true media, students or users are required to be 13 years or older and they have to provide their email address and a password. One true media provides members an easy, safe, and fun way to create and share video montages, online slideshows, and prints without expertise in the video-making field. This web 2.0 tool offer features that may be exploited for academic purposes such as the free exchange of montages that students create using their own pictures, videos, sounds, and words to display their thoughts and language



knowledge in a particular and original way. One true media compared to other similar tools such as animoto, also offers a bigger capacity to create videos and upload them in social networks such as Facebook, Youtube, and Twitter.

Video making tools such as one true media allow people to upload files in virtually every video and image format including Flash Video, Windows Media, iPod MP4, QuickTime and more. There is other software called JumpCut which would also let users import Photosets from Flickr or Facebook directly. Once media clips (movies, audio and photos) are inside the JumpCut web-based video editor, the user can rearrange the position of clips in the timeline by simple drag-n-drop, extend or shorten the play duration of different clips and trim the uninteresting portions of video.

While it is not fair to expect professional-looking video quality from any of these online video-making programs, the advantages are still far too many for the majority of users since they don't have to buy expensive software or equipment to edit their videos or pictures, and they can easily learn how to upload their videos directly in one true media and then have it exported to other sites to instantly shared them with the world.

Online video-making tools have been recently increasing their popularity among teachers all over the world. From primary school teachers who created an account for their pupils to practise grammar and vocabulary in several languages such as English, Spanish, and French, to university professors who have used these tools to introduce new topics related to science and other subjects and have their students create videos to foster motivation, interaction, and learning strategies such as peer assessment. It is true to say that these tools are truly appealing to language teachers who find in them a huge number of opportunities to engage their students in tasks that usually seem to be boring or impractical for them.

Picardo (2009) commented in his blog how these tools have helped him motivate his students to learn Spanish. He conducted a project with his 9 year group of pupils to turn a rather boring topic (learning vocabulary) into something a little bit more memorable, the making of a short film. He stated at the end of his project “We will probably not win a Bafta or an Oscar for our efforts but we certainly succeeded in learning vocabulary and expressions from a topic which is otherwise dull and uninspiring in an imaginative, stimulating and creative way.” He also mentioned that we teachers should be encouraging our students to use the tools they have available, those to which they are familiar with if we are to ensure that they remain engaged and motivated.

Unluckily there is no much evidence of studies conducted locally using these tools in the classroom for revising or drilling vocabulary. However, there is a project called “*Designing online video-making tasks to increase fourth graders motivation for autonomous learning behaviour*” carried out at La Sabana University by Jorge Zea a candidate of the Master’s in English language teaching offered by the faculty of international languages and cultures in which he used online video-making tools such as xtranormal, animoto, among others to foster autonomy on his students at primary level. This project provided considerable and significant input regarding this kind of tools available on the net and how they can be used in an English teaching context.

This study becomes really innovative since it mixes elements that have never been put together before. The idea of applying videos to improve students’ awareness of false friends and subsequently their written discourse is supported by students’ interest in videos and the teacher’s motivation to apply new methods and tools to tackle a problem that has emerged from the classroom. Many researchers have analysed this problem from different perspectives which

frequently have to do with reporting the words (false friends in a language compared to English) rather than implement web 2.0 technologies to minimise their impact in students' written discourse and foster autonomous behaviours.

### **Written Discourse:**

According to Worrall (2010) discourse is natural spoken or written language, with meaning being transferred through the statements of a text in a context. Discourse analysis is a discipline that studies the relationships between the language and the context where it is used. Authors such as McCarthy (1991) cited by Worrall (2010), stated that this discipline is actually interested in what language does or is doing rather than just the functions it performs and the grammar and lexical forms used. Students are frequently exposed to spoken and written communication on a daily basis and teachers try to present written texts which are coherent means of communication where words and sentences are connected to one and another in a fashion that complies with a conventional formulae, norms and rules that people adhere to when they come up with new texts. For English learners it is sort of difficult to identify these textual patterns which are manifested in functional relationships between the parts of a text.

Thornbury (1997) said: "As readers, we assume that the organisation of the text is not arbitrary, but that it serves to convey the writer's intention- that it makes the writer's intention coherent" Since students' vocabulary store is not that comprehensive at intermediate or pre-intermediate levels, they tend to misuse words they think convey the same message in different languages (false friends) and subsequently their writing products may not be that meaningful to communicate their thoughts or ideas. Nunan (1991) stated that skilled writers will revise their writing at all levels of lexis, sentence and discourse, consequently teachers should not devote so much time to the mechanics of grammar, spelling, punctuation and vocabulary.

Grammar and vocabulary should not be separated since grammatical rules do not exist independently of words; on the contrary, they are within words regulating how words are linked together in a hierarchical combination to convey quite complex thoughts. Halliday (1994) mentioned that knowing how to use a word in any language, means being acquainted with its grammar, which forms it can take, which structures it can occur in, and which other words and structures it can co-occur with. According to Nunan (1991), it is the role of the teacher to guide the learners regarding writing both as a product (where the learner imitates, copies and transforms models of correct language) and as a process (i.e. the cognitive processes which competent writer go through in order to achieve their objectives in a text).

Based upon these premises, it is fairly clear that writing is a complex process which must be guided and encouraged by a warm, friendly and nonthreatening environment where students feel comfortable to write spontaneously, and as stated by Smalzer (1996) a process where students feel encouraged to think more clearly and critically to foster their own voices as writers. Writing is usually seen as a three-stage procedure where the writer moves from pre-writing to draft-writing and re-writing. According to Hamp-Lyons and Heasley (1987) these steps conduct to a final written production based on a process which requires re-thinking and organising ideas rather than starting all over again. In this project students followed these steps to create their final products with the support of their classmates through peer-correction.

Writing needs to work on discourse and cognitive issues alongside grammar, therefore teachers interested in helping students improve their writing skills, should not focus on the writing form but as stated by Hyland (2003) to develop strategies that lead students to follow a process to generate ideas and consequently make them feel free to express their thoughts knowing they will not be judged for the final outcomes. When students start experiencing writing

by means of their free and own production, they will be acquiring knowledge throughout the principle of constructivism, since students will be better able to build up their own constructs, taking a more active role in their learning processes and eventually developing autonomous behaviours regarding their performances at any field.

### **Chapter 3: Research Design**

This chapter will provide an overview of the structure that was used to develop the present research. First, there is a description of the type of study applied as well as the researcher's role in the project, then the context and participants involved in the study are described. Finally, a general description is given of the data collection instruments and procedures used to analyse the data gathered.

#### **Type of Study:**

The type of study I conducted was action research which is a kind of research that emerges from the classroom itself. It is a reflective process of progressive problem solving conducted by individuals working to improve the way they address issues and solve problems. This type of research can also be carried out by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the environment within which they practice.

Considering the characteristics stated by Burns (1999), action research involves a self-reflected, systematic and critical approach where more than one cycle can take place in order to analyse deeply the whole process concluded with the generation of a number of findings and tentative conclusions which are consistently backed up with data. This cyclical approach is what empowers the researcher to reflect upon the study conducted and make informed decisions in order to implement different actions or make any necessary changes to accomplish their ultimate goal.

Action research involves the characteristics of qualitative research where interpretations are motivated by data resulting from teachers' real educational contexts. According to Sagor (2005) action research is an investigation conducted by the person or the people empowered to

take action concerning their own actions, for their purpose of improving their future actions. This type of research might be considered descriptive or quasi-experimental depending on the ultimate goal set by the researcher. When researchers try to understand what is occurring they are engaged in descriptive research whereas when the research is primarily concerned with testing a hypothesis, it is considered quasi-experimental research.

This action research study included the stages suggested by Sagor (2005). He suggested a four-step cycle that helps us bring to surface the critical knowledge and insights required to improve our teaching practice and help our students achieve their learning goals. In the first stage which is clarifying visions and targets, I determined what I wanted to accomplish, then in the second stage this goal was articulated with a theory or approach that seemed to offer the greatest potential to achieve the research objectives. Afterwards, in the third stage I implemented my theory of action and collected the data that helped me understand its efficacy and functionality. Finally, in the fourth stage I reflected on the data obtained and based on it planned informed actions.

**Researcher's role:**

My role in this study was as a teacher-observer according to Freeman (1998). This role requires the researcher to gather data and design the tasks to be performed as well as provide instruction to the participants. In the classroom I played the role of facilitator rather than teacher in order to help my students develop autonomous learning behaviours. As an observer, I registered learner's behaviours, reactions and changes within the classroom in order to report on the application of the action plan.

**Context:**

The study was conducted at La Sabana University with a group of 14 students from different faculties who were taking regular English lessons from Tuesday to Friday at 8:00 a.m. Each lesson lasted one academic hour and students were expected to work at least two hours per week independently. Their level was pre-intermediate according to the university standards or B1 regarding the Common European Framework (CEF). The university requires students to take English lessons in the proficiency program offered by the faculty of foreign languages and cultures. By and large there are seven levels which usually last one semester each (except break courses which last one month). Students are to sit a placement test to verify what their competences on the language are and subsequently be placed in the most appropriate level regarding their skills. Some faculties required certain level of English to permit newcomers enrol in their academic programs for instance the faculties of Gastronomy, Social Communication and Business Administration require their students to start from level 5 (intermediate). Students who display a high command of the language or have obtained good scores in an international exam such as TOEFL or IELTS are automatically exempted from taking English lessons and use these credits to study a different language.

The class originally consisted of 19 students who appeared in the official list; nonetheless, two of them did not attend lessons and consequently failed the course after completing 10 absences. The other three students decided not to sign the consent letters since they did not want to participate in the project. The English lessons at La Sabana University have a communicative approach component where learners receive input in a rather student-centre way. Teachers usually adopt the role of facilitators in order to engage students in their learning



processes through the instruction of learning strategies that will end up fostering long-life learning practices and help students become autonomous learners.

### **Participants:**

The study was conducted with 14 students (8 men and 6 women) whose ages ranged from 17 to 23 and belonged to different academic faculties in the university such as social communication, Industrial Engineering, law, physiotherapy, and business administration. Their English level according to the university standards was pre-intermediate; however, they displayed a high level of understanding and language skills that placed them in band B1 according to the Common European Framework. The majority of students come from wealthy families; therefore, some studied in bilingual schools and others had the chance to travel abroad and even lived for some time in English-speaking countries.

After taking Memletics test available on line <http://www.learning-styles-online.com/inventory/>, it was evident that most of the students' learning style was visual and logical. According to these results, learners who use the visual style prefer using images, pictures, colours, and maps to organize information and communicate with others. Additionally, they can easily visualize objects, plans and outcomes in their mind's eye. These results were confirmed in the survey they filled out at the pre-stage of the project proving that the implementation of videos to drill and present the new vocabulary was the most appropriate approach for the study. The group has displayed high levels of diffidence when students are asked to speak in front of the others; notwithstanding, they are eager to participate and carry out the activities proposed for the course in class. As to their language needs, generally speaking students have shown a strong command of basic tenses; nevertheless they need further practice

of perfect tenses. Additionally, they need to recycle the vocabulary already seen in previous lessons.

Finally, participants have displayed throughout the semester lack of autonomous learning behaviours. They reported not attending the university language resource centre called STUDIUM because either they were new in the university and did not know about it or just because they did not have time to go there and practise the contents already seen in class. Besides, they occasionally do not submit their homework on time and do not assess their own performance or their peers'. This lack of autonomy was also a starting point to develop the present project.

### **Data Collection Instruments:**

In order to gather the data required to conduct the study, I used surveys, teacher's journal, artefacts, pre-tests and post-tests. These instruments were designed considering the objectives previously set and the data needed to answer my research question in order to ensure triangulation of the data gathered to provide valid and reliable results.

### **Surveys:**

According to Nunan (1991), surveys are elicitation techniques used to find out what is happening or how people think about a specific topic at a particular time. Surveys usually consist of eight stages:

1. Define objectives
2. Identify target population
3. Literature review
4. Determine sample
5. Identify survey instruments

6. Identify survey procedures
7. Identify analytical procedures
8. Determine reporting procedure

Some of the advantages of surveys mentioned in the Writing Guides Survey Research (1993) are the fact they can be easily generalised to the population they were designed to represent and that many questions can be asked about a given topic providing considerable flexibility to the analysis. In the study two surveys were applied before the pedagogical intervention in order to establish the starting point students were in, considering their knowledge and awareness of false friends, their attitudes about ICTs for academic purposes, and their autonomous learning behaviours. After the pedagogical intervention the participants answered the same surveys (with some modifications) to identify the effects that the study had had on their perceptions of the topics analysed. All surveys were in English and they were devised regarding Burns (1999) suggestions such as the need for researchers to care that the questions in the survey were constructed to lead to the types of information being sought and to make sure that the students' language level is good enough to answer the questions. She also recommends piloting the questions first with colleagues or a small group of students so that ambiguities or misunderstandings can be identified beforehand

**Teacher's Journal:**

According to Sagor (2005), the more observations are jotted down in the journal, the more information the researcher will have available when arrives at the final stage of the process. This tool seems to be very practical for teachers since it requires little time and the researchers do not even need to write in their journals on a regular basis. When the teacher becomes a researcher, it is essential to document what is actually happening over the project implementation

and provide the rationale for any adjustment in the theory of action. Burns (1999), remarked that being an observer and a teacher or participant in the classroom may create some constraints when taking notes; however, she also places emphasis on the need to record events, behaviours and reflections as soon as possible after they occur, so they remain fresh and can be later reconstructed more accurately. This instrument was used over the whole research in order to register student's reactions, behaviours, and attitudes about the study as well as my reflections and analysis of the events observed before while and after the pedagogical implementation took place.

**Tests:**

Tests are usually applied to corroborate data or knowledge on a given topic. It is advisable to play tests in order to compare the level of achievement learners attain after a given process or pedagogical intervention. Students answered a pre-test and a post-test after each product was created (four videos in total) in order to establish the level of understanding and awareness of false friends they acquired after they received input in the classroom and created their products.

**Artefacts:**

According to Sagor (2005) when people work they produce products, and these products are data. Burns (1999) call some of these products documents but in this research we will use the term artefacts which are basically all the products typically created in schools that can also be used as sources of data such as: lesson plans, grade reports, attendance book, faculty meetings agendas, etc. Such a list could go endlessly; therefore, the researcher must be good enough to select the desirable items that provide the most relevant information regarding the research questions and ultimate goals. The artefacts considered for this research were, lesson plans,

rubrics, products, and grades reports. Student's products were in total four and students had to make either a video or a composition to use the grammar structures seen in class as well as the target false friends that were introduced regarding the specific task.

### **Data Collection Procedures:**

According to Sagor (2005) the quasi-experimental researcher has the same need as the descriptive researcher to deeply understand the context and potential nuances of the environment where the project takes place. As professionals we want the data to be collected in a valid and reliable way in order to use our findings to positively influence our decisions on teaching and learning. The stages used in this project to collect data were as follows:

### **Data Collection stages:**

<b>STAGE</b>	<b>INSTRUMENT</b>	<b>PROCEDURE</b>
<b>PRE-STAGE</b>	SURVEY TEACHER'S JOURNAL PRE-TEST	Two surveys were conducted at the pre-stage of the project to establish students' knowledge and attitudes towards the topics analysed in the study. The teacher's journal was used from the very beginning of the study to keep track of the research evolution. Finally, students were asked

		to write a free composition using false friends to check their writing skills before the pedagogical intervention.
<b>WHILE-STAGE</b>	TEACHER'S JOURNAL ARTEFACTS (Student's products, Lesson plans, Rubrics, Students' marks) TESTS	The journal was used over the pedagogical implementation process as well. Artefacts were devised and collected after each product was created in total students created 4 products. There was also a test before and after each product was submitted were students selected the proper word (false friends) depending on the context.
<b>POST-STAGE</b>	SURVEY TEACHER'S JOURNAL POST-TEST	At the end of the study, students filled out two surveys where they express their thoughts and attitudes towards the study they were

		involved in. Additionally, the journal was used to write more information after the pedagogical implementation. Lastly, students created a composition similar to the one they had made at the pre-stage of the study.
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The data gathered through these instruments were intended to be valid and reliable since according to Sagor (2005) corroboration is accomplished when independent pieces of evidence conduct to the same conclusion. The instruments selected provided enough data to ensure triangulation which is defined by Cohen, et al. (2007) as the use of two or more data collection methods to study human behaviours. Cohen, et al. claim that triangulation is a powerful way of proving concurrent validity that is evident when instruments are used simultaneously rather than one after the other. Looking at Cohen, et al. argument this project ensures triangulation through the use of four main data collection instruments (Surveys, Teacher's Journal, Tests and Students' products). The data obtained from these instruments serve to draw the conclusions presented in this report.

