

**Edu-cultural video recordings for enhancing fifth-semester students' oral practice in
english's environments in the Program of Modern Languages with an Emphasis on English
at Universidad Tecnológica del Chocó Diego Luis Córdoba**

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Abstract

This study focused on the development of oral practice in the English language due to the lack of communication of fifth-semester students in the English classroom of the Modern Languages Program with an Emphasis on English at the Diego Luis Córdoba University of the Department of Chocó - Colombia. Therefore, the main objective of this research was to propose edu-cultural video recordings to improve the fifth-semester students' oral practice in English environments. Furthermore, this research has greatly impacted the curriculum of the Modern Languages Program because some professors are already mediating their teaching-learning process with the recording of edu-cultural videos, and it is expected that others will begin to mediate with this powerful tool to continue strengthening the oral practice in our students and showing aspects of the Chocoan culture. Consequently, the methodology used to carry out this research project included qualitative instruments such as direct classroom observation, field diaries, and edu-cultural video recordings. On the other hand, an online survey as a quantitative instrument. Finally, data analysis revealed evidence that recording edu-cultural videos helped students to improve their oral practice in English. In short, this study allowed us to recognize that recording edu-cultural videos is an effective learning strategy to strengthen the oral practice in English language.

Keywords: English Language, Oral Practice, English's Environments, Edu-cultural Videos.

Resumen

El presente estudio se enfocó en el desarrollo de la práctica oral en el idioma inglés debido a la falta de comunicación de los estudiantes de quinto semestre en el aula de inglés del Programa de Lenguas Modernas con Énfasis en Inglés de la Universidad Diego Luis Córdoba del Departamento del Chocó – Colombia. Por lo tanto, el objetivo principal de esta investigación fue proponer grabaciones de videos edu-culturales para mejorar la práctica oral de los estudiantes de quinto semestre en ambientes de inglés. Además, esta investigación ha impactado mucho el currículo del Programa de Lenguas Modernas porque algunos docentes ya están mediando su proceso de enseñanza-aprendizaje con la grabación de videos edu-culturales, y se espera que otros comiencen a mediar con esta poderosa herramienta para seguir fortaleciendo la práctica oral en nuestros estudiantes y mostrando aspectos de la cultura chocoana. En consecuencia, la metodología utilizada para llevar a cabo este proyecto de investigación incluyó instrumentos cualitativos como la observación directa en el aula, diarios de campo y grabaciones de videos edu-culturales. Por otro lado, una encuesta en línea como instrumento cuantitativo. Finalmente, el análisis de datos reveló evidencia de que la grabación de videos edu-culturales ayudó a los estudiantes a mejorar su práctica oral en inglés. En resumen, este estudio nos permitió reconocer que la grabación de videos edu-culturales es una estrategia de aprendizaje efectiva para fortalecer la práctica oral en la lengua inglesa.

Palabras claves: Lengua Inglesa, Práctica Oral, Ambientes de inglés, Videos Edu-culturales.

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Introduction to the Research Study

Statement of the Problem

Diego Luis Córdoba University is a provincial institution. It was founded in 1972 and has been educating professionals for the Chocó department, Colombia, and the rest of the world for 51 years. There are 23 academic programs offered by its eight faculties, three of which have received high-quality accreditation so far. This public university is distinguished by the fact that the majority of its students come from low socioeconomic backgrounds, are refugees from conflict or violence, and are young mothers who are in charge of their households and typically work as domestic servants, and are men who drive fast motorcycles for a living.

Being Quibdó historically a motivated city by education however, since I began working in the Program of Modern Languages with an Emphasis on English at Universidad Tecnológica del Chocó Diego Luis Córdoba, I have been observing my students' lack of oral practice in the English language: about 5% in a course of 25 or 30 learners can communicate orally. The problem is evidenced in the English classes when I ask them any questions using basic English vocabulary or at the time of developing activities where interaction is required, the majority of them cannot communicate orally in English, they prefer speaking in Spanish. On the other side, The Program of Modern Languages with an Emphasis on English at Universidad Tecnológica del Chocó Diego Luis Córdoba does not have adequate places where learners can be immersed in the right oral practice environment in the English language; everything is spoken in Spanish. Moreover, there is not a good English lab with an effective Internet connection for developing learners' oral practice, and classrooms lack of smart boards, fans, etc. So, there is not any special area on campus for developing oral practice in English; even though English professors can

create it in the classrooms but sometimes it is very difficult to do it due to the noise outside caused by other program students who attend classes in the same building.

Many reasons have been found for this problematic in edu-cultural institutions worldwide. There are relevant factors identified as being responsible for learners' lack of oral practice in English such as inappropriate classroom conditions, many students in a classroom, lack of interest in learning English, untrained teachers and poor learning materials, lack of opportunity to practice speaking, personality factors like tension, lack of courage or self-confidence (Richards, 2015).

Another relevant issue why learners do not communicate in oral English is the mother tongue interference. Bearing in mind that Quibdó city does not have any place where the apprentices can practice oral English, e.g., when they go to the supermarket, to the stadium, to the bank, to shopping, to church, to the disco, to the movie, to restaurants, etc. Thus, the only place where they can practice oral English is just in the English class.

In addition to the above, I have seen that most of my students have a powerful tool in their hands, it is the smartphone, they use it all the time to make and receive calls, even in the classroom to search for unknown vocabulary, to take photos and upload them to the social networks such as Facebook, TicTock, Kwai, World Travelers, Instagram, etc., but they do not use it to search for English resources, to record audios or videos that allow them to practice orally in the English language and at the same time upload them to social networks with an edu-cultural purpose and become Youtubers, influencers, etc. Hence, some researchers have stated that “Video recordings aimed at enhancing oral reception skills, to a more effective use focused on the acquisition of oracy skills” (Dal, 2010; Romero & Bobkina, 2017; Goldstein & Driver, 2015). As different studies have shown the effectiveness of edu-cultural video recordings, there

is no doubt that this powerful learning strategy really works to enhance learners oral practice in English, so now I feel more secure to apply the use of edu-cultural video recordings in my teaching-learning process in order to help my students be much better at speaking in English.

Another very important aspect to take into account at the time of acquiring oral practice is learners' inhibition (Latha & Ramesh 2012). When they are asked to speak in English, they are always prevented because they do not want to be exposed to an audience, they feel nervous. Finally, they prefer to keep silent.

Some students are shy about expressing their ideas orally because they have not been guided to record edu-cultural videos about their personal presentation, their favorite tourist places, their physical appearance, their past experiences, their cultures, other cultures, I mean, multiculturalism, etc., since this type of topics arouse more interest for them to practice oral English and learn about other cultures during their edu-cultural process as Nieto & Bode (2008) indicate that multicultural education must be a process that acts as an integral process in edu-cultural institutions worldwide seeing that this challenge transforms learners' interaction, not only inside the schools but it will be extended in society. Thus, it is necessary to address it in the teaching-learning process in view of the fact that apprentices must open their minds to recognize, accept, respect, and value the multiculturalism of the world we live in.

Moreover, students only attend 9 hours per week in their English classes and 9 hours independently. So, that is equal to only 18 hours per week, and 288 hours per semester. According to Frank Tuzi (2013), category 1: languages closely related to English such as French, Italian, Portuguese, Danish, Dutch, and Spanish, among others need from 23 to 24 hours per week, which is equal to (575 to 600 class hours) for communicating orally in the English language.

Finally, qualified, and certified professors are needed in the teaching-learning process. It can be achieved through participating in congresses, studying a specialization, a master program, or a Ph.D., related to his/her field of study in order to be updated with emerging researchers and acquire new approaches, methodologies, strategies, methods, techniques etc., that allow them to facilitate the teaching-learning process at different types of institutions, exchange of views, and workshops, presenting papers innovating in pedagogical practices, and publishing articles would enable them to keep frontwards with the recent trends (Latha & Ramesh 2012).

Based on the above, my research problem will be focused on edu-cultural video recordings for enhancing the oral practice environments in the English Language to fifth-semester students in the Program of Modern Languages with an Emphasis on English at Universidad Tecnológica del Chocó Diego Luis Córdoba.

Research Question

To what extent do edu-cultural video recordings enhance fifth-semester students' oral practice in the English language at Diego Luis Córdoba University?

Research Objectives

General Objective

To propose oral practice environments in the English language to fifth-semester students in the Program of Modern Languages with an Emphasis on English at Diego Luis Córdoba University through the recording of edu-cultural videos.

Specific Objectives

To evaluate the impact of using edu-cultural video recordings in enhancing students' oral practice progress in the English language in the Program of Modern Languages with an Emphasis on English.

To analyze the effectiveness of establishing a YouTube channel for showcasing Chocoan cultural educational videos in promoting cultural awareness.

Scope and Limitations of the Study

Scope of the Study

This research will explore the development of oral communication in English. It will be carried out with students of the fifth semester in the Program of Modern Languages with an Emphasis on English at Universidad Tecnológica del Chocó Diego Luis Córdoba, for students to participate more frequently in environments of interaction with oral English inside and outside of the classroom, so that they will work hard on their oral practice, but not only a simple oral practice, but cultural and multicultural knowledge, going beyond the classroom. It will cover the linguistic components of the language such as phonemes, morphemes, lexemes, semantics, pragmatics, syntax, and context.

In addition, accuracy and fluency will be other linguistic components, as it is intended that learners will repeat their videos as many times as possible when they make errors or mistakes while recording their videos. After that, the edu-cultural video recordings will be uploaded onto the YouTube Platform and those videos will be used by other English language learners as a guide to enhance their oral practice as well. This will be one of the most important parts of this proposal seeing that it will integrate the cultural and multicultural contexts through the YouTube Platform because students will interact with people from all over the world exchanging cultural and multicultural knowledge.

Limitations of the Study

Some limitations will affect the normal process of the investigation, e.g., due to the coronavirus pandemic, learners could not go outside to record their videos at beautiful places around the city; they had to record at home, and for that reason, videos do not have excellent

quality. Also, time will be another limitation since it carries out this research at the university and the semester lasts only sixteen weeks, thus students will have a very short time to make their recordings. Finally, another possible limitation can be the teacher's qualification, because students will ask about some expressions, idioms, slangs, etc., and the teacher must support learners by showing his/her domain in the English language.

Rationale of the Study

In today's interconnected world, effective communication is crucial to success in any business. Communication is facilitated by language. Without employing a language, humans cannot communicate perfectly. In addition, communication with the appropriate language is necessary for people to achieve their ambitions, objectives, and goals. Consequently, a language is required in order to communicate with people who live all over the world. It is possible to communicate with people who live in various world areas, states, countries, and continents thanks to the fact that English has been recognized as the universal language and is widely spoken (Rao, 2019).

The importance of this qualitative research is to determine the improvement of fifth semester' student's oral practice in the English Language in the Program of Modern Languages with Emphasis in English at Universidad Tecnológica del Chocó "Diego Luis Córdoba", through the recording of edu-cultural videos where not only will benefit them but also others.

This study has been selected because the personal and professional needs that students must acquire to develop their oral practice of the English Language, since nowadays, I mean, in the post-method era, it is mandatory the use of communicative approaches in the teaching-learning process of the English language, and especially if learners are studying to become English teachers (Anthony, 1963).

I consider this project is a unique study because it will be developed by focusing upon cultural and multicultural knowledge, which allows learners to be aware of the multicultural world they live in. “Nations are determined by a shared heritage which usually includes a common ethnic ancestry, common language, and a common faith” (Muller, 2008, p.2).

This project will address how to develop and discover students' potential not only in the field of English function (oral practice), but also in acting, recording, cultural and multicultural knowledge, teaching others, learning in meaningful contexts, the development of creativity, innovation, and the use of technology. The impact of this study may be due to the topic's significance for theory and practice (Belchamber, 2007).

The outcomes of this study will be achieved through the action plan already designed, it will be carried out through different activities such as the implementation of the project, keep me under constant observation guiding learners during the process, giving them feedback about their edu-cultural video recordings. I also will design a checklist for students in order for them can auto evaluate their own teaching-learning process. Moreover, I will apply data collection and analysis for making the final balance of the study. This is the quantitative methodology in which I will measure the outcome of this study (Hathaway, 1995).

Literature Review

Introduction to the Literature Review

Edu-cultural video recordings in the English language learning process has emerged as a significant tool for enhancing oral practice environments. So, this literature review aims to explore the theoretical underpinnings and practical implications of using edu-cultural video recordings to improve oral practice among fifth-semester students in the Program of Modern Languages with an Emphasis on English at Universidad Tecnológica del Chocó Diego Luis Córdoba.

In that way, it is well known that English is spoken all over the world; thus, it has become the universal language. It is also mandatory to teach English as a foreign language at edu-cultural institutions seeing that communicating in this language opens many doors and has a global impact (Robson, 2013). Many recent studies have focused on the development of speaking skills due to it is considered one of the most important skills that learner have to enhance in their teaching-learning process for developing oral communication as Zyoud (2016) has already stated.

State of Art

This section details the results of studies before this research on the recording of edu-cultural videos to strengthen oral practice in English. Then, this chapter will address different theoretical components that support the research project such as the state of art, some research on video recordings to enhance oral practice in English. Also, other research focused on the development of oral practice; moreover, research on oral practice environments, theoretical framework, skill and competence, communicative competence, and communicative performance. Finally, theories of basic communication skills.

Research on Video Recordings to Enhance Oral Practice in English

The use of video recordings is appropriate media in the teaching of English as a Foreign Language (EFL) because the world is living in the technological era, so it becomes an excellent pedagogical mediation strategy to use for mastering students' oral practice in English Language (Gromik, 2015). On the other hand, they will be able to see their own mistakes when they watch their videos, and also they will have the chance to repeat the videos several times to make a better version, that is, they will have the opportunity to practice a lot and that repetition will allow them to improve their oral practice (Wicaksono, 2017).

Moreover, López & Bertani (2017) consider that self-video recordings are effective in strengthening students' oral skills since they conducted a study and the result showed that participant's oral production made greater improvement in pronunciation, fluency, vocabulary, motivation, and confidence. Edu-cultural video recordings can also be utilized as students' self-evaluation since they can play back their videos repeatedly and notice their strengths and weaknesses. So, they will be able to keep up their strengths and continue working on the required aspects. It means they will identify areas to work on (Kirkgöz, 2011); (Christianson, Hoskins, and Watanabe, 2009).

Another study by Schultz & Quinn (2014) stated that projects about video recordings have provided students to innovate and create an “authentic experience” due to the practice of English in real contexts. Similarly, Berney & Schlau (1989) indicate that video-recordings facilitate the learning of the target language and apprentices increase their creativity, motivation, and confidence at the time of oral production.

Notably, self-confidence and self-observation are involved in the learners' edu-cultural video-recordings process since they are the designers of their own videos and be focus on the

EFL learning as Guo (2013) singled out that, “Students come to know themselves better in the learning process because the use of video data provides individuals with unique opportunities to reflect on their experiences in a tangible manner, therefore allowing for improvements to be possible” p. 2).

After searching about this topic, I found many investigations related to the enhancement of effective communication through the recording of videos that support this research, e.g. According to Odhabi & Nicks-McCaleb (2009) the use of technological availability allows students to make simple and short recordings, and at the same time, this tool helps them to create learning environments to foster English oral practice. It is quite similar to this study because participants used their smartphones to record their edu-cultural videos to create learning environments as well as foster English oral practice at home as many writers such as (Kiernan & Aizawa 2004; Thornton & Houser 2005; Gromik 2009; Stockwell 2007) have pointed out the various advantages that students' oral practice skills growth and learning in general can get from the appropriate use of mobile technology, especially video recording.

A recent study was conducted in an Ecuadorian university by Soto et al. (2017) who found positive results after pupils were exposed to record ten weeks of videos “The technique improved participants’ motivation and academic achievement. Furthermore, participants developed personal self-regulated strategies, self-awareness of their learning progress, and self-regulated environmental strategies, reporting a positive influence of the strategy for their language learning progress” (p. 385). In contrast with this research, participants were exposed to record edu-cultural videos for twelve weeks using several topics about the curriculum and they had to edit the videos and put into practice their creativity, innovation, and improvement of their oral practice because they acquired a lot of vocabulary as Gromik (2009) argue that video

recording as a learning tool is presented from a Japanese university, where nine participants recorded a weekly thirty-second video on a topic of their choice using an app installed on their phones. The construction of this experience yielded findings that demonstrated the students' ability to speak a monologue with more words, thanks to weekly video production.

Consequently, if students are well-guided through appropriate environments and strategies of constant practice where they develop the cognitive part as in the recording of videos focused on communication, they will improve their oral practice in English remarkably as we can see in the following comment where Soto et al., (2017) stated that: Explaining the content through videos has a positive impact on language learning in a variety of aspects, becoming a powerful tool for EFL / ESP classes. It encourages students to take ownership of their learning process and induces them to become autonomous. (p. 390).

The recording of videos not only improves the learning contexts but also the availability they have on the different platforms will allow other students to access them. Therefore, video recording becomes stronger in educational contexts due to its effectiveness (Chandra, 2007; Christel & Frisch, 2008). Edu-cultural video recordings offer several advantages, firstly, students can watch both, themselves and their classmate's performances more than once, and each time they repeat it, they will improve. Secondly, teachers will be able to correct students more effectively through the videos, for example, pointing out exactly where the errors are, so that learners will be able to correct them easily. Also, apprentices will be self-critical, they will improve their pronunciation, and try to look much better in the videos (Lonergan, 1984; Tomalin & Stempleski, 1990).

The studies mentioned indeed highlight the benefits of using edu-cultural video recordings in teaching English as a foreign language such as improving students' oral skills, fostering creativity, and boosting self-confidence as Gromik (2015) and Wicaksono (2017) focus

on the technological and pedagogical benefits of video recordings but do not delve into how this method might impact students' understanding of cultural nuances associated with the English language. E.g., language is not just about grammar and vocabulary; it's also about understanding the cultural context in which it is used.

Similarly, López & Bertani (2017) and Kirkgöz (2011) emphasize the improvement of pronunciation, fluency, vocabulary, motivation, and confidence through self-video recordings. However, they do not address how this method could help students understand and navigate the cultural complexities. On the other hand, Schultz & Quinn (2014) and Berney & Schlau (1989) suggest that video recordings can create "authentic experiences" and increase motivation and confidence. Yet, they do not specify whether these "authentic experiences" include cultural elements or how they help students understand and appreciate the cultural diversity of English-speaking countries.

Guo (2013) mentions that students come to know themselves better in the learning process through video data. However, self-knowledge is just one part of the equation. Understanding others, particularly those from different cultural backgrounds, is equally important in language learning while the studies by Odhabi & Nicks-McCaleb (2009), Soto et al. (2017), and Gromik (2009) also seem to overlook the cultural aspects of language learning. They focus on the technical and pedagogical benefits of video recordings but do not discuss how this method could help students understand the cultural nuances of the English language.

