

The use of digital video making projects to enhance motivation in the English Foreign Language Teaching high school classroom

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Abstract

This study was framed within an interpretative paradigm with the categorization, analysis and interpretation of the participants' opinions and experience regarding the use of Digital Video Making Projects (DVMP) to enhance motivation through collaborative work in the English Foreign Language Teaching (EFLT) high school classroom as an initiative developed by the EFLT Department of a public high school located in the Tomé area in the Biobío region. By using a qualitative research design, findings collected through open ended questions survey administered to both fifty- two students from 10th and 11th grades and two certified English teachers. Findings revealed that DVMPSSs did contribute to enhance motivation when students worked collaboratively. However, outcomes also revealed that students need previous training on the use of Information, Communication and Technologies (ICT) resources to benefit from the use of DVMPs in the EFLT classroom. Findings also highlighted that working in a supportive and collaborative classroom environment can impact on students' motivation.

Keywords: Digital video making projects; ICT resources; collaborative work.

Resumen

Este es un estudio cualitativo de tipo interpretativo que investiga la utilización de Proyectos de Videos Digitales (PVDs) en la clase de Inglés como idioma extranjero de segundo y tercero medio de un establecimiento municipalizado, modalidad Científico- Humanista de la comuna de Tomé en la región del Biobío. Los hallazgos recogidos a través de encuestas de preguntas abiertas aplicadas a cincuenta y dos alumnos y dos profesores de inglés de segundo y tercero medio. Los datos recogidos dan cuenta del aporte de los PVDs en el desarrollo de la motivación para el trabajo colaborativo entre alumnos y profesores, sin embargo, indican también que los alumnos requieren preparación en el uso de Tecnologías de la Información y la Comunicación (TIC) antes del uso de PVDs. Finalmente, los datos recogidos muestran que un trabajo de clase colaborativo ayuda a la motivación de los alumnos.

Palabras clave: Proyectos de Videos Digitales, Tecnologías de la Información y la Comunicación, trabajo colaborativo.

Introduction

Teaching English as a Foreign Language (EFL) in a Chilean public school is a challenge. Teachers have to deal with large class size and often face students with little to no previous experience with the language. Moreover, students show no exposure to native English speakers to practice the language while teachers experience constraints to foster "students' skills to use the language as a tool that allows them to have access to the information and manage diverse

communicative situations orally and written” (as cited in Ministerio de Educación, 2009, p. 85). Thus, teachers find themselves unable to reach the language level required learning outcomes.

Yet, public language policies focus on the development of the four language skills: reading and listening to have access to the information, and speaking and writing to manage communicative situations. However, according to the different contexts and students’ diversity, there are factors that influence the development of the language skills. One of these factors is motivation, which has been a topic within second language acquisition researched for over five decades because “it became recognized as an important internal cause of variability in language learning success” (Ushioda & Dörnyei, 2012, p. 396).

In Chile, there is little research about motivation and language learning. As Matear (2008) states, the available information suggests that students perceive English as a tool to have better employment opportunities and to enhance economic competitiveness; these perceptions and aspirations are in tune with what the government’s policies promote in the National Curriculum. But in certain contexts, not few, the level of vulnerability of public schools is high; therefore. Matear affirms that “the marked segmentation of the Chilean education system by social class may present challenges in motivating students who perceive, perhaps correctly, that they will have few opportunities to use the English language skills that they are taught in school” (p.139).

In an attempt to promote teaching strategies tailored to students’ social and cultural backgrounds, the EFLT Department of a public high school located in Tomé in the Biobío region, has been working with projects where students have to record digital videos performing different situations to enhance students’ motivation towards the EFL classroom work. The projects basically required that students work cooperatively and manage certain Information and Communication Technology (ICT) resources to carry out the projects. The purpose of including these projects in the curriculum is to motivate students and give them the opportunity to use the English language – they do not have beyond the classroom- as well as to develop their digital skills and team work skill, which are highly promoted by the *Planes y Programas* designed by the Ministry of Education (MINEDUC onwards) for 10th and 11th grades (MINEDUC 2011, 2015).

