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**STUDENT-CREATED VODCAST BASED ON TV SERIES IN  
TEFL IN SECONDARY EDUCATION**

**VODCAST CREADOS POR EL ESTUDIANTE BASADOS EN  
SERIES DE TV CENTRADOS EN LA ENSEÑANZA DEL  
INGLÉS COMO LENGUA EXTRANJERA EN E.S.O.**

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## **RESUMEN**

Muchos estudios sobre dramatización, el uso de material real como series de televisión y sobre podcast y vodcast en el aula de inglés como lengua extranjera señalan los múltiples beneficios que todas estas herramientas tienen sobre los alumnos, tales como la mejora en las diferentes habilidades comunicativas, el aumento de la motivación, la autonomía del estudiante y el crecimiento en su interés por la lengua y la cultura de los países de habla inglesa. Este proyecto de final de máster se centra en la propuesta didáctica de una actividad que trata sobre la creación de vodcast por parte de los estudiantes. Lo especial de estos vodcast es que deben estar basados en escenas concretas de series de televisión, por lo que los alumnos tienen la oportunidad de recrear escenas de sus series favoritas. El objetivo de esta propuesta es introducir una actividad innovadora y comprobar con los resultados obtenidos si es apropiada, si los alumnos mejoran sus habilidades comunicativas en la lengua extranjera y si fomenta su motivación, entre otros aspectos.

## **ABSTRACT**

Many researchers about dramatization, use of real material such as TV series or films, podcasts or vodcasts in TEFL argue about the multiple benefits these tools foster in students of English as a Foreign Language, such as the improvement in every communicative skill, autonomous learning and the development of their motivation and interest on the language and culture of English-speaking countries. This Master's degree final project is focused on a didactic proposal of an activity about student-created vodcast. This activity is different from other types of vodcasts since in this proposal students do not only have to create them, but also, the videos have to be based on specific scenes of different of the students' favourite TV series. The main goal of this proposal is to introduce an innovative activity and to analyse the results obtained through an evaluation and a final survey given to the students in order to figure out if it is suitable, if students improve their communicative skills and if it fosters their motivation, among other aspects.

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## 1. – INTRODUCTION

The rapid spread of technology in the recent decades has fostered many different and new ways of communicating in contrast to the traditional face-to-face or telephone calls. Nowadays people are more likely to communicate through written chats, video-calls and social networks – such as Facebook, Twitter, Youtube, Instagram... – ways of communication used in smartphones, computers or tablets. As a consequence, technology has changed the traditional way of teaching and learning, and ICT have become an essential source for teachers of all levels, from primary school to university (Chacón & Pérez, 2011: 42). English teachers in all different levels find these new pedagogical tools very useful because they have provided the teaching and learning of this subject with dynamic and real content and has given much more autonomy to students.

To begin with, dramatization is a very resourceful tool in TEFL classes. It fosters the development of many different skills, such as fluency of linguistic interactions, vocabulary, and pronunciation, as well as social interactions and problem solving. Furthermore, it grows motivation within students since they learn and practise in a relaxed and fun environment (Pérez Gutiérrez, 2004: 78). In this tool the role of the teacher is quite important, since they need to be trained in this field and to be willing to create a good environment in class, make students speak in English as much as possible, accept their ideas and give new ones without overwhelming them and prepare warm-up activities, among other factors (Pérez Gutiérrez, 2004: 78).

One of the most common multimodal digital tools, podcasts, and their video version called *vodcasts* or video podcast, have been used for many decades in TEFL classes. They have their origin in 2005 with Apple's first introduction of podcasts in its iTunes software, which had so much success due to the possibility for users to download and listen to them at any time (Martín Párraga 2013: 63). As Martín Párraga (2013:63) explains through Friedman (2005) “[Podcast gives us] the ability to build and deploy your own personal supply chain of information, knowledge and entertainment. (...) Any user with a computer can produce, and publish, his own podcasts in an extremely easy, quickly and free manner.” In relation to vodcasts, which we will focus on, they are

especially the ones that have acquired special importance and a role during this last decade, since it does not only make use of verbal language, *i.e.* spoken and written, but also non-verbal language, *i.e.*, images, body language, music... (Fernández Pacheco, 2016:49-50). Moreover, it is an interesting tool to develop not only students' pronunciation and linguistic skills in general, but also their autonomy as learners, as we will see later on.

Finally, TV series and films are other audio-visual digital tools used in TEFL. As Alfaro Cornejo (2018) explains, students see how their favourite characters use different language structures, which motivates them to learn and understand because they find a useful goal in learning English as a foreign language. As Alfaro Cornejo (2018) argues, TV series, along with music and videogames, are a resourceful tool to acquire vocabulary and improve listening and pronunciation skills. Furthermore, they are easy to access with Internet and we can find a huge variety aimed at different levels and ages, for example, in Youtube.

## **1.1 Justification, objectives and methodology**

This Master's degree final project focuses on the proposal of an activity which consists in the creation by the students of one vodcast as a consolidation activity of the grammar and vocabulary acquired throughout the year. The creation of these vodcasts will be based on several scenes from different TV series that the students will be given to recreate the dialogue in a simpler way and perform the same scene not only with the dialogue, but also using anything they want to make the video similar to the original one – costumes, wigs, background... – The TV series chosen will be the students' favourite ones, which I will be able to know and select thanks to a short survey I will give them some time before carrying out the task (Appendix II). Furthermore, students will be able to choose a scene of their own if they want to, they are not obliged to stick to the ones provided.

I came up with this idea due to my own experience as an English student in Secondary school, when playful and group activities such as listening to songs or dramatization in class were the ones that helped me the most to develop my linguistic

skills, probably because they were outstanding activities, therefore they stuck in my long-term memory. Furthermore, watching TV series and films in English, playing videogames and my fond interest for English and American music helped me a lot to acquire a good level of English since I was a teenager. I truly believe that interesting activities encourage students' motivation towards learning English and other languages, and for this reason I decided to mix up the creation of vodcasts and watching TV series to create an interesting activity that develops linguistic skills, especially oral and listening skills, teamwork and the learner's autonomy. Finally, I also wanted to focus on the creation of vodcasts since little research has been made on this topic, the majority of research having focused on the use of podcasts and vodcasts as a tool to develop only listening skills, not their creation.

The main objectives of this final project are the following:

1. To get to know if TV series and films are helpful when learning English as a foreign language, if students feel they acquire the language or learn some aspects of it when watching their favourite shows in English.
2. To observe if the creation of vodcasts by students encourages their motivation and if they acquire more easily the grammatical contents, vocabulary, and their oral and listening skills are developed, especially pronunciation.
3. To observe if students are interested in dramatization activities and if they develop their teamwork skills and social relations within their groups.
4. To get to know young people's interests in relation to TV series, films and other media products.

The methodology used for this experimental activity is based on several theories related to the use of podcasts, learners' autonomy, dramatization in TEFL and the potential use of TV series and films as a tool for TEFL. Some of the most relevant ones are Stanley (2005) and Rosell- Aguilar (2007) on podcasts; Little (1991) and Quoc & My (2018) on autonomous learning, Motos (2012) and Núñez & Navarro (2007) on dramatization and theatre and finally, Lasa (2017) and Gómez (2003) on TV series and other multimedia tools. It is important to point out that since not much literature has been written about the creation of vodcasts by students, the theories based on podcasts will be adapted to the context. In relation to the activity, it was presented the first lesson

of my internship at the Secondary school where it was carried out, giving the students around two weeks to create their dialogues and their vodcasts. They were assessed with a created assessment form based on the rubrics by Bell (2007) and Fontichiaro (2008) about podcasts. During the last lesson a satisfaction survey was provided to check the student's motivation and the feasibility of this type of activity.

## **2. - THEORETICAL FRAMEWORK**

### **2.1. Learner's autonomy in TEFL**

Autonomous' learning in the field of TEFL was first defined by Holec (1981), as the "ability to take charge of one's own learning" (Quoc & My, 2018: 2). In broader terms, it can be described as the capacity for critical thinking, decision-making and independency of action. The learner's autonomy is displayed not only in the way they learn but also how they transfer that knowledge into other contexts (Little, 1991: 4). In language learning, it defends the idea that students should learn a foreign language by themselves with some guidance from their teachers, who have the role of counsellors.