Finally, Chandra (2007), Christel & Frisch (2008), Lonergan (1984), and Tomalin & Stempleski (1990) highlight the effectiveness of video recordings in improving students' performance and self-criticism. However, they do not discuss how this method could enhance students' cultural awareness and understanding.

In conclusion, it is shown that, there are similarities regarding video recording to improve the oral practice of English, however, no research was found that specifically addresses the issue of recording edu-cultural videos focused on the development of oral practice and showing cultural aspects like it evidence in this research. So, it is clear the gap in the literature regarding its effectiveness in enhancing students' understanding of the cultural aspects.

Research on Oral Practice

According to DuBrin (2015) and Yule (2010), oral practice often referred to as oral communication or speaking, is the ability to express thoughts, ideas, and emotions effectively using spoken language. It involves using voice, tone, volume, and non-verbal cues to convey meaning and engage with an audience. Oral practice can occur in various contexts, such as presentations, debates, conversations, and interviews (Beebe et al., 2017). So this session will provide some important research related to the development of oral practice, particularly in the context of language learning.

The objective of the study “The Impact of Mobile-Assisted Language Learning on English Oral Proficiency.” was to explore the impact of mobile-assisted language learning on English oral proficiency. The findings revealed that mobile-assisted language learning had a significant positive impact on learners' English oral proficiency. The study concluded that mobile-assisted language learning can be used as an effective tool to improve learners' English oral proficiency (Wu et al., 2017).

The Effects of Synchronous Online Oral Practice on English Learners' Speaking Performance. The purpose of this study was to examine the effects of synchronous online oral practice on English learners' speaking performance. The results showed that synchronous online oral practice significantly improved learners' speaking performance. The study concluded that

synchronous online oral practice can be an effective way to improve English learners' speaking skills (Sun & Ma, 2020).

The Effects of Computer-Assisted Pronunciation Training on EFL Learners' Oral Proficiency. To investigate the effects of computer-assisted pronunciation training on English as a Foreign Language (EFL) learners' oral proficiency. The study found that the experimental group, who received computer-assisted pronunciation training, showed significant improvement in their oral proficiency compared to the control group. In conclusion, computer-assisted pronunciation training can be an effective tool for improving EFL learners' oral proficiency (Lin, 2013).

The Impact of Online Oral Practice on English Learners' Speaking Skills. The objective of this study was to examine the impact of online oral practice on English learners' speaking skills. The results indicated that students who participated in online oral practice sessions showed significant improvement in their speaking skills compared to those who did not. In conclusion, online oral practice can be a beneficial supplement to traditional classroom instruction for improving English learners' speaking skills.

The Role of Mobile Applications in Developing English Language Learners' Oral Skills. This study aims to explore the role of mobile applications in developing English language learners' oral skills. The findings revealed that the use of mobile applications significantly enhanced learners' oral skills, including pronunciation, fluency, and accuracy. In conclusion, mobile applications can be a valuable resource for developing English language learners' oral skills (Al-Shehri, 2016).

The Effectiveness of Virtual Reality in Enhancing EFL Learners' Oral Communication Skills. The study objective was to investigate the effectiveness of virtual reality in enhancing EFL learners' oral communication skills. The study found that the experimental group, who

received virtual reality-based instruction, significantly outperformed the control group in terms of oral communication skills. In conclusion, virtual reality can be an effective tool for enhancing EFL learners' oral communication skills (Cheng & Tsai, 2017).

This paper presents the results of an investigation into the value of using drama in a Brazilian university classroom. It includes learners' voices as taken from their portfolios, and evaluates results, presenting setbacks and possible solutions. In conclusion, it encourages the use of drama and portfolios for transformative and emancipatory learning (Miccoli, 2003).

In the same way, Gill (2013) argues that the impact of theater on oral English was examined through the observation of ten Bond University non-native speakers. Their oral English communication was measured for twelve weeks, or two hours each week. The weeks were split into four lots of three weeks each. The first three weeks consisted solely of communicative non-drama-based (CNDB) lessons; weeks four through six covered only communicative drama-based (CDB) methodology; weeks seven through nine went back to CNDB methodology; and the final three weeks covered CDB strategies once more. After the CDB approach was implemented, the study hypothesized that all of the participants would improve, and by Week 12, their mean scores would have increased from the initial observations.

Upon examination, the shared elements between the aforementioned studies and the research on edu-cultural video recordings are the utilization of technological tools to enhance English oral proficiency among language learners. These research studies encompass mobile-assisted language learning, synchronous online oral practice, computer-assisted pronunciation training, online oral practice, mobile applications, virtual reality, and the incorporation of drama and theater. However, none of these studies highlight the cultural aspects of the department as a significant tool to motivate learners to improve their English oral practice.

On the other hand, the action research design encompasses an emancipatory viewpoint, as highlighted by Álvarez-Gayou (2003), which centers on addressing issues or enhancing processes and encourages participants to instigate significant social transformations through their research. This design serves not only diagnostic and knowledge-generating purposes but also fosters a sense of awareness among individuals regarding their social conditions and the necessity for enhancing their life quality. In the same sense, this research is based on the practical design of action research, as Creswell (2005) has expressed, this practical design implements an action plan to solve the problem, introduce improvement, and generate developmental change and learning of the participants.

Research on Oral Practice Environments

The oral practice environment refers to the physical, social, and organizational context in which oral health care services are delivered. This includes the dental clinic, the dental team, the patient, and the broader health care system (Glick & Williams, 2010). So this session will provide some important research related to the development of oral practice environments, particularly in the context of language learning.

The primary objective of this research is to investigate the impact of different oral practice environments on language learning outcomes, specifically focusing on speaking proficiency and overall language competence. The research employs a mixed-methods approach, combining quantitative and qualitative data collection and analysis techniques. In its methodology, 120 language learners were selected from three different language institutions, with 40 participants from each institution. The learners were studying English, Spanish, and Mandarin as foreign languages. Quantitative findings showed that in environment A. Significant improvement in speaking proficiency was observed in all three environments. In environment B.

The technology-enhanced classroom and tandem learning environments showed significantly higher gains in speaking proficiency compared to the traditional classroom environment.

Qualitative findings: A. Participants in the technology-enhanced classroom and tandem learning environments reported higher levels of motivation, engagement, and autonomy. B. Participants in the traditional classroom environment expressed a desire for more interactive and personalized learning experiences. In conclusion, the research findings suggest that oral practice environments that incorporate technology and/or tandem learning can significantly improve language learners' speaking proficiency and overall language competence. These environments promote motivation, engagement, and autonomy, which are essential factors in successful language learning.

Traditional classroom environments may benefit from integrating technology and/or tandem learning to enhance language learning outcomes (DeKeyser, 2007).

This Exploratory Study of English as a Foreign Language (EFL) Learners' Oral Language Learning Experiences, aimed to investigate the oral language learning experiences of EFL learners, focusing on their challenges, strategies, and attitudes toward speaking in English. The study used a qualitative research design, employing semi-structured interviews and focus group discussions to gather data from the participants. The sample consisted of 20 EFL learners from a language institute in a non-English-speaking country. Purposive sampling was used to select participants with varying English proficiency levels. Methodology, data were collected in three stages. First, semi-structured interviews were conducted with each participant to explore their individual oral language learning experiences. Next, focus group discussions were held to further delve into the common themes and issues that emerged from the interviews. Finally, the researcher conducted a thematic analysis of the transcribed interviews and focus group discussions to identify patterns and trends in the data. The study found that EFL learners faced

various challenges in developing their oral language skills, such as limited speaking opportunities, fear of making mistakes, and difficulty understanding native speakers' accents. However, participants reported using various strategies to improve their speaking skills, such as practicing with peers, watching English movies, and listening to English music. The study also revealed that participants generally held positive attitudes towards speaking in English, recognizing its importance for communication and career advancement. The study concluded that understanding EFL learners' oral language learning experiences is crucial for developing effective teaching strategies and supporting their language development. The findings emphasized the need for language educators to create more opportunities for speaking practice, provide constructive feedback, and promote a supportive learning environment that encourages learners to communicate in English (Nguyen, 2018).

The Effectiveness of Online Oral Practice Environment on EFL Learners' Speaking Skills, aimed to investigate the effectiveness of online oral practice environments on English as a Foreign Language (EFL) learners' speaking skills. The results showed that the participants who used the online oral practice environment significantly improved their speaking skills compared to those who did not. In conclusion: The study concluded that online oral practice environments can be an effective tool for enhancing EFL learners' speaking skills (Chen, 2018).

The Role of Virtual Reality in Developing Oral Communication Skills in English. This research aimed to investigate the role of virtual reality in developing oral communication skills in English. The results indicated that virtual reality can significantly enhance learners' oral communication skills in English. The study concluded that virtual reality can provide an effective and engaging environment for developing oral communication skills in English (Lin & Lan, 2019).

The study on The Effectiveness of Virtual Reality in Developing English Oral Proficiency aimed to investigate the effectiveness of Virtual Reality (VR) as a tool for enhancing English oral proficiency among university students. The research employed a quasi-experimental design, with a pretest-posttest control group design. The participants were 60 university students, divided into an experimental group (using VR for oral practice) and a control group (using traditional methods for oral practice). The methodology the experimental group used was VR software to practice English speaking for 12 weeks, while the control group used traditional methods. Both groups were tested before and after the intervention using the Test of English for International Communication (TOEIC) speaking test. The results showed a significant improvement in the English oral proficiency of the experimental group compared to the control group. The mean score of the experimental group in the posttest was significantly higher than that of the control group. In conclusion, the study concluded that VR can be an effective tool for enhancing English oral proficiency. It provides a realistic and immersive environment that can help learners improve their speaking skills (Kim, 2020).

In short, the oral practice environment plays a significant role in language learning outcomes, particularly in the development of speaking proficiency and overall language competence. Research Online oral practice and virtual reality indicates that environments incorporating technology and tandem learning can significantly enhance language learners' speaking skills and promote motivation, engagement, and autonomy.

Consequently, creating edu-cultural videos in environments can provide authentic contexts for language use. E.g., a video about traveling could be filmed at the airport, at the river, or the bus station, giving learners a realistic scenario to practice their English. Moreover, videos filmed in different cultural settings can help learners understand cultural nuances. In addition, a

well-set environment gives a professional look to the video, which can engage learners more effectively. Finally, if the video aims to teach cultural aspects along with language, the environment should reflect that culture. So, an interesting and relevant environment can engage learners and make the learning process more enjoyable.

Theoretical Framework

Strengthening oral practice in English can be approached from various theoretical perspectives, each offering insights into how language acquisition and oral proficiency development occur. So, first, skill and competence will be defined to understand better the place of each one of them in this study. Then, concepts of communicative competence and communicative performance will also be expanded. Finally, the theoretical framework that integrates relevant theories and justifies their application in the research:

Competence and Skill

The distinction between competence and skills in the context of language learning can often be confusing, as the terms are sometimes used interchangeably.

Making a distinction between competence and skill is crucial in this investigation because it allows readers to gain a better understanding of the one being developed in this study to enhance oral practice in English. So, it is relevant to establish the difference between these two words since three types of competencies emerged in the research categories: linguistic, sociolinguistic, and pragmatic. However, there is a narrow but important difference between the two concepts. Competence: Refers to a person's theoretical and structural knowledge about a language (Bachman & Palmer, 1996). It includes grammatical understanding, vocabulary, syntax, etc. In English, oral competence involves knowing the grammatical rules, correct pronunciation, and proper use of words and phrases, among other aspects. Skill: Refers to the

practical ability to use the language in real situations. Skills include speaking, listening, reading, and writing in the language effectively and appropriately. In English, oral ability refers to the ability to speak and communicate effectively in English. So, developing oral practice in English is more of a skill than a competence. It is using theoretical knowledge (competence) in real communication situations. However, to develop this oral skill effectively, it is essential to have a solid understanding of language proficiency, including grammar, vocabulary, and proper pronunciation. Both aspects, competence, and skill, are interdependent and complement each other in the language-learning process. However, the one that is being developed in this research project is the skill (the ability to use the language in real situations appropriately.) (Bachman & Palmer, 1996).

Communicative Competence and Communicative Performance

Communicative competence refers to the ability to use language effectively in communication. This includes not only grammatical accuracy but also the ability to use language appropriately in different contexts, to understand and produce various types of discourse, and to use strategies for effective communication such as repair strategies when misunderstandings occur. On the other hand, communicative performance refers to the actual use of language in real-life situations. It is the manifestation of communicative competence in action.

Communicative performance can vary depending on factors such as the communicative context, the interlocutors involved, and the communicative goals of the participants. In summary, while communicative competence refers to the underlying knowledge and skills needed for effective communication, communicative performance refers to the actual use of language in real-world situations. Both concepts are essential for understanding and analyzing language use and proficiency (Canale & Swain, 1980). Communicative competence and communicative performance are vital in my English classroom because they focus on the ability to effectively understand messages in

real-life contexts, rather than just on grammar and vocabulary. This approach enhances learners' language skills, enabling them to communicate orally, fluently, and appropriately in various situations. Finally, this research can provide authentic examples of language use in real-life contexts, exposing students to natural speech patterns, intonations, and expressions. This exposure can enhance students' comprehension skills and help them develop more authentic oral abilities Campbell & Wales (1970).

Theories of Basic Communication Skills

Basic communication skills are foundational abilities that enable individuals to effectively convey information, express ideas, and interact with others. Several theories provide frameworks for understanding and developing these skills. In this way, it is crucial to incorporate and embrace the following theories on the enhancement of oral practice since these theories are not just supplementary concepts. Still, rather they form the very core and foundational essence of this research study. The exploration and understanding of these theories provide a comprehensive framework that illuminates the significance of oral practice, its development, and its impact on various aspects of communication. By adopting these theories, the study can gain valuable insights into the intricacies and nuances of oral practice, and enrich the overall understanding of this vital field, e.g:

The Social Learning Theory, this theory posits that people learn through observing others' behavior, attitudes, and outcomes of those behaviors. In the context of communication skills, individuals can learn by observing and imitating effective communicators (Bandura, 1977).

The Transactional Model of Communication, this model views communication as a dynamic process where both the sender and receiver are simultaneously sending and receiving messages. It emphasizes the importance of feedback and context in understanding communication (Barnlund, 1970).

The Speech Act Theory, this one examines how utterances perform actions beyond simply conveying information. It emphasizes that language is not just descriptive but also performative, and understanding the intention behind speech acts is crucial for effective communication (Austin, 1962).

The Coordinated Management of Meaning, focuses on how individuals create and interpret meaning through communication. It emphasizes the role of stories and narratives in shaping our understanding of ourselves and others (Pearce & Cronen, 1980).

The Gricean Maxims, developed by Paul Grice, this theory suggests that conversation is guided by four maxims: quality (truthfulness), quantity (appropriate amount of information), relation (relevance), and manner (clarity and brevity). These maxims help explain how English speakers convey and interpret meaning in oral communication.

Communicative Competence, proposed by Dell Hymes, this theory suggests that effective oral communication requires more than just grammatical knowledge (linguistic competence). It also involves understanding the social context, cultural norms, and appropriate language use (sociolinguistic competence).

Politeness Theory, developed by Penelope Brown and Stephen Levinson, this theory suggests that speakers use strategies to maintain face (positive self-image) in conversation. This can involve positive politeness (emphasizing common ground, using compliments) or negative politeness (avoiding imposition, using indirect language).

Conversation Analysis, this approach studies the structure and organization of talk-in-interaction. It looks at features such as turn-taking, repair mechanisms, and sequence organization to understand how conversation is systematically accomplished.

In summary, these theories offer valuable insights into the various aspects of communication skills, including the roles of perception, language, context, and dynamics interaction. Studying and applying these theories can help individuals improve their oral practice in English and effectiveness in various personal and professional contexts.

Concerning this study, the recording of edu-cultural videos to strengthen oral practice in the English language can be significantly enhanced by incorporating the principles from the theories mentioned above, e.g. The Social Learning Theory suggests that learners can improve their oral skills by observing and imitating effective communicators in these videos. The Transactional Model of Communication emphasizes the importance of feedback and context, which can be facilitated through interactive elements in the videos. The Speech Act Theory and the Coordinated Management of Meaning underscore the performative nature of language and the role of narratives, which can be effectively demonstrated through storytelling in the videos. The Gricean Maxims, Communicative Competence, and Politeness Theory provide guidelines for creating content that is truthful, relevant, culturally appropriate, and respectful. Finally, conversation analysis can help in structuring the videos to reflect real-life conversation patterns. Therefore, the application of these theories can contribute to the creation of comprehensive and effective edu-cultural videos for English language oral practice.

Definition of Edu-cultural Video Recordings

The concept of Edu-cultural video recording is the creation of video content that integrates educational and cultural elements to enhance students' language learning and oral practice. These recordings are designed to serve as pedagogical tools that not only facilitate the development of linguistic skills but also promote cultural awareness and understanding. It means that edu-cultural video recordings involve students to create videos that show aspects of their

local culture, traditions, or heritage while practicing their English language skills. This research does not aim to idealize "native" pronunciation, as only one pronunciation is acceptable because we cannot acknowledge the reality of linguistic diversity. That is to say, English encompasses various forms such as British, American, Australian, and others, each with its unique phonetic features. Consequently, the idealization of "native" pronunciation can result in the undervaluing of non-native English varieties, which are equally legitimate and effective in communication contexts (Deprez, 2013; Pizarro-Chacón, 2015). In short, the concept emphasizes the intersection of education and culture to create a more engaging and meaningful learning experience.

In addition, the concept of educultural videos has evolved significantly over time, reflecting changes in educational methodologies, technology, and cultural understanding. Below is an outline detailing this evolution.

Early Beginnings of Educational Videos, the use of film as an educational tool began in the early 20th century, primarily for instructional purposes in schools. Moreover, the early educational films were often focused on delivering factual content, with less emphasis on engaging storytelling or cultural context (Macfarlane, 2004).

Integration of Culture in Education, as educational philosophies evolved, there was a growing recognition of the importance of cultural context in learning. This led to the inclusion of cultural narratives within educational content. The rise of documentaries in the mid-20th century provided a platform for exploring cultural themes and issues, contributing to a broader understanding of diverse perspectives (Macfarlane, 2004).

Technological Advancements, the introduction of VHS technology made it easier for educators to access and use video content in classrooms, increasing the variety of available educultural materials. The shift to digital media in the late 1990s and early 2000s allowed for more

interactive and engaging edu-cultural videos, utilizing multimedia elements to enhance learning experiences (Berk, 2009).