Within this context, this study was framed within an interpretative paradigm with the categorization, analysis and interpretation of the participants’ opinions and experience regarding the use of Digital Video Making Projects (DVMP) to enhance motivation through collaborative work in the English Foreign Language Teaching (EFLT) high school classroom.

This study targeted to address the three following specific objectives:

1. To examine to what extent teachers consider the interests and needs of the 10th and 11th grade students when using DVMP in the EFL classroom,
2. To describe the benefits for 10th and 11th grade students when using DVMP collaboratively
3. To examine to what extent the use DVMP enhances 10th and 11th grade students' extrinsic motivation.

This study was situated within the context of an existing wider intellectual and professional debate (Wilson, 2005, p. 117) whose relevance relies on the nature of the data collected. On one hand, it considered the opinions and experience of students, who are the main participants in their knowledge construction and skills development in a student-centered teaching as the one promoted by the participant teachers.

Regarding the organization of the paper, the first section provides information about the national and local context where the study took place to understand the implications and results of the research. The second section discusses the methodological framework used in the investigation. Finally, the third section presents the results and analysis from the data collected as well as the conclusions and recommendations.

Teaching English in Secondary Education in Chile

Before 1998, English instruction was just for students from private schools, but in that year, there was a change in the curriculum due to the reform of the modern Foreign Language Policy designed after the end of the dictatorship era in 1990 (Barahona, 2016a). This reform introduced that teaching English was compulsory from 7th grade in primary schools to 12th grade in secondary schools. As the British Council (2015) shows, the MINEDUC “argued that curriculum design should reflect the role of English in the world, the scope of global communication networks, the geographical and regional characteristics of Chile and the demands of the evolving Chilean labour market” (as cited in *English in Chile. An examination of policy, perceptions and influencing factors*, 2015, p. 20). In the year 2004, the MINEDUC conducted the National Diagnostic Test for Competence in English, which results showed that the changes after the reform were insufficient to reach the goals. Although the results revealed the poor language competence of the students,

other studies show that “90% of high school students surveyed considered it important to learn English in school, and 85% indicated that they were keen to do so” (Matear, 2008, p. 137).

After one year as a pilot project, in 2004, the MINEDUC implemented the *Programa Inglés Abre Puertas* - English Opens Doors Program (EODP), as part of an agreement with the United Nations Development Programme (UNDP). With the implementation of this program, English language teaching became compulsory from 5th grade in primary school to the end of secondary education. The aims of the EODP are that students learn English from an earlier age and that at the end of high school education they reach a B1 level of language according to the CEFR scale. To reach these goals and make English language learning accessible for all children, the MINEDUC has increased funding to public education. Yet, “there is a widely held belief that the private sector is leading the way in English language training; however, the majority of Chileans in managerial positions learned English at school or university (83%) while just 26 percent studied at a private institute and 19 per cent studied independently” (*English in Chile, English in Chile. An examination of policy, perceptions and influencing factors*, p.21).

The English Language National Curriculum

The English Language National Curriculum (ELNC) states that in public schools the main aim of the English language subject is to develop the communicative competence of the students (*Idioma extranjero Inglés. Bases Curriculares. 7° básico a 2° medio*, 2013). Thus, the ELNC for 7th to 10th grades does promote a Communicative Language Teaching (CLT) approach, which considers language as a mean to communicate meaning and as a tool to interact. By highlighting the use of the language for the interaction, the ELNC emphasizes the topics should be meaningful and interesting for the students. Moreover, the CLT rationale focuses on the development of the four language skills- listening, reading, writing and speaking- in an integrated manner, therefore, the students can communicate effectively and meaningfully in diverse communicative situations for different purposes. The ELNC also encourages the development of the language competence through the task-based learning approach to foster the development of tasks that simulate real-world communicative situations, where the students have to comprehend, use, produce and interact in the second language, focusing on the meanings instead of language form (pp. 246-248).