It is interesting to point out the different characteristics of autonomous' learning, since some of them are included in the case study carried out in this paper:

- It involves the learner's desire to take responsibility for their own learning. To foster this desire, teachers have the important role of developing "a sense of responsibility and encourage students themselves to make decisions about their learning" (Quoc & My, 2018:2 through Scharle & Szabó, 2000).
- In relation to the teachers' role as counsellor, Quoc & My (2018: 2) argue that teachers play different roles depending on the students' needs. As pointed out previously, they can be just counsellors or guidance for students, but in other cases they have to help learners more in depth, selecting material, evaluating their learning, or giving them as much information as necessary in order to foster the students' autonomy when learning EFL.

- Not only does autonomous' learning involve students' responsibility of taking decisions on their own, but also the implementation of those decisions (Quoc & My, 2018: 2 through Dickinson, 1987 and Nunan, 1997).

- Autonomous' learning can take place inside or outside the classroom (Borg & Al-Busaidi, 2007: 5 through Sinclair, 2000).

It is of great importance, especially for this project, to bear in mind that autonomous' learning does not occur in the same way in Secondary students as it does in adult's learning. As Little (1991: 40) explains,

They are younger; the course of their life has not yet been determined; their interests are likely to be age-related and may thus be short-lived; they are learning because they have to, and not necessarily because they want to; and their learning ends not when they have achieved their learning targets but according to a timetable usually prescribed by their date of birth.

However, these issues do not imply that Secondary students cannot become autonomous learners or that teachers cannot introduce autonomous' learning activities in their classrooms or outside them. Some teachers are convinced that the syllabus is very powerful and they indisputably need to stick to it (Little, 1991: 41), but there are many different activities that promote autonomous' learning without compromising the syllabus. Little (1991: 43) gives some ideas related to this, which are:

1. Supplement the course with authentic materials, such as newspapers, cassettes... and I may add music, TV series, films or Youtube videos.
2. Make the students responsible for teaching one another.
3. Replace the course book with materials that teach parts of other curriculum subjects through the target language (through Devitt, 1989).
4. Replace the course book with authentic materials provided by the teacher and/or the learners.

## **2.2. Dramatization and theatre in TEFL**

As Nuñez & Navarro (2007: 229) explain, in Spain – where this case study was carried out–, *dramatization* is a term mainly used in educational contexts due to its reference in the different educational laws. As many researchers in this topic argue, *dramatization* and *theatre* are easily confused terms, therefore it is necessary to point



out some of the differences between them. Pérez Gutiérrez (2004: 70) argues that, even though the techniques they use are very similar or equal, their objectives are different: theatre develops the aesthetic ability of the person, while dramatization fosters problem-solving abilities since students recreate daily life experiences. With dramatization, Pérez Gutiérrez (2004: 76) believes students do not only improve the communicational skills but they also acquire basic attitudes regarding the world surrounding them; language creation is fostered as well as the acquisition of linguistic models. Other interesting differences between them are pointed out by Motos (2013-2014: 2-3), some of which are the following:

- The content of dramatization is the creation process itself, students have to face interaction and answer spontaneously to conflictive situations. On the other hand, theatre consists in the representation and/ or study of literary works or theatrical techniques.
- In dramatization, students have to create the process, not only interpret a script.
- Dramatization can be included in any objective or area of the curriculum.
- Dramatization comes from the experience itself of the students, not from other works or previous ideas, as is the case of theatre.
- Dramatization's main objective is in interpersonal communication and the process of creation, not only in the results.

When using dramatization and theatre in Secondary teaching, students are supposed to aim certain competences with this type of activity. Some of them are the following, as pointed out by Motos (2012-2013: 12): to be able to communicate using corporal expression resources; to be able to communicate using oral expression; to be able to improvise in different contexts; to be aware of the different elements of the theatrical language and use them; to create and represent dramatic plays, and finally, to be able to appreciate scenic shows.

Moreover, Motos (1996) explains where every dramatic activity should be applied depending on the level of the students, which can be shown in the following chart, being

4° of ESO – the course I have focused on for my project– included in role-play activities but also in the borderline for theatre and dramatic arts<sup>1</sup>:

Dramatic forms	<p style="text-align: right;">Theatre/ dramatic art</p> <p style="text-align: center;">Role-play</p> <p style="text-align: center;">Creative drama</p> <p style="text-align: center;">Dramatic game</p> <p style="text-align: left;">Symbolic game</p>			
Stage	1°, 2°	1°, 2°, 3°	1°, 2°	
Level of education	Pre-school education	Primary education	Secondary education	Baccalaureate
Age	0	6	12	16
				18

Table 1. Dramatic forms appropriate for each level of education and age in Secondary teaching. Source: Motos (1996).

Dramatization and theatre play a powerful part in students’ motivation. As Pérez Gutiérrez (2004: 77) argues, if done well, they not only develop students’ fluency, vocabulary or pronunciation when speaking a second language, they also foster students’ intrinsic motivation, since they are participating in a relaxed, fun and ludic atmosphere. In relation to this idea, Alonso (2007: 42) affirms from her case study, that students get very motivated since these types of activities are different from what they do every day. Moreover, Nuñez & Navarro (2007: 236 through Tejerina, 1997: 75 and Wallach & Kogan, 1983: 84) explain that these types of activities should always include a ludic component, since it gives students a feeling of safety because motivation obstacles are reduced, they do not dread being judged by others and do not worry about other people’s opinions about their competence and individual performance.

<sup>1</sup> The original chart is in Spanish, therefore I have translated it into English to better fit in this paper.

Finally, it is important to point out the potential drawbacks that these types of activities may entail: first, as A. Maley & A. Duff (1982: 6) explain “Las palabras de otras personas que han sido mecánicamente memorizadas se convierten en cenizas en la boca del hablante”<sup>2</sup>, sometimes students only have to learn by heart the script and they do not learn nor practise the different communicative skills. Another drawback is that, when using an original script, teachers should adequate the text to the contents being taught or that students already know; it is also difficult to find texts that are focused on lower levels (but not impossible); another disadvantage is that sometimes these texts include many metalinguistic elements which cannot be carried out within a classroom; finally, some activities require a lot of time of preparation and they are difficult to be carried out in a classroom with a lot of students (Membrive, 2018).

### **2.3. Multimedia tools in language learning: podcast and vodcast**

To begin with, podcast can be described as “an automated technology that allows users to subscribe and listen to digitally recorded audio shows [...] Listeners can then either listen to the podcasts from their computers or set their media player to automatically download them into a MP3 player” (Flanagan, 2005, through Martín Párraga, 2013). Its origin is in Adam Curry’s idea to change the distribution of digital audio and video from broadcasted to a sort of email sending. He also thought about the possibility of downloading media in order to make it available anywhere and anytime the user wants. It is called *podcasting* because the first device in which media was downloaded was an iPod (Hargis, Schofield & Wilson, 2008). In education, the first institutions to introduce this tool were Duke University, in North Carolina, USA, and Osaka Jogakuin College in Japan, which provided their students with *iPods* (Fernando, 2007: 6)

There are different opinions about the meaning of the term *Vodcast*. Some scholars argue that there is a difference between both terms, *podcast* referring to audio files while *vodcast* refers to video files, *VOD* referring to “video-on-demand” (Meng, 2005).

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<sup>2</sup> Translation: the words of other people that have been mechanically memorised become ashes in the speaker’s mouth.

On the other hand, as Parra (2016: 27) explains through Hur & Suh (2012) and Heilsen (2010) other literature has referred to both terms as *podcasting*, “a broader term which not only includes video files, but audio files as well”.

Vodcasts<sup>3</sup> can be classified in the following ways (Kay 2012: 821):

1. Purpose: it includes four main types of vodcasts, the first of which is lecture-based, where students have the whole lesson and it can be watched before or after class; the second one is enhanced vodcasts, such as a video footage of Power Point presentations with audio explanations; another one is the supplementary, which are videos with complementary material as an aid to broaden or go into detail about the knowledge acquired and that include administrative support, real life demonstrations and/or summaries of classes; and finally, examples, which show specific problems students need to solve in a particular course, often about maths or science.

2. Segmentation: vodcasts can be segmented and non-segmented. The former refers to when videos are divided in different parts which allow students to look for the specific parts they need, the latter are the videos that can be watched completely from beginning to end.