Action research according to Sagor (2005) consists of four sequential stages. In stage one, the researcher needs to determine what he/she wants to accomplish, then in stage two this goal or goals need to be articulated with a theory of action. Afterwards, in stage three the

researcher needs to implement his/her theory of action and collect the data that help him/her understand its efficacy and functionality to finally in stage four reflect on the data obtained and based on it plan informed actions that usually are adjusted from the theory of action devised for the first cycle. Then a new cycle starts again. In this research, it was decided to carry out one cycle of the action research methodology in order to identify the effects of online video-making tools on the students' negative language transfer in their written discourse.

In order to identify these effects I started analysing the problems students displayed in their performance in class. It was evident through observation that students were not aware of false friends between English and Spanish, they liked using web 2.0 technology for entertainment and they showed lack of autonomous learning behaviours. Then, I understood that they needed motivating tasks that help them become aware of their language problem and foster autonomy simultaneously. In order to carry out these tasks students needed access to internet and training on how to use the video-making tools selected to create their products. It was not a problem since all of them had access to the internet both at university and at home. Additionally we held three lessons in the university language resource centre called STUDIUM which facilitated the project development.

Students had an hour lesson devoted to the project per week over five weeks where they received input on the grammar structures studied in the course, the target false friends selected and ideas on how to use the video-making tools to create their videos. Since one of the objectives of this study was to establish differences between the effects of online video-making tasks and non-video making tasks in students' autonomous behaviours, participants were divided into two blocks consisting of seven students each. The first block (Students 1,6,7,10,11,12,13) had to do the first task using online video-making tools (they were able to select between



xtranormal and one true media), and the second block (Students 2,3,4,5,8,9,14) created their first product (compositions or written tasks) using a word processor tool or paper and pen. The blocks alternated the tasks (video-making and non-video making) therefore, each block created four products two videos and two compositions. This was done in order to obtain data to compare the two types of tasks avoiding having a control group. All participants receive the same input, the same opportunity to create their tasks using videos or not, and the same treatment over the study in order to follow an ethically appropriate procedure.

The instruments were applied considering the stages previously mentioned. In the pre-stage, the surveys were corrected considering tutor's feedback. 14 students signed the consent letters and answered the pre-test. In the while stage, session 1 served as a pilot session where students got acquainted with the web 2.0 tools that they used over the pedagogical implementation. Since some students did not attend this class due to external factors, in this session the two blocks were set. Students who attended the lesson made up the first block and those who did not attend it made up the second block. Students were expected to create their first product using the grammatical functions checked in class and the target false friends exit and success. However, they misunderstood the instruction and did not create the products as it was planned. In the next sessions the two blocks created their products considering the instructions given, the grammar functions studied over the semester, and the target false friends set for each session. Sessions 1, 4 and 5 were held in STUDIUM which facilitated the instruction given and the monitoring on students' performance and autonomous behaviours. In the post-stage, Participants filled out the surveys and answered the post-test. They reported having fun participating in the research and learning many new things in and outside the classroom.

## **Chapter 4: Pedagogical Intervention and Implementation**

The project was conducted in three stages in order to pilot the data collection instruments, carry out the pedagogical intervention and analyse the data gathered.

### **Pre-stage:**

After designing the data collection instruments, they were piloted in order to ensure that ambiguities and misunderstandings were identified beforehand, Burns (1999). Students filled out the surveys (appendices 1 & 2) and the pre-test (appendix 3) in order to establish their starting point before implementing the online video-making tasks. The first survey tried to establish learners' attitudes about ICTs for academic purposes, awareness of false friends and learning preferences. The second survey was devised to measure students' autonomous learning behaviours considering elements such as free choice of materials, peer and self assessment, learning habits, teacher dependence and goal settings. The pre-test was a free composition they had to write using different false friends between English and Spanish where I identified their language interference level of awareness. Finally, students were asked to sign the consent letters to participate in the study (appendix 4).

### **While-stage:**

The pedagogical intervention took place over roughly a month where students received five input sessions two in the classroom (sessions 2 & 3) and three in STUDIUM (Sessions 1, 4 & 5) on Wednesdays once per week. Input sessions included lesson plans (appendices 5, 6, 7, 8, and 9) with activities that were meant to help students become aware of the term false friends, and to work on some samples of these words between English and Spanish (ten false friends in total) as well as the grammar structures required for level 4 (pre-intermediate) at university. The classes were planned based on the theory of action that was designed in the first stages of the

research and after each input session students were expected to submit a final product. This product was a video that had to be created using online video-making tools (xtranormal or one true media) or a composition using a word processor or hand-written (non-video making tools).

All participants created 5 products (written tasks) individually; however, the product number one was considered a pilot product since students were using the tools for the first time and did not use the target false friends (exit and success) selected for that product. In the first session seven students did not show up in class due to a conference they had to attend mandatorily; therefore, half of the class received the input session and the rest had to do the activities in their free time. This unplanned situation was used to divide the students into two blocks to create their products, block 1 (students 1, 6, 7, 10, 11, 12, 13) consisted of those students who attended the lesson and block 2 (students 2, 3, 4, 5, 8, 9, 14) consisted of those who were at the conference. These two blocks were set to compare the data collected since the blocks alternated the use of online video-making and non video-making tools in order to compare their effect on students' autonomous learning behaviours. Consequently, each student created four products in total using the tools, including the target false friends for the lesson and the grammar structures required for that week. As far as the study is concerned there were not unethical procedures dividing the group since there was not a control group and all students received the same input in class. The only difference was the type of drilling they applied to complete their tasks.

The first product they created was meant to check their understanding of the task and the use of the target false friends selected for that product. Additionally, students were told that they would assess their own products and their peers using a rubric (appendices 10 & 11) specially devised for this purpose. After receiving the first product I realised students used the tools

effectively; however, they did not use the target false friends. This fact made me adapt the instruction for the next products. From product 2 and on, the students were asked to write the target false friends and the number of the product in the task, thus they did not forget to include the words in the context. This adaptation was successful since students created the next products as it was planned. According to Burns (1999) action research is a process of reflection and adaptation of practices in order to find out the best approach to accomplish our ultimate goals.

The second session was carried out in the classroom and the class was divided into groups to gather as many objects as possible from the list displayed. They answered the pre-test (appendix 12), then I presented the new vocabulary and the false friends Slums and Suburbs. I presented a model (appendix 13) similar to the task students had to submit the next lesson. Students had to do their products using the video or non-video task, the lesson grammatical functions and the words slums and suburbs. Before submitting their products students had to receive feedback from a classmate using the rubric they received in the first session. After submitting their products, they had to answer the post-test (appendix 14).

The third session was also held in the classroom. The students had to watch a video where the terms pregnant and embarrassed were explained in context. Then they had to answer the pre-test. I presented the objectives of the class. And showed the students the codes used at university for giving feedback on writing papers. Students started writing the compositions using the target vocabulary (pregnant & embarrassed) and past tenses. Then they exchanged papers to receive feedback from their classmates. Finally, students created their final products at home using video or non-video making tools depending on the block they belong to.

Session fourth was carried out in STUDIUM and students were asked to look at a video where the term false friend was explained and some samples were given. They answered the pre

and post-test as they did in the previous sessions. I presented the objectives and directed students to the guide (appendix 8) they had to follow to do the activities. Students had to work on their fourth product receiving feedback from their classmates in person or through e-mail.

In the last session (session 5) the students had the class in STUDIUM too. They answered the pre-test and post-test as they did in the previous lessons. I presented the objectives and directed students to the guide (appendix 9) they had to follow to do the activities. Students worked on their last product either using video-making or non-video making tools. The input sessions were designed to present the new vocabulary using videos created with an online video-making tool (xtranormal or one true media) or programs to create videos (appendix 15) such as movie storm and movie maker. In the last two cases the software must be downloaded to be used; however, they were applied to present the students other options where they can create their videos using ICTs.

The pedagogical intervention took place over five weeks while the data were systematically collected. The stages were carried out as it is summarised in the following chart:



### Timeline of Data Collection and Implementation

Stage	Month	Week (Dates)	Activity	Data Collection Instrument(s)	Comments
<b>Pre-stage</b>	August	04-08-2009- 28-08-2009	<ol style="list-style-type: none"> <li>1) To pilot the surveys</li> <li>2) To give the students the consent letters</li> <li>3) To apply the pre-test</li> </ol>	Surveys, Teacher's Journal and Pre-test	The surveys were corrected considering tutor's feedback. 14 students signed the consent letters and answered the pre-test.
<b>While-stage</b>	September	30-09-2009 Session 1	<ol style="list-style-type: none"> <li>1) Session 1: To train students on the video-making tools (xtranormal and one true media) and the rubrics that will be used for assessing the products. To work on present simple, past simple, present perfect and present perfect continuous tenses and the target false friends <b>exit</b> and <b>success</b></li> <li>2) Session 2: To work on present perfect and past simple and the false friends <b>slums</b> an <b>suburbs</b></li> <li>3) Session 3: To work on the past simple, past progressive and past</li> </ol>	Teacher's Journal, Artefacts (lesson plans, rubrics, students' products, Students' marks), Tests.	<p>Session 1 served as a pilot session where students got acquainted with the web 2.0 tools that they used over the pedagogical implementation. Since some students did not attend this class due to external factors, in this session the two blocks were set. Students who attended the lesson made up the first block and those who did not attend it made up the second block.</p> <p>Students were expected to create their first product using the grammatical functions checked in class and the target false friends exit and success. However, they misunderstood the instruction and did not create the products as it was planned.</p>
	October	14-10-2009 Session 2			
	November	21-10-2009 Session 3			
		4-10-2009 Session 4			
		11-11-2009 Session 5			

			<p>perfect tenses. The target false friends for this session are <b>pregnant</b> and <b>embarrassed</b>.</p> <p>4) To work on conditional tenses (will and would) and the false friends <b>attend</b> and <b>assist</b>.</p> <p>5) Session 5: To work on all the tenses previously reviewed and the false friends <b>actually</b> and <b>nowadays</b>.</p>		<p>In the next sessions the two blocks created their products considering the instructions given, the grammar functions studied over the semester, and the target false friends set for each session.</p> <p>Sessions 1, 4 and 5 were held in <b>STUDIUM</b> which facilitated the instruction given and the monitoring on students' performance and autonomous behaviours.</p>
<b>Post-stage</b>	November	12-11-2009-27-11-2009	<p>1) To conduct the final surveys and post-test</p> <p>2) To analyse the data collected</p>	Surveys, Teacher's Journal, Post-test	<p>Participants filled out the surveys and answered the post-test. They reported having fun participating in the research and learning many new things in and outside the classroom.</p>



## **Chapter 5: Data Analysis and Findings**

According to Burns (1999), data analysis in action research is the stage in which the statements or assertions drawn from the research are presented. These assumptions must be clearly connected to the data gathered in order to show the project validity and the systematic procedure used to analyse the data. For the present study a substantial number of data was gathered using the instruments devised for doing so such as: surveys, teacher's journal, tests, and artefacts. These data were analysed following Grounded theory guidelines suggested by Charmaz (2006). First, the data was coded using initial coding and focus coding techniques, then the emerging categories were analysed and grouped using memo writing methods. Afterwards, in order to focus on the categories and their properties, I used theoretical sampling, saturation, and sorting. Finally, the findings obtained are reported and contrasted to the information provided by previous studies on the area and the available literature.

### **Data analysis procedures:**

Validity is an essential criterion in quantitative educational research. According to Burns (1999), although action research involve varied assumptions and research activities it is crucial that teachers and researchers respond to questions about the rigour and credibility of their investigations. Action research is a form of investigation that describes and explains events and activities in a specific context it is not intended to establish relations between variables or to isolate causes and their effects as it is done in experimental research. Burns (1999) claims that the flexible nature of action research means that analysis occur over the entire investigation; therefore, it is useful to have a framework that shapes the overall process of analysis. Glasser & Strauss Grounded theory was used to analyse the data, therefore the stages suggested by

Charmaz (2006) were used to shape the data analysis procedures. The guidelines suggested by Charmaz (2006) to apply grounded theory, provided clear and systematic procedures to analyse the data gathered as well as the possibility to reflect on the findings obtained and the methods that were implemented. The implementation of the procedures reported in the literature, facilitated the way the study was conducted since systematic steps were considered and applied.

### **Coding:**

Charmaz (2006) claims that Grounded theory coding requires the researcher to ask analytic questions of the data already gathered. These coding consists of at least two phases: Initial coding and focused coding. During initial coding, the researcher studies fragments of data (words, lines, segments, incidents) whereas in focused he/she selects what seems to be the most useful initial codes and test them against other data. Through the process, the researcher compares data with data and data with codes to subsequently elaborate codes that summarise the most relevant information indicated by the analysis. This comparison of data provided valuable information about the phenomena that was taking place over the study as well as the opportunity to reflect upon the findings and the data previously gathered.

In the initial coding I used colour coding and line by line coding in order to identify the most relevant information required to answer the research question. Afterwards, in the focused coding stage, axial coding was used to relate categories and subcategories that emerged from the initial coding. The following are samples of how initial coding was conducted and the first codes that emerged from this stage:

#### **Initial Coding Sample 1:**

<b>Excerpt 1. Initial coding S10</b>	<b>Codes</b>
	Feeling of

What do you think are the effects of being a participant in this project on your writing skills and learning methods?	guidance
The teacher is really good and he helped us a lot to learn new words like slums, suburbs, embarrassed, pregnant and to know the term false friends. I liked xtranormal to create the scenes and the scripts with some effects, I think this is very good to practice the vocabulary and use the new technology to learn more English. I like the feedback too, well some friends did not give me the best corrections but I corrected their homeworks.	Learning new words  Preferring xtranormal  Connecting technology with practice  Liking feedback
Final survey	

In the first excerpt taken from the final survey, S10 showed a wide range of ideas that might fit into different categories. The initial codes that emerged from this instrument dealt with several topics such as the teachers' role as a guide, the learning of new words, a clear preference towards xtranormal (as it was also reported in the other instruments) a connection between technology and practice of the new concepts learnt in class, and finally a clear opinion about giving and receiving feedback from peers. All these elements were apparent in comments from other participants and instruments making me consider them as potential categories.

### Initial Coding Sample 2:

Excerpt 2. Initial coding	Codes
<p><b>THIRD PRODUCTS</b> <b>OCTOBER-21st-2009</b></p> <p>I showed them examples of stories in which the target words were used in different contexts. Then students found out the difference between the false friends <i>Embarrassed</i> and <i>Pregnant</i> and were asked to create a story from pictures using these words in contexts created by them. Again we reviewed the concept of false friends and interestingly most of the students had already got acquainted with the term. They started working on their products in class but none of them finished. I corrected some errors related to vocabulary and sentence structure. They had to exchange paper and do peer-correction.</p> <p><b>STORY FROM PICTURES (PREGNANT &amp; EMBARRASED)</b></p>	<p>Acting as a teacher</p> <p>Contextualising the vocabulary</p> <p>Increasing awareness of false friends</p> <p>Correcting errors</p>

Teacher's journal	Students doing peer-correction
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In the second excerpt taken from the teacher's journal, I also reported on my role as a facilitator modelling the activities suggested as well as contextualising the new vocabulary that was introduced. In this excerpt a new code emerged (increasing awareness of false friends) which was connected to that previously mentioned in the first sample (learning new words). I identified an increase in student's awareness of false friends due to what I observed in the third session of the pedagogical intervention. Additionally, Students answered the post-test and showed a clear understanding of the target false friends (embarrassed and pregnant) studied in this session (10 students had all the questions correctly answered). Codes related to giving feedback, correcting errors, and students doing peer-correction were also found after comparing the data in all the instruments.

### Initial Coding Sample 3:

Excerpt 3. Initial coding S5	Codes
<p>What do you think are the effects of being a participant in this project on your writing skills and learning methods?</p> <p>Maybe I notice that practice the things we saw in class can be funny using videos and the internet. For me xtranormal was easier than on true media because we only had to write the words and the toy spoke it. I learnt about false friends like actually and nowadays that I always confused. I also found words like this when learning Russian it is very confussing. I think we should have more classes like this to have fun and learn at the same time.</p>	<p>Having fun using videos</p> <p>Preferring xtranormal</p> <p>Learning new words</p> <p>Becoming aware of false friends in other languages</p> <p>Having fun</p>

Final survey	when learning
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In the next sample student 5 referred to some of the themes mentioned before; however, this student claimed having fun both when making videos and when learning the new concepts. Besides, she started making connections between false friends and other languages not only English. This code made me start considering how students were going beyond the instruction and the expected outcomes to move ahead and begin developing their language awareness in other contexts.