The use of ICT resources

The MINEDUC (2011, 2015) highly encourages the use of ICT resources for teaching English. Therefore, teachers have introduced new technologies to the classroom using new strategies. Díaz, Jansson and Neira (2011) state that the integration of technology in language teaching is a necessity because students demand the use of ICT resources in their learning process. They also explain that teachers' challenge is to guide their learners to use the ICT effectively enhancing learning. In Chile, in 1992, MINEDUC created a project called *Enlaces network*, the aim of this project was to provide tools to the schools, and therefore teachers could generate more opportunities for students to access to other learning resources without matter their geographical location or the socio-economical level of their schools. Since its implementation, the *Enlaces network* has qualified teachers in the use of ICT and has installed computers, software and pedagogical resources along the country (MINEDUC, n.p, *Surge Red Enlaces*).

Digital Video Making Projects

DVMPs have gained recognition in language teaching literature. In fact, the use of digital videos generated by the students has increasingly become an interesting topic to researchers of ICT in education (Kearney & Schuck, 2006). One of the main reasons is that students can “take control of the video camera and create their own videos. As Shrosbree (2008) points out, the video projects can be a highly motivating part of a language course (p. 83). Thus, this study showed evidence on the benefits of ICT resources within the EFLT classroom.

Within the English language teaching, teacher use videos as a teaching tool to develop the learners' listening comprehension and their cultural knowledge since they appeared in the worldwide market. Today, technology devices and software have become more available for students and teachers. Brooke (2003) recognizes that teachers have started to encourage students to produce videos in the EFL classroom. Thus, students use video technology to foster the linguistic production, not just for receptive purposes, but to take control of their own process of learning to work individually or in groups.

Regarding this, the use of video technology to record students' language production favors the validity and reliability of language assessment, besides it promotes motivating and rewarding tasks, which involve a clear and meaningful purpose and finish with a final product (Shrosbree, 2008, p. 76). B the same token, Li and McComb (2011) highlight that DVMPs involve students in

an authentic learning environment; these projects generate learning opportunities for the students and enhance the development of their autonomy.

The term ‘digital projects’ in English language literature, can be used interchangeably with terms such as ‘movie making projects’ (Hazzard, 2006; Kebble, 2008; Seo, 2010), and ‘videomaking’ (Toohey, Dagenais & Schulze, 2012). According to Seo (2010), “in the context of ESL education, movie making functions as a medium in which second language students are able to learn the value of the English language in itself along with its practical and creative applications” (p. 205). On the one hand, Kebble (2008) introduces the idea that movie making project can be used as a tool for motivation as well as a strategy to develop the linguistic competence of the students. On the other, Hazzard (2006) states that introducing cameras in the process of language development as well as assigning projects to the class, helps to motivate the students and enhance a better learning environment. Toohey, Dagenais and Schulze (2012) coincide that the production of videos provides “motivation and incentive for students to challenge themselves and to work through personal, group, and technical challenges” (p. 79). Video technology also contributes to students’ language production, both to enhance the validity and reliability of language assessment, and to provide motivating and rewarding tasks with a clear, meaningful purpose and a concrete finished product (Shrosbree, 2008). Kearney and Schuck (2006) strongly support the use of DVMPs since the authentic nature of the tasks do promote authentic student-teacher interaction and learning. Shrosbree (2008) also highlights that even the highest performance desktop computers struggled to manage large video files and they did not have enough capacity to run a good video editing program so it was very difficult to use them. With this update in technology, it is not difficult for teachers to put in practice the use of DVMPSSs into the classroom and motivate their students.