3. Pedagogical strategy: there are three different teaching approaches regarding the use of video podcast, the first is receptive viewing, which assumes that students have to watch the video in whatever format but with a passive role – the most common type of video podcast–; the second one is problem-solving vodcast, which are designed to explain, articulate and assist students to solve problems; finally, created video podcast involves students creating their own videos, they learn when they investigate, collaborate, research and create videos. As he points out, it is the least common pedagogical strategy.

4. Academic focus: they can be practical, which are short in length; and conceptual, which are usually long and focused on higher level concepts. Both can be segmented or not.

Regarding the types of podcasts, T. Chacón and J. Pérez (2011:43) mention a very interesting classification of podcasts for learning a second language, which can be

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<sup>3</sup> Whenever it is possible I will focus only on vodcast since it is the main topic of this paper. Sometimes it is not possible because many theories and researches refer to both of them as a unit.

extended to vodcasts as well, created by Stanley (2005): the first type is the *authentic podcast*, useful for students at higher levels and created by native speakers and without educational purposes; the second type is the *teacher-created podcast*, created by the teacher as its name implies for oral comprehension or revision of different topics studied in class; finally, *student-created podcast* is created by students with the teacher's help and the main purpose is to develop their oral expression and comprehension.

There are several theories of learning in which the use of podcast and vodcast can be included, some of them are the following<sup>4</sup>:

- **Constructivism:** this theory implies that students construct meaningful learning and an individual representation of knowledge through active exploration, observation, processing and interpretation (Rosell- Aguilar, 2007: 7 through Cooper, 1993 and Parra, 2016: 3 through Ng'ambi & Lombe, 2012). When students especially create their own podcasts, they actively get involved in the process of learning and it increases the probability of retaining more content. Moreover, students do not only acquire knowledge in class, but they can also benefit from this active learning out of class thanks to the Web 2.0, where they can share their ideas and interact with others (Parra 2016: 7).

- **Theories of informal and lifelong learning:** as Parra (2016: 8) states, this theory indicates that learning can occur anywhere and at any time and that depending on the student's intent, it can be accidental or intentional. It implies that learning can occur outside the classroom too. In the case of podcasts, students can have access to plenty of podcasts at any time and they can consciously look for them or can come across them unintentionally. Be that as it may, they still learn the language and acquire knowledge on different topics.

- **Learning object theory:** it refers to any digital or non-digital resource that can be used for learning and education purposes. Podcasts are seen as “the next step in the

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<sup>4</sup> It is important to point out that the majority of scholars that have mentioned theories in which these tools can be included do not talk about student-created podcast, but mainly created by podcasters or teachers.

availability of repositories of learning objects adapted to an RSS feed” (Parra, 2016: 8 through Goodwin- Jones, 2004).

- Cognitive Theory of Multimedia Learning (CTML): popularized by Richard E. Mayer and other cognitive researchers, it argues that learning is more deeply acquired when showed with words and pictures rather than words alone; words can be spoken or written, and pictures can be in any form, illustrations, animation, videos... This mixture maximizes the learning process (D. Sorden, 2012: 2 through Mayer, 2005)

Although there is not much literature regarding podcasting and vodcasting (Ducate & Lomicka, 2009: 69), the majority of theories are in favour of the use of this technological tool as a resource for learning English in different levels and academic contexts. It is argued that Podcasting and Vodcasting have many advantages but they also have some drawbacks, some of which would be interesting to mention:

- It is a portable and easy to use tool. Videos and audio podcasts can be downloaded in mobile devices or computers at any time and can be watched and listened as many times as the user wants to. This can be very helpful for students with special needs since they can listen and watch as many times as they need to, they can stop, review, think about it...(Rosell-Aguilar, 2007: 9 through Menzies, 2005; Lowman, 2014: 252). Furthermore, it fosters in-class and out-of-class learning for the same reason.

- It is more attractive and motivating for a larger audience, especially young students, since, as Rosell- Aguilar (2007:10) explains, “media players are widely owned (...) and make listening to an educational learning object feel less like studying”.

- They are cheap or even free, created by students or not (Rosell- Aguilar, 2007: 10).

- It provides access to authentic and real materials, which fosters students’ knowledge not only about grammatical and syntactic structures, but they learn about culture, history, politics etc. of other countries (Rosell- Aguilar, 2007: 8; Hegelheimer, 2007: 165 through Thorne & Payne, 2005). Moreover, students can learn more specific aspects of language, such as idiomatic expressions (Hegelheimer, 2007: 165 through Stanley, 2006).

- It usually has a positive impact on students' behaviour and their learning results (Tur Ferrer, 2013: 6).

- There are some type of learners that benefit most from the use of this tool, such as auditory and visual learners and those with moderate to weak short-term memory. As Parra (2016: 35) implies through Piecka et al. (2008) and De Boer, Kommers and Brock (2011), podcasts are useful for auditory learners in the sense that they can hear the information at their own pace, and it even reduces shyness and fosters motivation.

- Teachers can use podcasts and vodcasts to carry out different activities, each podcast does not provide only one use, but many. Furthermore, there are plenty of them to use in all levels (Tur Ferrer, 2013: 4 through Cabero, 2006).

Regarding the positive aspects of podcast and vodcast, it is also interesting to talk about the benefits student-created ones give students since it is the main topic of this paper:

- As Salmon & Nie (2008: 9) explain through Hargis & Wilson (2005) and Huann & Thong (2006), "Learner- developed podcasts encourage students to reflect on their own learning, improve on their performance during content creation as well as reconsider and modify their ideas". Since students have to create their own content, their role becomes more active and they develop their critical thinking.

- Student created-podcasts also give them the opportunity to express themselves in a creative way. If their podcasts explain class content, they can be more interesting for their classmates, since the explanations show their senses of humour, individuality... (Frydenberg, 2008: 8) Regarding this, Frydenberg (2008: 6) also argues that it is a good idea if students are assigned to create podcasts as extra credit, since students may participate without the pressure of trying to get a good grade.

- As Martín Párraga (2013: 64) explains through Hirsh (2005: 10) "Podcasting is especially important to education because '(it) involves students collaborating with one another'" Students' relationships with their classmates foster and they improve their teamwork, which is very helpful for their whole academic lives.

- Students improve their communication skills and they get engaged in this type of activity. Besides, not only do they improve their communication skills, but also

their technology skills (Parra, 2016: 39, 52). He also points out the positive students' attitudes towards creating podcasts in the case study he carried out:

Students have expressed that their experiences in creating a video podcasts were very positive and found this learning experience interesting, helpful and beneficial (...) Students overwhelmingly expressed that creating a video podcast helped them better to understand a complex grammar topic than if following a traditional approach for learning grammar.

On the other hand, podcasts and vodcasts can propose some disadvantages that are interesting to mention:

- When teachers are the creators of the content, it takes a lot of time and workload to prepare all lessons in the form of podcast or vodcast (Rosell-Aguilar, 2007:10 through Sloan, 2005; Menzies, 2005 and Blaisdell, 2005).

- When lessons are taught in the form of podcast or vodcast, by a teacher or taken on-line, students do not feel the pressure of attending class and the relationships between teachers and students weaken (Rosell- Aguilar, 2007: 10 through Blaisdell, 2005).

- The use of podcasts may provide new opportunities of teaching but they may require for course objectives and learning outcomes to be modified. (Rosell- Aguilar, 2007: 10 through Blaisdell, 2005)

Especially in student-created podcasts and vodcasts, there are some challenges worth mentioning:

- Student and/or teacher-created podcasts require specific training in the use of editing software programs, avoiding background noise... (Tur Ferrer, 2013: 4 through Cabero, 2006); as Parra (2016: 46) argues when talking about his case study: "The stabilization of the volume and knowing how to keep sound inputs in the same level as they were recorded directly from the microphone were the main difficulties found by students".

- Students sometimes lack time to both create and watch podcasts. This is especially challenging if students who have to create podcasts need to follow certain steps, such as thinking about the topic, making research, writing the script, practising, recording, editing and uploading it. In the case of watching podcast it may also take time since sometimes they need time to find the appropriate resource and then stop, rewind etc. as many times as they need to (Parra, 2016: 47- 48).



- Copyright is another important issue which is not taken into account in many institutions, especially schools (Tur Ferrer, 2013: 4 through Cabero, 2006).