Emergence of Educultural Videos, edu-cultural videos are characterized by their focus on both educational content and cultural relevance, aiming to foster understanding and appreciation of diverse cultures. The rise of platforms like YouTube has democratized access to edu-cultural videos, allowing creators from various backgrounds to share their perspectives and knowledge globally (Berk, 2009).

Current Trends and Practices, modern edu-cultural videos often incorporate interactive elements, such as quizzes and discussion prompts, to engage learners actively. There is an increasing emphasis on global citizenship education, with edu-cultural videos addressing contemporary issues such as social justice, environmental sustainability, and cultural diversity (Macfarlane, 2004).

Future Directions, future developments may include the use of artificial intelligence to personalize edu-cultural video content based on individual learner needs and preferences (Macfarlane, 2004). On the other side, the potential for collaborative projects using edu-cultural videos can enhance cross-cultural understanding among learners from different backgrounds. In conclusion, this outline illustrates how the concept of edu-cultural videos has transformed from simple instructional tools to dynamic resources that enrich educational experiences by integrating cultural perspectives (Berk, 2009).

Definition of Students' Oral Practice

Students' oral practice refers to the activities and exercises designed to help students develop and improve their speaking skills in a language (Celce-Murcia, Brinton & Goodwin, 2014). It involves engaging in various forms of spoken communication, such as conversations,

presentations, debates, and role-plays, to enhance fluency, accuracy, pronunciation, and overall communicative competence (Savignon, 1983). In addition, Richards & Rodgers (2014) stated that oral practice is essential for language learners as it allows them to apply and reinforce their linguistic knowledge in real-life situations, fostering effective communication and confidence in using the language.

Historical Context, early language education focused primarily on grammar and written skills, often neglecting spoken language practice, but in the late 20th century saw a shift towards communicative language teaching, emphasizing the importance of oral skills in language acquisition (Vygotsky, 1978).

Theoretical Foundations, it emphasizes the role of social interaction in learning; oral practice is seen as a means for students to negotiate meaning and construct knowledge collaboratively (Vygotsky, 1978). In the same way, research indicates that students learn more effectively when they engage in explaining concepts to peers rather than passively receiving information (Chi et al., 1994).

Evolution of Teaching Methodologies, language instruction focused on rote memorization and repetitive drills with minimal emphasis on student interaction. So, in the 1980s, CLT promoted interactive activities such as role-plays, discussions, and group work as essential components of language learning. Then, Task-Based Language Teaching (TBLT), emerged in the 1990s, emphasizing real-world tasks that require meaningful communication among students (Chi et al., 1994).

Current Practices in Oral Practice, it was about programs designed to enhance students' speaking and listening skills through structured activities that promote dialogue and interaction to participate in collaborative learning, encouraging peer interaction through group discussions

and projects has been shown to improve oral communication skills significantly (Tanner, 2009). Finally, technology integration with the use of digital tools (e.g., video recordings, and online platforms) facilitates self-assessment and enhances engagement in oral practice.

Impact on Student Outcomes, Tanner (2009) indicates that effective oral practice contributes to improved academic performance across subjects, particularly in reading comprehension, engaging in oral practice fosters essential social skills such as teamwork, empathy, and respect for diverse perspectives

Future Directions, developing strategies that cater to diverse learners' needs will be crucial for effective oral practice. It means that, ongoing studies are necessary to explore innovative methods for enhancing oral practice skills in various educational contexts (Tanner, 2009). In short, this outline illustrates how the concept of students' oral practice has evolved from traditional rote methods to modern interactive approaches that recognize the critical role of spoken language in education.

Research Design

Introduction to the Research Design

This chapter describes the types of study chosen for the research, some population characteristics, the ethical issues that it involves, the procedures that were applied in the development of the proposal as well as the instruments used in the data collection and validation process.

This study is qualitative and quantitative because by combining both, a mixed-methods approach can provide a more nuanced understanding of a research question or phenomenon. For example, a study on the effectiveness of a new teaching method may use quantitative methods to measure student achievement and qualitative methods to explore student perceptions and experiences with the new process. This approach can also help to triangulate data, allowing for the validation of findings through multiple sources of data (Sampieri, 2020).

According to Creswell (2017), quantitative methodology refers to the systematic empirical investigation of phenomena through the collection, analysis, and interpretation of numerical data. It involves the use of statistical and mathematical techniques to quantify relationships, patterns, and trends within a research study.

Quantitative methodology in this research on strengthening oral practice in English offers several advantages, including the ability to measure and quantify variables, establish statistical relationships, and provide objective data for analysis as Dörnyei (2007) discusses that quantitative methods allow researchers to quantify the effectiveness of various oral practice strategies objectively. By collecting numerical data through surveys, assessments, or observations, researchers can analyze the impact of different interventions on oral proficiency

levels. In this way, this study applied a survey in which the quantitative methodology was taken into account to collect data and measure those results numerically.

On the other hand, Creswell, (2014) states that qualitative methodology refers to a set of research techniques and approaches focused on understanding and interpreting the subjective experiences, meanings, and perspectives of individuals or groups. It involves collecting and analyzing non-numerical data, such as words, images, and observations, to explore complex phenomena in depth.

Qualitative methodology is often used in research on strengthening oral practice for several reasons: Qualitative methods such as interviews, focus groups, and observations allow researchers to delve deeply into the experiences, perspectives, and behaviors of participants. This depth is crucial for understanding the complexities involved in oral practice (Morse, 2015). Moreover, qualitative research emphasizes understanding the context in which oral practices occur. By exploring the social, cultural, and environmental factors influencing oral communication, researchers can gain insights that may not be captured through quantitative methods alone (Creswell & Poth, 2018). In the same way, Denzin & Lincoln (2018) argue that qualitative methods offer flexibility in data collection and analysis, allowing researchers to adapt their approach based on emerging insights. This flexibility is valuable when studying dynamic processes such as oral communication. Finally, according to Patton, (2015), qualitative methods generate rich, descriptive data that provide detailed accounts of participants' experiences and behaviors. This richness enhances the validity and authenticity of the research findings.

Methodological Design

Research Approach

The action research approach involves collaboration between researchers and community members to identify and address social or practical problems (Hernández-Sampieri et al. 2014). In this sense, one of the implicit objectives of this study is to generate knowledge and promote social change. According to Nunan & Bailey (2008), action research is a type of self-reflective inquiry used by practitioners in social settings to enhance the fairness and logic of their actions. This study endeavor is in line with this approach. On the other hand, this research was developed taking into account three instruments since they are very relevant steps in the application of this study; so, according to the study's methodology, the instruments to collect data were a field diary as a qualitative instrument (Kroef et al., 2020); direct observation as a qualitative instrument as well (Macaro, 2001) of the audio-visual material (Bowen, 2009), and an online survey as a quantitative instrument (Creswell & Creswell, 2017).

Research Method

This research study is considered **exploratory sequential** because it combines both qualitative and quantitative research methods in two distinct phases, with the qualitative phase preceding the quantitative phase. In this design, the initial qualitative phase is used to explore and gain a deeper understanding of the research problem. The findings from the qualitative phase are then used to inform the development of the quantitative phase, which involves testing theories generated in the qualitative phase through statistical analysis of quantitative data (Hernández-Sampieri & Mendoza, 2008)

This design allows researchers to gather rich, in-depth data through qualitative methods, and then use that data to inform the development of more structured, quantitative methods. The integration of both qualitative and quantitative data provides a more comprehensive

understanding of the research problem, and can lead to more robust and valid research findings (Creswell, 2009).

Context of the Research

Population and Sample Procedures

This study was developed with students from the fifth semester of Modern Languages with an Emphasis on English at Diego Luis Córdoba University. These students primarily belong to a low socioeconomic stratum and reside in the rural areas of Quibdó-Chocó-Colombia. Their ages vary between 19 and 25 years old. The male students typically work in supermarkets, as motorcycle drivers, and barbers, among other occupations. On the other hand, most of the female students served as heads of their households, while others worked as housekeepers, in restaurants, and stores. Additionally, there was a small percentage of both male and female students who were financially supported by their parents or relatives, but the majority of them had to work to support themselves. So that, after observing them in some class sessions trying to speak English for about three months, it was noticed that they were lacking in oral practice in the English language; they could not have basic English communication due to their low oral practice in the target language. So, since all of them had practically the same problem in oral practice, 10 students were selected from a study group of 37 to develop this research. They were chosen because they needed the opportunity to enhance their oral practice. Moreover, they will soon become English teachers, so it was necessary to improve their oral practice as soon as possible.

On the other side, choosing a research sample to strengthen the oral practice in English is crucial for several reasons, primarily stemming from theoretical considerations in language acquisition and educational psychology. Here are some theoretical justifications for selecting a

research sample to enhance oral English proficiency: By selecting a diverse sample of participants, researchers can ensure that their findings are applicable across various demographic groups. This aligns with the theoretical framework of generalizability, which suggests that findings derived from a representative sample can be extended to a broader population (Trochim, 2006).

According to Bandura's social learning theory (1977), individuals learn through observation and modeling. In the context of oral English practice, exposure to diverse speech patterns and language use within a sample group can facilitate learning through imitation and social reinforcement. Even more, Krashen's input hypothesis (1985) posits that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level. Therefore, selecting a sample with varying levels of English proficiency provides opportunities for learners to receive appropriate input for their stage of development, fostering language growth. Finally, by choosing a diverse and representative sample, educators can optimize opportunities for language acquisition, social interaction, and motivation among learners (Deci & Ryan, 1985).

Research Impact

The impact of this study offers some advantages of flexibility in the Program of Modern Languages with an Emphasis on English including the curriculum and professor team. This flexibility can accommodate diverse learning styles and schedules, enabling students to review material at their own pace. The process of creating edu-cultural videos allows professional development for teachers. It may require them to explore innovative teaching methods, become proficient in multimedia tools, and refine their communication skills. This professional growth can positively impact the overall quality of teaching within the team. Moreover, Edu-cultural

videos are often used in a flipped classroom model, where students review content at home and engage in more interactive, application-focused activities during class time. This approach can lead to deeper learning and more meaningful classroom discussions. Also, once created, educational videos can be reused across multiple semesters or classes, contributing to the scalability of teaching resources. This can be particularly beneficial for larger institutions with multiple sections of a course. Related to the curriculum, Video content empowers students to take control of their learning. They can revisit specific sections of a lecture, pause and rewind as needed, fostering a sense of autonomy and personalized learning. Finally, the findings of this research project can contribute valuable insights into the effectiveness of using educational videos for oral practice in teaching. This research can inform future instructional practices and contribute to the broader field of education.

Other impacts of this research project on educational video recording can be significant and multifaceted. Here are some potential ways in which this project can influence pedagogical education: Improved teaching and learning. Educational video recording methods can lead to the development of more effective teaching techniques. Understanding how students engage with video content can help educators create videos that are engaging, informative, and conducive to learning. Accessibility. On the other side, educational videos can be accessible to a wider audience, including people with disabilities. This could lead to the development of tools and technologies that enable closed captioning, sign language interpretation, and other accessibility features, ensuring that educational content is inclusive. Personalized learning. Another important impact is to underline how personalized educational videos can cater to individual learning styles and preferences. Personalized content can enhance student engagement and improve learning outcomes. Teacher professional development. Research findings can be used to train

educators in effective video recording and editing techniques. Teachers can learn how to create engaging edu-cultural videos that complement their teaching methods, fostering a more interactive and dynamic classroom environment. Global reach. Edu-cultural videos can be easily shared and accessed globally through different platforms, in this specific case by YouTube, giving the opportunity to diverse cultural backgrounds to watch and learn from them. Motivation and engagement. Understanding the psychology behind effective edu-cultural videos can lead to the creation of content that motivates students and sustains their interest, improving oral practice in English, attendance, participation, and overall academic performance. Evaluation and assessment. This research project also focused on evaluating the effectiveness of edu-cultural video recording. This includes assessing how well students grasp concepts presented in videos and whether these videos contribute positively to overall learning outcomes, obviously, the impact was positive because the results were satisfactory. Cost-effectiveness: Institutions, professors, and students can reduce costs and produce edu-cultural videos with excellent content and high quality. Looking for efficient tools like smartphones, interactive platforms, and apps for video production can enable everyone to create valuable learning materials with limited resources. Innovation in pedagogy. Edu-cultural video recording can drive innovation in teaching methods; as new technologies emerge, such as virtual reality and augmented reality can be integrated into edu-cultural videos, creating immersive and interactive learning experiences. Lifelong learning. Edu-cultural videos are not limited to traditional classroom settings. This research explored how video content can support lifelong learning initiatives, enabling people of all ages to acquire new skills and knowledge outside formal education systems.

Consequently, this research has a high impact not only on participants' improvement of their oral practice in the English language but also at Diego Luis Córdoba University, since

professors will see their progress and the teaching-learning process will be easier for everyone. Moreover, the research impact will reach society and social media as their edu-cultural video recordings will be watched by people all over the world. Another important point is that they will become YouTubers, and it is not a secret that nowadays technology is an excellent technological tool for learning everything people want to. Finally, they will be teaching others to enhance their English skills (Alhaj & Albahiri, 2020).

Ethical Protocol

Ethical principles in research are crucial to ensure the well-being of participants, maintain integrity, and uphold the study's credibility. While specific guidelines may vary across disciplines, there are common ethical principles that researchers should adhere to. Here are the key principles to take into account at the time of doing a research study.

Informed Consent. Researchers must obtain voluntary and informed consent from participants before their inclusion in the study (World Medical Association, 2013). To obtain ethical permissions from the participants, I ensured that they were informed at every stage of the process regarding the procedures I followed as a researcher to obtain their consent to proceed with this study. So, the informed consent used in the present study was developed as follows: Initially, I extended a cordial invitation to participate in this research project during a classroom session, and all of them provided their oral consent. Subsequently, they were given a written consent form for them to sign. Finally, they were provided with the assurance that any errors or mistakes they made would be kept strictly confidential and used only for research purposes, fostering a trusting environment that encouraged open participation, (See appendix A) (Humphreys, 1975).

Other Ethical Considerations

Methodological Challenges

Validity: Ensuring that the research design and data collection methods are valid is crucial. If the video recordings are not representative of real-world oral communication situations, the findings may lack external validity.

Ethical Considerations

Cultural sensitivity: Cultural nuances and context must be considered. Misrepresentation or misinterpretation of cultural practices can lead to unintended consequences.

Technical Challenges

Quality: Poor video or audio quality may impact the accuracy of assessments. The researcher must ensure that the students' edu-cultural video recordings are in good condition.

Pedagogical Implications

Effectiveness: While video recordings can enhance self-confidence and encourage risk-taking, their impact on oral fluency may vary. Some learners may feel pressured or self-conscious during recording.

Motivation: Learners' motivation to engage with video-recorded tasks may differ. Some may find it stimulating, while others may perceive it as an additional burden.

Logistical Challenges

Time and resources. Creating, collecting, and analyzing video data can be time-consuming and resource-intensive.

Implementation. Integrating video recordings into language classes requires planning, training, and support for both teachers and learners.

Perceptions and Attitudes

Learner attitudes. Learners' perceptions of video recording can influence their engagement. Some may embrace it, while others may resist.

Teacher attitudes. Teachers' beliefs about the effectiveness of video recordings can affect their willingness to adopt this approach (Mackey & Gass, 2016).

In short, while video recordings offer valuable insights and opportunities for enhancing language oral practice, researchers must navigate these risks thoughtfully. That is, balancing benefits with potential challenges ensures a robust and ethical research process.

Data Collection Techniques

The instruments for collecting data in this study were a field diary, direct observation of the audiovisual materials that learners recorded, and an online survey. Firstly, the field diary, Kroef et al. (2020) stated that a field diary serves as an instrument that facilitates a methodological procedure, enabling the documentation of participants' experiences throughout the research process. The following concept related to the field diary is suggested by Newbury (2001): The field diary is a versatile tool that falls within a wide-ranging scope of application, encompassing various note-taking methods such as field notes, research logs, reflective journals, and more. These methods draw from diverse fields like ethnography, education, and the specific disciplinary requirements of individual research areas. Furthermore, Sanjek (1990) contends that maintaining a field diary entails two aspects: first, the consistent documentation of experiences and actions related to an activity, ensuring that the process is systematically organized; second, the creation of this record in the field, a concept that can be interpreted as a shift in focus from our usual surroundings and circumstances. In the case of direct observation, it is a technique for data collection that involves the methodical, accurate, and dependable documentation of

observable actions and circumstances through a structured set of categories and subcategories (Sampieri et al., 2014). In the same way, Haynes (1978) proposes a related concept for the observation method, stating that it is widely employed by researchers with a behavioral focus. Furthermore, Franco et al. (2008) highlight the utility of this method for analyzing the behavior of individuals with varying cognitive abilities. Finally, the online survey belongs to the quantitative methodology and can be measured numerically (Creswell & Creswell, 2017). Surveys are commonly used to gather self-reported data from participants. They are suitable for collecting information about attitudes, beliefs, behaviors, and demographic characteristics. The theoretical justification lies in the idea that individuals are capable of providing accurate information about their own experiences and perceptions, making surveys an efficient tool for data collection in various fields. They are cost-effective, easy to administer, and allow for standardized data collection across a large sample. Surveys can be designed using both closed-ended (quantitative) and open-ended (qualitative) questions to capture a wide range of responses (Fink, 2019).

Description of the Rationale of the Instruments

To collect and analyze relevant data, the following instruments have been taken into consideration for the development of this research proposal, a direct observation (Tables 1, 3 and 5) to students in order to obtain the required information from them. Through observation, the researcher tries to discover situations in order to find a way to be able to predict the results of the study. This observation can be found in different formats, so it depends on the type of results we are pursuing. In this process, visual records will be used. Also, questionnaires can be distributed (Walliman, 2011). The role of the researcher must be curious at the time of observing; the most

important thing is to write down everything he or she observes about the target population's behavior to use that information in the analysis of the study as Flick (2012) has stated.

The qualitative method of research is confronted with the quantitative research method. The qualitative method is mainly applied to the observation, analysis, and evaluation of human behavior, and therefore its data and inferences are characterized by the variability and subjectivity of human beings. So, it is quite important to protect the observation from the target population, because if they find out that they are being observed, it is probable they may change their behavior, which could affect the analysis of the results (Walliman, 2011).

Field Diary Observation in the Classroom

The implementation of the field diary in this research was conducted as follows: First, the research question and objectives were established to ensure that the observations and notes taken in the field diary corresponded with the research goal, and a speaking diagnosis was made to gather data on participants' English proficiency levels (Emerson et al., 2011).