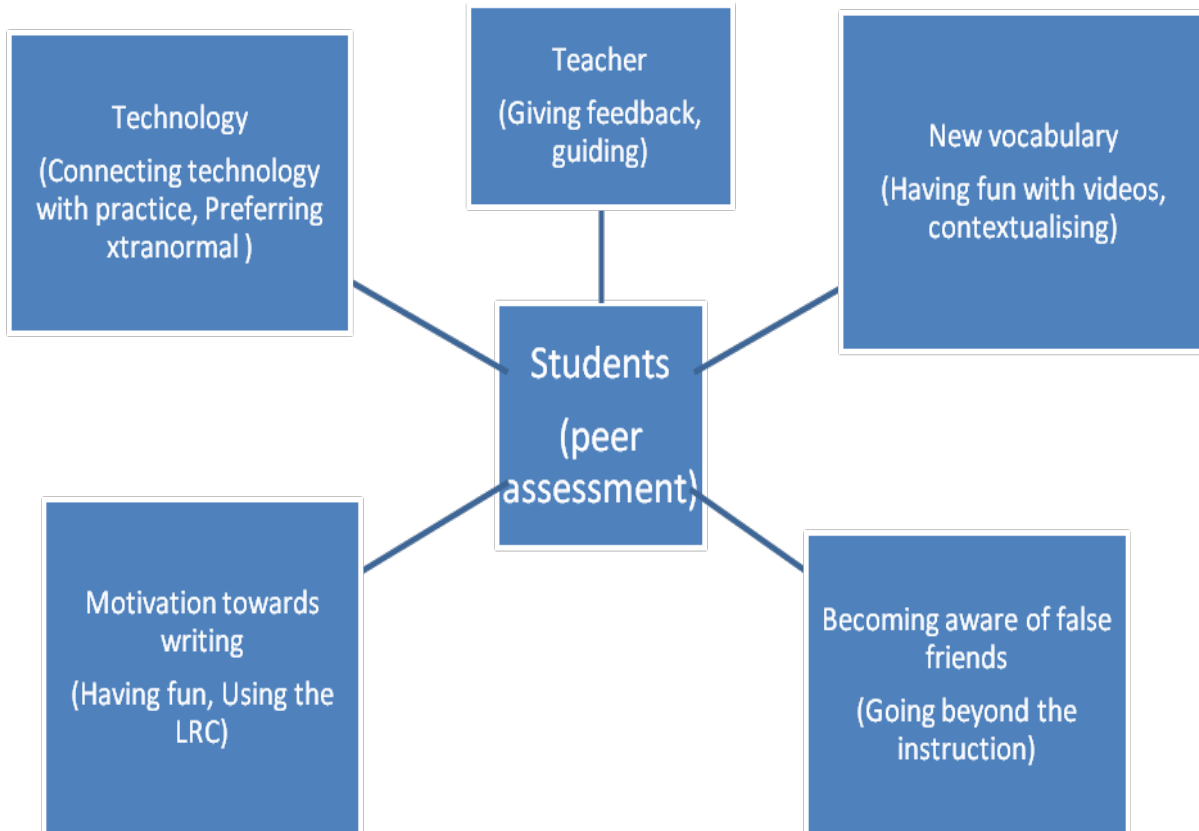
#### Initial Coding Sample 4:

Excerpt 4. Initial coding S11	Codes
<p>What do you think are the effects of being a participant in this project on your writing skills and learning methods?</p> <p>I think the project was good for us because we learnt in a different way using videos in the internet. I preferred xtranormal because one true media was very difficult and I took a lot of time to do my homework. I felt writing the script in xtranormal was more interesting than the compositions because I could modificate many things in the video and later listen it. Too I liked listening to the videos that the teacher showed us in class and in studium to practice listening and the pronunciation of the words. I liked the class and the teacher because he explained the topics very well and we practice in Studium and at home.</p> <p style="text-align: right;">Final survey</p>	<p>Having fun using videos</p> <p>Preferring xtranormal</p> <p>Showing motivation Towards writing</p> <p>Feeling guidance</p> <p>Using STUDIUM for independent practice</p>

In this excerpt, student 11 reported interest in using videos for learning and practising other skills apart from writing. She also displayed preference for xtranormal and a positive attitude about using the language resource centre. These new codes were connected with the

previous ones; notwithstanding they dealt with some aspects that were not considered before such as the use of the language resource centre and motivation towards rehearsing not only writing but also other skills. The codes that emerged from the initial coding tried to see actions in each segment of data rather than applying pre-existing categories to it. These codes were written using words that reflected actions as it is suggested by Charmaz (2006) and remained open to exploring any theoretical possibility that could be discern in the data to later define the core conceptual categories. Studying the data line by line sparked new ideas to be pursued over the analysis; however, initial codes often ranged widely across a number of topics and short statements or excerpts seemed to address different points and consequently illustrate different categories. That is why I kept the codes active and close to the data in order to separate data into categories and to see processes.

In the focused coding stage Gasser (1978) cited by Charmaz (2006) seemed to claim that codes are more directed, selective and conceptual than those obtained after the initial coding stage. I used axial coding to synthesise and explain larger segments of data in order to determine the adequacy of the original codes. This method was according to Charmaz (2006) originally presented by Strauss and Corbin (1990, 1998, Strauss, 1987), and it was used to relate categories to subcategories to subsequently specify the properties and dimensions of a category. The data was fractured into separate pieces and distinct codes over the initial coding stage, afterwards axial coding was a strategy used for bringing data back together in a coherent whole. The following graph shows the relationships established among the initial codes in order to show links among them and make sense of the data gathered. All these procedures suggested in the literature were systematically followed in order to obtain the categories which served as basis for the whole study.

**Focused coding:**

In this stage I re-examined the data that had been coded during the initial coding. Participants dealt with information about ICTs in the classroom, using videos for both receiving input and practising the topics seen in class, preferring xtranormal, minimising their negative language transfer, having fun, giving and receiving feedback, perceiving the teacher as a facilitator, and using *STUDIUM* for independent practice. After analysing the data the codes were reduced in order to synthesise the data and encompassed most of the information provided by the initial codes. The new codes that emerged were: using web 2.0 tools in the classroom, making videos to increase awareness of false friends, preferring xtranormal to make tasks, drilling language skills through videos, assessing learning, using technology to practise vocabulary, and becoming an autonomous learner. These new codes seemed to group the initial information and also provided ideas to see where they may lead.

Once these codes were defined, it was time to proceed to the memo-writing stage in order to develop them. According to Corbin & Strauss (2008) memos are written records of analysis that begin as rather rudimentary representations of thought and grow in complexity, density, clarity, and accuracy as the research progresses. After observing the most recurrent events in the coding stage, these observations were filtered in order to classify the information, catch thoughts, capture the comparisons and connections previously made, and crystallise questions and directions to be pursued. The memo below was written using free writing strategies in order to explore relationships between using web 2.0 tools in the classroom and becoming an autonomous learner.

### **Memo-writing:**

#### **Example of a memo-Web 2.0 tools in the classroom**

##### Technology in the classroom & becoming an autonomous learner.

This lesson was held at **STUDIUM** and students were required to download the guide with the instructions from their e-mails to create their products in class. They had to create a conversation using the target false friends *Attend* and *Assist* and conditionals with will and would. They saw some samples where the words were used in different contexts and then read their definitions in an online dictionary. Students created their products according to the blocks (video/non-video) and as usual they were free to use **Xtranormal** or **Onetruemedia** to create their videos. As I expected all of them used **Xtranormal** since they claimed it was way easier to use. Again I was circulating in the classroom **giving feedback and monitoring their performance**. Some students finished in class and sent me their products to my e-mail; others just finished at home and sent their products later. **I noticed students really enjoyed making the videos and felt more motivated to write** since most of them told me **they liked manipulating the features offered by the tools**.

Teacher's journal

ICTs have proved to bear a strong influence on students attitude towards the activities proposed for class. It seems that technology is a motivating factor that has had a positive influence on student's performance in class and outside the class because they have started visiting Studium more frequently than they did before the pedagogical intervention of this project. Students consider me as a facilitator of the learning processes that take place in the classroom since they have received clear instructions and feedback where their doubts and errors have been figured out. I wonder to what extent they need my feedback and guidance due to attain the objectives set



for the class. It seems that students have become used to giving and receiving feedback from their peers as well because this habit has made them analyse from different perspective their roles as learners and reflect on the impact they may have on peer's learning processes. Moreover, they have shown a strong preference for xtranormal and its features to create their videos online. As I see it being empowered to decide what type of web 2.0 tools they can select for carrying out the task has encouraged them to make informed decisions and display autonomous learning behaviours. I have witnessed a positive change in their perception of technology for educational purposes since they have reported having fun while learning. This connection between technology and learning processes is a crucial point to start generating extrinsic and intrinsic motivation for fostering autonomous learning behaviours and independent study. Some of them have said they liked writing using xtranormal since they can customise several features of the video and practise other skills such as listening and pronunciation. I would like to know if their listening skills have also improved since they have watched videos to receive input where native speakers use the language in a quite natural way and they might not understand some expressions. I will check their level of understanding of new expressions not only false friends in the next sessions.

This memo outlined ideas an initiate discussion between them. I tried to jot down as much information as possible that came to my mind about the category, codes and data. Ideas for the category came to me when I was coding data, and the links between the inclusion of web 2.0 technologies in the classroom and student's development of autonomous learning behaviours became clearer. I realised that this information that came from the data was what I was looking for to establish a more general category that included the codes that fit together in a clear way. I saw that the category subsumed a number of initial codes that implied students' use of ICTs for educational purposes and I began to connect the use of these tools to foster autonomous learning behaviours. The memo contained ideas that suggested conceptual connections between the factors and events observed in varied participants and instruments and how they could be approach in further analysis.

The following memo gave me some insights on the codes making videos to increase awareness of false friends and using technology to practise vocabulary.

**Memo-writing:****Example of a memo-Making videos to increase awareness of false friends**

Becoming aware of false friends & using technology to practise vocabulary.

This session was also held in **STUDIUM** and students were asked to create a free composition where they used the false friends *actually* and *nowadays* in context and the structures saw during the semester. **I circulated checking their products and gave feedback on vocabulary and structures.** I noticed **most of them understood the difference between the words but some needed further explanations.** I was also told by students that **they really preferred working with videos**, because they could practise the vocabulary and structures and have fun making the video. Those who had to write compositions felt really disappointed and asked me if they were able to make videos instead. S5 also **asked me if *xtranormal* had different languages apart from English like Russian** to have the avatar speak in other languages. It was really grateful to see how **students interacted with the tools and felt really engaged in their learning.**

**FREE COMPOSITION (ACTUALLY & NOWADAYS)**

Teacher's journal

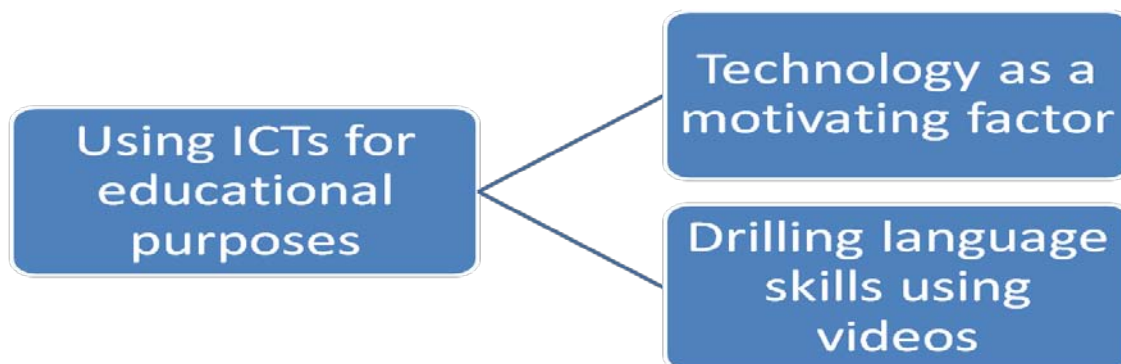
False friends was a term that students did not know before the project was conducted; however, most of them had displayed facing problems with these words at different stages of their leaning progress. As I was circulating in the stations, it was evident that most of the students were aware of the term and understood what the problem was when they transferred their knowledge from L1 into L2. It seems that the use of videos played a crucial role in students' increase of awareness since they reported enjoying the videos they created using online video-making tools (especially *xtranormal*) and at the same time practising the vocabulary and grammar structures seen in class. The new words were used in contexts that learners could exploit through videos in order to provide a broader idea of what the situation was and how the false friends occurred in that particular context. *Xtranormal* seemed to offer the best features to doing so since students said that one true media was more time consuming and demanding in order to use all the features it offers to the users. *Xtranormal* was really appealing due to its user-friendly features that required students just to type the words in the script section and customise the number of avatars, scenery, sounds, gestures, and camera angles that the video would have. Additionally, students had access to the videos directly from *xtranormal* webpage or from Youtube where they could upload their creations to share with peers and friends. When the products were finally shown, students felt kind of proud of their creations and also liked practising listening and pronunciation. Some students showed a level of false friends' awareness that went beyond expectations, for instance S5 not only asked if *xtranormal* had other languages to create the videos but also reported having difficulties with these words when learning a different language. This level of negative language transfer was unexpected since the project aim at minimising this problem between Spanish and English that were students native and target language; however evidencing this level of awareness made me wonder to what extent these tools may serve learners who are trying to get acquainted with other languages and contexts.

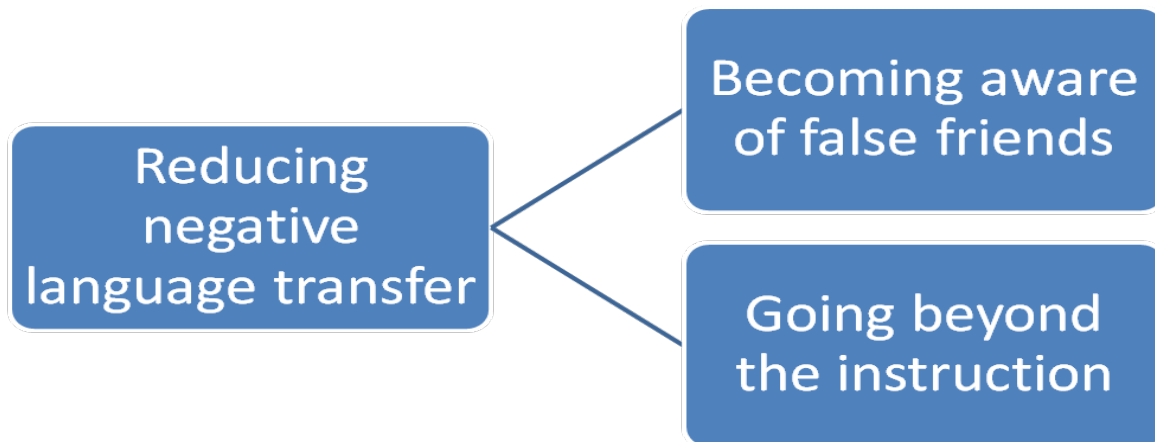
The comparisons made between the two emerging categories above suggest a relation between the online video-making tools and student's increase of negative language transfer awareness. As I compared different participant' experience, I realised that some of them went beyond the expected outcomes and started making connections between the language problem identified in the target language and transferred this level of awareness to other languages. After finding connections among the initial codes, the emerging categories had to be strengthen in order to solve my research question, thus theoretical sampling saturation and sorting was applied in the next step.

### **Theoretical sampling, saturation and sorting:**

In order to obtain robust categories that stand on firm ground, I used theoretical sampling by sampling all the data collection instruments to develop the properties of the emerging categories until no new properties emerged. According to Charmaz (2006) theoretical sampling means seeking pertinent data to elaborate and refine the categories constituting the theory. Once the categories were saturated with data meaning that the new data neither sparked new theoretical insights nor revealed new properties of my core theoretical categories, they were sorted in order to work on their theoretical integration and comparison. After conducting this analysis the following categories and subcategories were drawn:

### **Categories and subcategories:**





### Category 1. Using ICTs for educational purposes:

The idea of using technology in the classroom was favourably perceived by most of the students who reported positive attitudes towards the inclusion of ICTs for academic purposes as it is displayed in the following chart:

#### Students' attitudes towards the use of ICTs for academic purposes:

<p><b>a. What would you like to do as independent work (outside the classroom) to practise your English:</b></p> <p><input checked="" type="checkbox"/> Use ICTs (11 students)</p>
<p><b>b. Do you think the inclusion of ICTs for academic purposes is:</b></p> <p><input checked="" type="checkbox"/> Important (6 students)</p>
<p><b>a. After participating in this project will you use Web 2.0 tools mostly for:</b></p> <p><input checked="" type="checkbox"/> Academic purposes (9 students)</p>

I prefer doing tasks using ICTs than tasks using textbooks.