## **2.4. The use TV shows and other multimedia tools in the EFL classroom**

Many researchers have agreed during the past decades on the positive impact of using TV and other multimedia tools, with English subtitles, in EFL classrooms. Especially, the use of these tools can be quite attractive for teenagers, as Lasa (2017: 9) implies through Szyszka (2015: 4) “Among FL learners, teenagers are those characterized by the most natural orientation towards Information and Communication Technologies (ICT) in formal and informal learning contexts”.

Particularly, videos are “effective springboards for other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities” (Stoller, 1993: 3). The origin of this technique can be found in 1989 in Japan, and its use has significantly increased ever since. Many researchers have proved the multiple benefits of using videos (in any form, such as TV shows, films, Youtube videos...) as a tool to learn EFL. Some of them are the following:

- Students that use materials with English subtitles develop in a very notable way their reading and oral skills, the use and learning of new vocabulary, and their motivation to read (Gómez, 2003:162). Especially, it increases their listening comprehension skills (Lasa, 2017:20 through Weyers, 1999 and Gruba, 2006).
- They are a very easy-to-use and to-present tool (Lasa, 2017: 164), since many videos can be found online in platforms such as Youtube. Other TV series, shows and films can be found in other platforms such as Netflix, HBO or Hulu, which require a subscription with a monthly fee.
- Videos can provide students with real language and content, which implies, as Lasa (2017:20) explains, that “students get to see ‘language in use’ (...) (and) thanks to their cultural and linguistic references, using media for teaching purposes makes these resources ‘the equivalent of a portable immersion experience’” (Siddell

2011:43). Furthermore, not only videos but also other types of technology can foster students' awareness of cultural diversity and intercultural awareness (Lasa, 2017: 20 through Cortés, 2000)

- Watching videos can be helpful for students since they can also observe and analyse different paralinguistic features, such as gestures, body movements, pronunciation, intonation, accent and rhythm (Gómez, 2003: 162 and 164; Lasa, 2017: 20).

- Students gain confidence to express themselves orally as they can repeat and imitate real examples, therefore, their motivation increases (Ramírez, 2012: 7, 47). With the case study she carried out, Ramírez proved that Secondary students' behaviour becomes more positive when multimedia visuals are added in the classroom in a pedagogical way since the class becomes more dynamic.

- Videos of any type can enhance students' knowledge about different topics, they can bring their background knowledge back. With this idea in mind, teachers can use videos that focus on any topic as springboards for debate in class, to foster students' critical thinking. It is also a very interesting tool to exploit empathy in the classroom, as it will be explained later on.

On the other hand, using videos in a classroom can entail several drawbacks, sometimes if not used correctly:

- Some classrooms are not equipped with the necessary tools, or there can be some technical problems, such as the projector or computer not working, desynchronized video and audio, subtitles being too fast or too slow... (Gómez, 2003: 165)

- Copyright is also an important issue. Teachers should get their content legally to avoid any problems related.

- As Gómez (2003: 165) explains, some researches are against using this type of tool since it promotes a passive role of the students. Some of them may see no benefit from watching any type of video and may just focus on the topic or just disengage from class.

- When using a video, teachers should always bear in mind its pedagogical use. Any video use should be pedagogically relevant for the course, which can be focused on a specific aim or in general terms (Gómez, 2003: 165). In broader terms,

technology should not be applied to a class ‘per se’, but with previous preparation, selection, having a specific didactic goal and with the correct methodology (Gómez, 2003: 160).

- Finally, some teachers make the mistake of using videos as a prize for students for a positive behaviour or basically to control them; as Ramírez (2012: 22) explains through Snelson and Perkins (2008), videos should be introduced in the classroom with an instructional goal to make their use more effective.

TV shows, series and films have also been related to the *Humanistic Approach* in TEFL. This approach studies how different environments can affect students’ feelings and consequently their learning. Approaches such as Community Language Learning, Communicative Language Teaching, the Natural way or Multiple Intelligences theory have their main focus in the affective and emotional factors within the classroom and the learning process (Lasa 2017: 14). Specifically, researchers agree that students’ emotions are an important factor in the teaching and learning process, but teachers should know which emotions to address, not all of them, and empathy is an emotion that can be exploited with this multimedia tool. As Lasa (2017:14) explains through Brown (1973), Dewaele and Wei’s (2012) and Guiora, Brannon and Dull (1972), the use of authentic materials, especially TV shows, can improve students’ oral comprehension and production. If teachers include other activities, for example, role-plays, group working or imitation of the native speakers, students do not only improve their communicative skills but also their understanding and communication of emotions.

Several researchers have pointed out a selection criteria that teachers should take into account, since, as it has been explained previously, not all videos are suitable for every EFL classroom, especially in Secondary teaching. Some of the criteria, as said by Gómez (2003: 162-163) are the following:

1. A clear message: the message of the video should be clear to the students, for this sake, the teacher should prepare some pre-activities related to the video so that students can properly understand what the content of the video is about.

2. Speed of the speakers’ language: the video should not have very short pauses or people talking too fast, since students may not be able to understand almost anything.

3. Duration of the video: as Gómez explains through Stemplesky (1992), a video with a 2-3 minute duration is enough for a whole lesson. Nevertheless, a video should not be more than 5 minutes long.

4. Independence of the video: the video should be understood without any in-depth explanations about the film or TV series. Furthermore, teachers should decide how to explain their students the different cultural references or specific vocabulary, in case there is.

5. Quality of the video: the video should be in a proper quality that makes understanding easy. Moreover, it is advisable to choose always authentic materials, not adapted.

### **3. – METHODOLOGY**

#### **3.1. Introduction**

This project is based on student-created vodcasts based on several scenes taken from different TV series. As the research of literature on the topics involved show, this type of activity is not very common, and even less a mixture of TV series and vodcast. Some of the case studies related to vodcast (Frydenberg, 2008; Ducate & Lomicka, 2009; Lazzari, 2009), dramatization (Núñez & Navarro, 2007), autonomous learning (Quoc & My, 2018; Little, 1991) and the use of multimedia in EFL classroom (Lasa, 2017; Ramírez, 2012), demonstrate a positive outcome and multiple benefits for students' acquisition of the language.

Due to the lack of time, the introduction to the activity had to be done in a simpler way, only with an explanation during class time of the different steps the students had to take to fulfil the activity successfully. If there had been more time, the original videos would have been watched in class with a brief presentation of each of them and possibly some comprehension activities throughout the year, and this activity would have been carried out as a final activity of the course. Nonetheless, the activity was completed successfully. These ideas will be developed in chapters 4 and 5.

## **3.2. Implementation in the classroom**

### **3.2.1 Context**

The study was conducted in the I.E.S. Bahía de Almería during an internship of the Master's degree of Secondary Teaching in the University of Almería. The subject area given was English as a Second Language. The tutor was present at all times during the instructions and approved of it, he came up with the idea of showing the videos in class so that students could give their opinions, and of counting the assessment as part of the students' evaluation of the third trimester.

### **3.2.2 Participants**

23 participants (15/16 years old) were recruited from the fourth year of Compulsory Secondary Education (E.S.O) of the Secondary school mentioned above. They were divided into 6 groups of four people each selected by themselves. As it was previously explained, the project was presented on 26<sup>th</sup> April 2018 and they had to bring it to class in a flash drive with the deadline on 13<sup>th</sup> May 2018, therefore, the students had around two weeks to choose their group mates, watch the original video with its script, simplify it and create their own video.

### **3.2.3. Stages of activity**

The methodology of this activity followed a number of steps:

1. Some months before the activity was going to be developed, the students were given an initial survey (Appendix II) in which they had to write down their favourite TV series, since the goal was to use only TV series as a multimedia tool to lessen the number of appropriate scenes to find, because with the huge amount of scenes that can be used, it was better to have a selection and to be sure the students would enjoy them. Every scene was taken especially from Youtube and Netflix.
2. In the first lesson, students were introduced to the activity. They were explained in detail how they had to fulfil the activity: they had some days to make groups of 4 people each, choose a video and tell the rest of the class so that no video was repeated

more than twice. For this purpose, all scenes were uploaded to Google Drive, and after asking them for their e-mails, they were all given access to the platform, where they could find around 12 videos to select (more than groups, which were 6 in total), with their respective script (created by me), and a roadmap (Appendix III) to make sure they had every step as clear as possible. They had a few days to decide the members of the group and the video they were going to recreate. As it has been previously said, they were also given the opportunity to choose other videos of their own, as it happened with one group, they only had to tell me which scene was and from which TV series for me to approve it.