Project-Based Learning as a Student-Centered Method

The use of DVMPs responds to a student-centered method. Student-centered methods are a contrast to teacher-centered methods. In teacher-centered methods, the process of learning “occurs in a setting that the teacher plays the main role” (Zohrabi, Torabi & Baybourdiani, 2012, p. 18); the teacher decides what to teach and how to teach it. Student-centered methods are based on constructivist views of learning, which support the active involvement of students in their process of acquiring knowledge, skills and strategies (Westwood, 2008). Westwood (2008) describes some student-centered approaches, such as activity-based learning, guided discovery; inquiry approach;

problem-based learning; project-based learning and situated learning. All of them share the same characteristics; “students should be actively involved in the learning process and intrinsically motivated; topics, issues, or subject matter should be interesting, relevant and intrinsically motivating” (p. 27).

ICT in Project-Based Learning

Project-based learning may involve the use of ICT in their development. Westwood (2008) indicates that one of the benefits of integrating ICT resources in the process of project work is that “students can learn both ICT skills and specific content knowledge simultaneously” (p. 34).

The available technology to be used in project-based learning is varied, including mobile technologies, wireless networking, compact computers, telephone and video conference software such as Skype, blogs, social networks, videos, Web 2.0, etc. Regarding video production, “there is renewed interest in putting the technology into the learners’ hands to produce their own multimedia texts, viewable in a myriad of ways including local movie clips (using, for example, Windows Moviemaker or Apple’s iMovie) or online podcasts and vodcasts” (McDonough et al., 2012, p. 82). Consequently, by using this type of software, students could develop skills that will be very useful in their lives as future university students and adults.

Collaborative work

In a world where interaction and collaboration with others are essential in order to succeed, the development of collaborative work skills has become vital in the teaching-learning process. Collaborative work is not just gathering students in pairs or in groups of three or four. Collaborative work is a tool that teachers can use to support mutual cooperation in the groups and the active participation of all the students that form part of the group (Richards & Renandya, 2002). In education, there have been researches which stated that collaborative learning is related to benefits such as learning, self-esteem, liking for school, and interethnic relations (Richards & Renandya, 2002). According to the research in second and foreign language, there is evidence that collaborative learning influences the development of the language in a positive manner because in small group students speak more, their output is more varied, they work in a more relaxed atmosphere, they feel more motivated, there is more negotiation of meaning and the amounts of comprehensible input increases (Richards & Renandya, 2002). One of the advantages of

collaborative work is that “group/pairwork enables learners of different levels and learning styles to share and pool their resources (e.g. linguistic knowledge, world or subject knowledge, strategies) in a smaller and informal environment” (McDonough, Shaw & Masuhara, 2012, p. 231). Otherwise, when working in groups, students are more likely to negotiate meaning; therefore collaborative work is a facilitator in the process of language development.

The development of DVMP involved that students took different responsibilities to achieve the aims; they needed a director, a producer, an editor, a person in charge of the camera, etc. They could also use their knowledge to help themselves in the use of the language, but at the same time, they had the opportunity to create good relationships and strengthen their bonds as classmates.

Method

Sample and sampling procedure

This research was set in a public school in Tomé, a city in the Biobío Region. Teachers work cooperatively in divisions which are formed according to the teaching disciplines, therefore, in the school, there is a division of Language, Math, Philosophy and Psychology, History, Chemistry, Biology, Physics, Visual Arts, Technology, Musical Arts, Religion, Physical Education and English. The EFT division is compound by three female teachers of English who have more than six years of teaching experience. The number of pedagogical hours devoted to language teaching is four hours in 9th and 10th grade, and three hours in 10th and 11th grades.

The participants in this research were fifty-two students from 10th and 11th grades from a public high school who showed to have previous experience working on DVMPs in the EFLT classroom. Besides, two teachers from the same school having equal previous experience with DVMPs participated in the study. The number of the sampling was appropriate considering the use of statistical analysis described in the following point. The sample involved in this research was non- probability sampling, also known as purposive sample, because the students and teachers were selected deliberately on purpose by the researcher (Cohen *et al.*, 2007).