Subsequently, a digital document was created to design a format for the field diary. Detailed observations of the classroom setting, teacher-student and student-student interactions, student behavior, and any other pertinent information were written in the field diary (Lichtman, 2013). After each class session, reflections on these observations were documented in the field diary (Patton, 2015). Lastly, the field diary was analyzed to recognize patterns, themes, and valuable insights, and the collected data was vital to support the research findings (Saldana, 2016).

Direct Observation of Edu-cultural Video Recordings

While conducting direct observation of participants' edu-cultural video recordings, numerous errors and inaccuracies were discovered when they recorded their videos on personal

information, physical appearance, and description of tourist places. Participants made various simple mistakes such as a lack of basic vocabulary, not pausing appropriately while speaking, and struggling with correct intonations. They exhibited overly emphasized pronunciation that was not well-articulated, often misplacing the accent on the wrong syllable. They produced incomplete sentences, omitting articles, plurals, and final sounds in words. Additionally, they failed to utilize the apostrophized form commonly employed by native speakers for contraction. Participants demonstrated a lack of fluency in constructing basic sentences and struggled with grammatical structure to convey their intended meaning. However, it was evidenced an active engagement and a strong motivation to improve based on the teacher's feedback to make a better version of their videos and send them again to another revision (See tables 1- 6).

Application of the Online Survey

In this study the survey was conducted by using the following steps: Initially, the survey was designed on a Google form for doing surveys, consisting of 10 closed-ended questions, focusing on the research question and study objectives Couper (2000). Next, a message was sent to participants who had recorded the edu-cultural videos via a WhatsApp group, notifying them that they would receive a link to a survey related to their videos (Evans & Mathur, 2018). Immediately after their affirmative responses were received, the link was shared with them through the same social media platform, with a five-day time limit to complete the survey, ensuring they did not feel rushed. After collecting all participants' responses, the data were analyzed using Google's statistical software. Lastly, these findings were incorporated into the research conclusions and recommendations (See appendix E) (Sue & Ritter, 2012).

Validation Procedure

Developing data collection instruments is crucial for the research to achieve the scientific rigor required in academia. Therefore, the instruments were analyzed from two types of criteria known as reliability and validity (Neuman, 2014).

According DeVellis (2017), reliability is achieved by conducting pilot tests before initiating data collection, which enables the researcher to confirm that the instrument consistently produces similar results under comparable conditions. On the other hand, Creswell & Creswell (2017) stated that validity is related to the extent to which an instrument accurately measures the specific variable it is intended to assess. Thus, validity is established by identifying appropriate theoretical definitions and operational representations of the concept we wish to measure, enabling the researcher to construct the instrument based on these foundations.

Testing Through Piloting

In this research the instruments were created and subsequently submitted to three experts in instrument design and validation in order to make the review. The initial step involved developing the instruments (field diary and survey), which were then sent for evaluation. The experts provided feedback on aspects such as wording, content, ambiguity, and relevance, and necessary adjustments were made accordingly.

Outcomes of the Piloting Phase

As Hernandez Sampieri et al. (2001) have stated, the recommended number of participants for a pilot test ranges between 10% and 20% of the total sample. Consequently, the survey was subjected to the reliability process with Cronbach's Alpha coefficient, which was applied to the instrument's items and calculated through an Excel table. The result was 0.70. According to Oviedo & Campo (2005), this indicates acceptable reliability as it falls within the

range of 0.70 to 0.90, making it suitable for application. So, all 10 participants in the sample were surveyed.

Pedagogical Intervention and Application

Instructional Design

According to Morrison et al. (2019), an instructional design is a systematic process for creating edu-cultural experiences that foster learning and performance. In the same way, Dick et al. (2015), stated that it involves analyzing learning needs, defining learning objectives, designing learning activities, developing instructional materials, implementing the instruction, and evaluating the effectiveness of the instruction. Consequently, in this study, the work plan designed was the following:

Table 1

Work Plan for Intervention

First month	Second month	Third month	Forth month	Fifth month	Sixth month	Seventh month
Diagnosis	Designing activities	Implementation of classes under (PBL) methodology	Implementation of classes under (PBL) methodology	Implementation of classes under (PBL) methodology	Consolidation of data collection and data analysis	Findings, observations, and suggestions
Oral activities about personal information, talking about my physical appearance, telling stories, and describing tourist places.	Talking about personal information, my physical appearance, telling stories, and describing tourist places.	The first edu-cultural video recording was about personal information. The second edu-cultural video recording was about describing students' physical appearance.	The third edu-cultural video recording was about telling students stories in the past simple vs past continuous.	The fourth edu-cultural video recording was about describing tourist places of Chocó department.	(See page 52)	(See page 59)

Development of Application

As it is showed in table 1, the methodology applied for developing the edu-cultural video recordings was the learning strategy of project-based learning - PBL (Larmer et al., 2015).

Initially, a diagnosis was applied to participants in order to determine their needs in English oral practice taking into account topics like personal information, physical appearance, and describing tourist places. The pedagogical material was selected from the course syllabus. After that, instructions and explanations were given to begin with the first edu-cultural video recording, where participants had to post progress every single week and the professor had to provide advisories and feedback on pronunciation, intonation, accuracy, fluency, politeness, accent, etc. Consequently, the same process was applied to the second, third, and fourth videos. In conclusion, participants recorded four edu-cultural video recordings which were uploaded to the YouTube Platform with the professor's approval.

Introduction to Data Analysis and Findings

This section will show in detail the procedures given to the instruments used to collect and analyze data, such as field diary, direct observation, and transcriptions (Edu-cultural video recordings) to determine if the sample who participated in the recording of edu-cultural videos demonstrated improvement in their oral practice in English. To evaluate the effect of the production of edu-cultural videos on the improvement of students' oral performance, the study used data analysis and findings from the field diary, direct observation, and transcriptions of edu-cultural videos (Gromik, 2015). The results showed that the use of edu-cultural videos significantly improved students' oral performance in English (López & Bertani, 2017).

This indicates that the research objectives were met, as the proposed oral practice environments through the recording of edu-cultural videos were effective in enhancing students' oral practice in English. Furthermore, the establishment of a YouTube channel to showcase Chocoan culture edu-cultural videos worldwide provided a platform for students to share their culture and language with a global audience. This also contributed to the improvement of their oral practice, as they had to communicate effectively in English to make the videos (Rose, 2017).

Data Management Procedures

This session provides an overview of the process for analyzing the collected data, where the researcher analyzes the information of the study in order to get the results. That analysis will be made by taking in to account the quantitative and qualitative data analysis, but let start talking about the qualitative one. The qualitative analysis is based upon the explanation and organization of the data by descriptions, discovering codes, categories, summarizing, interpretation, and contrasting. Before doing that, the researcher must review the information features, classify it, and make a reflection about them (Parlett & Hamilton, 1976). (See appendices A and B).

After applying and collecting the data for this research, I began the analysis process in order to know if the edu-cultural video recordings are effective for enhancing participants' oral practice in the English language (see figures from 1 to 16).

After analyzing data collection, it was found that 100% of participants agreed that the recording of edu-cultural videos made them more communicative English learners according to figure number ten. Similarly, if we check figure number twelve, 100% of participants considered that is an excellent pedagogical strategy to improve their oral practice in the English language. Moreover, in figure number thirteen, 90% of participants said that they were very satisfied after finishing their videos. Finally, if we look back to figure number fifteen, 100% of participants stated that they would like to repeat the experience to record edu-cultural videos in order to continue improving their oral practice in the English language.

The data analysis results allow us to verify and recognize that the recording of edu-cultural videos is an effective learning strategy for strengthening the oral practice in the English language as Khan (2011) determined that the recording of edu-cultural videos not only improves the oral practice in the English language but also the four English skills. Also, Knight (1975) reported that edu-cultural videos are powerful in spoken English at the tertiary level and the improvement students get in retention allows them to acquire meaningful learning and develop metacognition (Anderson, 2009).

After analyzing data, it was observed the different errors that participants made in the three emerging categories, were phonological skills (sounds), syntax (grammar rules), and vocabulary (meaning) at the first time of recording their edu-cultural videos. However, they showed progress through repetition, hard work, commitment, searching along with the teacher's

suggestions. Finally, participants' improvement is visible if we watch the final version of their edu-cultural video recordings on YouTube (Alhaj & Albahiri, 2020).

Based on the research objectives and the data collected through field diaries, direct observation, and transcriptions of edu-cultural videos, a data analysis by categories is proposed (Patton, 2015). This type of analysis is based on the organization and classification of data into different categories and subcategories, which allows for a more detailed and comprehensive understanding of the information obtained. By analyzing the data in this way, it is possible to identify patterns, trends, and relationships between the different variables, as well as to evaluate the effectiveness of the proposed oral practice environments in improving students' oral performance in the English language.

Categories

Three important categories and their respective subcategories emerged after the data analysis process, which aligns with the research questions. These categories are linguistic competence, sociolinguistic competence, and pragmatic competence. Linguistic competence comprises two subcategories: phonological and semantic competence (Hymes, 1972). Sociolinguistic competence includes politeness and accent as its subcategories (Brown & Levinson, 1987). Lastly, pragmatic competence consists of fluency and accuracy (Austin, 1962). So, let's see these categories and their subcategories in table 2.

Table 2*Categories Chart*

Category	Subcategory	Description
1. Linguistic Competence	Phonological	Phonology is the branch of linguistics that studies the sound systems of languages, including the inventory of sounds (phonemes), their distribution, and their patterns of combination (Gussenhoven & Jacobs, 2017).
	Semantic	Semantics is the branch of linguistics that studies the meaning of words, phrases, sentences, and larger units of language (Cruse, 2011).
	Grammar	Greenbaum & Quirk (2004), express that Grammar refers to the set of rules that govern the structure and use of words, phrases, clauses, and sentences in a language.
2. Sociolinguistic Competence	Politeness	Politeness is a social and cultural construct that refers to the use of language and behavior in a way that is considered appropriate, respectful, and considerate of others (Spencer-Oatey, 2008).
	Accent	Accent refers to the way a person pronounces words, which can be influenced by factors such as their native language, region, social background, and individual speech habits (Moyer, 2013).
	Vocabulary	Vocabulary refers to the set of words that make up a language. It includes the knowledge of individual words, their meanings, and their appropriate usage in different contexts (Nation, 2013).
3. Pragmatic Competence	Fluency	Fluency in language refers to the ability to speak or read smoothly, accurately, and efficiently without excessive hesitation, pausing, or errors (Wolf & Katzir, 2006).
	Accuracy	Accuracy in language refers to the ability to use correct grammar, vocabulary, and pronunciation when speaking or writing (Housen & Kuiken, 2009).

Categories Discussion

Linguistic Competence (Phonological and Semantic)

This first category emerges due to data analysis of the field diary, video transcriptions, and the research question and as one of the key areas of improvement for students in their oral practice of English (Celce-Murcia et al., 2014). Linguistic competence is crucial for an English teacher in the context of pedagogical practice. It refers to humans' innate knowledge of their native language, including its grammar, vocabulary, pronunciation, and sentence structure. For an English teacher, possessing strong linguistic competence is essential for several reasons: First, effective communication: Linguistic competence enables teachers to communicate clearly and effectively with their students. Teachers need to model correct language usage, explain grammar rules, and provide accurate feedback to students' language production. Second, error correction: Teachers with strong linguistic competence can identify and correct students' language errors more accurately. They can explain the reasons behind the mistakes and guide students toward the correct usage, facilitating better learning outcomes. Third, adaptability: English teachers with linguistic competence can adapt their language use according to the students' proficiency levels and learning needs. They can simplify complex language structures for beginners and introduce advanced vocabulary and grammar concepts for more advanced learners. Fourth, cultural sensitivity: Linguistic competence often goes hand in hand with cultural competence. Understanding the nuances of language use helps teachers navigate cultural differences, ensuring that their teaching is culturally sensitive and respectful. Fifth, enhanced teaching strategies: Teachers with strong linguistic competence can employ diverse teaching strategies, such as language games, interactive exercises, and creative writing activities, to engage students effectively and enhance their language skills (Brown, 2000).

This category was put into play in this research through the recording of edu-cultural videos, which allowed students to practice their speaking skills in a controlled environment (Glick & Williams, 2010). The videos focused on various aspects of Chocoan culture, which provided students with relevant and engaging content to practice their English (Gromik, 2015). On the other hand, to promote the linguistic category, the researcher provided students with feedback on their language use and offered suggestions for improvement. Additionally, the researcher encouraged students to engage in peer-to-peer feedback and self-reflection on their language use (López & Bertani, 2017).

The category was intervened in this research through the use of edu-cultural video recordings as a tool for language learning. By providing students with engaging content and opportunities to practice, they will be motivated to improve their oral proficiency in English (Brown, 2007). The relationship of the linguistic category with the production of edu-cultural video recordings is that the videos provided students with an opportunity to practice their language skills in a meaningful and engaging context. By focusing on Chocoan culture, the videos allowed students to connect with the content and practice their English in a way that was relevant to their lives and interests (Rose, 2017).

In the context of the research study on the use of edu-cultural videos to enhance students' oral practice in the English language, phonology and semantics emerged as subcategories of the linguistic competence category. Firstly, according to (Celce-Murcia et al., 2014), phonology focuses on the development of students' pronunciation skills, which is a key aspect of phonological competence. The use of edu-cultural videos allowed students to practice their pronunciation by imitating native speakers and receiving feedback on their pronunciation errors. Secondly, in the case of semantics, emerged as a subcategory because the study aimed to

improve students' understanding and use of vocabulary and grammar in context. The edu-cultural videos provided authentic and meaningful contexts for students to learn and practice new words and grammatical structures and this subcategory provides those aspects to achieve the research questions and objectives (Fromkin et al., 2018).

The emerging of these subcategories was so relevant to participants since they really improved their oral practice by making good sounds and grammatical structures during the recording process. These categories not only focus on simple sounds and basic grammatical structures, but on the standard ones. In this sense, learners must apply them to be understood and successful because oral practice has many immersing skills (Wicaksono, 2017). So, after working hard with the population, giving suggestions, making corrections, and feedback, and making them repeat the sounds and grammatical structures for them to improve their oral practice, finally, here is the evidence of their oral practice improvement. Linguistic Competence (Phonological and Semantic) before recording the edu-cultural videos.

Description. Phonologically the words highlighted in red were mispronounced, and semantically the meaning changes, therefore the listener may be confused at the time of receiving the message.

Hi, My **name is** Evan David Viveros Palomeque. i´m **20 year** old and I´m from Colombia. i was born in this beautiful city call Quibdó. **locate** in the **departament** of Chocó. I live with my ant and my cousin in my **grandmother´s home**. i´m student. i study modern language with emphasis in English at diego luis cordoba university. taking about my **hobbies**. i love basketball, i used to play basketball with my friend in weekend. my favorite basketball player is Lebron James, he is a player of the national basketball association, in other words, NBA. I can play seven instruments. I love pizza, finally, I love language, one of my favorite

youtubers is Ikena, I look up to him **too** much because he can speak seven languages, I think he is a **genius**. Now I'm learning French and **Italian** and obviously English. I think that's all about me. Thanks for watching this video.

Linguistic Competence (Phonological and Semantic) after recording the edu-cultural videos. Hi, my name is Evan David Viveros Palomeque. I'm 20 years old and I'm from Colombia. I was born in this beautiful city called Quibdó, located in the department of Chocó. I live with my aunt and my cousin at my grandmother's house. I'm a student. I study Modern Language with Emphasis in English at Diego Luis Cordoba University. Talking about my hobbies, I love basketball, I used to play basketball with my friends on weekends. My favorite basketball player is LeBron James, he is a player of the National Basketball Association, in other words, NBA. I can play seven instruments, and I love pizza. Finally, I love languages, and one of my favorite YouTubers is Ikena, I look up to him so much because he can speak seven languages, I think he is a genius. Now I'm learning French and Italian and obviously English. I think that's all about me. Thanks for watching this video. <https://youtu.be/3O9AS85TbbI>

Survey evidence about the repetition of sounds for improving the oral practice in the English language (Linguistic competence).

Table 3

How Many Times Did you Have to Repeat each one of your Edu-cultural Videos?

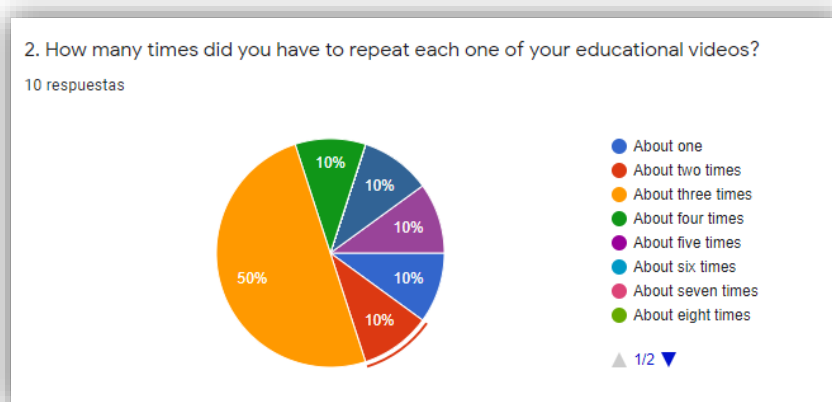
Category	Frequency	Percentage
About one	1	10%
About twice times	1	10%
About three times	5	50%
About four times	1	10%
About five times	-	-
About six times	-	-
About seven times	-	-
About eight times	-	-
About nine times	-	-
About ten times	1	10%
More than ten times	1	10%
Total	10	100%

In table ten, 50% of the surveyed had to repeat their edu-cultural videos about three times

whereas one of them repeated more than ten times as it stated in the following figure.

Figure 1

How Many Times Did you Have to Repeat each one of your Edu-cultural Videos?



Sociolinguistic Competence (Grammar, Politeness, and Accent)

The sociolinguistic category emerged due to data analysis of the field diary, video transcriptions, the research question, and students' needs to engage with the language in a social and cultural context that required them to consider factors such as accent and politeness to effectively communicate their ideas (Celce-Murcia et al., 2014). Sociolinguistic competence is crucial for English teachers as it enables them to teach their students the formal aspects of the language and how to use English effectively in various social situations. Understanding sociolinguistic competence helps teachers address their students' diverse needs, teaching them the correct grammar and vocabulary and the appropriate language use in different social settings (Rose, 2017).

In the field of language education, scholars and educators have emphasized the importance of sociolinguistic competence in language teaching. One notable source is the work of Canale & Swain (1980) who introduced the concept of communicative competence, which includes sociolinguistic competence as one of its components. In the same way, Canale and Swain's framework highlights the significance of teaching language in context and ensuring that learners can use language appropriately in different situations, making sociolinguistic competence a fundamental aspect of language pedagogy.