3. After the previous step, each group had to assign each member a character of the video, they had to read the script as many times as necessary, while watching the video, to understand everything. After this step, they had to recreate the script to make it easier for their memorisation, practise it as many times as they needed and finally record their videos. They were given as much freedom as they needed in terms of backgrounds, costumes, wigs... In this sense, and after reading some literature about dramatization and theatre, this type of activity could be categorized in a middle way between a theatre activity and a dramatization one, since, even though students are more like actors performing a sequence, they had to create their own script, it could be included in any area of the curriculum and the main objective was a mixture of communication between students and their creations, besides the evaluation.

4. Students were given a deadline of two weeks after the day of the introduction to the task. The day of the deadline, each group had to bring a flash drive to class with their video so that I could organize and prepare all of them to show them in class the following day.

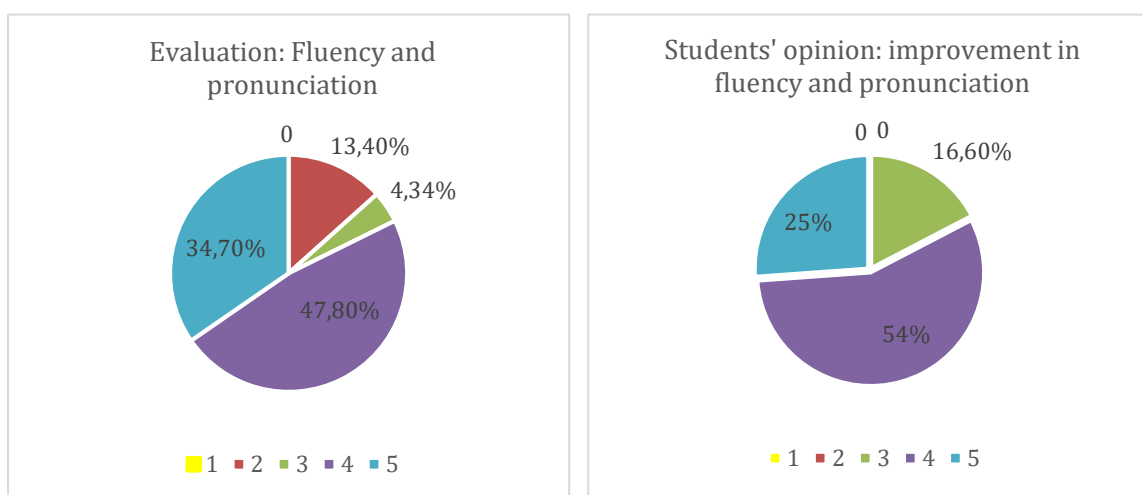
5. After showing all videos in class, I asked about the students' opinions. First, very briefly in classroom, and then with a final anonymous survey.

6. Since the activity took part in the students' evaluation of the third trimester, an assessment rubric was created, as it has been explained previously, and which can be found in Appendix IV. The results of this evaluation, as well as the final survey (appendix V), would be of much help to understand if this type of activity develops students' autonomy, motivation and group work, among other factors, and which has been taken into account for the results of the study.

#### 4. RESULTS OF THE STUDY

After completing the evaluations and having the final surveys fulfilled by the students, the results, which are shown below in the form of different graphics, demonstrate a general positive attitude of the students towards this type of activity. Every skill that has been evaluated is shown below with two graphics each, each one showing students' evaluations and their opinions respectively. They are marked from 1 to 5, 1 meaning the student does not have this skill at all and 5 meaning has done very well in the particular skill. In the case of the students' survey, 1 means they feel they have not improved at all and 5 that they have improved to the maximum. There are other topics which have only one graphic because they are related to the students' opinions and no evaluation was necessary since they were not related to the development of skills. One example of this is their understanding of the original version of the scenes.

To begin with, the final surveys and the assessment related to fluency and pronunciation in each student is quite positive. Although it is true that it would be much reliable if students were assessed long-term, for instance, since the beginning of the course year until the end, the graphics still demonstrate a positive outcome:

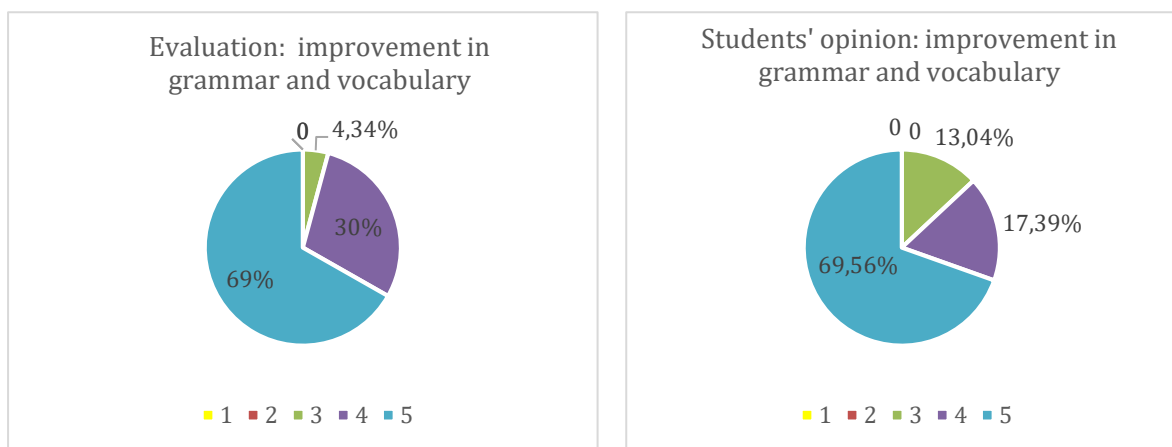


Tables 2 and 3: Development of students' fluency and pronunciation after creating the videos

Both graphics demonstrate that this activity has helped students to improve their fluency and pronunciation a bit above the average. The evaluation of the vodcasts show 47.80% of students have quite developed this skill, although not to the maximum, while

according to the students, it is 54% of them. However, the graphics also show that 13.40% of the students have improved little, which is not displayed in their opinions. Finally, there are also several students with the highest marks, whose pronunciation was very good and who stated that watching the original scenes had helped them a lot to improve their fluency and pronunciation.

Grammar and vocabulary is another aspect in which students have been evaluated. This topic also has two graphics since students were asked to self-evaluate themselves on this topic. As both graphics show, the improvement in this skill is a bit different from the previous one:



Tables 4 and 5: Development of grammar and vocabulary in students after creating the videos

Both graphics show students have a good level of grammar and vocabulary, with a 69% of the total in each one. However, there is a difference in the average mark between both graphics: the evaluation shows 4.34% of the total have an average level in these skills, but from the students' perspective, it is a 13.04 %, which, as the previous graphics on fluency and pronunciation demonstrate as well, probably prove the humble attitude of most students towards their improvement in the different skills.

The following graphics only display the students' opinion, since they are related to their judgement about different topics related to the creation of the video: the understanding of the original version of the scenes, the complexity of the activity, the improvement in the relation with their teammates and their overall interest in this type of activities.



To begin with, students' understanding of the scenes taken from different TV series, such as *Game of Thrones*, *The Walking Dead* or *The Big Bang Theory*, show diverse opinions about it:

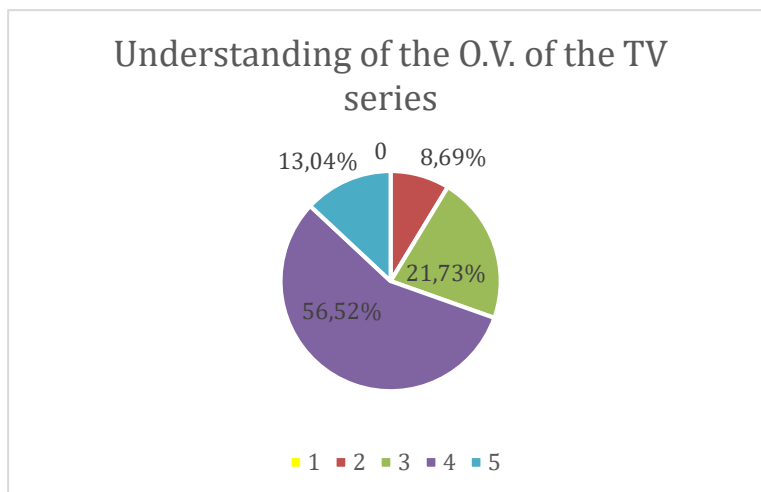


Table 6: Students' understanding of the O.V. of the TV series used for the activity

The majority of the students, a 56.52%, could understand most of the videos, but there is a 21.73% who could understand the video in a medium way, with the help of the paralinguistic features, since most of them portrayed characters who gesticulated a lot, with backgrounds that give clues about what the videos are etc. 13.04% of the students could understand the videos perfectly, while 8.69% did not understand much, which is still a good result since it is not a huge section of the class. To help students improve their listening skills, more listening and watching activities could be added in the lessons, as we will explain in chapter 5.