I agree (8 students)

I feel I can work independently using ICTs to drill what I have learnt in class.

I agree (11 students)

Participants thought it was important the use of ICTs in the classroom for academic purposes. They showed in the surveys a marked preference of the use of these new technologies to be used in the classroom as well as outside it for independent work. In the final survey some of them also reported great interest in the inclusion of these tools in their traditional lessons as it is stated in the following excerpts.

*Excerpt 1:*

I enjoyed creating the videos as my homeworks to practice in my free time S1

I want to continue to learn English with the use of internet and technology. S2

I want to learn more about that and to practice that I learn in class with the help of the computer S3

Maybe I notice that practice the things we saw in class can be funny using videos and the internet S5

(final survey)

Students seemed to enjoy the inclusion of new technologies in their classes as I also reported in my journal:

*Excerpt 2:*

I noticed students really enjoyed making the videos online and felt more motivated to write since most of them told me they liked manipulating the features offered by the

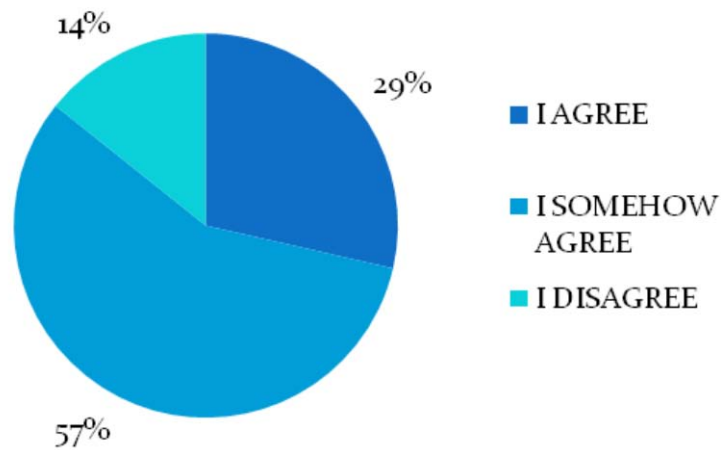
tools.

Teacher's journal

Students' attitudes towards technology have been really positive therefore motivation was fostered when students found themselves using online video-making tools to create their written products required for their English class at university. This connection between videos and writing was possible due to the programs selected for the project which ended up being quite appropriate for the study purposes. Dudeney & Hockly (2007), referred to the amazing pace this technology is moving nowadays, and how the software and hardware we use in language teaching are gradually converging into devices that are more practical and which integrate a myriad of services in one place. The following graphs display students' attitudes towards the use of web 2.0 tools in the classroom before and after the pedagogical implementation:

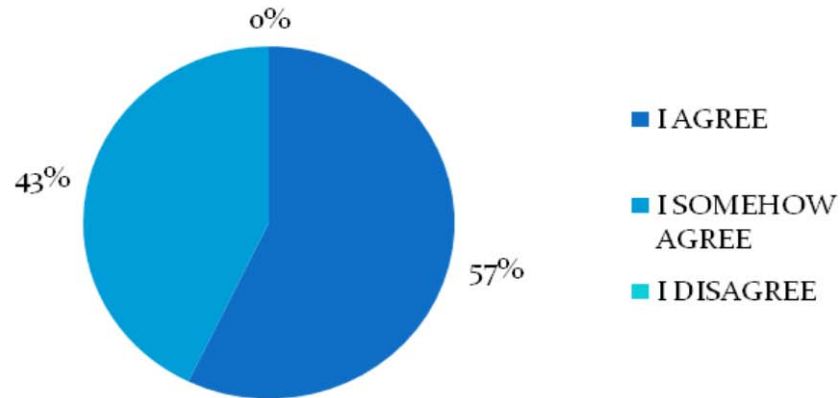
**Using web 2.0 tools in the classroom. Initial survey:**

## USING WEB 2.0 TOOLS IN THE CLASSROOM



Using web 2.0 tools in the classroom. Final survey:

## USING WEB 2.0 TOOLS IN THE CLASSROOM



The graphs show how students' perceptions change favourably considering the inclusion of these tools for academic purposes.

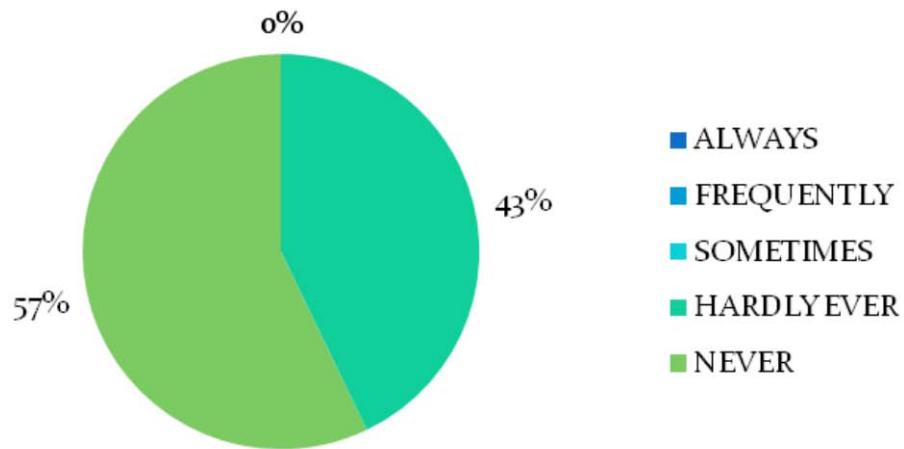
### Subcategory 1A. Technology as a motivating factor:

After analysing the data it was evident that students found the inclusion of web 2.0 tools as a motivating factor to complete their tasks **as it is reported by most of the students (57%) in the final survey**. Rubrics and students' marks illustrated how they improved their performance in class and submitted their tasks on time, showing interest in their learning processes as it is claimed by Benson (1995). They started making connections between the technology available on the internet and their learning interests, as well as attending the university language resource centre more frequently as it is seen in the following graph were 72% of the students ended up attending the university LRC in a regular basis. Some students had never visited Studium and after this project implementation, they started taking advantage of this great centre to drill the

concepts seen in class and solve some doubts without teacher's supervision. Students' attendance to the LRC before and after the project implementation is shown in the following graphs:

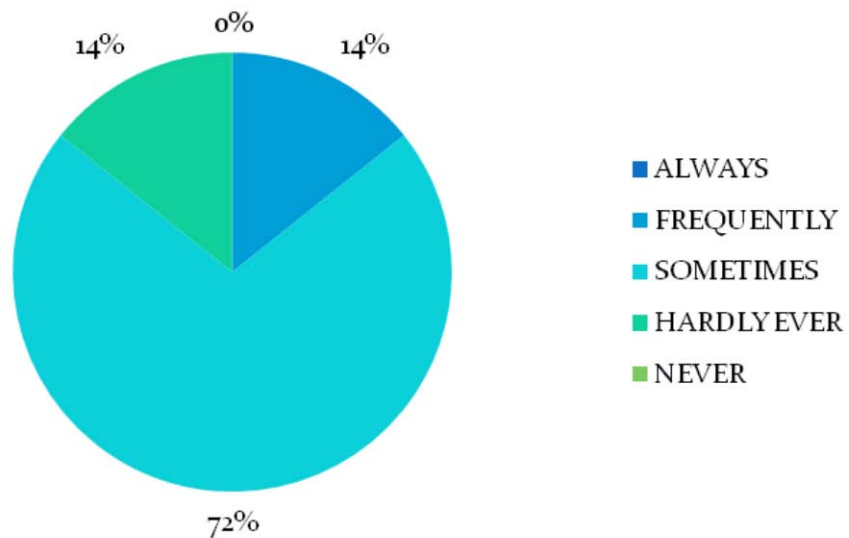
**Use of the university LRC for independent study. Initial survey:**

## HOW FREQUENTLY DO YOU GO TO STUDIUM



**Use of the university LRC for independent study. Initial survey:**

## HOW FREQUENTLY DO YOU GO TO STUDIUM





**Category 1B. Drilling language skills using videos:**

Students really enjoyed the use of videos in the classroom not only to practice the vocabulary seen in class but also as a way to receive input and a model to create their own products. In the initial survey 43% of the students showed interest in using videos to learn English, notwithstanding in the final survey 100% of the participants reported enjoying learning through videos. The videos used to provide models to the students and teach vocabulary were made using xtranormal, one true media, moviestorm, and movie maker. The first two online video making tools provided students with clear models to follow; the latter software was used to create videos that showed students a different approach to use other type of videos for educational purposes. The following chart shows some students' opinions about the use of videos in the classroom:

**Students' perception of the use of videos to give input in the classroom:**

<p><b>a. What is your position considering the next statement: “the use of videos to introduce new topics in class is a good alternative to learn vocabulary”</b></p> <p><input checked="" type="checkbox"/> Totally agree (12 students)</p>
<p>I really enjoy learning through videos and ICTs.</p> <p>I agree (14 students)</p>

*Excerpt 3:*

I like the methodology the teacher use to explain us the false friends and how to create the videos S3

It was fun to do the videos and to see the videos the teacher showed to us to learn new words. S6

I liked the class and the teacher because he explained the topics using videos very well and we practice in Studium and at home. S11

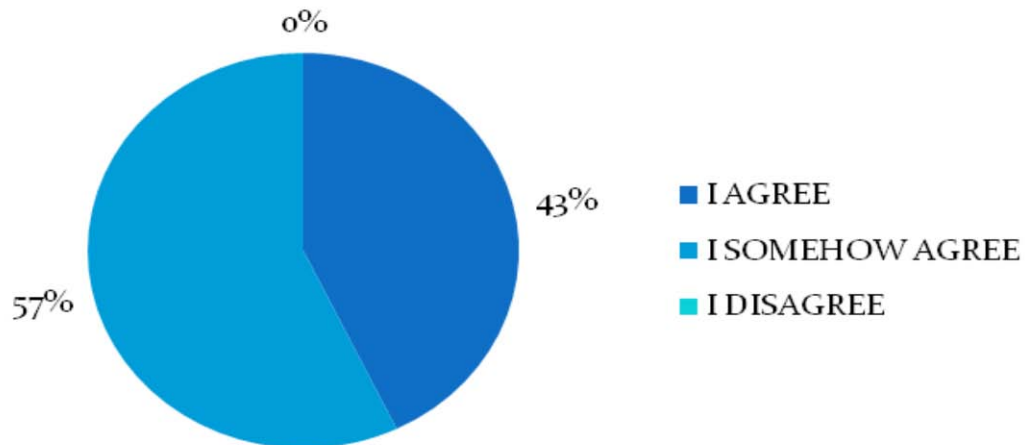
I think the class was better because the project the teacher did with us. S13

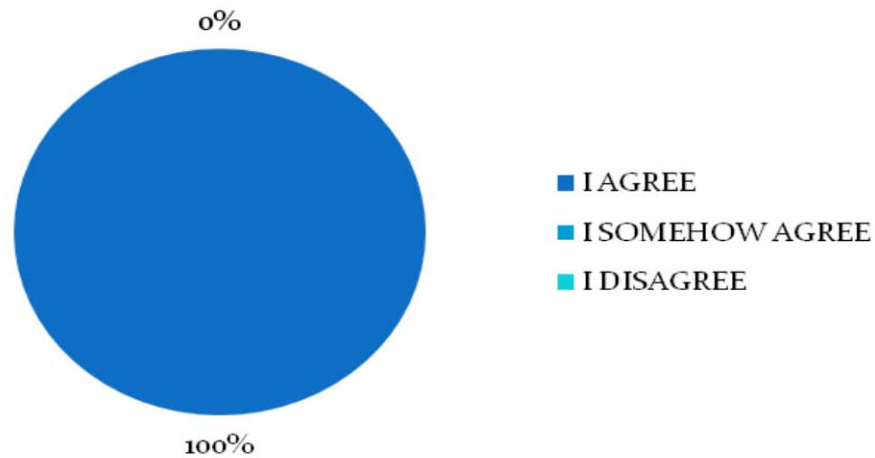
Final Survey

Students reported the use of videos in the classroom as a way to receive input in a different way which seemed to be more appealing and engaging. The next graphs show students' opinions of the use of videos to learn new concepts:

**Drilling language skills using videos. Initial survey:**

**ENJOY LEARNING THROUGH VIDEOS AND ICTs**

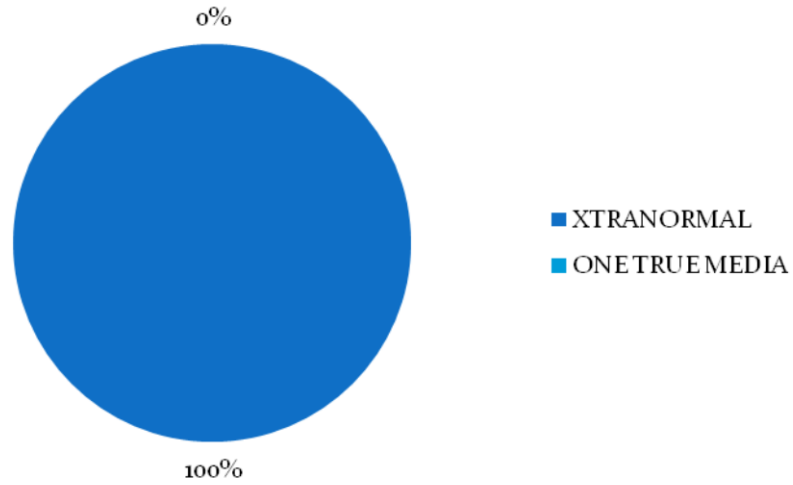


**Drilling language skills using videos. Final survey:****ENJOY LEARNING THROUGH  
VIDEOS AND ICTs**

Students' comments reflected their preference of online video-making tasks rather than non-video making task as it was stated by 100% of the participants. This was also reported by Picardo (2009) in his experience using videos to turn as he said a rather boring topic (teaching vocabulary) into a memorable experience for his students, which was to make a short film. Besides, xtranormal was the students' favourite video-making tool to create their products. Peachy (2009) pointed out in his blog the most appealing features that make xtranormal a great tool to be used by teachers for language teaching such as its user-friendly options, settings, and varied applications in the classroom to foster collaborative work and students' motivation for doing different activities. The project conducted by Jorge Zea at a primary level also concluded that online video-making tasks increased fourth graders motivation for learning. Students' opinions after the pedagogical implementation are illustrated in the following graphs:

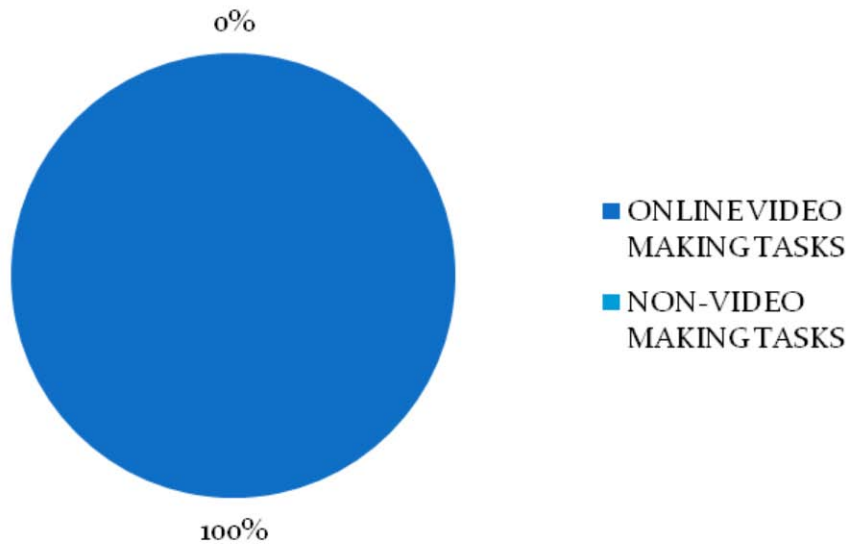
**Most popular online video-making tool. Final survey:**

## PREFERRED VIDEO-MAKING TOOL



**Most popular type of tasks. Final survey:**

## PREFERRED TYPE OF TASKS



**Category 2. Reducing negative language transfer:**

The second category served to provide valuable data to answer the research question. The instruments showed students' perception of effectiveness when getting acquainted with the term false friends and the use of online video-making tools to practise the false friends studied in class.