Additionally, Brown (2007) in his book "Principles of Language Learning and Teaching" provides valuable insights into the importance of sociolinguistic competence in language teaching. Brown emphasizes the need for language teachers to address the social and cultural aspects of language use, enabling learners to communicate effectively in real-life situations. Incorporating sociolinguistic competence into the pedagogical practice of English teachers can be achieved through various teaching strategies and activities such as role-plays, discussions, and

real-life simulations are effective methods for teaching sociolinguistic competence, allowing students to practice language use in different social contexts.

In summary, sociolinguistic competence is essential for English teachers as it empowers them to teach language not as a set of isolated rules but as a dynamic tool for communication in diverse social settings. By integrating sociolinguistic competence into their teaching practices, English teachers can better prepare their students to use English effectively in the real world.

On the other hand, this second category takes part in this discussion because it is not only focused on grammar rules but on an arrangement of words and phrases to create well-formed sentences, politeness, and accent in a language; these category and subcategories are related to this research project, especially with its literature review and the pedagogical proposal because be polite and apply a good accent when speaking are really close to the enhancement of oral practice, and it was one of the population's biggest problems when they had to speak in English, they did not use a good accent and the right words or expressions due to they did not know how to say things. Thus, through the progress of edu-cultural video recordings, they learned how to use them, a fundamental aspect of enhancing their oral practice (Gromik, 2015).

In this research, the sociolinguistic category was incorporated through the recording of edu-cultural videos as a language learning resource. Through the focus on Chocoan culture, students were exposed to the unique linguistic and cultural characteristics of the area, which in turn promoted the growth of their sociolinguistic competence. This category was promoted by using authentic materials and tasks that required students to engage with the language in a meaningful way; this included activities such as interviews with native speakers, analysis of cultural artifacts, and role-plays that simulated real-life situations (Gromik, 2015).

To carry out the sociolinguistic category, students were encouraged to reflect on their own linguistic and cultural backgrounds and to consider how these might influence their communication in English. They were also provided with feedback on their language use, with a focus on developing their sociolinguistic competence (López & Bertani, 2017). On the other hand, the intervention of this category was through the use of explicit instruction and feedback on sociolinguistic features such as accent and politeness. This clearly helped students to develop their awareness of these features and to improve their ability to use them effectively in communication. The relationship of the sociolinguistic category with the production of educational videos is that the videos provided students with an authentic context in which they developed their sociolinguistic competence. As students interacted with the language in a significant manner, they enhanced their capacity to convey their thoughts effectively across diverse social and cultural situations (Rose, 2017).

In the context of this research, grammar, politeness, and accent are subcategories of the sociolinguistic competence category. This subcategory emerged as an important aspect of language use in the analysis of the data collected through field diaries, direct observation, and transcriptions of educational video recordings (Trudgill, 2000). Regarding grammar, it emerged as a relevant aspect of language use in the analysis of the students' oral production. The students' use of grammatical structures was evaluated to determine their level of proficiency in the English language. The use of correct grammar is important for effective communication and is a key component of language competence.

On the other hand, politeness emerged as a relevant aspect of language use in the analysis of the students' interactions with each other and with their instructors. Politeness is an important aspect of interpersonal communication and is essential for maintaining positive relationships. In

the context of this research, politeness was evaluated in terms of the student's use of appropriate language and nonverbal cues when interacting with others. Finally, accent emerged as a relevant aspect of language use in the analysis of the student's oral production. The students' accents were evaluated to determine their level of proficiency in the English language. Accent can affect comprehensibility and can be an important factor in effective communication (Trudgill, 2000).

Incorporating sociolinguistic competence into the pedagogical practice of English teachers can have a significant impact on the linguistic competence implemented in the classroom. By focusing on the appropriate use of language in different social and cultural contexts, English teachers can help their students develop a more holistic understanding of language use, moving beyond a narrow focus on grammar rules. This can help learners develop their communicative competence, enabling them to use language effectively in a range of social situations. Overall, the use of edu-cultural video recordings can be a valuable tool for English teachers seeking to enhance their students' sociolinguistic competence and promote more effective language learning. Here is the evidence of learners' improvement in politeness and accent.

Sociolinguistic Competences (Grammar, Politeness and Accent) before after recording the edu-cultural videos.

Description: The words, expressions, and sentences highlighted in blue were mispronounced in politeness and accent, and it is well-known that when somebody does not use politeness and a good accent at the time of speaking, he/she is pointed like rude, and people do not want to listen to them any longer.

Hello guys welcome back to my channel. Today I'm **gonna** invite you to know Capurganá – Chocó. So, let's get started. Capurganá is a town in the municipality of Acandí,

located in the **departament** of Chocó – Colombia, near the Colombian-panamanian border in the Gulf of Urabá. It is a tourism town isolated by roads in the interior of the country. It is famous for **his** beautiful **place** like Cabo Tiburón, El Cielo, and La Coquerita. The activities **than** you can do in these **place** are diving, **visite** nature reserves, **walk** to know **the** flora and fauna, swimming, and of course **take** photos of those beautiful **place**. Capurganá is a **hiden** paradise, you will not regret it and you will want to return. **Okay guys, that's all. I hope you like my video and don't forget to like and subscribe to my channel. See you next time.**

Sociolinguistic Competences (Grammar, Politeness and Accent) after recording the educational videos.

Hello, guys welcome back to my channel. Today I'm going to invite you to know Capurganá – Chocó. So, let's get started. Capurganá is a town in the municipality of Acandí, located in the department of Chocó – Colombia, near the Colombian-Panamanian border in the Gulf of Urabá. It is a tourist town isolated by roads in the interior of the country. It is famous for his beautiful places like Cabo Tiburón, El Cielo, and La Coquerita. The activities that you can do in these places are diving, visit nature reserves, walking to know flora and fauna, swimming, and of course taking photos of those beautiful places. Capurganá is a hidden paradise, you will not regret it and you will want to return. Okay, guys, that's all. I hope you like my video and don't forget to like and subscribe to my channel. See you next time.

<https://www.youtube.com/watch?v=hNqhjVxGfxA>

Survey evidence about the use of grammar rules for improving the oral practice in the English language.

Table 4

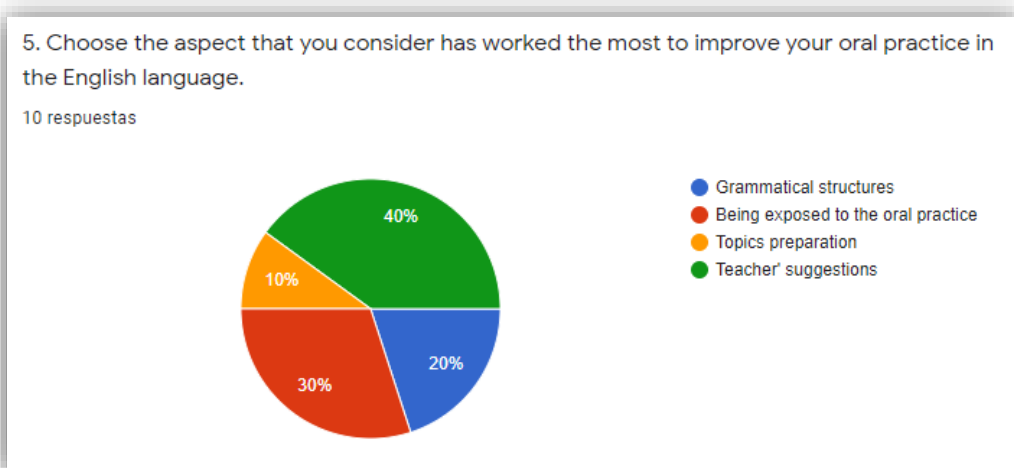
Choose the Aspect that you Consider Has Worked the most to Improve your Oral Practice in the English Language

Category	Frequency	Percentage
Grammatical structures	2	20%
Being exposed to the oral practice	3	30%
Topics preparation	1	10%
Teacher' suggestions	4	40%
Total	10	100%

In table thirteen, 40% of participants said the teacher's suggestions and 30% answered being exposed to the oral practice. Let's see figure 2.

Figure 2

Choose the Aspect that you Consider Has Worked the most to Improve your Oral Practice in the English Language



Pragmatic Competence (Vocabulary, Fluency and Accuracy)

Finally, this category emerged due to data analysis of the field diary, video transcriptions, the research question, and because the production of edu-cultural videos required students to communicate effectively in English in a variety of contexts, including interviews, narrations, and descriptions of cultural practices. This required students to use language appropriately and effectively, taking into account factors such as audience, purpose, and context (Celce-Murcia et al., 2014).

In the context of English language teaching, pragmatic competence is especially important as it enables students to understand and produce language in various social situations. English teachers play a significant role in helping students develop pragmatic competence, as they guide students not only in the grammatical aspects of the language but also in its appropriate use in different contexts. So, enhancing intercultural communication, and pragmatic competence helps students navigate diverse cultural settings. English teachers can help students understand cultural nuances, politeness conventions, and social norms in English-speaking countries, enhancing their intercultural communication skills (Kasper, 2001).

Moreover, improving social interaction skills, and pragmatic competence equips students with the ability to engage in successful social interactions. English teachers can incorporate role-playing activities, discussions, and real-life scenarios to help students practice language use in context, improving their social interaction skills (Rose, 2017).

In the way of facilitating effective communication, pragmatic competence ensures that students can communicate their ideas effectively and appropriately. English teachers can focus on teaching speech acts, such as requests, apologies, and refusals, enabling students to express themselves accurately and politely (Bardovi-Harlig & Dörnyei, 1998).

In addition, promoting critical thinking, pragmatic competence involves understanding implied meanings and social contexts. English teachers can engage students in analyzing authentic texts, advertisements, and media, encouraging critical thinking about language use and its impact on society (Boxer & Cortes-Conde, 1997). In short, incorporating activities and lessons that target pragmatic competence into the pedagogical practice of English, teachers can greatly enhance students' communicative abilities and prepare them for real-life language use in diverse social contexts.

This category looks straightforward but it is so relevant for the reason that if learners do not have enough vocabulary at the time of speaking they cannot communicate at all with fluency and accuracy because they lack of vocabulary like nouns, adjectives, verbs, prepositions, adverbs, connectors, etc., which are fundamental to generate an excellent oral practice in English. (López & Bertani, 2017).

Regarding the pedagogical practice of an English teacher, the development of pragmatic competence in the classroom is essential for effective communication. By enhancing students' vocabulary, fluency, and accuracy, teachers can help them communicate their ideas more effectively and appropriately. This can be achieved through various activities such as role-plays, debates, and discussions, which provide students with opportunities to practice using language in context. Moreover, pragmatic competence plays a crucial role in promoting critical thinking, as it requires students to understand implied meanings and social contexts. By incorporating authentic materials such as advertisements and media into the classroom, teachers can encourage students to analyze language use and its impact on society.

The pragmatic category was incorporated in this research through the creation of educational videos centered on Chocoan culture. Learners were expected to employ language

skillfully and adeptly to illustrate and clarify cultural customs, as well as to engage with individuals from the Chocoan community (Bardovi-Harlig, 2017). The pragmatic category was fostered through the use of authentic tasks and contexts, as well as through feedback and scaffolding provided by the researcher. Students were encouraged to reflect on their use of language in different contexts and to develop strategies for communicating effectively in English (Bardovi-Harlig, 2017). The category was carried out through the recording and analysis of students' oral production in the edu-cultural video recordings. The researcher evaluated students' use of language in context, taking into account factors such as appropriateness, clarity, and effectiveness (López, 2017).

On the other side, the intervention of this category was through the provision of feedback and scaffolding to students. The researcher provided feedback on students' use of language in context, as well as on their overall communicative effectiveness. Students were also provided with opportunities to practice and refine their language use through authentic tasks and contexts. The relationship of the pragmatic category with the production of edu-cultural videos is that the videos provided an authentic context for students to develop and practice their pragmatic competence in English. So, through engaging in effective communication in a variety of contexts related to Chocoan culture, students were able to develop their ability to use language appropriately and effectively in different situations (Rose, 2017).

In this research, vocabulary, fluency, and accuracy emerged as subcategories of the pragmatic category because they are essential components of effective communication and are closely related to the practical use of language in context. According to Nation (2013) states that vocabulary refers to the knowledge and use of words and phrases in a language. A rich vocabulary is necessary for effective communication, as it enables individuals to express

themselves clearly and accurately. In the context of this research, vocabulary belongs to this important subcategory of the pragmatic category because the production of edu-cultural videos required students to use a range of vocabulary related to the Chocoan culture and to express themselves clearly in English.

As argued by Segalowitz (2010), fluency refers to the ability to speak or write smoothly and effortlessly, without excessive pauses or hesitations. Fluency is important for effective communication because it enables individuals to convey their ideas and messages clearly and efficiently. In the context of this research, fluency emerged as an important subcategory of the pragmatic category because the production of edu-cultural videos required students to speak fluently and confidently in English, which is essential for effective communication.

Regarding to accuracy, it refers to the ability to use correct grammar, vocabulary, and pronunciation when speaking or writing. Accuracy is important for effective communication because it ensures that the intended message is conveyed clearly and without ambiguity. In the context of this research, accuracy emerged as an important subcategory of the pragmatic category because the production of edu-cultural videos required students to use accurate language and pronunciation, which is essential for effective communication in English (Housen & Pierrard, 2018).

In summary, the results of the study highlights the importance of pragmatic competence in English language teaching, particularly in developing students' vocabulary, fluency, and accuracy. By incorporating activities and lessons that target this competence, English teachers can enhance their students' communicative abilities and prepare them for real-life language use in diverse social contexts. Moreover, vocabulary is not only meaning but the number of words for describing people, things, animals, places, situations, etc., and the population did not have an

abundance of the mentioned words, it was because of that they could not develop a fluent and exact oral practice, but nowadays they are more confident to hold up a conversation as the following evidence illustrate it (López & Bertani, 2017).

Pragmatic Competence (Vocabulary, Fluency, and Accuracy) before after recording the edu-cultural videos.

Description: The highlighted vocabulary in pink has some problems with spelling, accuracy, and fluency.

Hello everyone. Welcome to my channel. In this video I´m going to describe my **physicist** appearance. Okay, let´s start. Okay, my name is Delfino Antonio Jordan Padilla, I´m young, I´m in my early 20´s, I´m 170 cms tall. I have **skin dark** a **hair short** and black. I have a oval face, **black eye**, snub nose and full lips. I´m funny, calm, hardworking, friendly, helpful, respectful and humble. Okay guys, that´s all. Thank you for **watch** my video. Bye-bye.

Pragmatic Competence (Vocabulary, Fluency, and Accuracy) after recording the edu-cultural videos.

Hello, everyone. Welcome to my channel. In this video, I´m going to describe my physical appearance. Okay, let´s start. My name is Delfino Antonio Jordan Padilla, I´m young, I´m in my early 20´s, I´m 170 cms tall. I have dark skin, a very short black hair. I have an oval face, black eyes, a snub nose, and full lips. I´m funny, calm, hardworking, friendly, helpful, respectful, and humble. Okay, guys, that´s all. Thank you for watching my video. Bye-bye.

Table 5

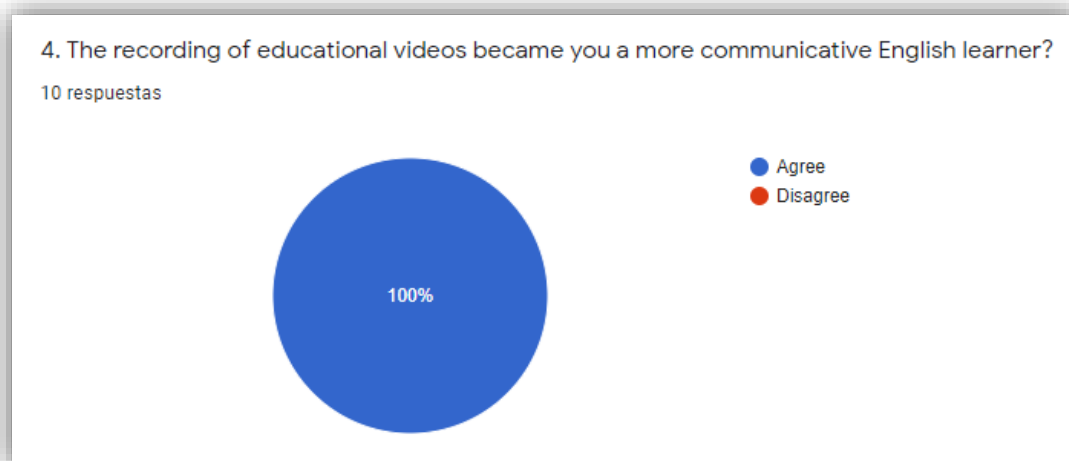
The Recording of Edu-cultural Videos Became you a more Communicative English Learner?

Category	Frequency	Percentage
Agree	10	100%
Disagree	-	-
Total	10	100%

In table twelve, 100% of participants agreed as shown in figure 3.

Figure 3

The Recording of Edu-cultural Videos Became you a more Communicative English Learner?



Research Results

The results presented in this study were conducted by qualitative and quantitative analysis. The research analyzed the following questions: How does the application of educational videos focused on fifth-semester students' oral practice development in the English Language at "Diego Luis Córdoba" University in Quibdó-Chocó-Colombia? To what extent do

edu-cultural video-recordings enhance fifth-semester students' oral practice in the English language at "Diego Luis Córdoba" University?

The results of the study respond to each one of the research questions and objectives because the main finding of this research was positive and very satisfactory since students were able to show progress in their oral practice in the English language with the application of edu-cultural videos recordings as it is revealed in table 6 and figure 4 (López & Bertani, 2017).

Another significant result was the impact that edu-cultural video recordings caused on students at the time of uploading their videos on YouTube platform becoming them you-tubers. Actually, after that process, participants began to feel more confident at the time of expressing their ideas and participate in class. Moreover, currently one professor at the Program of Modern Languages is using edu-cultural video recordings to strengthen students' oral practice as well. In addition, one student mentioned that during one of the classes, two students mentioned that their speaking practice had improved significantly after recording the edu-cultural videos. (See also linguistic competence before and after on page 63).