This project had also the objective of analysing if students' relationship with their classmates, or their groupmates, improved or was already good. The students' opinion on this matter are included in the following graphic:

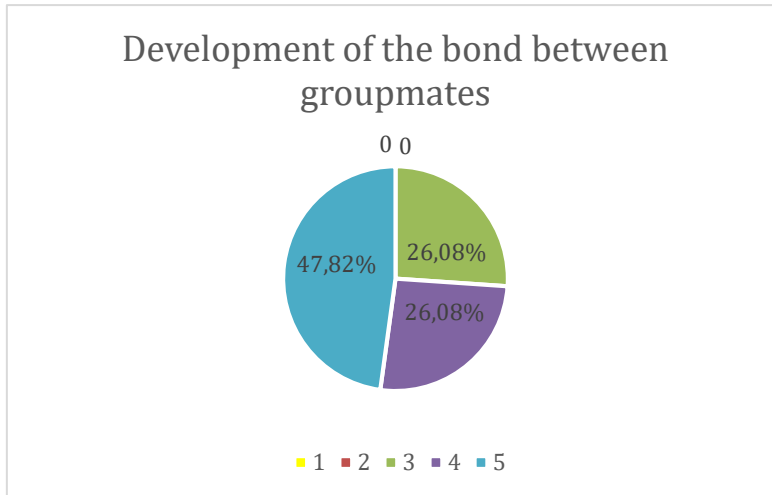


Table 7: Development of the bond between groupmates

The majority of students, 47.82% of the total, argued that working in this activity highly improved the bond with their classmates, which also confirms that the work was properly achieved thanks to the collaboration between all members. It is also interesting how 26.08% of the class argue that the relationships improved in a medium way, which means it did not change much from the way it was before.

In relation to the complexity of this activity, including every step, students have a variety of opinions about it. In this graphic, marking 1 means it was extremely difficult and 5 means it was not difficult at all:

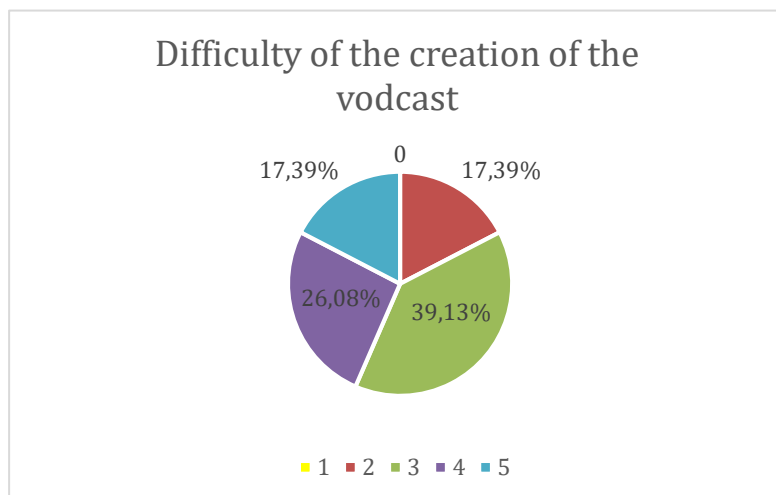


Table 8: Students' opinion on the difficulty of the creation of the vodcast

This graphic is one of the most diverse in terms of students' opinions. While most of the students, 39.13% believe the activity had an average difficulty, 26.08% and 17.13%

believe it was not very difficult, which is a good result. However, 17.39% of the class assert it was quite difficult, which can occur with students that have difficulties expressing themselves in English or that are shy. This anxiety can be reduced if students are given the opportunity to work in groups and to choose their partners, which is what was done with this project, and with more oral activities.

Finally, students' general interest in this activity was also asked in the survey, and most of the opinions are positive:

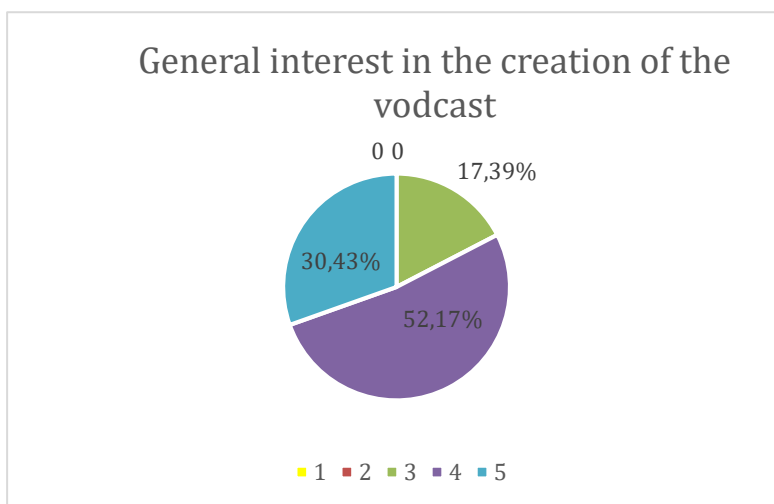


Table 9: Students' general interest in the creation of the vodcast

This part summarized the overall interest of the students in this type of activity, which turns out to be very positive. 52.17% of the learners have marked it with a 4, while 30.43% have marked it with a 5. The remaining students have an average interest in this type of activity. This proves that there is a positive behaviour towards student-created vodcast, and even more if it is based on TV series, as we will point out in the following chapter.

## 5. ANALYSIS AND DISCUSSION OF THE RESULTS

The results demonstrate in general the positive outcomes of the student-created vodcast based on TV series. Not only from the evaluations and the final survey, but also their attitude in class showed they were quite motivated and interested in creating the videos and watching their classmates'.

To begin with, the results related to the fluency and pronunciation prove this activity has helped students to improve these skills, which also includes the rhythm, expression

and the lack of many hesitations. It is important to take into account the 13.40% of students who had problems with these skills, according to the evaluation. This percentage probably belongs to the students who had several difficulties to express themselves in the videos, and it could be perceived that they were reading the script, therefore, they had no rhythm nor emotion when talking, and some of what they said was difficult to understand. Nevertheless, that does not mean they had no improvement, since some other parts of their speech could indeed be understood and sometimes they showed emotion as the original characters do. To improve these skills, it would be interesting to practise their oral communication in class throughout the year, including more speaking and talking activities as mentioned in chapter 2.3, referring to Pérez Gutiérrez (2004), such as role-plays, games, debates... Since the problem of students having difficulties arises from the lack of this type of activity, because they get shy and are not used to it.

Grammar and vocabulary has also quite a positive outcome. Even though it is true that students have more time and possibilities to speak correct grammar when they have time to write their script in contrast to real-life communication, it is true that the vodcasts show very good uses of grammar and vocabulary, and it is indeed a step forward towards the acquisition of English as a foreign language. As it was explained in the previous chapter, the students opinions' graphic might prove they have a more humble attitude towards their improvement. Be that as it may, as Motos (1996), Pérez Gutiérrez (2004) and Rosell- Aguilar (2007) among others explain, students' acquisition of grammatical structures, vocabulary, pronunciation and cultural knowledge increases with student-created vodcast and the dramatization that comes with it, and not only these skills are improved, but also they get much more motivated for being in a relaxed atmosphere and having a ludic component, since it was given as an extra mark and they could choose their partners and a video of their own as well.