**Students' perceptions of the use of online video-making tools to increase awareness of false friends learnt in class.**

<p><b>a. In your personal opinion the tasks that you enjoyed the most doing to drill the vocabulary learnt in class were:</b></p> <p><input checked="" type="checkbox"/> Video-making tasks (14 students)</p>
<p><b>a. Do you know what <i>False Friends</i> mean in terms of language learning?</b></p> <p><input checked="" type="checkbox"/> Yes (14 students)</p>
<p><b>a. How do you think you practiced the vocabulary learnt in class better?</b></p> <p><input checked="" type="checkbox"/> Creating videos (8 students)</p>
<p>I feel motivated towards doing the tasks when I can select the material or tools I work with.</p> <p>I agree (12 students)</p>

It is evident how students reported an increase in their awareness of false friends in their written discourse and how the online video-making tasks helped them drill the new vocabulary.

*Excerpt 4:*

I knew the words false friends and I did videos that are funny S4

I learnt about false friends like actually and nowadays that I always confused S5

I also found words like this when learning Russian it is very confussing S5

The teacher taught us many things like false friends and how to use videos in the class and for our homework too S6

I did not know what is false friends but now I understand the differences S8

The project helped us understand new concepts like false friends S9

Too I liked listening to the videos to practice listening and the pronunciation of the words I wrote S11

(final survey)

Students clearly reported a better understanding of the term false friends and their implications in terms of correct use of the language. They also liked being involved in the project since they learnt new concepts from it.

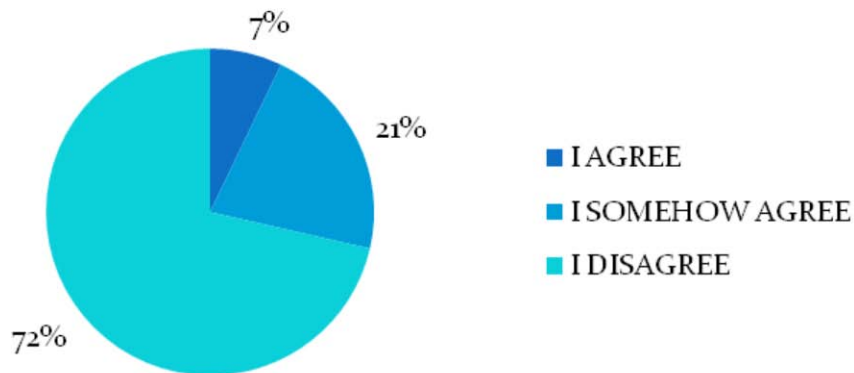
**Subcategory 2A. Becoming aware of false friends:**

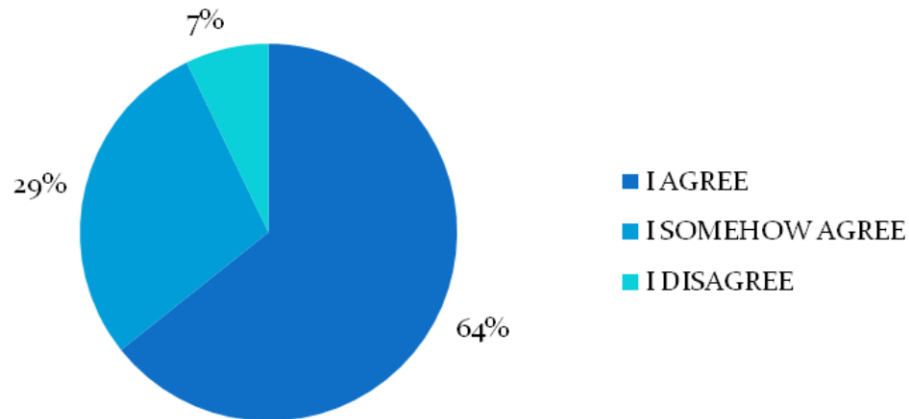
The term was new for most of the learners since just 7% reported having problems with the words in the initial survey; nonetheless they had made a number of mistakes when writing in English due to lack of awareness. Bhela (1999) claims that when using the target language,

learners have taken some risks that include guessing of a rather informed kind. They have attempted to use their L1 structures and knowledge to producing appropriate responses in L2; however, they might produce inappropriate responses indicating language interference. After receiving input on the concept and made videos to drill some of the most common false friends between English and Spanish, students showed an increase in their negative language transfer awareness as it was proved in the pre-tests and post-test they filled out before and after each product was created. Additionally, students claimed that making videos was an interesting way to practise the new vocabulary seen in class. The next graph shows students' perceptions of the use of video-making tools to minimise their negative language transfer in their written discourse.

**Using videos to reduce negative language transfer. Initial survey:**

**IDENTIFYING FALSE FRIENDS  
AS CONFUSING WORDS  
WHEN WRITING**



**Using videos to reduce negative language transfer. Final survey:****IDENTIFYING FALSE FRIENDS AS  
CONFUSING WORDS WHEN  
WRITING**

The graphs show a lack of awareness of the words before students went through the pedagogical intervention; however, in the final survey students showed a dramatic increase of their awareness of false friends in their written discourse as it was reported by 100% of the participants. This increase seemed to be fostered by the use of online video making tools, particularly xtranormal which is a great web 2.0 tool whose features allow users rehearse vocabulary and their writing skills while creating videos. The following excerpts show students reactions about this tool:

*Excerpt 5:*

I like videos and the teacher used them in class. I liked writing the dialogues in xtranormal



because it was easy like writing a normal composition but more funny S14

I learned to write better my ideas in the videos I used new words the teacher told us to use. I liked doing the videos too, it was interesting. S13

I liked xtranormal to create the scenes and the scripts with some effects, I think this is very good to practice the vocabulary and use the new technology to learn more English.S10

(final survey)

Xtranormal features allowed participants to make videos by typing the scripts and customizing the scenes, therefore students had the chance to use the new words learnt in class while writing the scripts to make their videos. In one true media they wrote sentences on the video; nevertheless, students reported this task being more time consuming due to the tool peculiarities.

### **Subcategory 2B. Going beyond the instruction:**

Participants followed the activities required and created their products as it was expected. However some students displayed positive attitudes towards learning that went beyond my expectations. Some participants (S5, S6, S10) reported interests in different issues dealt with in this research. The following excerpt shows some of their comments:

*Excerpt 6:*

I would like to use movie maker and other software to create my tasks and practise my

grammar that is not that good. S10

I also found words like this when learning Russian it is very confussing. S5

I too want to know about other tools on internet that help me practise my listening and review my pronunciation. S6

Final survey

I felt really glad after checking these comments which were totally unexpected when I designed my theory of action. After reading students' comments and comparing them to the notes I had jotted down in the journal, I realised how students were displaying interest in learning, language awareness and autonomous learning behaviours. In my journal I had taken notes of students' comments and questions; however, I had not identified their importance until the data analysis procedure was conducted and these categories emerged from the data.

*Excerpt 7:*

It was interesting to talk to S10 the last day of class because he told me he was interested in using the tools we had used in class to practise grammar that was his weakness.

S5 also asked me if xtranormal had different languages apart from English like Russian to have the avatar speak in other languages.

This is the first time that S6 went to Studium and he really liked it. At the end of the class he asked me about other software available in Studium or the internet to drill his listening and speaking since he wanted to improve them after watching the videos in class.

Teacher's journal

## Chapter 6: Conclusions, Pedagogical Implications and Further Research

### Conclusions:

The major concern of this paper has been to answer the question that motivated this action research project (*what are the effects of online video-making tasks on BI university young learners' negative language transfer in their written discourse*). This question dealt with a number of factors that at first sight for some researchers seemed to be awkwardly put together, but after the completion of the first cycle of this action research study have proved to work jointly in a successful way helping participants to increase their negative language transfer awareness as well as go about developing autonomous learning behaviours. After analysing the data obtained in the first cycle of this project I drew the following conclusions:

The effects that the online video-making tools selected for this research had on students' negative language transfer in their written discourse had to do particularly with the increase of students' awareness of false friends, the inclusion of ICTs for academic purposes, and the development of autonomous learning behaviours.

Students became aware of the language interference produced by false friends between English and Spanish and one student even referred to another language showing a higher level of language awareness. The video-making tools selected seemed to be truly appropriate to motivate students write their tasks in a new and innovative way, taking advantage of the features displayed by the tools chosen especially xtranormal, which was identified as the most popular tool among participants. The inclusion of web 2.0 tools for academic purposes motivated learners to integrate their knowledge on this technology with their language learning processes. Most of the students highlighted the importance of using new technologies in the classroom and two of them showed a marked interest in using these technologies for drilling other language skills apart from

writing such as grammar; listening and speaking. Finally, thanks to these tools, students started developing autonomous learning behaviours such as selecting the tools they wanted to use to create their videos, giving and receiving feedback from their peers, and using the university language resource centre to drill the concepts learnt in class independently without teacher supervision.

The categories that emerged from the data dealt with the use of ICTs for educational purposes and reducing negative language transfer. Each category was supported and related to two subcategories that included elements which were considered relevant for the study objectives. The first category was related to the use of technology as a motivating factor showing positive responses from students that were reported or somehow inferred from the data collection instruments devised for the study. There was also found a connection between this category and the drilling of language skills using videos. After conducting the first cycle I concluded that videos had a positive influence in the students' learning processes, not only in terms of creating products to practise the vocabulary seen in class, but also as a mean of receiving input in and outside the classroom. The majority of participants reported having fun using the videos and found them innovative in the classroom. This finding also proves that students wanted to go about implementing ICTs for educational purposes, showing a clear motivation for becoming autonomous learners as it was claimed by Benson (1995).

The second category was related to learners' becoming aware of false friends and going beyond the instruction. After analysing the findings of the first cycle I can conclude that students found the use of videos as a great method to practise new vocabulary especially false friends that affected their written discourse. Additionally, xtranormal was identified as the most suitable tool

to facilitate this practice due to its particular features such as users' choice of avatars, scenes, backgrounds, sounds, gestures, and camera angles. All these characteristics were complemented by the fact that students only had to type the words in the script section in order to create a movie that could be shared by e-mail or Youtube. This category reflected students' understanding of the implications that false friends have in languages not only English and Spanish but also in other language (Russian). It suggests how the student 5 is going beyond the project expectations and is starting to show a genuine awareness of the problem caused by false friends and how to tackle this problem through the use of online video-making tasks. Additionally, students 6 and 10 displayed interest in using web 2.0 tools to drill other language skills such as grammar listening and speaking.

Finally, it was found that students developed autonomous learning behaviours that outweighed my expectations since some of them displayed positive attitudes towards learning that were beyond the instruction such as: the interest to use ICTs for drilling different language skills, curiosity to know if these tools might be used to learn other languages, and to use the language resource centre more frequently over and after the pedagogical implementation. This suggests an increase in their autonomous behaviour since they made informed decisions to direct their own actions and behaviour without much teacher intervention as mentioned by Benson (1995).

### **Pedagogical implications:**

The pedagogical implications of this action research project rely on the use of web 2.0 tools such as video-making tasks for academic purposes, the features that these tools more specifically xtranormal present to practise vocabulary seen in class such as false friends, and the

opportunity these tools proposed to motivate students towards learning and start developing autonomous learning behaviours.

It is strongly recommendable to use this kind of web 2.0 tools to motivate students' participation in and outside the classroom since the features they offered to the learners are highly appealing and practical in terms of language practice, not only writing but also listening and speaking. Language teachers as well as researchers might find these tools helpful to engage students in their learning process by setting goals; develop plans to achieve their goals and to work collaboratively. Peachy (2008) stated a broad range of possibilities for teachers to exploit these tools which have been proved to work in this study. It is a genuine way to include new technologies in the classroom and subsequently modify our practices to help students achieve their ultimate learning goals.

### **Limitations:**

Limitations have to do basically with access to the technology required to conduct these practices. It is necessary to have access to the internet and a computer that complies with the requirements needed to use the software suggested. Additionally, primary school teachers who want to use xtranormal or one true media need to make sure that parents or an adult open the accounts for their students since they must be 13 years old or older in order to open an account.

When dealing with technology especially the internet, there are often problems since you depend on the bandwidth connection in order to carry out your classes. This is an assumed problem that couldn't be avoided at university where occasionally the signal did not work as expected. In addition, due to time constraints only one cycle of the action research was conducted, reducing the possibility to provide more objective and quantitative evidence of the

students' improvement in terms of vocabulary over a longer period of time in order to ascertain whether the vocabulary was being retained in their longer term memories.

**Further Research:**

The following topics may derive from this research for further research:

- Conduct this research second cycle
- Effects of online video-making tools on students' learning habits
- Web 2.0 tools such as network communities to minimise students' negative language transfer

After conducting the first cycle of this action research study, it is advisable to carry out a second cycle where more data can be gathered to ascertain the effects that online video-making tasks may potentially have in students' vocabulary as well as other skills such as listening and speaking. It would also be recommendable to explore other web 2.0 tools that offer the same features that motivated students to work on their language skills independently such as dvolver moviemaker.

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## Appendices

### Appendix 1

#### SURVEY

Student's name: \_\_\_\_\_

School/Faculty: \_\_\_\_\_

Semester: \_\_\_\_\_

Gender: \_\_\_\_\_

Age: \_\_\_\_\_

1. In the following questions select one answer:

b. In your personal opinion English is:

- Useful
- Interesting
- Important
- Necessary
- Boring

c. What do you think is the most difficult skill to master when learning English:

- Speaking
- Listening
- Grammar
- Reading
- Writing

d. Do you know what *False Friends* mean in terms of language learning?

- Yes
- No

e. When you write in English, you can always find the correct words:

- Really easily
- Easily
- With some difficulty
- With real difficulty
- Only with a dictionary

f. Why do you want to learn English?

- To travel to other countries
- To be able to communicate with people who speak English
- To read different sources which are written in English
- To write messages and texts in English
- To use it for work purposes
- Other, Which? \_\_\_\_\_

- g. What do you think is your current level in writing:
- Excellent
  - Good
  - Fair
  - Poor
- h. How important are the ICTs in your learning processes.
- Extremely important
  - Very important
  - Important
  - Not really important
  - Not important at all
- i. What would you like to do as independent work (outside the classroom) to practise your English:
- Use the internet
  - Carry out guides
  - Listen to music
  - Create videos
  - Do exercises from the workbook
- j. Which of the following tools do you use more frequently?
- Search engines like Google.
  - E-mail
  - Chat
  - Blog
  - Video
  - Social networks (Face book, my space, twitter)
- k. What type of tasks do you like doing:
- Workshops
  - Guides
  - Book activities
  - Compositions
  - Online activities
- l. How do you learn better:
- Listening to explanations
  - Taking notes
  - Looking at pictures or graphs
  - Creating mental maps
  - Playing games
- m. How do you like learning:
- Following instructions
  - Solving problems
  - Selecting the topics
  - Following a course book
  - Setting contexts
- n. How often do you go to STUDIUM for practicing and drilling what you have seen in class?
- Never
  - Hardly ever
  - Sometimes
  - Frequently
  - Always

Thanks for participating.

## Appendix 2

### SURVEY

How true the following statements are for YOU. Read each statement and tick in the box one of the options as follows:

- I agree.
- I somewhat agree.
- I don't agree.

STATEMENTS	I AGREE	I SOMEWHAT AGREE	I DON'T AGREE
I look for materials available on the internet to drill what I have learnt in class.			
I use the internet to learn about my interests.			
I prefer doing tasks using ICTs than tasks using textbooks.			
I write better when I choose the topic I want to write about.			
I like to give and receive feedback from my classmates.			
I enjoy learning with my classmates and working in groups.			
After I receive feedback from my teacher I do not correct my mistakes			

unless the teacher tells me to do it.			
After finishing my tasks, I reflect on how it can be improved.			
When I finish a task, I check what I have learnt from it.			
When I carry out a task, I understand what my learning goal is and what my teacher expects from me.			
I frequently achieve my learning goals.			
I fully understand what my goals are for this course.			
I follow a schedule to do my tasks and manage time effectively to meet the deadlines.			
I set a study area where I feel comfortable enough to do my tasks.			
I conduct a systematic plan to carry out the tasks step by step.			
I feel motivated towards doing the tasks when I can select the material or tools I work with.			
I find false friends really confusing words when I write in English.			
I really enjoy learning through videos and ICTs.			
I feel I can work independently using ICTs to drill what I			

have learnt in class.			
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**Appendix 3**

PRE-TEST

1. Write a free composition using as many of the following words as possible. *Actually, nowadays, exit, success, slums, suburbs, assist, attend, embarrassed,* and *pregnant*. Be creative!

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2. Did you know the meaning of the words?

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3. How did you infer the meaning of the unknown words?

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#### **Appendix 4**

### **CONSENT LETTER**

Dear Student Volunteer,

During this semester, I am conducting research on the possible effect of online video making tasks on my students' negative language transfer in their written discourse.