Table 6

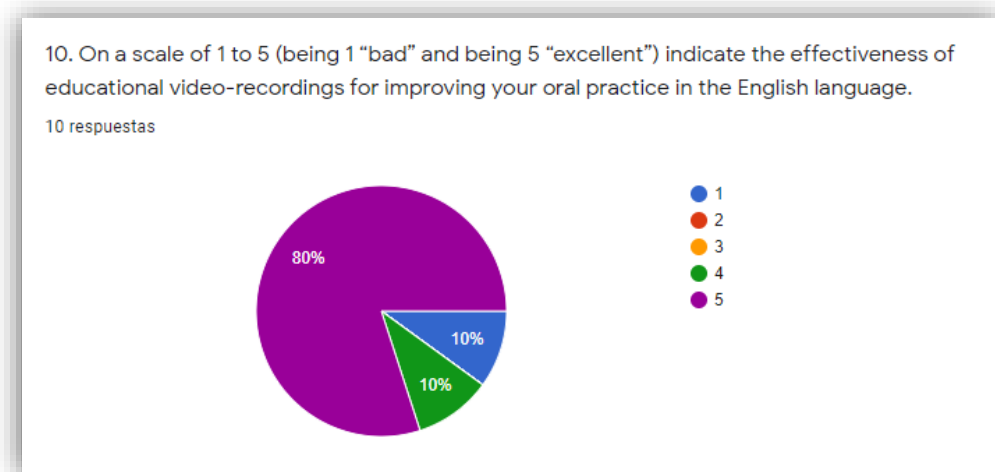
On a Scale of 1 to 5 (Being 1 "Bad" and Being 5 "Excellent") Indicate the Effectiveness of Edu-cultural Video-recordings for Improving your Oral Practice in the English Language

Category	Frequency	Percentage
1	1	10%
2	-	-
3	-	-
4	1	10%
5	8	80%
Total	10	100%

In table eighteen, 80% of participants answered 5 as it is evident in figure 4.

Figure 4

On a Scale of 1 to 5 (Being 1 “Bad” and Being 5 “Excellent”) Indicate the Effectiveness of Edu-cultural Video-recordings for Improving your Oral Practice in the English Language



Pedagogical Challenges and Recommendations

The current study sought to improve the students’ oral practice through edu-cultural video recording. It was revealed that students enhanced not only their oral practice but also their creativity when editing the videos. They were also much better at writing and at punctuation mark application (see appendix F). Moreover, learners strengthen their listening, accuracy, and fluency, and the project was not focused on improving exactly those aspects; so, it means that the application of the edu-cultural video recordings is a mediated strategy where learners can achieve their objectives, and professors have the challenge of going beyond to discover students’ progress and a little bit else with this pedagogical tool.

On the other hand, as a pedagogical challenge, the application of edu-cultural video recordings at any educational institution, it can be at primary, secondary, or high education level, allows students independence because they can work at home and become more autonomous

learners and be the protagonists of their teaching-learning process as they do it every single day uploading videos to social networks with no educational content; the challenge is to take advantage of this technological era, their smart phones, and their activism on all kinds of platforms, encouraging them to record edu-cultural videos in English instead of uploading junk contents in Spanish.

Finally, Conduct research with larger, more diverse samples to improve generalizability. Examine the effectiveness of video recordings for learners at different proficiency levels to determine applicability across the curriculum and employ longitudinal designs to measure the long-term impact of using video recordings on oral proficiency development.

Discussions and Conclusions

Discussions

The next chapter will address the relevance of the results achieved, as well as the implications that these have both in the pedagogical field and in the research field. Limitations identified during the current study will also be discussed and suggestions for future research will be offered. In addition, an answer to the central question of this research will be provided: To what extent do edu-cultural video recordings enhance fifth-semester students' oral practice in the English language at Diego Luis Córdoba University?

In the results of this research, it could be seen that the recording of edu-cultural videos as an independent curricular activity of the students of the fifth semester of the Modern Languages Program with an Emphasis on English is an essential factor that contributes to improving the development of the oral practice in English as a foreign language; likewise, Gromik (2015) has said that as we live in a technological age, he believes that edu-cultural video recordings are a suitable medium for teaching English as a foreign language (EFL) and can be an excellent pedagogical mediation strategy for helping students master oral English practice which coincides with the research of López & Bertani (2017) where the results indicated that participants' oral production improved in terms of pronunciation, fluency, vocabulary, motivation and confidence for speaking, they believe that self-video recordings are beneficial in helping students improve their oral skills.

Research Implications for the Field of Study

Carrying out an investigation with the recording of edu-cultural video implies that the researcher is willing to review each of his/her students' videos and make the respective feedback to each one of them as many times as necessary until they achieve the objective of the task

proposed by the teacher. This research also implies that the English teacher is well prepared in his/her specific field, i.e., that he/she has the appropriate skills to correct and direct the participants when checking the videos, thus ensuring the improvement of the oral practice in English.

On the other hand, regarding professional development opportunities, participants can uncover several benefits from edu-cultural video recordings, because despite the challenges they may present, edu-cultural video recordings can provide valuable feedback and learning opportunities, helping them identify strengths, weaknesses, and areas for improvement in their oral practice.

Research Limitations on the Present Study

The study did not compare the effectiveness of video recordings to other teaching methods, so it is unclear if video is more beneficial than other approaches. The research also did not investigate the long-term impact of using video recordings on students' oral proficiency development over time. The research did not explore how the specific features of the video recordings (e.g. length, content, production quality) influenced their effectiveness for enhancing oral practice. Another limitation was students' difficulty with connectivity and some times reported problems with their smartphones like damage; this situation caused that some participants couldn't complete the recording of their four edu-cultural videos.

Conclusions

The conclusions of this research are presented in terms of the fulfillment and scope of the research question: To what extent do edu-cultural video recordings enhance fifth-semester students' oral practice in the English language at Diego Luis Córdoba University? And the proposed objectives: 1. To evaluate the impact of using edu-cultural video recordings in enhancing students' oral practice progress in the English language in the Program of Modern Languages with an Emphasis on English. 2. To analyze the effectiveness of establishing a YouTube channel for showcasing chochoan culture educational videos in promoting cultural awareness.

The finding is consistent with the theoretical foundations of using edu-cultural video recordings to enhance oral practice in English. Gromik (2015) argued that edu-cultural video recordings are a suitable medium for teaching English as a foreign language (EFL) and can be an excellent pedagogical mediation strategy for helping students' master oral English practice. Similarly, López & Bertani (2017) found that self-video recordings are beneficial in helping students improve their oral skills, as participants' oral production improved in terms of pronunciation, fluency, vocabulary, motivation, and confidence in speaking.

Furthermore, the research concluded that smartphones became the main tools for developing this research since today all students in the fifth semester in the Program Modern Languages with an Emphasis on English have one of these devices with Internet connectivity. This finding is also consistent with the theoretical foundations of using mobile technology to enhance oral practice in English. Odhabi & Nicks-McCaleb (2009) argued that the use of technological availability allows students to make simple and short recordings and at the same time, this tool helps them to create learning environments to foster English oral practice. Many

researchers like Kiernan & Aizawa (2004), Thornton & Houser (2005), Gromik (2009), and Stockwell (2007) also pointed out the various advantages that students' oral practice skills growth and learning in general can get from the appropriate use of mobile technology, especially video recordings.

The fulfillment of the objectives outlined in this research on the use of edu-cultural video recordings to enhance fifth-semester students' oral practice in the English language at Diego Luis Córdoba University was successfully achieved. The objectives were designed to record edu-cultural videos for developing students' oral practice in English, evaluate the impact of using these videos on students' oral practice progress, and establish a YouTube channel to show the Chocóan culture educational videos worldwide. Through the implementation of the research methodology and data analysis, the study was able to address each objective and provide valuable insights into the effectiveness of edu-cultural video recordings as a tool for improving oral practice in English. Below it is evidenced how each one of the proposed objectives in this study were fulfilled.

Objective 1. To evaluate the impact of using edu-cultural video recordings in enhancing students' oral practice progress in the English language in the Program of Modern Languages with an Emphasis on English. Compliance: The research also achieved this objective by assessing the students' oral practice progress in the English language before and after the implementation of the edu-cultural video recording activities. The results of the study indicated that the use of edu-cultural video recordings as an independent curricular activity of the students contributed to improve the development of their oral practice in English as a foreign language. In short, the students' pronunciation, fluency, vocabulary, motivation, and confidence for speaking in English improved as a result of the research.

Objective 2. To analyze the effectiveness of establishing a YouTube channel for showcasing chocoan culture educational videos in promoting cultural awareness. Compliance: The research successfully achieved this objective by creating a YouTube channel that showcased the edu-cultural videos created by the fifth-semester students in the Modern Languages Program with an Emphasis on English.

The channels allowed the videos to be accessed by a worldwide audience, which helped to promote the Chocoan culture and provide an opportunity for the students to share their work with the world. The use of the YouTube platform as a tool for publishing the videos made it easy for the researcher to achieve this objective and ensure that the videos were widely available.

In summary, the research successfully achieved the two proposed objectives, and the achievement of these objectives allowed the research to contribute to the field of language education and provide meaningful insights into the use of edu-cultural video recordings as a tool for improving oral practice in the English language.

Finally, the study results align with the theoretical foundations of using edu-cultural video recordings as an independent curricular activity to enhance oral practice in English. However, it is important to note that the study has limitations, and further research is needed to confirm these findings and explore other potential strategies.

Recommendations for Further Research

It has been very relevant for me to have investigated the improvement of oral practice in English through the recording of edu-cultural videos because I discovered that I could go beyond, and that is why I allow myself to present the following recommendations to future researchers in this matter: New researchers on this topic can investigate methods to enhance interactivity in edu-cultural videos. This could include the use of clickable elements, quizzes, and other engagement tools within the edu-cultural videos' interface. Moreover, researchers can investigate the integration of immersive technologies such as virtual reality (VR) or augmented reality (AR) into edu-cultural video recordings content, and explore how these technologies can enhance the learning mediation experience. In addition, researchers can use innovative techniques for creating engaging edu-cultural video recordings content. This could include experimenting with storytelling, visual effects, and other production elements to optimize learning outcomes. Finally, consider cultural and linguistic aspects at the time of recording videos, e.g., making video content more culturally relevant and accessible to diverse global audiences.

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Appendices

Appendix A

Transcription of the Edu-cultural Video Recordings (Participant 1: Video N°1- Self-introduction)

Category	Codes
1. Phonological Skills (Sounds)	<p>Hi, My name is Evan David Viveros Palomeque. i´m 20 year old and I´m from Colombia. i was born in this beautiful city call Quibdó. locate in the departament of Chocó. I live with my ant and my cousin in my grandmother´s home. i´m student. i study modern language with emphasis in English at diego luis cordoba university. taking about my hobbies. i love basketball, i used to play basketball with my friend in weekend. my favorite basketball player is Lebron James, he is a player of the national basketball association, in other words, NBA. I can play seven instruments. I love pizza, finally, I love language, one of my favorite youtubers is Ikena, I look up to him too much because he can speaks seven language, I think he is a genius. Now I´m learning french and Italian and obviously English. I think that´s all about me. Thanks for watching this video.</p>
2. Syntax (Grammar Rules)	<p>Hi, My name is Evan David Viveros Palomeque. i´m 20 year old and I´m from Colombia. i was born in this beautiful city call Quibdó. locate in the departament of Chocó. I live with my ant and my cousin in my grandmother´s home. i´m student. i study modern language with emphasis in English at diego luis cordoba university. taking about my hobbies. i love basketball, i used to play basketball with my friend in weekend. my favorite basketball player is Lebron James, he is a player of the national basketball association, in other words, NBA. I can play seven instruments. I love pizza, finally I love language, one of my favorite youtubers is Ikena, I look up to him too much because he can speaks seven language, I think he is a genius. Now I´m learning french and Italian and obviously English. I think that´s all about me. Thanks for watching this video.</p>
	<p>Hi, My name is Evan David Viveros Palomeque. i´m 20 year old and I´m from Colombia. i was born in this</p>

3. Vocabulary (Meaning)

beautiful city call Quibdó. locate in the departament of Chocó. I live with my **ant** and my cousin in my grandmother's **home**. i´m student. i study modern language with emphasis in English at diego luis cordoba university. taking about my hobbies. i love basketball, i used to play basketball with my friend in weekend. my favorite basketball player is Lebron James, he is a player of the national basketball association, in other words, NBA. I can play seven instruments. I love pizza, finally I love language, one of my favorite youtubers is Ikena, I look up to him **too** much because he can speaks seven language, I think he is a genius. Now I´m learning french and Italian and obviously English. I think that´s all about me. Thanks for watching this video.

Participant 1: Video N°1 - Self-introduction (Final Video)

Hi, my name is Evan David Viveros Palomeque. I'm 20 years old and I'm from Colombia. I was born in this beautiful city called Quibdó, located in the department of Chocó. I live with my aunt and my cousin at my grandmother´s house. I'm a student. I study Modern Language with Emphasis in English at Diego Luis Cordoba University. Talking about my hobbies, I love basketball, I used to play basketball with my friends on weekends. My favorite basketball player is Lebron James, he is a player of the National Basketball Association, in other words, NBA. I can play seven instruments, and I love pizza. Finally, I love languages, and one of my favorite YouTubers is Ikena, I look up to him so much because he can speak seven languages, I think he is a genius. Now I'm learning French and Italian and obviously English. I think that's all about me. Thanks for watching this video.

<https://youtu.be/3O9AS85TbbI>

Participant 2: Video N°2 – Describing Places

Category

Codes

Hello guys welcome back to my channel. Today I´m gonna invite you to know Capurganá – Chocó. So, let´s get **started**. Capurganá is a town in the **municipality** of Acandí, **located** in the **departament** of Chocó – Colombia, near the Colombian-**panamanian** border in the **Gulf of** Urabá. It is a

1. Phonological Skills (Sounds)

tourism town **isolated** by roads in the interior of the **country**. It is **famous** for **his** beautiful **place** like Cabo Tiburón, El Cielo, and La Coquerita. The activities **than** you can do in these **place** are **diving**, **visite nature reserves**, walk to know **the** flora and fauna, swimming, and of course take photos of those beautiful **place**. Capurganá is a **hiden paradise**, you will not regret it and you will want to **return**. Okay guys, that´s all. I hope you like my video and don´t forget to like and **subscribe** to my channel. See you next time.

2. Syntax (Grammar Rules)

Hello guys welcome back to my channel. Today I´m gonna invite you to know Capurganá – Chocó. So, let´s get started. Capurganá is a town in the municipality of Acandí, located in the **departament** of Chocó – Colombia, near the Colombian-panamanian border in the Gulf of Urabá. It is a **tourism** town isolated by roads in the interior of the country. It is famous for **his** beautiful **place** like Cabo Tiburón, El Cielo, and La Coquerita. The activities **than** you can do in these **place** are diving, **visite** nature reserves, **walk** to know **the** flora and fauna, swimming, and of course **take** photos of those beautiful **place**. Capurganá is a **hiden** paradise, you will not regret it and you will want to return. Okay guys, that´s all. I hope you like my video and don´t forget to like and **subscribe** to my channel. See you next time.

3. Vocabulary (Meaning)

Hello guys welcome back to my channel. Today I´m gonna invite you to know Capurganá – Chocó. So, let´s get started. Capurganá is a town in the municipality of Acandí, located in the departament of Chocó – Colombia, near the Colombian-panamanian border in the Gulf of Urabá. It is a **tourism** town isolated by roads in the interior of the country. It is famous for **his** beautiful **places** like Cabo Tiburón, El Cielo, and La Coquerita. The activities **than** you can do in these **places** are diving, **visite** nature reserves, walk to know **the** flora and fauna, swimming, and of course take photos of those beautiful **places**. Capurganá is a **hiden** paradise, you will not regret it and you will want to return. Okay guys, that´s all. I hope you like my video and don´t forget to like and **subscribe** to my channel. See you next time.

Participant 2: Video N°2 – Describing Places (Final Video)

Hello, guys welcome back to my channel. Today I'm gonna invite you to know Capurganá – Chocó. So, let's get started. Capurganá is a town in the municipality of Acandí, located in the department of Chocó – Colombia, near the Colombian-Panamanian border in the Gulf of Urabá. It is a tourist town isolated by roads in the interior of the country. It is famous for his beautiful place like Cabo Tiburón, El Cielo, and La Coquerita. The activities that you can do in these places are diving, visit nature reserves, walking to know flora and fauna, swimming, and of course taking photos of those beautiful places. Capurganá is a hidden paradise, you will not regret it and you will want to return. Okay, guys, that's all. I hope you like my video and don't forget to like and subscribe to my channel. See you next time.