Secondly, with TV series and films, as pointed out previously by Gómez (2003), students improve their reading and oral skills, as well as the acquisition of vocabulary and an increase in motivation. The results prove that the majority of students could understand the video without many problems, while some others had difficulties with it. This case study cannot demonstrate if the use of TV series entail the improvements mentioned since it was carried out in several weeks and the original scenes could not be

worked in class with comprehension activities due to the lack of time. However, I believe that the students' interest in watching TV series and films in O.V. with English subtitles and the consequent improvement of several communication skills could be fostered by implementing listening activities using this type of multimedia tools.

The results about the development of the relationship between workmates is significantly positive. I believe this factor is essential because students at their age and younger need to understand the importance of collaboration and teamwork for their future lives, and as it was previously pointed out through Martín Párraga (2013) quoting Hirsh (2005), podcasts, and therefore vodcasts too, foster the collaboration between classmates. This also helps to ameliorate the classroom's atmosphere into a friendlier one, especially if after the creation of the vodcast they are presented in class with a positive attitude from the teacher first, because it reduces students' anxiety and their fear to be judged by the rest of the class. In my case, students did not want their videos to be presented in class, but after watching their own and the ones from their classmates the general atmosphere in class was very positive and that anxiety and shyness was reduced.

As it was explained in the theoretical framework related to podcast and vodcast, student-based vodcast can bring about several difficulties to be introduced as a classroom activity or homework, for example, it may require specific training related to video and audio editing programs or students may not have the time necessary to do this type of activity. Even though students were given a roadmap with every step they had to take, the results show that 39% of the students found some difficulties, while 43.47% believed it was an easy task to fulfil. In order to prevent students from having any difficulties with the task besides their use of the language, were this activity used in more courses in the future, the videos would be studied in class as I argued some paragraphs before and several classes would be used to explain how to use editing programs.

The results related to the overall interest of students towards the student-created vodcast are very positive. I think the interest of students for this activity is twofold: first, they watch scenes of their favourite TV series, which, as it was pointed out by Lasa (2017), gives them the opportunity to see real language in use, which enhances their

cultural awareness, their knowledge of cultural diversity, and as it was implied at the beginning of this paper, students' motivation increases as they find a useful goal to learn EFL. On the other hand, the creation of vodcast based on TV series is very motivating for students, since they not only get to understand their favourite characters, but they can also portray them, imitate them.

Finally, the results have proven that the outcome of this activity has been quite positive, however, there are some aspects that I would like to improve in future courses, some of which have already been mentioned:

Firstly, this activity was only included as a consolidation activity for the whole year but that counts as mark for the third trimester, however, the original videos from the TV series could not be watched in class for the sake of time, furthermore, the original idea was to include the activity in a didactic unit with specific grammar, but it was very difficult to ask students to include it. For example, the present perfect tense could not be included in every vodcast because the original scenes were very different from one another, some of them used future tenses while others talked about past experiences. In a future year planning, the initial survey (Appendix II) could be fulfilled at the beginning of the course, select different scenes from the students' favourite TV series and use them every few didactic units as a listening activity to practice the grammar taught at that specific unit. In this case, pre-listening, while- listening and post-listening activities could also be done to make sure students understand the whole of the scenes. The student-created vodcast activity could be done at the end of the course, letting each group choose one of the videos that have been studied in class and that focus on a specific grammar topic. It would also be a consolidation activity but it would be included in a specific didactic unit within specific grammar criteria.

Other aspects that could be developed to facilitate the students' work in the creation of the vodcast would be to incorporate dramatization and theatre activities in the different didactic units throughout the year, such as role-plays, and not only dramatization activities, but also others which help students develop their communication skills, for example, debates. Finally, it would also be interesting to use some classes to focus on the explanation of video and audio editing software programs, because it would make the activity much easier for students.

## 6. CONCLUSIONS

To conclude, it is important to find out if the objectives included in chapter 1.1 have been accomplished, most of which have been fulfilled successfully:

1. *To get to know if TV series and films are helpful when learning English as a foreign language.* This objective could not be fully verified due to the lack of an activity focused on the students' understanding of real material as TV series or films, which again, was due to the lack of time. The final survey proves that most of the students can understand O.V. videos with English subtitles, but it is not clear what aspects of language they acquire. Another idea that can be assumed from the initial survey is that students are very interested in English- speaking TV series, as we will explain later on, and that including them in any activity is very motivating for them.

2. *To observe if the creation of vodcasts by students encourages their motivation and if they acquire more easily the grammatical contents, vocabulary, and their oral and listening skills are developed, especially pronunciation.* This objective is successfully accomplished. The results prove all students either already have good communication skills or have improved them, especially in terms of grammar, vocabulary and oral expression. Moreover, marks given in the evaluation of the activity range from 7 to 9.8, which proves there has been a general improvement. Furthermore, the final survey proves it is a motivating activity and that with some changes it could be perfectly included in the curriculum of Secondary teaching.

3. *To observe if students are interested in dramatization activities and if they develop their teamwork skills and social relations within their groups.* Even though at the beginning students were a bit concerned about the activity because they did not know how they were going to be evaluated, the explanation and the ludic component (showing it in class and being an extra activity without much significance in the final mark), made them become much more interested. Moreover, the final survey demonstrates the majority has developed their relationship with their groupmates, which increases as well their motivation.

4. *To get to know young people's interests in relation to TV series, films and other media products.* I believe it is very important to get to know our students, since their interests in any topic, such as sports, films, TV series, videogames etc. can be helpful

for the activities and explanations. When students use English with something they are interested in, they become more motivated and the language is more easily acquired, as proved by many researches. The final survey proved students are very interested in similar TV series, such as *The Walking Dead*, *Game of Thrones*, *How I met Your Mother*, *The Big Bang Theory*, *The 100*, *Breaking Bad*, *Riverdale*... and since most of them were used in this activity, students' motivation was higher as they imitated their favourite characters, and not only that, but some of them dressed up and recreated the backgrounds of the original scenes.

Student-created vodcasts based on TV series can be a successful activity within a classroom, but there are some aspects to take into account before developing this kind of activity<sup>5</sup>:

- This activity is not suitable for all courses; from what can be taken from the theoretical framework related to dramatization and from the experience of teachers I talked to on this matter, student-created vodcast is a more suitable activity for 3° and 4° of ESO, especially 3°, since sometimes 4° of ESO students are focused on their exams to get the high school diploma. In my case, however, my internship tutor did not have classes with any 3° of ESO, therefore I tried with 4°, which still worked out well. It is not advisable to do this with Bachillerato, since they are also focused on the university entrance exams.

- From the results, it can be inferred that some improvements could be carried out in a future case where this activity were to be performed within a classroom. The improvements explained in the previous chapter, such as the implementation of the original videos as listening activities throughout the year, lessons focused on the use of video-editing programs and more dramatization activities, would make the activity much more of a success.

Therefore, student-created vodcast based on TV series can be an original activity that, if properly achieved and with enough time, can not only improve students' communication skills in a foreign language, but also attract them much more to the language, the culture, and what is more, dramatization. Moreover, teachers also benefit from this activity, since they get to know their students, which in my opinion is very

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<sup>5</sup> It is important to remind readers that this Project was focused on a high school of Spain, therefore the names used refer to the classification of Secondary and Baccalaureate years in this country.



important, and they change the traditional dynamic of the class, as more original activities are needed nowadays in Secondary schools.

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## Appendix I. Conclusions in Spanish

Para terminar, es conveniente observar si los objetivos establecidos en el punto 1.1 se han cumplido, de los cuales muchos se han conseguido satisfactoriamente:

1. *Conocer si las series de televisión y películas son útiles para aprender inglés como lengua extranjera.* Este objetivo no se pudo cumplir del todo debido a la falta de una actividad, por no tener tiempo suficiente, que estuviera centrada en el entendimiento de los estudiantes de material real, como series o películas. Sin embargo, la encuesta final muestra que la mayoría de estudiantes puede entender material en V.O. con subtítulos en inglés, aunque no está claro qué aspectos específicos de la lengua adquieren. Otra idea que se puede obtener sobre la encuesta inicial es que los estudiantes están muy interesados en series de televisión de habla inglesa, tal y como comentaremos más adelante, y que incluir escenas en cualquier actividad puede ser muy motivador para ellos.