Your participation will involve carrying out different activities both independently and in class using the computer as the main source. You will receive feedback on your performance and will be videotaped when necessary. Copies of your written work will be collected for research purposes. Your participation is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no effect on your final grade in the course. The results of the research may be published, but your name will not be used.

Any videotapes that are recorded and any written work collected as part of this study will be used only with other educators for research or educational purposes. If you have any questions concerning the research study, please contact me by e-mail at [edgarzonmaster@gmail.com](mailto:edgarzonmaster@gmail.com).

Sincerely,

Edgar A. Garzon D.

English teacher

I give consent to participate in the above study. I understand that I will be carrying out different activities using the computer as the main source, spending some time at home receiving feedback and correcting my work.

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 Signature

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 Date

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 Name

### Appendix 5

#### LESSON PLAN

## Learning how to use online video making tasks

### EXIT/SUCCESS

<b>Name of teacher:</b> Edgar Garzón			<b>Institution:</b> La Sabana University		
<b>Observer:</b> Valeriya Lytvychenko and Liubava Sichko.					
<b>Date of observation:</b>			<b>Time of observation</b>		
	DAY	MONTH	YEAR		From 9:00 a.m. to
	30	09	09		10:00a.m.
<b>Class/grade:</b> Pre-intermediate level 4			<b>Room:</b> Studium		
<b>Number of students:</b> 19			<b>Average age of Students:</b> 19		
<b>Aims:</b> <ul style="list-style-type: none"> <li>• By the end of the lesson, students will be better able to use online video making programs such as <b>Xtranormal</b>, <b>Animoto</b>, and <b>one true media</b>.</li> <li>• By the end of the lesson students will get acquainted with the peculiarities of these programs and how they can help you improve their language competences by using them.</li> </ul>					
<b>Personal aims:</b> <ul style="list-style-type: none"> <li>• To present the topics crystal clear for students to have a better understanding of the video making tasks.</li> <li>• To make the tasks appealing in order to encourage students' participation.</li> <li>• To help students find the activities relevant to their language needs and lifelong learning process.</li> </ul>					

**Assumed knowledge:**

- Students are familiar with the use of the computer.
- Students know how to surf in the internet.
- Students understand instructions given in different tenses (present, past, present perfect, and present perfect continuous).

**Description of language item**

This is a brief introduction about the online video making programs that students will work with in class.

**XTRANORMAL:**

Xtranormal's mission is to bring movie-making to the people. Everyone watches movies and we believe everyone can make movies. Movie-making, short and long, online and on-screen, private and public, will be the most important communications process of the 21st century.

Our revolutionary approach to movie-making builds on an almost universally held skill—typing. You type something; we turn it into a movie, on the web and on the desktop.

**ANIMOTO:**

Animoto produces TV-quality music videos using your photos and video clips in just minutes.

It's so simple to do too. Choose a song as the soundtrack to your video and Animoto will analyze every nuance of it. Producing a totally unique video each time, no two videos are ever the same.

Sharing them is a cinch as well. Add them to your MySpace & Facebook profiles, on your blog, e-mail them to friends, put them up on YouTube or download them onto your computer.

Some of Animoto's founders used to produce shows for MTV, Comedy Central & ABC, study classical music in London, play in rock bands in Seattle and develop software in Japan. They developed a patent-pending, Cinematic Artificial Intelligence that thinks like an actual editor and director.

**ONE TRUE MEDIA:**

One True Media was founded in January 2005 by Mark Moore and John Love after they experienced first-hand the difficulties of mixing and sharing video. As parents with

young children, they discovered what many do – that family videos pile up because most of us lack the time or interest to master complex video tools required to convert media into compelling stories. This is why the One True Media team has worked so diligently to create a service that is both powerful and fun to use. We hope you agree.

One true media:

- Makes the creative process fast, fun and rewarding
- Is powerful but easy to use
- Enables you with one click to transform your creations into shareable online videos and DVDs
- Works equally well with most media types and formats

#### References:

- Animoto. Retrieved on 25 September 2009 from <http://animoto.com/>
- One True Media. Retrieved on 25 September 2009 from <http://www.onetruemedia.com/>
- Xtranormal. Retrieved on 25 September 2009 from <http://www.xtranormal.com/>

#### Materials:

- Computer
- Internet access
- Guide (see annexes)

#### **Rationale**

##### **Part 1: Profile of the learners**

The group consists of 19 students whose ages vary from 17 to 23 and are currently enrolled in different faculties at la Sabana University. Their English level is pre-intermediate according to the university standards which might fit into B1 according to the Common European Framework. The group has displayed high levels of diffidence when students are asked to speak in front of the others. However, they are eager to participate and carry out the activities proposed for the course. As to their language needs, generally speaking students have shown a strong command of basic tenses; nevertheless they need further practice of perfect tenses. Additionally, they need to recycle the vocabulary already seen in previous lessons.

#### **Rationale**

##### **Part 2: Anticipated problems**

Anticipated problems	Planned solutions
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<ul style="list-style-type: none"><li>• Students might not understand the instructions in the guide.</li><li>• Students may not have access to the web pages due to bandwidth issues.</li><li>• Students might not feel any relevance with the topics they are currently studying in this term.</li></ul>	<ul style="list-style-type: none"><li>• I will be circulating in the different stations to support them and clarify doubts.</li><li>• I will prepare a power point presentation in a USB memory to provide students the information they need to get familiar with the programs.</li><li>• The first product they have to create with one of these programs is strongly related to the topics students need to drill in order to improve their performance in class.</li></ul>
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Stage	Aim	Procedure Teacher and student activity	Time and interaction	Tutor's comments
Warm up	To organise students in the workstations.	The students will be asked to sit down in the workstations and listen to the video set in the computers. Then they will answer the pre-test.	5' T-S, S-S	
Presentation	To introduce the class objectives and the instructions for the activities.	The teacher presents the objectives and direct students to the guide they need to follow to do the activities.	5' T-S	
Practice	To get acquainted with the online video making tasks.	Students will follow the guide to complete all the activities proposed.	30' S-S	
Wrap up	To ensure students' understanding of the video-making tools.	The teacher will ask students questions related to the online video making tasks to check their understanding and elicit student's comments on the possible problems they may face when working with them.	7' T-S, S-T	
Further Practice	To foster students' practice of new knowledge.	Students will work on their first product. They will create a video in <b>XTRANORMAL</b> or <b>ONETRUEMEDIA</b> , or a composition where they will present themselves as the perfect candidates for a job. They have to use the words <b>exit</b> and <b>success</b> . This product will be evaluated with the rubric they received in their mails.	3' T-S	

## Annexes

### Practice Guide 1

L4-2009-02

#### VIDEO MAKING TASKS TUTORIAL

Prepared by: Edgar A. Garzon D.

- Objectives:**
- The aim of this guide is to help students get acquainted with online video making tasks that will potentially help them improve their performance in the language.
  - To check the differences between **Present Perfect and Present Perfect Continuous**

**Material:** Practice guide, computer, and internet access.

**Preparation:** You need to read and follow the instructions presented in this guide to have a better understanding of this kind of online tools.  
You need to be acquainted with the rubric that will be used to evaluate the products.

#### ACTIVITY 1:

A-Follow the link <http://www.xtranormal.com/> and read the information showed in the page.

B-Then, click on **sign up** and fill out the information required to subscribe. Then click sign up again.

C- In this page you will have your account open. Click on the link <http://www.xtranormal.com/watch?e=20090930011536429> watch the movie and explore the options you have. If you want further information check the following link <http://www.xtranormal.com/watch?e=20090414013538631>

#### ACTIVITY 2:

A-Follow the link <http://www.onetruemedia.com/> and read the information showed in the page. Click on the video and watch the intro about one true media.

B-Click on **join us** at the right top of the page. Fill out the information required and then click on **sign up**.

C- Click on the link [http://www.onetruemedia.com/otm\\_site/view\\_shared?p=99c94827e4554e1c6d6d20&source=category&category\\_id=1](http://www.onetruemedia.com/otm_site/view_shared?p=99c94827e4554e1c6d6d20&source=category&category_id=1) and watch the video.

#### ACTIVITY 3:

A-Now we are going to practice the main differences between **Present perfect** and **present perfect continuous**. Go to virtual Sabana Week 10 and do the online quizzes. Read the grammar chart in your student's book module 13 page 117, or call your teacher in case you have any question.

B- After you have signed up in these two video making online programs; and have taken the online quizzes, it is time for you to have further practice at home.

C- For the next session you will have to create your own video. Select one of these two programs (xtranormal or one true media) and create a monologue where you present yourself as the perfect candidate for a job. Use the vocabulary seen in class as well as the words **exit** and **succeed**. Check module 13 in your student's book in case you forgot some of the adjectives. Write me an e-mail [edgar.garzon1@unisabana.edu.co](mailto:edgar.garzon1@unisabana.edu.co) if you have any question.

## Appendix 6

**LESSON PLAN**  
**Money**  
**SLUMS/SUBURBS**

<b>Name of teacher:</b> Edgar Garzón	<b>Institution:</b> La Sabana University
<b>Observer:</b> Valeriya Lytvychenko and Liubava Sichko.	
<b>Date of observation:</b> DAY MONTH YEAR 14 10 09	<b>Time of observation</b> From 9:00 a.m. to 10:00a.m.
<b>Class/grade:</b> Pre-intermediate level 4	<b>Room:</b> C-108
<b>Number of students:</b> 19	<b>Average age of Students:</b> 19
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• By the end of the lesson, students will be better able to use vocabulary related to money.</li> <li>• By the end of the lesson, students will be better able to differentiate the <i>false friends</i> <b>slum</b> and <b>suburb</b>.</li> </ul> <p><b>Personal aims:</b></p> <ul style="list-style-type: none"> <li>• To introduce new vocabulary appropriately.</li> <li>• To Help students become aware of negative language transfer caused by false friends such as <b>slums</b> and <b>suburbs</b>.</li> <li>• To give clear instructions for students to carry out the next video or non-video task.</li> </ul>	

**Assumed knowledge:**

- Students are familiar with the past simple and present perfect tenses.
- Students know what false friends are.
- Students understand instructions given in different tenses (past simple and present perfect).



## Description of language item

- **Money:**

Bank note: A piece of paper money.

Coins: A small round piece of metal, usually silver or copper coloured, which is used as money.

Foreign Currency: The money that is used by a particular country at a particular time.

Cash point machine: A machine, usually in a wall outside a bank, from which you can take money out of your bank account using a special card.

Wallet: A small folding case for carrying paper money, credit cards and other flat objects, used especially by men.

Debit card: A small plastic card which can be used as a method of payment, the money being taken from your bank account automatically.

Purse: A small container for money, usually used by women.

Piggy bank: A small container, sometimes in the shape of a pig, which is used by children for saving money.

Slum: A very poor and crowded area, especially of a city.

Suburb: An area on the edge of a large town or city where people who work in the town or city often live.

## References:

- Cambridge dictionary on line. Retrieved October 13<sup>th</sup>, 2009 from <http://dictionary.cambridge.org>

## Materials:

- *New Cutting Edge Pre-intermediate* Students' Book
- Internet access
- Computer
- Video projector
- Images
- Video created in xtranormal

**Rationale****Part 1: Profile of the learners**

The group consists of 19 students whose ages vary from 17 to 23 and are currently enrolled in different faculties at la Sabana University. Their English level is pre-intermediate according to the university standards which might fit into B1 according to the Common European Framework. The group has displayed high levels of diffidence when students are asked to speak in front of the others. However, they are eager to participate and carry out the activities proposed for the course. As to their language needs, generally speaking students have shown a strong command of basic tenses; nevertheless they need further practice of perfect tenses. Additionally, they need to recycle the vocabulary already seen in previous lessons.

**Rationale****Part 2: Anticipated problems**

<b>Anticipated problems</b>	<b>Planned solutions</b>
<ul style="list-style-type: none"> <li>• Students might not remember the term false friends.</li>   <li>• There might not be internet access.</li>   <li>• Students may not understand some new words.</li> </ul>	<ul style="list-style-type: none"> <li>• I will explain to them what <b>false friends</b> are and will give them the example used in the last video task. (<b>Success</b> and <b>Exit</b>)</li>   <li>• I will prepare a video to show them a model for the next task.</li>   <li>• I will prepare some pictures to help them associate the images with their meaning.</li> </ul>

Video Xtranormal: <http://www.xtranormal.com/watch?e=20091014041904970>

Stage	Aim	Procedure Teacher and student activity	Time and interaction	Tutor's comments
Warm up	To Introduce new vocabulary.	The class will be divided into groups and they will gather as many objects as possible from the list displayed. Then the teacher will present the new vocabulary and the false friends <b>Slum</b> and <b>Suburb</b> . They will answer the pre-test.	10' T-S, S-S	
Presentation	To introduce the class objectives and the instructions for the activities.	The teacher presents the objectives of the lesson.	5' T-S	
Practice	To practice new vocabulary.	Students will do activity 2 module 14.	25' S-S	
Wrap up	To check understanding and present a model for the next video task	The teacher will check the exercise and will present a model similar to the task students will submit next lesson.	10' T-S, S-T	
Further Practice	To foster students' practice of new knowledge.	Students will do activity 3 in the students' book and the video or non-video task using the words <b>Slum</b> and <b>Suburb</b> .	3' T-S	

## Appendix 7

**LESSON PLAN**  
**PREGNANT/EMBARRASED**

<b>Name of teacher:</b> Edgar Garzón			<b>Institution:</b> La Sabana University		
<b>Observer:</b> Valeriya Lytvychenko and Liubava Sichko.					
<b>Date of observation:</b>			<b>Time of observation</b>		
	DAY	MONTH	YEAR		From 9:00 a.m. to
	21	10	09		10:00a.m.
<b>Class/grade:</b> Pre-intermediate level 4			<b>Room:</b> C-108		
<b>Number of students:</b> 19			<b>Average age of Students:</b> 19		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• By the end of the lesson, students will get acquainted with the false friends <i><b>pregnant</b></i> and <i><b>embarrassed</b></i></li> <li>• By the end of the lesson students will be better able to use past tenses to narrate stories</li> </ul> <p><b>Personal aims:</b></p> <ul style="list-style-type: none"> <li>• To give feedback on student's papers and encourage them to follow the rubric.</li> <li>• To check students understanding of the new vocabulary and grammar structures.</li> </ul>					

**Assumed knowledge:**

- Students are familiar with the past simple, past perfect, and past progressive tenses.
- Students know what false friends are.
- Students know the codes used for correcting writing papers at La Sabana University.

**Description of language item:**

- **PAST SIMPLE:**

This form is also called simple past.

## 1. Forms (regular verbs)

AFFIRMATIVE	QUESTION	NEGATIVE
I worked work	did I work?	I did not work
You worked work	did you work?	You did not work
He/she/it worked work	did he/she/it work?	He/she/it did not work
Etc	Etc	Etc

- Contracted negatives: I didn't work, you didn't work etc.
- Negative questions: did I not work? Or didn't I work? etc.
- For the affirmative past forms of common irregular verbs check list in the students' book.
- Questions and negatives of irregular verbs are made in the same way as those of regular verbs (with did + infinitive).

Use:

We use the simple past for many kinds of past events: short, quickly finished actions and happenings, longer situations, and repeated events.

*Peter **broke** a window last night*

*I **spent** all my childhood in Scotland*

The simple past is common in stories and description of past events.

*One day the princess **decided** that she **didn't like** staying at home all day, so she **told** her father that she **wanted** to get a job.*

The simple past is often used with words referring to finished items.

*I **saw** john **yesterday morning**. He **told** me...*

In general, the simple past tense is the "normal" one for talking about the past; we use it if we do not have a special reason for using one of the other tenses.

- **PAST PROGRESSIVE**

1. Forms:

*Was/were + -ing*

*I was working*

*Were you listening to me?*

*She was not trying*

## 2. Use:

We use the past progressive to say that something was in progress (going on) around a particular past time.

*What were you doing at 8:00 o'clock yesterday evening?*

*I was watching TV. (NOT ~~what did you do...? I watched TV.~~)*

*When I got up this morning the sun was shining the birds were singing....(NOT ~~the sun shone, the birds sang~~)*

## 3. Past Progressive and Simple Past: "background" events

We often use the past progressive together with a simple past tense. The past progressive refers to a longer "background" action or situation; the simple past refers to a shorter action or event that happened in the middle of the longer action, or that interrupted it.

*I **was walking** down the road, I **saw** Bill*

*The phone **rang** while I **was having** dinner*

*Mozart **died** while he **was composing** the Requiem.*

Not used for repeated actions.

The past progressive is not the normal tense for talking about repeated or habitual past actions. The simple past is usually used with this meaning.