<https://www.youtube.com/watch?v=hNqhjVxGfxA>

Participant 3: Video N°3 – Describing Physical Appearance

Category	Codes
1. Phonological Skills (Sounds)	<p>Hello everyone. Welcome to my channel. In this video I'm going to describe my physicist appearance. Okay, let's start. Okay, my name is Delfino Antonio Jordan Padilla, I'm young, I'm in my early 20's, I'm 170 cms tall. I have skin dark a hair short and black. I have a oval face, black eyes, snub nose and full lips. I'm funny, calm, hardworking, friendly, helpful, respectful and humble. Okay guys, that's all. Thank you for watch my video. Bye-bye.</p>
2. Syntax (Grammar Rules)	<p>Hello everyone. Welcome to my channel. In this video I'm going to describe my physicist appearance. Okay, let's start. Okay, my name is Delfino Antonio Jordan Padilla, I'm young, I'm in my early 20's, I'm 170 cms tall. I have skin dark a hair short and black. I have a oval face, black eyes, snub nose and full lips. I'm funny, calm, hardworking, friendly, helpful, respectful and humble. Okay guys, that's all. Thank you for watch my video. Bye-bye.</p>
3. Vocabulary (Meaning)	<p>Hello everyone. Welcome to my channel. In this video I'm going to describe my physicist appearance. Okay, let's start. Okay, my name is Delfino Antonio Jordan Padilla, I'm young, I'm in my early 20's, I'm 170 cms tall. I have skin dark a hair short and black. I have a oval face, black eye, snub nose and full lips. I'm funny, calm, hardworking, friendly, helpful, respectful and humble. Okay guys, that's all. Thank you for watch my video. Bye-bye.</p>

Participant 3: Video N°3 – Describing Physical Appearance (Final Video)

Hello, everyone. Welcome to my channel. In this video, I'm going to describe my physical appearance. Okay, let's start. My name is Delfino Antonio Jordan Padilla, I'm young, I'm in my early 20's, I'm 170 cms tall. I have dark skin, a very short black hair. I have an oval face, black eyes, a snub nose, and full lips. I'm funny, calm, hardworking, friendly, helpful, respectful, and humble. Okay, guys, that's all. Thank you for watching my video. Bye-bye.

https://www.youtube.com/watch?v=4Bwoy_BQzVQ

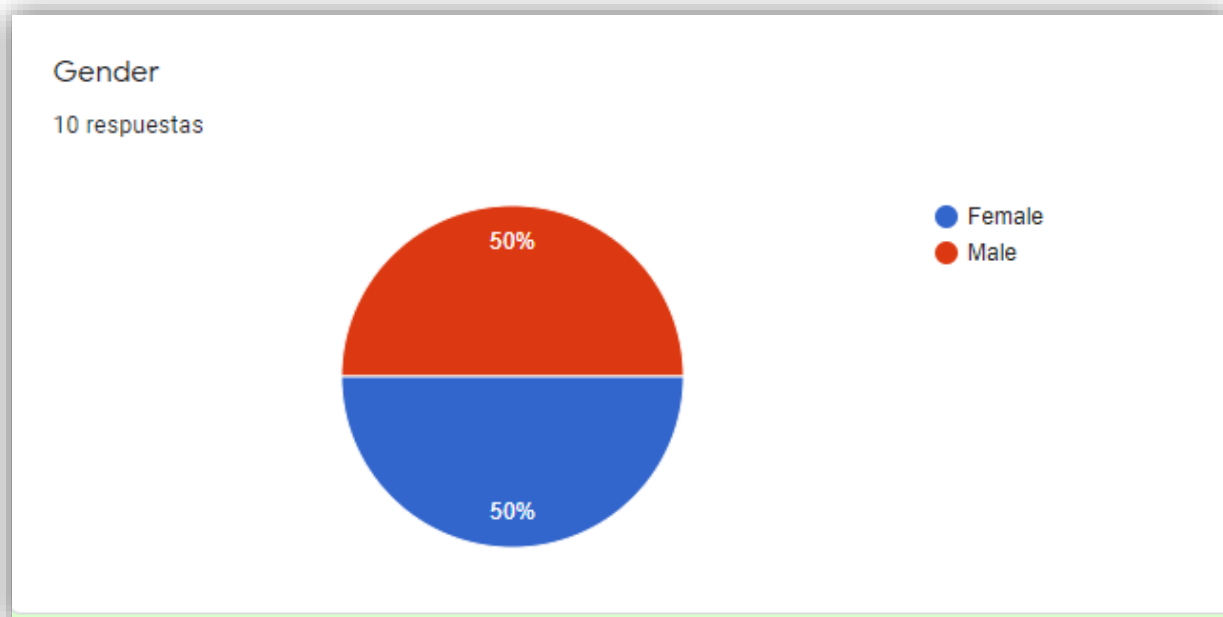
Appendix B

Gender of Respondents

Category	Frequency	Percentage
Female	5	50%
Male	5	50%
Total	10	100%

As we can see in the table above, 50% of those surveyed were female and the other 50% were male. The reason why they were five women and five men, it was because when I did the selection, first, I did the exercise only with women and then with men since I wanted there were five women and five men in order to do an equitable process, as you can see in the following figure.

Gender of Respondents



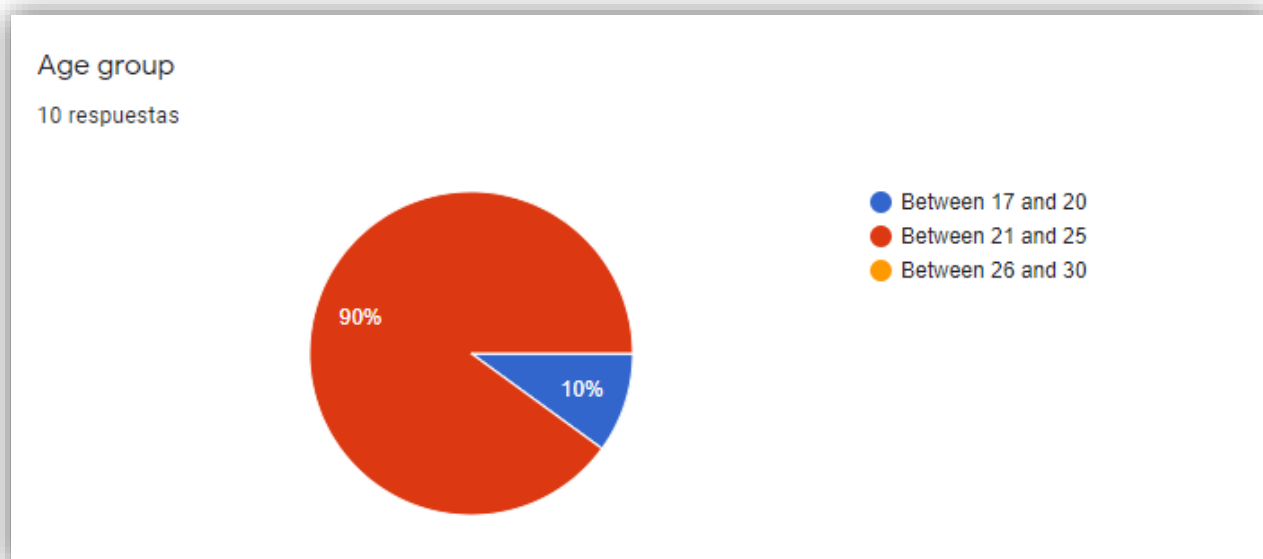
Appendix C

Age Group of Respondents

Category	Frequency	Percentage
Between 17 and 20	1	10%
Between 21 and 25	9	90%
Between 26 and 30	-	-
Total	10	100%

As it is evident in the above table, 90% of participants were between 21 and 25 years old, and just one of them was between 17 and 20 as the figure below is showing. This sample was participants between 21 and 25 years old because they were fifth-semester students of the Program of Modern Languages with an Emphasis on English from the daytime group at Diego Luis Córdoba University in the Chocó department.

Age Group of Respondents



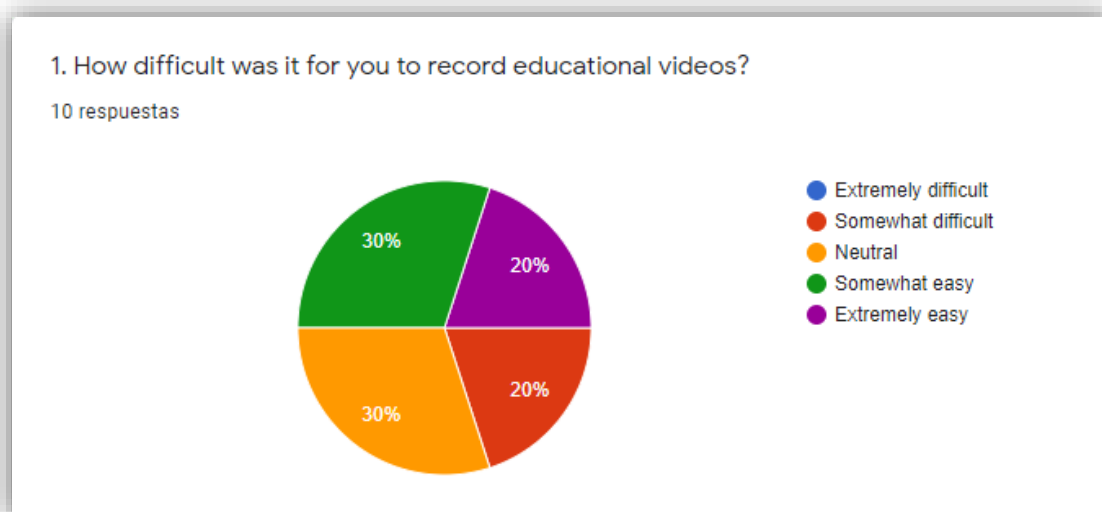
Appendix D

How Difficult Was it for you to Record Edu-cultural Videos?

Category	Frequency	Percentage
Extremely difficult	-	-
Somewhat difficult	2	20%
Neutral	3	30%
Somewhat easy	3	30%
Extremely easy	2	20%
Total	10	100%

In table number ten, 30% of participants answered somewhat difficult and the other 30% said

that the recording of edu-cultural videos was somewhat easy. It is shown in the following figure.



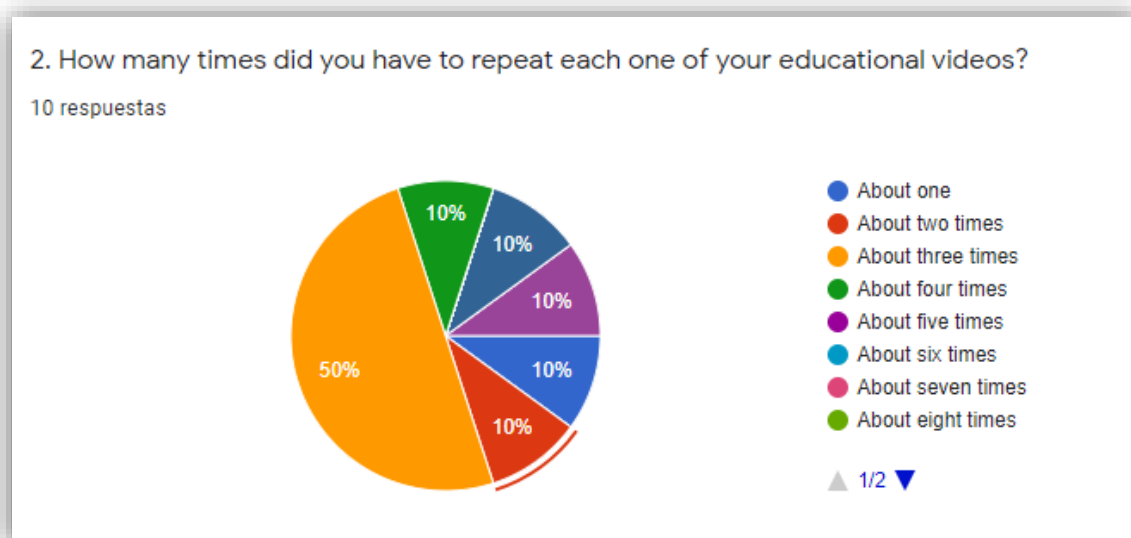
Appendix E

How Many Times Did you Have to Repeat each one of your Edu-cultural Videos?

Category	Frequency	Percentage
About one	1	10%
About twice times	1	10%
About three times	5	50%
About four times	1	10%
About five times	-	-
About six times	-	-
About seven times	-	-
About eight times	-	-
About nine times	-	-
About ten times	1	10%
More than ten times	1	10%
Total	10	100%

In table eleven, 50% of the surveyed had to repeat their edu-cultural videos about three times

whereas one of them repeated more than ten times as it stated in the following figure.

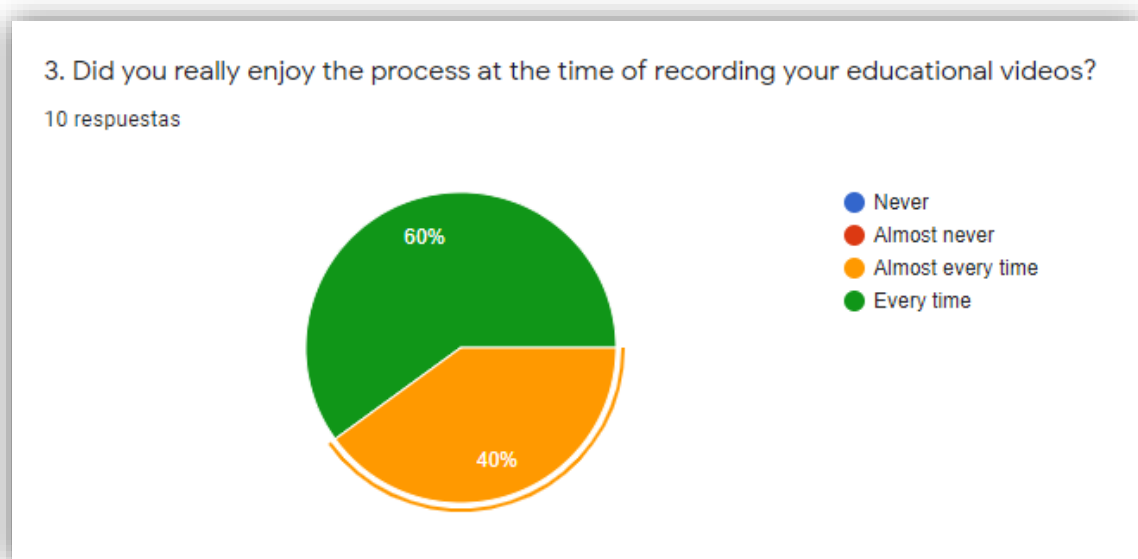


Appendix F

Did you Really Enjoy the Process at the time of Recording your Edu-cultural Videos?

Category	Frequency	Percentage
Never	-	-
Almost never	-	-
Almost every time	4	40%
Every time	6	60%
Total	10	100%

In table twelve, 60% of participants said that they enjoyed the recording of their edu-cultural videos every time and the 40% answered almost every time. We can see it in the following figure.

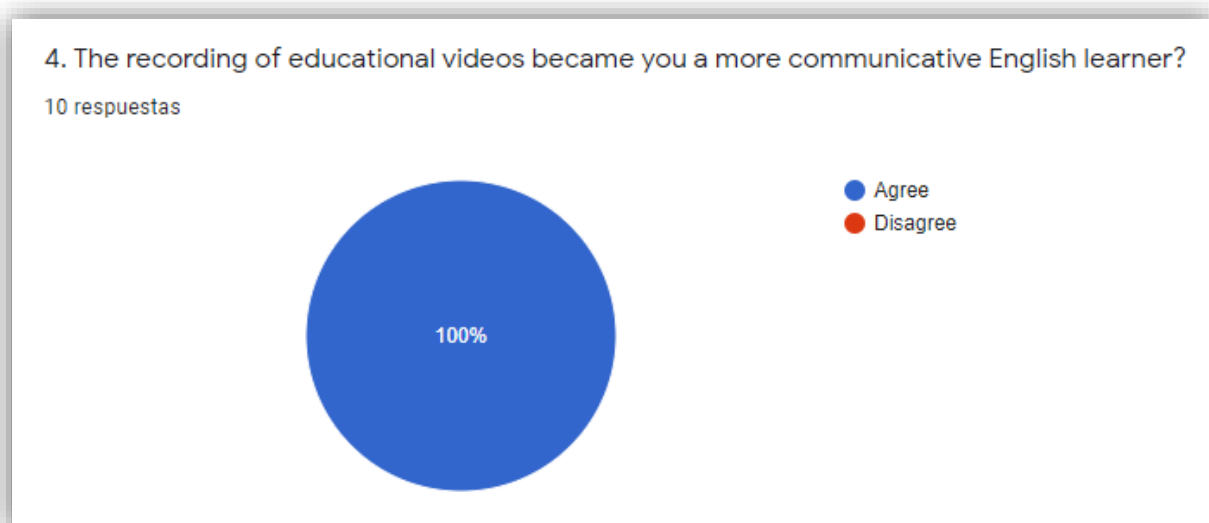


Appendix G

The Recording of Edu-cultural Videos made you a more Communicative English Learner?

Category	Frequency	Percentage
Agree	10	100%
Disagree	-	-
Total	10	100%

In table thirteen, 100% of participants agreed as we can see in figure 10.

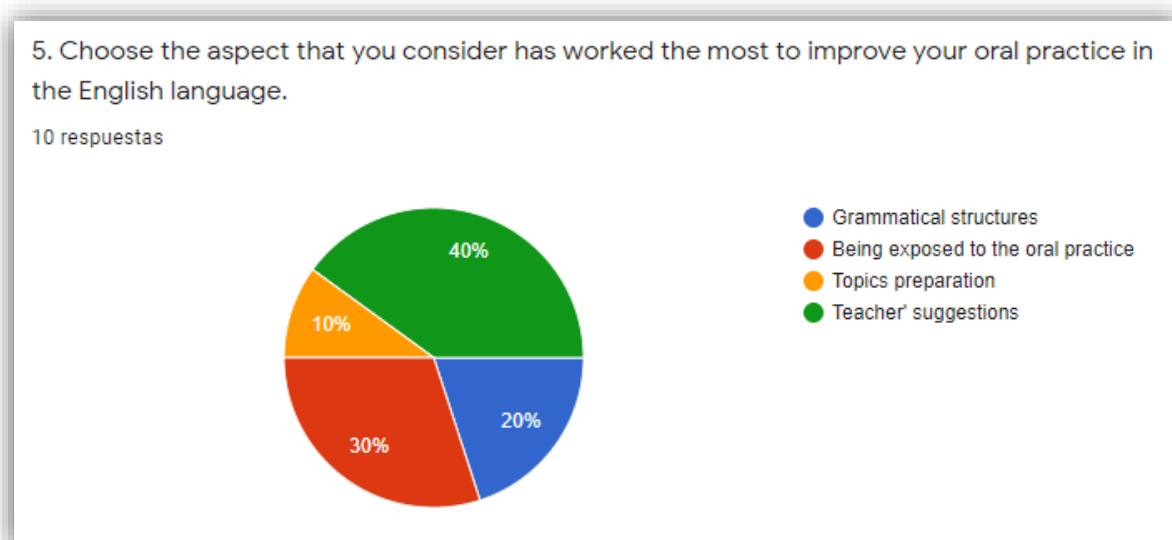


Appendix H

Choose the Aspect that you Consider has Worked the most to Improve your Oral Practice in the English Language

Category	Frequency	Percentage
Grammatical structures	2	20%
Being exposed to the oral practice	3	30%
Topics preparation	1	10%
Teacher' suggestions	4	40%
Total	10	100%

In table fourteen, 40% of participants said that teacher' suggestions and the 30% answered being exposed to the oral practice. Let's see figure 11.



Appendix I

Do you Consider that the Recording of Edu-cultural Videos is an Excellent Pedagogical Strategy to Improve your Oral Practice in the English Language?

Category	Frequency	Percentage
Strongly disagree	-	-
Disagree	-	-
Neither agree nor disagree	-	-
Agree	-	-
Strongly agree	10	100%
Total	10	100%

In table fifteen, 100% of participants answered strongly agree as we see in figure 12.