2. *Observar si la creación del podcast por parte de los estudiantes aumenta su motivación y si adquieren más fácilmente los contenidos gramaticales, vocabulario, y si mejoran sus habilidades de comunicación oral y comprensión oral, especialmente la pronunciación.* Este objetivo se ha cumplido con éxito; los resultados demuestran que todos los estudiantes, o bien ya tenían buenas habilidades de comunicación en inglés o los han mejorado, especialmente en cuanto a la gramática, vocabulario, expresión oral y pronunciación. Además, las notas de la evaluación varían entre 7 y 9,8, lo que demuestra que ha habido una mejora general. Además, la encuesta final señala que es una actividad motivadora y que con algunos cambios se podría incluir perfectamente dentro de una unidad didáctica.

3. *Observar si los estudiantes están interesados en actividades de dramatización y si desarrollan su capacidad de trabajo en equipo y las relaciones con sus compañeros de grupo.* Aunque al principio los estudiantes estaban un poco preocupados por la actividad, ya que no sabían cómo iban a ser evaluados, la explicación de la actividad y el componente lúdico que posee (ver los videos en clase todos juntos, que pudieran elegir a sus propios compañeros y que contara como actividad extra), les hizo estar más interesados. Además, la encuesta final prueba que la mayoría ha mejorado la relación con sus compañeros de equipo, lo que también aumenta su motivación.

4. *Conocer los intereses de los adolescentes en relación a series de televisión, películas, y otros contenidos multimedia.* Pienso que es muy importante conocer a nuestros estudiantes, ya que sus intereses en cualquier tema, ya sea deportes, películas, series, videojuegos etc. Pueden ser de gran utilidad para clase, ya sea en actividades o en las mismas explicaciones. Cuando los estudiantes usan el idioma con algo que les interesa, se motivan más y adquieren la lengua más fácilmente, como se ha podido leer en el marco teórico relacionado con este tema. La encuesta final señala que los estudiantes están muy interesados en series como *The Walking Dead, Game of Thrones, Riverdale, How I Met your Mother, The Big Bang Theory, The 100, Breaking Bad...* y ya que muchas de estas series se usaron en la actividad, el factor motivador aumentó gracias a que tenían la oportunidad de imitar a sus personajes favoritos, y no solo eso, sino que también podían disfrazarse y recrear los fondos de las escenas originales.

Se podría confirmar que los vodcast creados por estudiantes y basados en series de televisión constituyen una actividad que puede tener éxito en las clases de inglés en secundaria, pero hay algunos aspectos que se deben tener en cuenta al realizar este tipo de actividad:

- Ésta no es apropiada para todos los cursos. Por lo que se puede leer en el marco teórico relacionado con la dramatización y también gracias a la interacción con docentes durante mis prácticas del máster sobre este tema, el vodcast creado por estudiantes es una actividad más apropiada para 3º y 4º de ESO, especialmente 3º, ya que a veces los alumnos de 4º de ESO están más centrados en sus exámenes para conseguir el diploma de secundaria. En mi caso, mi tutor de prácticas no tenía clases con 3º de ESO, por lo que intenté hacerlo con 4º, lo que también funcionó. No está recomendado realizarlo con bachillerato, ya que están más centrados en exámenes y en la selectividad.

- Por los resultados obtenidos, se podría decir que algunas mejoras se podrían llevar a cabo en casos futuros donde esta actividad se realice en clase. Algunos de los cambios, que se han comentado en el capítulo anterior, podrían ser los siguientes: implementar los videos originales como actividades de comprensión auditiva durante todo el curso, centrar clases en explicar cómo usar programas de edición de video y audio, o realizar más actividades de dramatización. De esta manera, la actividad probablemente sería mucho más exitosa.



En conclusión, los vodcast creados por estudiantes basados en series de televisión pueden constituir una actividad bastante original e innovadora que, si se realiza con tiempo suficiente y se hace de forma correcta, puede ayudar no solo a mejorar las habilidades de comunicación de los estudiantes en una lengua extranjera, sino también atraerlos mucho más a la lengua, la cultura, y a la dramatización incluso. Además, los docentes también pueden beneficiarse de esta actividad debido a que les ayuda a conocer mejor a sus alumnos, lo que en mi opinión es muy importante, y además tienen la oportunidad de hacer la clase tradicional algo más dinámica.

## Appendix II. Initial survey

Máster en Profesorado de Educación Secundaria

Cuestionario TFM

1. What are your favourite **English-speaking TV shows**? (such as *The Big Bang Theory*, *Modern Family*, *Thirteen reasons why* or *The Walking dead*)

2. If you don't have any favourite TV show, **what are your favourite English-speaking movies**? (It can be any type: romance, horror, animation, action... whatever you like)

### Appendix III. Roadmap for the task

<b>TV series and Vodcast Project</b>	
<b>Deadline</b>	8 <sup>th</sup> May 2018
<b>What is the task?</b>	Create and edit a 2-3 minute video based on a scene of a TV series. Bring the video in a Pen-drive on 8 <sup>th</sup> May maximum
<b>How will the task be evaluated?</b>	<p>The project will be evaluated as homework of the current unit</p> <p>The project will be evaluated according to the following criteria:</p> <p>Grammar and pronunciation: <b>50%</b>            Variety of vocabulary: <b>30%</b>            Originality: <b>10%</b>            Technical aspects: <b>10%</b></p>
<b>Steps to follow</b>	<ol style="list-style-type: none"> <li>1. – Select a video from the one the teacher has provided or choose one of your own. <b>No more than two groups should choose the same video!</b></li> <li>2. – Watch the video and read the script as many times as you need. Understand what it is about.</li> <li>3. – Create a more simple script that includes the same story.</li> <li>4. – Practice it as many times as you want to.</li> <li>5. – Get costumes, wigs, anything you want to make it as original as possible!</li> <li>6. – Record the video</li> <li>7.- Review it to make sure the grammar and vocabulary are correct</li> <li>8. - Add music, effects and credits... anything you want.</li> <li>9. – Bring the video to class in a Pen Drive, you have until 8<sup>th</sup> of May!</li> </ol>
<b>Resources you may need</b>	<p>- <b>A video editor.</b> Aiseesoft is a very simple and free video editor. Windows Movie Maker (Windows) or iMovie (Mac). Another one and very complete is Wondershare Filmora (30 days- trial free)</p> <p>- <b>Music effects:</b> <a href="http://Freesound.org">Freesound.org</a> (You have to register but it's free)</p>

**Appendix IV. Vodcast Assessment**

<b>VODCAST ASSESSMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>CONTENT</b>					
The content is clear and well organised					
There is a variety of rich vocabulary					
The script focuses on the main aspects of the original video					
<b>DELIVERY</b>					
Well-rehearsed and clear dialogue without much hesitations					
Good enunciation, expression, and rhythm					
Correct use of vocabulary and grammar					
Correct pronunciation					
Enthusiasm, energy and emotion when acting and speaking					
<b>TECHNICAL PRODUCTION</b>					
Volume of voice, music and effects enhance the presentation					
Originality in terms of costumes, background...					
Good quality of video, well-presented, with music and background noise related to the topic					
<b>GROUP WORK</b>					
All team members contributed equally to the finished product					
All team members contributed in editing process by offering critique and sharing in skill development.					

**Appendix V. Final survey**

Da tu opinión sobre los aspectos siguientes usando esta escala:

*5 = muy de acuerdo 4 = de acuerdo 3 = indiferente 2 = poco de acuerdo  
1 = muy poco de acuerdo*

- 1. Las clases me han resultado entretenidas (...)
- 2. Las clases me han resultado fáciles (...)
- 3. Las explicaciones me han parecido claras (...)
- 4. Entendía a la profesora perfectamente cuando hablaba en inglés (...)
- 5. Siento que hemos aprovechado el tiempo en clase (...)
- 6. La actividad de creación del video me ha ayudado a mejorar mi fluidez y pronunciación (...)
- 7. La creación del vídeo (guion, edición...) me ha parecido sencilla (...)
- 8. La creación del vídeo ha fomentado la unión con mis compañeros de grupo (...)
- 9. He podido entender muy bien a los personajes en la observación de los videos originales (...)
- 10. En general, la realización del vídeo me ha parecido satisfactoria (...)
- 12. En general, la intervención de la profesora ha sido satisfactoria (...)

13. ¿Qué es lo que más te ha gustado de la profesora? ¿Qué crees que debería mejorar?

.....  
.....  
.....  
.....

15. ¿Algún comentario sobre los videos?:

.....  
.....  
.....  
.....