*I **rang** the bell six times*

The past progressive as well as other progressive forms, is used for temporary actions and situations. When we talk about longer, more permanent situations we use the simple past.

*It happened while I **was living** in Eastbourne last year*

*I **lived** in London for ten years while I was a child*

Because we often use the past progressive to talk about something that is a “background”, not the main “news”, we can make something seem less important by using this tense.

*I **had** lunch with the president yesterday. (Important piece of news)*

*I **was having** lunch with the president yesterday, and he said... (as if was nothing special for the speaker having lunch with the president)*

The past progressive is quite often used with verbs of saying: this gives more relative importance to the following verb.

*John **was saying** that he still can't find a job*

With always, continually and similar words, the past progressive can be used for things that happened repeatedly and unexpectedly or in an unplanned way.

*Aunt Lucy **was always turning up** without warning and bringing us presents.*

*I didn't like him – He **was continually borrowing** money.*

- **PAST PERFECT**

1. Forms:

*Had + past participle*

*I had forgotten*

*Where had she been?*

*It hadn't rained for weeks.*

2. Use:

The basic meaning of the past perfect is “earlier past”. A common use is to “go back” for a moment where we are already talking about the past, to make it clear that something had already happened at the time we are talking about.

*During our conversation, I realised that we had met before. (NOT ~~I realised that we met before~~ or ~~have met before~~)*

The past perfect is common after past verbs of saying and thinking, to talk about things that had happened before the saying or thinking took place.

*I told her that I had finished (NOT ~~that I (have) finished~~)*

*I wondered who had left the door open*

### References:

- Swan, M. (2005). Practical English Usage. Oxford University Press.

### Materials:

- Computer
- Internet access
- Guide (see annexes)

### Rationale

#### Part 1: Profile of the learners

The group consists of 19 students whose ages vary from 17 to 23 and are currently enrolled in different faculties at la Sabana University. Their English level is pre-intermediate according to the university standards which might fit into B1 according to the Common European Framework. The group has displayed high levels of diffidence when students are asked to speak in front of the others. However, they are eager to participate and carry out the activities proposed for the course. As to their language needs, generally speaking students have shown a strong command of basic tenses; nevertheless they need further practice of perfect tenses. Additionally, they need to recycle the vocabulary already seen in previous lessons.

### Rationale

#### Part 2: Anticipated problems

Anticipated problems	Planned solutions
<ul style="list-style-type: none"> <li>• Students might not remember the codes to correct writing papers at the university.</li> <li>• Students may have questions related to the use of past tenses</li> <li>• Students may not understand the difference between <i>pregnant</i> and <i>embarrassed</i></li> </ul>	<ul style="list-style-type: none"> <li>• I will show them the codes and a brief explanation on how to use them.</li> <li>• I will have them do exercises from the workbook to check their command of the grammar concepts.</li> <li>• I will show them a video where the two words are explained.</li> </ul>



Stage	Aim	Procedure Teacher and student activity	Time and interaction	Tutor's comments
Warm up	To introduce the target vocabulary.	The students will watch a video where the terms <b>pregnant</b> and <b>embarrassed</b> are explained in context. They will answer the pre-test.	5' T-S, S-S	
Presentation	To introduce the class objectives and the instructions for the activities.	The teacher presents the objectives of the class. And show the students the codes used at university for giving feedback on writing papers.	5' T-S	
Practice	To check grammar structures (past tenses)	Students will do exercises related to past tenses in the workbook.	12' S-S	
Production	To create a draft of their compositions	Students will start writing the compositions using the target vocabulary ( <b>pregnant/embarrassed</b> ) and structures. Then they will exchange papers to receive feedback from their classmates.	25' T-S, S-T	
Further Practice	To foster students' practice of new knowledge.	Students will create their final products at home. (using video or non-video making tools depending on the block they belong to)	3' T-S	

## Appendix 8

### LESSON PLAN ATTEND/ASSIST

<b>Name of teacher:</b> Edgar Garzón	<b>Institution:</b> La Sabana University
<b>Observer:</b> Valeriya Lytvychenko and Liubava Sichko.	
<b>Date of observation:</b> DAY MONTH YEAR 04 11 09	<b>Time of observation</b> From 9:00 a.m. to 10:00a.m.
<b>Class/grade:</b> Pre-intermediate level 4	<b>Room:</b> STUDIUM
<b>Number of students:</b> 19	<b>Average age of Students:</b> 19
<b>Aims:</b> <ul style="list-style-type: none"><li>• By the end of the lesson, students will get acquainted with the false friends <b><i>attend</i></b> and <b><i>assist</i></b>.</li><li>• By the end of the lesson students will be better able to use conditionals with will and would.</li></ul>	
<b>Personal aims:</b> <ul style="list-style-type: none"><li>• To practise the target vocabulary regarding false friends.</li><li>• To help students practise the use of conditional sentences with will and would.</li><li>• To give students feedback on their compositions.</li></ul>	

#### Assumed knowledge:

- Students are familiar with the term false friends.
- Students know how to construct conditional sentences using will and would.
- Students know some expressions used to express their opinion

#### Description of language item

- **CONDITIONS:**

An *if*-clause often refers to a condition something which must happen so that something else can happen.

***If you get here before eight, we can catch the early train.***

*Oil floats if you pour it on water.*

Clauses of this kind are often called “conditionals” clauses. Verb phrases with *would/should* are also sometimes called “conditional”.

### “First”, “second” and “third” conditionals:

Some students’ grammars concentrate on three common sentence structures with *if*, which are often called the “first”, “second” and “third” conditionals.

#### First Conditional

<i>If + present</i>	<i>will + infinitive</i>
<i>If we play tennis</i>	<i>I’ll win</i>

#### Second Conditional

<i>If + past</i>	<i>would + infinitive</i>
<i>If we played tennis</i>	<i>I would win</i>

#### Third Conditional

<i>If + past perfect</i>	<i>would have + past participle</i>
<i>If we had played tennis</i>	<i>I would have won.</i>

These are useful structures to practise. However, students sometimes think that these are the only possibilities, and become confused when they meet sentence like *if she didn’t phone this morning, then she’s probably away*. It is important to realise that *if* is not only used in special structures with *will* and *would*; it can also be used, like other conjunctions, in ordinary structures with normal verb forms.

An *if*-clause can come at the beginning or at the end of a sentence. When an *if*-clause comes first, it is often separated by a comma.

***If you eat too much, you get fat.***

***You get fat if you eat too much.***

### References:

- Swan, M. (2005). Practical English Usage. Oxford University Press.

### Materials:

- Computer
- Internet access
- Guide (see annexes)

### Rationale

#### ***Part 1: Profile of the learners***

The group consists of 19 students whose ages vary from 17 to 23 and are currently enrolled in different faculties at la Sabana University. Their English level is pre-intermediate according to the university standards which might fit into B1 according to the Common European Framework. The group has displayed high levels of diffidence when students are asked to speak in front of the others. However, they are eager to participate and carry out the activities proposed for the course. As to their language needs, generally speaking students have shown a strong command of basic tenses; nevertheless they need further practice of perfect tenses. Additionally, they need to recycle the vocabulary already seen in previous lessons.

### Rationale

#### ***Part 2: Anticipated problems***

<b>Anticipated problems</b>	<b>Planned solutions</b>
<ul style="list-style-type: none"><li>• Students might not understand the instructions in the guide.</li><li>• Students may not have access to the web pages due to bandwidth issues.</li><li>• Students might not remember how to make sentences using conditionals.</li></ul>	<ul style="list-style-type: none"><li>• I will be circulating in the different stations to support them and clarify doubts.</li><li>• I will prepare a power point presentation in a USB memory to show students the video and definitions of the target vocabulary.</li><li>• I will give <b>assist</b> students who need further explanation.</li></ul>

Stage	Aim	Procedure Teacher and student activity	Time and interaction	Tutor's comments
Warm up	To revise the term <i>false friend</i> .	Students will be asked to look at a video where the term is explained and some samples are given. They will answer the pre-test.	7' T-S, S-S	
Presentation	To introduce the class objectives and the instructions for the activities.	The teacher presents the objectives and direct students to the guide they need to follow to do the activities.	5' T-S	
Practice	To get acquainted with the new vocabulary and rehearse the grammatical structures previously seen in class	Students will follow the guide to complete all the activities proposed.	30' S-S	
Wrap up	To check understanding.	The teacher will select randomly students to make conditional sentences using the target vocabulary.	5' T-S, S-T	
Further Practice	To foster students' practice of new knowledge.	Students will work on their fourth product. They are asked to bring the drafts next class to do peer-review in class.	3' T-S	

## CONDITIONAL TASKS 4<sup>th</sup> PRODUCT

### ATTEND/ASSIST

Prepared by: Edgar A. Garzon D.

- Objectives:**
- The aim of this guide is to help students create their 4<sup>th</sup> product using the false friends **Attend and Assist** in conditional sentences.
  - To practise the use of conditionals with **will** and **would**.
- Material:** Practice guide, computer, and internet access.
- Preparation:** You need to read and follow the instructions presented in this guide to have a better understanding of this **false friends** and the use of conditionals with **will** and **would** as well as some expressions to express opinions.

### ACTIVITY 1:

Read the definition of these false friends and analyse the examples:

**ATTEND:** To go to a place, event, etc.

**Ex:** Over ten hundred people attended the funeral.  
The meeting is on the fifth and we are hoping everybody will attend.

**ASSIST:** To give help or support.

**Ex:** The army arrived to assist in the search.  
You will be expected to assist the editor with the selection of illustrations for the book.

Cambridge Dictionary Online. Retrieved on November 4<sup>th</sup> 2009 from  
<http://dictionary.cambridge.org/define.asp?key=4434&dict=CALD>

### ACTIVITY 2:

Watch the video already saved in your computer and analyse how these words are used in context

### ACTIVITY 3:

Read the following sample and analyse the use of conditionals with **will** and **would**:

#### First Conditional "WILL"

**TEACHER:** Will you have a better future if you learn a language different from Spanish?

**FERNANDO:** *Ok, let me think.* I suppose if you learn more languages, you will have more chances to advance in your career as a professional.

**OSCAR:** *I don't agree with you.* My uncle is a successful merchant. He has a lot of money and he has never learnt another language apart from Spanish.

**FERNANDO:** Well, *I firmly believe that* in a globalised world, you sooner or later will have to make contact with people from other countries. So, if you learn English, for example, you'll be able to enter other markets and there will be more chances for you to work in other countries.

**OSCAR:** *So are you saying that* if you learn English you will be able to travel and have loads of money?

**FERNANDO:** No, *I think you aren't following me.* I said that if you learn a foreign language, your opportunities to find a better future will increase.

**OSCAR:** *From my point of view,* languages are useless and they only give you headaches. I feel that I don't need English. If I ever need it, I will hire a translator to **assist** me in the translation.

**FERNANDO:** *That makes no sense to me. In other words, your idea is* to do things the easy way, without any effort. Not even to **attend** some lessons in a language school. Is that what you meant?

**OSCAR:** Definitely. If there is a chance that I can avoid learning or using English, then I will be ready to take it. I will be happier and I won't have to worry about learning and studying such a difficult language.

**Second Conditional "WOULD"**

**TEACHER:** Would you leave everything (home, studies, country) if you found the man of your dreams?

**ADRIANA:** *That's a good question.* Well, if I found the man of my dreams, I would accept to go away with him. I would **assist** him in anything he may need.

**SANDRA:** *If I understand, you're saying that* you'd leave everything that you have just for a man. **Right?**

**ADRIANA:** Definitely. I would be with the man of my life, so I think I would be really happy and I wouldn't need anything else.

**SANDRA:** *Well, I have a point here.* I think that love is really important in our lives, but it is definitely not everything.

**ADRIANA:** *I don't see it that way.* I believe that love is what makes our world move, and we have to let our heart speak.

**SANDRA:** *That may be true* for some people. However, if I met a man that I really thought was the man of my dreams, I would love him so much, but I'd never be able to leave everything I have for him. I would continue **attending** my classes at university and doing my best to become an excellent professional.

**ADRIANA:** *I'm not following you.* You said it was the man of your dreams. So, why wouldn't you be willing to give him your life?

**SANDRA:** Because I have a life too and I want to be independent! I want to love and be loved, but I want to think carefully too.

**ADRIANA:** *As I see it,* you want to find the man of your dreams, but you aren't willing to give yourself completely to a relationship. Is that right?

**SANDRA:** Not necessarily. You need love in your life, but you also need to think carefully and you shouldn't let your feelings speak for yourself alone. ***Dou you know what I mean?***

**ADRIANA:** *In other words, you believe that* we have to be both sensitive and sensible in a relationship.

**SANDRA:** Exactly, Love and reason have to be working together all the time.

**ACTIVITY 4:**

**Choose one of the following topics or the ones in the sample and write a conversation similar to the model using the false friends *Attend* and *Assist* as well as some of the words that appear in bold.**

1. What will you do if a classmate of yours has plagiarized a very important paper, and because of that he has gotten a good grade that you haven't? Will you tell on him or her?
2. What type of advice will you give a friend of yours if he/she has a terrible disease and does not want to tell anyone about it?
3. What will happen to our world if we continue destroying our natural resources?
4. If you knew you were to die today with a big amount of money in your bank account but you didn't have any relative alive, what would you do with that money?
5. Would you change a stressful job that is well paid for another one that doesn't pay much but where you'll have plenty of free time? Explain
6. What would you do if your best friend were a drug consumer?

**ACTIVITY 5:**

Send the conversation to my e-mail [edgar.garzon1@unisabana.edu.co](mailto:edgar.garzon1@unisabana.edu.co) and use it to create your product number 4.

## Appendix 9

**LESSON PLAN**  
**ACTUALLY/NOWADAYS**

<b>Name of teacher:</b> Edgar Garzón			<b>Institution:</b> La Sabana University		
<b>Observer:</b> Valeriya Lytvychenko and Liubava Sichko.					
<b>Date of observation:</b>			<b>Time of observation</b>		
	DAY	MONTH	YEAR	From 9:00 a.m. to	
	11	11	09	10:00a.m.	
<b>Class/grade:</b> Pre-intermediate level 4			<b>Room:</b> Studium		
<b>Number of students:</b> 19			<b>Average age of Students:</b> 19		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• By the end of the lesson, students will get acquainted with the <i>false friends actually</i> and <i>nowadays</i>.</li> <li>• By the end of the lesson students will be better able to use the grammar structures they learnt in class. (present, past, perfect and progressive tenses)</li> </ul> <p><b>Personal aims:</b></p> <ul style="list-style-type: none"> <li>• To foster students autonomy and motivation towards writing.</li> <li>• To give instructions for the task clearly.</li> <li>• To encourage students use of online tools in order to work on their language needs and lifelong learning process.</li> </ul>					

**Assumed knowledge:**

- Students are familiar with the use of the computer.
- Students know how to surf in the internet.
- Students understand instructions given in different tenses (present, past, future, present perfect, and past perfect).
- Students are familiar with the term *false friends*



## Description of language item

### False Friends:

False friends (or *faux amis*) are pairs of words in two languages or dialects (or letters in two alphabets) that look or sound similar, but differ in meaning. As language evolves, meanings change, and words from the past become false friends although in the same language.

### Actually Vs Nowadays:

These two words in English and Spanish are frequently misunderstood by students since they think the meaning of actually is “**actualmente**” due to the way it is written. In reality what they want to use is the word nowadays which might be translated as “**actualmente**”

### Free Writing:

It is a way to encourage students to write about topics they are interested in and consequently foster their motivation towards writing. According to Straub (2000), when teachers adopt a writing direction without a sense of free writing, they are stopping the act of expressiveness that encourage writers to find a reason to express something by means of this communicative skill.

### References:

- Straub, R. (2000). *The student, the text and the classroom context: a case study of student response. Assessing writing.*
- False friends definition. Retrieved November 2009 from: [http://en.wikipedia.org/wiki/False\\_friend](http://en.wikipedia.org/wiki/False_friend)

### Materials:

- Computer
- Internet access
- Guide (see annexes)

**Rationale****Part 1: Profile of the learners**

The group consists of 19 students whose ages vary from 17 to 23 and are currently enrolled in different faculties at la Sabana University. Their English level is pre-intermediate according to the university standards which might fit into B1 according to the Common European Framework. The group has displayed high levels of diffidence when students are asked to speak in front of the others. However, they are eager to participate and carry out the activities proposed for the course. As to their language needs, generally speaking students have shown a strong command of basic tenses; nevertheless they need further practice of perfect tenses. Additionally, they need to recycle the vocabulary already seen in previous lessons.