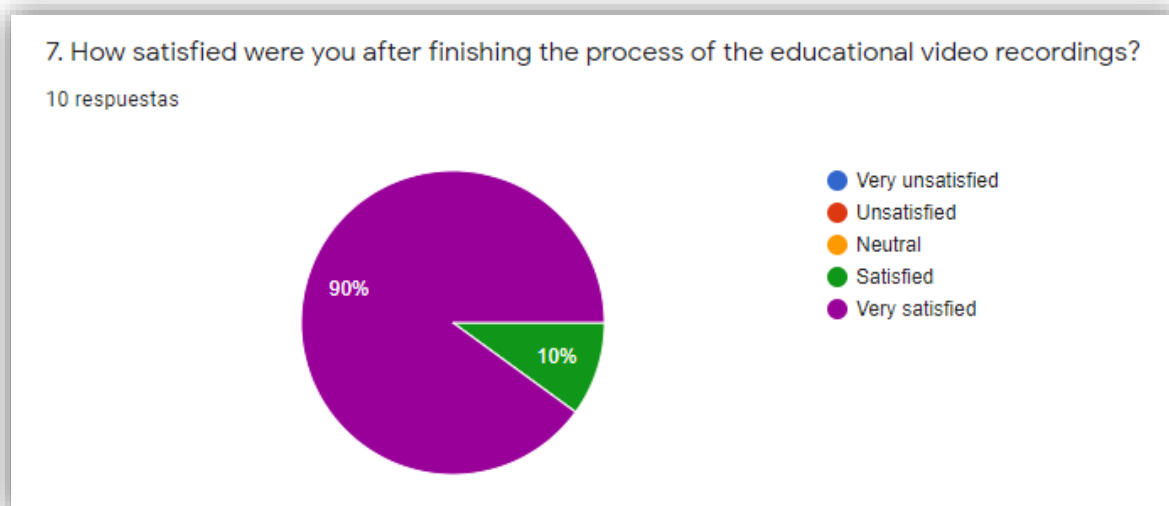
Appendix J

How Satisfied Were you After Finishing the Process of the Edu-cultural Video Recordings?

Category	Frequency	Percentage
Very unsatisfied	-	-
Unsatisfied	-	-
Neutral	-	-
Satisfied	1	10%
Very satisfied	9	90%
Total	10	100%

In table sixteen, 90% of participants answered very satisfied and the 10% said satisfied as we see

bellow in figure 13.

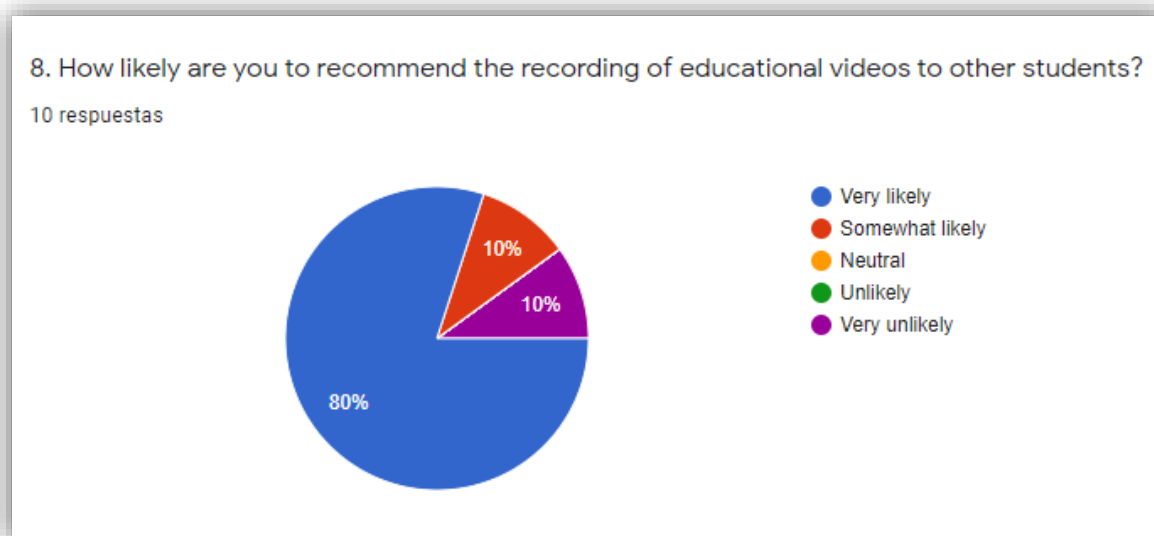


Appendix K

How Likely Are you to Recommend the Recording of Edu-cultural Videos to Other Students?

Category	Frequency	Percentage
Very likely	8	80%
Somewhat likely	1	10%
Neutral	-	-
Unlikely	-	-
Very unlikely	1	10%
Total	10	100%

In table seventeen, 80% of participants answered very likely as we can see in figure 14.



Appendix L

If you Had the Opportunity to Record Edu-cultural Videos Again, Would you Like to Repeat the Experience in Order to Continue Improving your Oral Practice in the English Language?

Category	Frequency	Percentage
Yes	10	100%
No	-	-
Total	10	100%

In table eighteen, 100% of participants answered yes as we can see in figure 15.

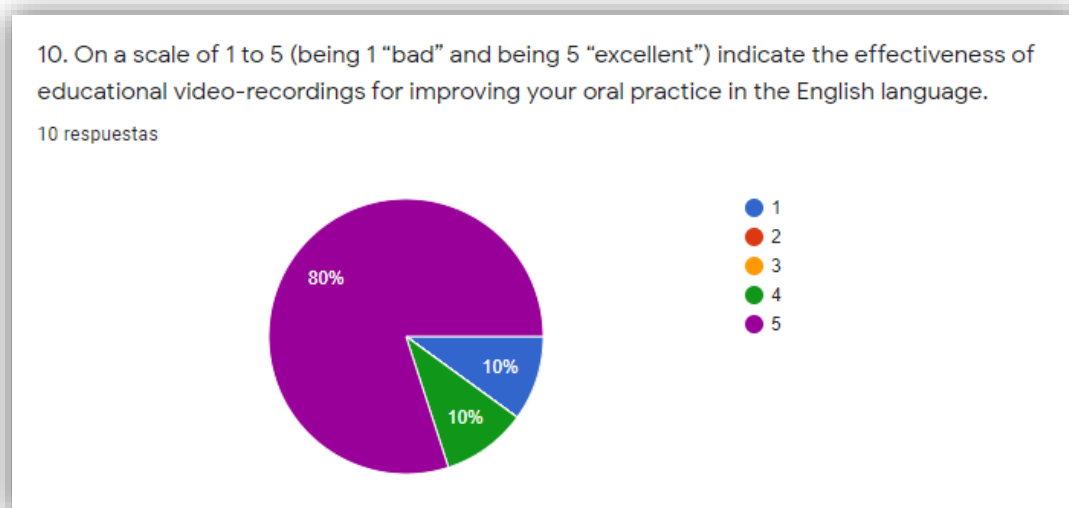


Appendix M

On a Scale of 1 to 5 (Being 1 “Bad” and Being 5 “Excellent”) Indicate the Effectiveness of Edu-cultural Video-recordings for Improving your Oral Practice in the English Language

Category	Frequency	Percentage
1	1	10%
2	-	-
3	-	-
4	1	10%
5	8	80%
Total	10	100%

In table nineteen, 80% of participants answered 5 as is evident in figure 16.



Appendix N*Categories Chart*

1	2	3
Linguistic Competences	Sociolinguistic Competences	Pragmatic Competences
Sub-categories	Sub-categories	Sub-categories
<ul style="list-style-type: none">• Phonological• Semantic	<ul style="list-style-type: none">• Grammar• Politeness• Accent	<ul style="list-style-type: none">• Vocabulary• Fluency• Accuracy

Appendix O

Informed Consent to Participants

To propose **oral practice environments** in the English language to fifth-semester students in the Program of Modern Languages with an Emphasis on English at Diego Luis Córdoba University through the recording of edu-cultural video recordings to enhance the oral practice in the English language.

Dear learner, you are cordially invited to participate in this research project that I will be developing this research with some students in the fifth semester of the Program of Modern Languages with an Emphasis on English at the Diego Luis Córdoba University, in which I have the objective of opting for the title of Master in Pedagogical Mediation in English Learning. I am studying this Master's Program at Universidad Nacional Abierta y a Distancia (UNAD) to discover how students could enhance their oral practice in the English language to finally offer them a better teaching-learning mediation.

The procedure you will follow at the time to participate in this study will be the recording of three videos about our syllabus topics along the English course. It means that we will record three videos during the semester to upload them to YouTube. But before you upload the videos, you will be provided with enough feedback and preparation to be ready.

The information obtained in this study will be confidential and the use given will be just for research purposes. Thus, your identity will not be exposed to the public. That is, no one except the teacher will know your name. It will not be published in any documents, books, or social media without your consent.

Participants in this research will be voluntary. If you decide not to participate, you will not be affected in any aspect, but if you want to participate, it will be great since you will have the opportunity to live a wonderful experience through the recording of amazing videos, you also will be more in contact with the target language. In other words, you will not have any risk, on the contrary, you will enhance your English oral practice significantly.

Dear student, I have already provided the information regarding this research project and the activities we will develop. Moreover, I have clarified your doubts and the responsibility you will have at the time of accepting to participate. Finally, I want you to know that you won't receive any payment for participating in this study. If you have further questions about the research, reach me at **3135977972**, or mail me at **maresbe07@gmail.com**.

Researcher name:	Marci Becerra	Date:	October 1 st , 2021
ID number:	52319712 from Bogotá.		

I have read the information provided by my professor in this Informed Consent Form. All my doubts were clarified, so I am clear and I agree to participate in this research study.

Your name:	HURTADO BEJARANO LEIDY MARCELA		
Date:	October 1th, 2021	ID number:	1004012581

Appendix P

Field Diary - Journal N°1 - Descriptions of the Observation in the Classroom

1. Course Identification

Place	: Quibdó – Chocó
Institution	: Diego Luis Córdoba University
Faculty	: Education
Program	: Modern Languages with an Emphasis on English
Course	: Students of the 5 th semester
English Level	: A2
Course name	: English Intermediate (B1)
Number of students	: 20
Component type	: Communicative competence
Credits	: 3
Class sessions	: Mondays 2 – 4 and Thursdays 12 – 1 pm.
Date	: Monday, March 2 nd , 2020-1
Topic	: Introducing yourself (Verb to be)
Time	: From 2 to 4 pm.
Researcher professor	: Marci Ester Becerra

2. Class Description (Diagnosis of Speaking)

In the first class session (from 2 to 3 pm), I asked students to introduce themselves using basic information in order to know each other. They just had to say their names, ages, occupations, the program's name, and the university's name. I mean, learners had to turn the words into sentences, e.g. my name is ... I am I study ... So, I wrote them on the board as a guide, e.g.

1. Name
2. Age
3. Occupation
4. Program's name
5. University's name

After this, they began their self-introductions one by one indiscriminately. We were sitting in a semicircle to avoid shyness in front of everybody. During this observation, I noticed that **most students did not know how to say sentences like my name is Maria Juliana Mena Becerra, I**

am 19 years old, I am a student of Modern Languages with Emphasis in English, or I study Modern Languages with Emphasis in English, or I study Modern Languages with Emphasis in English in Diego Luis Córdoba University. Also, the pronunciation was poor. A few of them tried to do their best, but no one got it right because **they did not know how to pronoun words like “years”, “old”, “I am”, “languages”, “Modern”, “English”, “Emphasis”, even “University”**. Finally, three students did not want to speak owing that they felt embarrassing to speak in English.

3. Class Description (Diagnosis of Speaking)

For the second session (from 3 to 4 pm), I asked students to interview a classmate. In this opportunity, they had to turn the same words into questions, e.g.

1. What´s your name?
2. How old are you?
3. What´s your occupation? / Do you study?
4. What are you studying? / What do you study? / What career are you studying?
5. Where do you study? / What university are you studying at? Etc.

In the beginning, **80% of the students did not know how to ask the questions; a few of them only knew how to ask for the name and the age**. Finally, they were silent and no one asked his/her classmate all the questions until I wrote them on the board due to the lack of structures and vocabulary for having a basic English conversation. Finally, they were trying to do the exercise but no one could do it at all.

Appendix Q

Field Diary - Journal N°2 - Descriptions of the Observation in the Classroom

1. Course Identification

Place	: Quibdó – Chocó
Institution	: Diego Luis Córdoba University
Faculty	: Education
Program	: Modern Languages with an Emphasis on English
Course	: Students of the 5 th semester
English Level	: A2
Course name	: English Intermediate (B1)
Number of students	: 20
Component type	: Communicative competence
Credits	: 3
Class sessions	: Mondays 2 – 4 and Thursdays 12 – 1 pm.
Date	: Thursday, March 5 th , 2020-1
Topic	: Telling anecdotes (Past simple vs Past progressive)
Time	: From 12 to 1 pm.
Researcher professor	: Marci Ester Becerra

2. Class Description (Diagnosis of Speaking)

For warming up, I told students a short story about me. Then, I asked them to do the same, tell a short and happy story about their lives. First of all, they had do it in pair in order to practice and be ready. After that, they might share it with the whole class.

During the activity, I was checking the students pair by pair in order to help them to say the sentences, but they had too much difficulty to tell their stories. So, I observed that the most difficult for them was how to express their ideas in past simple and past progressive. Finally, Learners did not know how to use those grammatical tenses in a real context. You can see this description represented bellow in the table number 1.

Direct observation is the act of observing any phenomena in-depth when a researcher is carrying out a study, e.g., as students behavior in an English classroom in order to observe their

interaction in the L2 language use, instructions, or any events that happen in second or foreign language learning in the context of the classroom (Nunan, 1989). The objective of direct observation is to observe directly a population in their natural settings in order to find out any issues that allow investigation (Jones, Reid, & Patterson, 1979).

The table below is an example of a chart where the researcher can show the data collection results of the classroom; it is called Target Language Observation Scheme (TALOS). It can be used after the direct observation has finished in order to find out the reason why the target population had that special behavior (Ullman & Geva, 1983). Accordingly, the chart below is shown the direct observation results in my classroom with fifth semester students at the Program of Modern Languages with Emphasis in English at Diego Luis Córdoba University (See chart 1).

As the chart is shown in column one (Extremely low 0), learners wanted to participate but they felt afraid as it is shown in column three (Fair 2) due to their low use of the L2 language, low comprehension, and low tools to communicate in the target language as it is shown in column two (Low 1). For that reason, they did not use the L2 actively in the classroom, instead of that, they preferred to use Spanish to report any tasks (Ullman & Geva, 1983). So, it was because of that, immediately that I discovered that problematic, I decided to propose oral practice environments in the English language to fifth-semester students in the Program of Modern Languages with an Emphasis on English at Diego Luis Córdoba University through the recording of edu-cultural videos to upload them to YouTube and teach others.

Appendix R

Results of the Direct Observation in the Classroom

The high Inference TALOS (Target Language Observation Scheme)	Extremely low	Low	Fair	High	Extremely high
	0	1	2	3	4
Students					
Use of L ₁ on tasks				3	
Use of L ₂ on tasks		1			
Students talk time on tasks			2		
Comprehension		1			
L ₂ tools to communicate		1			
Participation			2		
S to S interaction on tasks			2		
Group interaction on tasks			2		
Positive attitude				3	
Negative attitude	0				

Direct observation is the act of observing any phenomena in-depth when a researcher is carrying out a study, e.g., as students behavior in an English classroom in order to observe their interaction in the L₂ language use, instructions, or any events that happen in second or foreign language learning in the context of the classroom (Nunan, 1989). The objective of direct observation is to observe directly a population in their natural settings in order to find out any issues that allow investigation (Jones, Reid, & Patterson, 1979).

The table below is an example of a chart where the researcher can show the data collection results of the classroom; it is called Target Language Observation Scheme (TALOS).

It can be used after the direct observation has finished in order to find out the reason why the target population had that special behavior (Ullman & Geva, 1983). Accordingly, the chart below is shown the direct observation results in my classroom with fifth semester students at the Program of Modern Languages with Emphasis in English at Diego Luis Córdoba University (see table 1 in the appendix A).

As the chart is shown in column one (Extremely low 0), learners wanted to participate but they felt afraid as it is shown in column three (Fair 2) due to their low use of the L2 language, low comprehension, and low tools to communicate in the target language as it is shown in column two (Low 1). For that reason, they did not use the L2 actively in the classroom, instead of that, they preferred to use Spanish to report any tasks (Ullman & Geva, 1983). So, it was because of that, immediately that I discovered that problematic, I decided to propose oral practice environments in the English language to fifth-semester students in the Program of Modern Languages with an Emphasis on English at Diego Luis Córdoba University through the recording of edu-cultural videos to upload them to YouTube and teach others.

Appendix S

Evidence of Research Survey to Participants

The screenshot shows a Google Forms interface for a survey titled "Research survey for participants". The browser address bar shows the URL: docs.google.com/forms/d/11kX0pYHFByBAkFwmpxTTLhlnPAPiQQRuiGymGe_8Y/edit. The form has a green background and includes a header image of a person on a screen and a person's face. The main text of the survey is as follows:

Research survey for participants

Dear participants, as you are the most important part of this research, I kindly invite you to participate in the following survey since it is very relevant to me to know your perceptions of the study. This research investigates how the fifth-semester students in the Program of Modern Languages with Emphasis in English at Diego Luis Córdoba University can enhance their oral practice in the English language through the recording of educational videos to teach others. The questionnaire will only take from 5 to ten minutes to complete. Before answering, I want you to know that this study is very serious and rigorous, so your help is really important in order to get a good data collection. The data collected will remain confidential and used solely for academic purposes.

Correo*

Correo válido

1. How difficult was it for you to record educational videos? *

- Extremely difficult
- Somewhat difficult
- Neutral
- Somewhat easy
- Extremely easy

The form also includes a navigation bar at the top with "Preguntas", "Respuestas 7", and "Configuración". A purple "Enviar" button is visible in the top right corner. A sidebar on the right contains icons for adding, deleting, and sharing elements.

3. Did you really enjoy the process at the time of recording your educational videos? *

- Never
- Almost never
- Almost every time
- Every time

4. The recording of educational videos became you a more communicative English learner? *

- Agree
- Disagree

5. Choose the aspect that you consider has worked the most to improve your oral practice in the English language. *

- Grammatical structures
- Being exposed to the oral practice
- Topics preparation
- Teacher' suggestions

6. Do you consider that the recording of educational videos is an excellent pedagogical strategy to improve your oral practice in the English language? *

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

8. How likely are you to recommend the recording of educational videos to other students? *

- Very likely
- Somewhat likely
- Neutral
- Unlikely
- Very unlikely

9. If you had the opportunity to record educational videos again, would you like to repeat the experience in order to continue improving your oral practice in the English language? *

- Yes
- No

10. On a scale of 1 to 5 (being 1 "bad" and being 5 "excellent") indicate the effectiveness of educational video-recordings for improving your oral practice in the English language. *

- 1
- 2
- 3
- 4
- 5

Thank you so much for your valuable time! Sincerely, Marci Ester Becerra, candidate to opting the title of Master in Pedagogical Mediation in the Learning of English. I am doing this research supported by the Master's Program in which I am enrolled at UNAD University (Universidad Nacional Abierta y a Distancia).



Appendix T

Link of the Edu-cultural Video Recordings

<https://view.genially.com/664e943674f7a200148a7a48/presentation-presentacion-de-onboarding>