**Rationale****Part 2: Anticipated problems**

<b>Anticipated problems</b>	<b>Planned solutions</b>
<ul style="list-style-type: none"> <li>• Students might not understand the instructions in the guide.</li> <li>• Students may not have access to the web pages due to bandwidth issues.</li> <li>• Students may not remember some structures seen in class.</li> </ul>	<ul style="list-style-type: none"> <li>• I will be circulating in the different stations to support them and clarify doubts.</li> <li>• I will prepare a power point presentation in a USB memory to provide students the information they need to get familiar with the programs.</li> <li>• I will be checking students' performance in order to solve doubts.</li> </ul>

Stage	Aim	Procedure Teacher and student activity	Time and interaction	Tutor's comments
Warm up	To organise students in the workstations.	The students will be asked to sit down in the workstations according to the order they arrive. The first student will ask a question to the second, this to the third and so on. If a student doesn't answer correctly he/she has to wait one turn. They will answer the pre-test.	5' T-S, S-S	
Presentation	To introduce the class objectives and the instructions for the activities.	The teacher presents the objectives and direct students to the guide they need to follow to do the activities.	5' T-S	
Practice	To get acquainted with the online video or non-video making tasks.	Students will follow the guide to complete all the activities proposed.	30' S-S	
Wrap up	To verify students understanding of the target vocabulary and grammatical structures.	The teacher will ask students questions related to their compositions to elicit samples where they used the target words.	7' T-S, S-T	
Further Practice	To foster students' practice of new knowledge.	Students will work on their last product either using video-making or non-video making tools.	3' T-S	

## VIDEO MAKING TASKS 5<sup>th</sup> PRODUCT

### **ACTUALLY/NOWADAYS**

Prepared by: Edgar A. Garzon D.

- Objectives:**
- The aim of this guide is to help students create their 5<sup>th</sup> product using the false friends **Actually** and **Nowadays** in a free composition.
  - To practise the use of grammar and vocabulary seen in class.

**Material:** Practice guide, computer, and internet access.

**Preparation:** You need to read and follow the instructions presented in this guide to have a better understanding of these **false friends**.

### **ACTIVITY 1:**

**Read the definition of these false friends and analyse the examples:**

**ACTUALLY:** In fact or really.

**Ex:** I didn't actually see her, I just heard her voice.  
So what actually happened?

**NOWADAYS:** At the moment, currently, at the present time compared to the past.

**Ex:** Who remembers those films nowadays?  
Nowadays I bake my own bread rather than buy it.

Cambridge Dictionary Online. Retrieved on November 4<sup>th</sup> 2009 from  
<http://dictionary.cambridge.org/define.asp?key=4434&dict=CALD>

### **ACTIVITY 2:**

Follow the link and watch the video. <http://www.youtube.com/watch?v=Uh4O0oqOIX0>  
Then follow this link <http://www.youtube.com/watch?v=ZLLg7zxceW0> and Listen to Dr David Shepherd talking about the term false friends and the difference between *actually* and *nowadays*.

### **ACTIVITY 3:**

Create a free composition using these words **actually** and **nowadays**. *Exchange scripts (drafts) with a partner and then create the final version based on the feedback.*

### **ACTIVITY 4:**

Send the composition to my e-mail [edgar.garzon1@unisabana.edu.co](mailto:edgar.garzon1@unisabana.edu.co) and use it to create your product number 5.

## Appendix 10

UNIVERSIDAD DE LA SABANA  
DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES  
RUBRIC FOR NON-VIDEO MAKING TASKS  
LEVEL 4 2009 - 02

Name \_\_\_\_\_ Code #: \_\_\_\_\_ Group \_\_\_\_\_

CATEGORY	EXCELLENT Grade: 5	GOOD Score: 4	AVERAGE Score: 3	BELOW AVERAGE Score: 2	POOR Score: 1	MARK
<b>TASK FULFILLMENT</b> 20%	You follow instructions accurately and fulfil the task requirements <b>outstandingly</b> including the rhetorical structure of the text. The composition has an <b>Introduction</b> that presents the topic and ideas you will discuss in the text. <b>A main body</b> consisting of two paragraphs; both of them presenting your opinion and knowledge about the ideas initially presented, and a <b>Conclusion</b> where you paraphrase your opinion.  1.0	You follow instructions and accomplish the task requirements <b>sufficiently</b> including the rhetorical structure of the text. <b>However</b> , one of the paragraphs in the essay <b>is missing</b> or the information in one of the paragraphs <b>is not thoroughly developed</b> .  0.8	You follow instructions, <b>but</b> the rhetorical structure <b>is not appropriate</b> to the type of the text. There are <b>unnecessary details</b> or <b>lack of development</b> of ideas in some paragraphs.  0.6	You follow instructions <b>but</b> there is <b>not</b> rhetorical structure <b>at all</b> . There is <b>unnecessary</b> information or <b>lack of development</b> of ideas in <b>each</b> paragraph of the text.  0.4	You <b>do not</b> follow instructions and <b>do not</b> accomplish the task requirements. There is <b>no</b> rhetorical structure. <b>Too little language to be assessed</b> .  0,2	
<b>COHERENCE AND COHESION</b> 20%	Your ideas are logically organized and can be followed easily throughout the text. You <b>include</b> connectors of <b>addition, exemplification</b> and <b>contrast</b> and use them <b>properly</b> showing the <b>relationship</b> between sentences and among paragraphs.  1.0	Your ideas can be followed throughout the text. <b>However</b> , you use connectors <b>just</b> for adding or exemplifying information. There are minor lapses between your ideas.  0.8	Your ideas are somehow organized; <b>however</b> , the connectors you use do <b>not show a clear relationship</b> between sentences and paragraphs.  0.6	Your ideas are <b>not connected</b> and the text is confusing. You use <b>few</b> connectors and your ideas are not clear.  0.4	Your ideas are not organized logically and cannot be followed easily. You misuse or overuse connectors <b>Too little language to be assessed</b> .  0.2	
<b>LEXICAL RESOURCE AND FALSE FRIENDS</b> 30%	You use accurately <b>a great</b> variety of vocabulary and expressions related to topics studied in class. There are <b>minor errors</b> in spelling or word formation (parts of speech). Accurate use of the target <b>false friends</b> .  1.5	You use <b>some</b> vocabulary and expressions related to opinion essays. There are <b>some</b> errors in spelling or word formation (parts of speech).  1.2	You use adequate vocabulary for the topic but <b>do not</b> include <b>any new</b> words or expressions. There are errors in spelling and/ or word formation that <b>do not interfere</b> with meaning.  0.9	You use <b>mostly basic</b> words generally in an <b>incorrect</b> way. There are errors in spelling and word formation that <b>distract</b> the reader.  0.6	You use basic and <b>repetitive</b> vocabulary mostly in an <b>inaccurate</b> way. There are errors in spelling and word formation that distract the reader and make the text difficult to understand <b>Too little language to be assessed</b> .  0.3	
<b>GRAMMATICAL RANGE</b> 30%	You use accurately <b>verb tenses studied in class</b> such as <b>simple present, past, present and past progressive, present and past perfect</b> . There are <b>minor</b> mistakes with subject/verb agreement, word order, and punctuation.  1.5	You use accurately the verb tenses, <b>but</b> there are some mistakes with the use of simple and perfect tenses. There are <b>some</b> mistakes with subject/verb agreement, word order, and punctuation.  1.2	You use adequately the verb tenses <b>but</b> there are <b>recurrent mistakes</b> related to subject/verb agreement, word order, and punctuation, though they <b>do not</b> interfere with meaning.  0.9	You use <b>inaccurately</b> the simple and perfect verb tenses. Word order and punctuation are faulty and interfere with meaning.  0.6	You do not show any command of simple and complex structures. Use of tenses and punctuation are faulty and interfere with meaning <b>Too little language to be assessed</b> .  0.3	

## Appendix 11

UNIVERSIDAD DE LA SABANA  
DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES  
RUBRIC FOR VIDEO-MAKING TASKS  
LEVEL 4 2009 - 02

Name \_\_\_\_\_ Code #: \_\_\_\_\_

CATEGORY	EXCELLENT Grade: 5	GOOD Score: 4	AVERAGE Score: 3	BELOW AVERAGE Score: 2	MA RK
<b>VIDEO CONTENT AND PRESENTATION</b> 20%	You follow instructions accurately and fulfil the task requirements <b>outstandingly</b> including accurate content. The presentation of the video is extremely catchy and attracts effectively the viewer attention exploiting the futures offered by the online video-making tool selected.  <b>1.0</b>	You follow instructions and accomplish the task requirements <b>sufficiently</b> including appropriate content. <b>However</b> , presentation of the video could have been more attractive to the viewer.  <b>0.8</b>	You follow instructions, <b>but</b> the content <b>is not appropriate</b> to the requirements. There are <b>unnecessary details</b> or <b>lack of use</b> of the online video-making tool features.  <b>0.6</b>	You follow instructions <b>but</b> there is <b>not</b> completion of the task <b>at all</b> . There is <b>unnecessary</b> information or <b>lack of clarity</b> in the presentation of the video.  <b>0.4</b>	
<b>SCRIPT</b> 30%	Your ideas are logically organized and can be followed easily throughout the text. You <b>include</b> the grammar structures seen in class smoothly and without mistakes.  <b>1.5</b>	Your ideas can be followed throughout the text. <b>However</b> , you use grammar structures seen in class with few mistakes. There are minor lapses between your ideas.  <b>1.2</b>	Your ideas are somehow organized; <b>however</b> , the connectors you use, as well as the grammar structures seen in class do <b>not show a clear relationship</b> between sentences nor paragraphs.  <b>0.9</b>	Your ideas are <b>not connected</b> and the text is confusing. You use <b>few</b> connectors and grammar structures seen in class are not used properly. Your ideas are not clear.  <b>0.6</b>	
<b>LEXICAL RESOURCE USE OF TARGET FALSE FRIENDS</b> 30%	You use accurately <b>a great</b> variety of vocabulary and expressions related to topics studied in class. There is accurate use of <b>false friends</b> .  <b>1.5</b>	You use <b>some</b> vocabulary and expressions seen in class. There are <b>some</b> errors in terms of grammar but you used the target false friends appropriately.  <b>1.2</b>	You use adequate vocabulary for the topic but <b>do not</b> include <b>any new</b> words or expressions. There are errors in the use of false friends and word formation that <b>do not interfere</b> with meaning.  <b>0.9</b>	You use <b>mostly basic</b> words generally in an <b>incorrect</b> way. There are errors in the use of false friends and word formation that <b>distract</b> the viewer.  <b>0.6</b>	
<b>CREATIVITY</b> 20%	The product displays <b>a large amount of creativity</b> and originality. Scenes are set in a real <b>innovative</b> way.  <b>1.0</b>	The product shows <b>some original thoughts</b> . Ideas are presented in clear and creative scenes.  <b>0.8</b>	The product contains ideas from others or <b>scenes already set</b> . There is little evidence of original thinking.  <b>0.6</b>	The product is created in existent scenes. There is <b>no evidence of creativity</b> at all.  <b>0.4</b>	

## Appendix 12

### Pre-test 1<sup>st</sup> product:

4. Fill in the gaps by choosing the most appropriate answer in brackets:
- a) Did you know that Sara got \_\_\_\_\_ (embarrassed/pregnant) last holiday in Miami? Her baby will be born in three months.
  - b) The movie twilight was a box-office \_\_\_\_\_ (exit/success).
  - c) How many \_\_\_\_\_ (idioms/languages) can you speak?
  - d) \_\_\_\_\_ (actually, nowadays) I am living in Colombia again.
  - e) Valeria has been sick. She has not \_\_\_\_\_ (assist/attend) class for a week.
  - f) Peter never stops moving a part of his body. He just can't \_\_\_\_\_ (keep quiet/keep still).
  - g) I've got a big family. However, most of my \_\_\_\_\_ (parents/relatives) live abroad.
  - h) My \_\_\_\_\_ (journey/working day) starts at 7:00 a.m. and finishes at 2:00 p.m. I can have lunch at home since it is very close to the office.
  - i) In Colombia poor people live in the \_\_\_\_\_ (slums/suburbs).
  - j) My son is failing mathematics. He needs some \_\_\_\_\_ (particular/private) lessons after school.

### Appendix 13



The video can be found in the following link:

<http://www.xtranormal.com/watch?e=20091014041904970>



## Appendix 14

### Post-test 1<sup>st</sup> product:

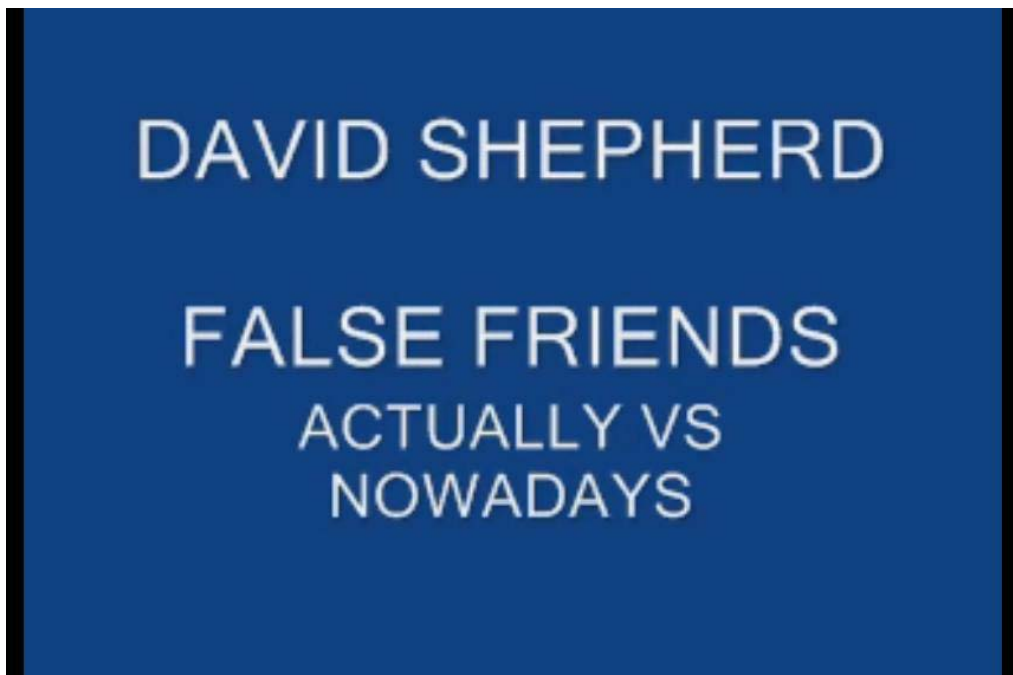
5. Fill in the gaps by choosing the most appropriate answer in brackets:

- k) Did you know that Sara got \_\_\_\_\_ (embarrassed/pregnant) last holiday in Miami. Her baby will be born in three months.
- l) The movie twilight was a box-office \_\_\_\_\_ (exit/success).
- m) How many \_\_\_\_\_ (idioms/languages) can you speak?
- n) \_\_\_\_\_ (actually, nowadays) I am living in Colombia again.
- o) Valeria has been sick. She has not \_\_\_\_\_ (assist/attend) class for a week.
- p) Peter never stops moving a part of his body. He just can't \_\_\_\_\_ (keep quiet/keep still).
- q) I've got a big family. However, most of my \_\_\_\_\_ (parents/relatives) live abroad.
- r) My \_\_\_\_\_ (journey/working day) starts at 7:00 a.m. and finishes at 2:00 p.m. I can have lunch at home since it is very close to the office.
- s) In Colombia poor people live in the \_\_\_\_\_ (slums/suburbs).
- t) My son is failing mathematics. He needs some \_\_\_\_\_ (particular/private) lessons after school.

**Appendix 15**



The video can be found in the following link: <http://www.youtube.com/watch?v=Uh400qOIX0>



The video can be found in the following link: <http://www.youtube.com/watch?v=ZLLg7zxceW0>

## **Appendix 16**

### **DEFINITIONS**

**FALSE FRIENDS:** words or phrases of two languages that look or sound alike but do not convey the same meaning as it is stated by Wagner (2004)

**ONLINE VIDEO-MAKING TOOLS:** Web 2.0 tools which allow the user to create or edit videos online

**AUTONOMY:** According to Benson (1995), autonomy is defined as the freedom to determine one's own actions and behaviour. It refers to the capacity of a rational individual to make an informed decision.

**ICTs:** Information and communication technologies.

**NEGATIVE LANGUAGE TRANSFER:** The automatic transfer due to habit of the surface structure of the L1 onto the surface of the L2, errors in the use of the target language that can be traced back to the mother tongue, and influence that the learner's L1 exerts over the acquisition of L2 constructing their own interim rules with the use of their L1 knowledge.