Moreover, the reliability of the study lied on the degree of transparency of decisions guiding the selection of the research sample (Wilson, 2005, p. 117).

Permission from the school authorities was requested in the very early stage of the research. Both student and teacher participants knew the objectives of the research and their participation was voluntary and anonymous; they had to sign a consent form to participate in the research study.

Data collected was used with no other purpose than answering the research questions addressed in the study.

Data Analysis Procedure

This study followed an interpretative paradigm with the categorization, analysis and interpretation of the participants' opinions and experience regarding the use of DVMPs to enhance motivation through collaborative work in the English Foreign Language Teaching (EFLT) high school classroom. Data collected addressed the participants' opinions to understand and signify their comments on the given issues (Cohen, Manion & Morrison, 2007; Cresswell, 2008, p.18). Also, part of the reliability of the study depended on the accessibility of data collection and analysis procedures (Wilson, 2005, p17).

The study also addressed to answer the three following research questions:

To what extent do teachers consider the interests and needs of the 10th and 11th grade students when using DVMPs in the EFL classroom?

What are the benefits for 10th and 11th grade students when using DVMPs collaboratively?

To what extent does the use of DVMPs enhance 10th and 11th grade students' extrinsic motivation?

Research Instrument

The research method used was a questionnaire survey. Brown (2005) defines questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 6). The piloting was administered to 10 students and 2 teachers. After the piloting, the questionnaire survey was modified and the researcher included items which addressed the use of DVMPs to enhance motivation through collaborative work in the EFLT high school classroom. Yet both student and teacher participants showed their opinions and experience on the topic.

Both surveys consisted of eight open-ended and closed-ended questions. Closed-ended questionnaire items involved Yes/No type questions while open-ended items involved writing short responses to justify the participants' claims in the closed-items (Griffie, 2012, p. 141). The two surveys were identical except for one aspect: students were asked what they believed about the issues, whereas teachers were asked what they believed about the students' beliefs on the issues. Students and teachers were not asked anywhere on the surveys to include their names (Brown, 2005).

Quantitative analysis on the given surveys referenced above was performed based on the Yes/No questions about interests, benefits and experience toward using DVMPs, whereas qualitative analysis was on short answer opinions about interests, benefits and experience toward using DVMPs. The first stage in the analysis of quantitative data was to organize the raw data in a way that made them more easily understood, this means grouping the data. As the participants answered Yes/No questions, the answers were grouped under these two categories. Then, answers were analyzed under the very frequency rate principle. The second stage was to organize the short answer opinions about interests, benefits and experience toward using DVMPs by identifying themes and relationships among the codes and categories, and developing concepts and arriving at some generalized statements (Denscombe, 2007, p. 296). Finally, the unpatterns collected not only show the negative evidence in the data collected, but also show the link between the empirical evidence collected and the theories we draw (Wilson, 2005, p. 122).

Results

The results and analysis were organized according to the information gathered through the questionnaire in relation to each research question.

Research Question Number 1

To what extent do teachers consider the interests and needs of the 10th and 11th grade students when using DVMPs in the EFL classroom?

While working on the DVMPs, it is essential for the teacher to consider the students' interests in order to enhance motivation. Brown (2001) stated that taking into account the needs and interests of the students is one of the principles of students-centered methods and this plays an important role in motivating students or maintaining their initial motivation. By the same token, Ur (2009) affirmed that "the teacher's function is seen mainly as a provider of materials and conditions for learning, while the learner takes responsibility for his or her own motivation and performance" (p. 276). Therefore, in order to reach the main objective of this research it is relevant to know if the participant teachers took into consideration their students' interests before assigning the projects of video making. Two questions addressed the issue of DVMPs interests and if the use of ICT resources: Do you consider that the topics of the video making projects are based on the students' interests?

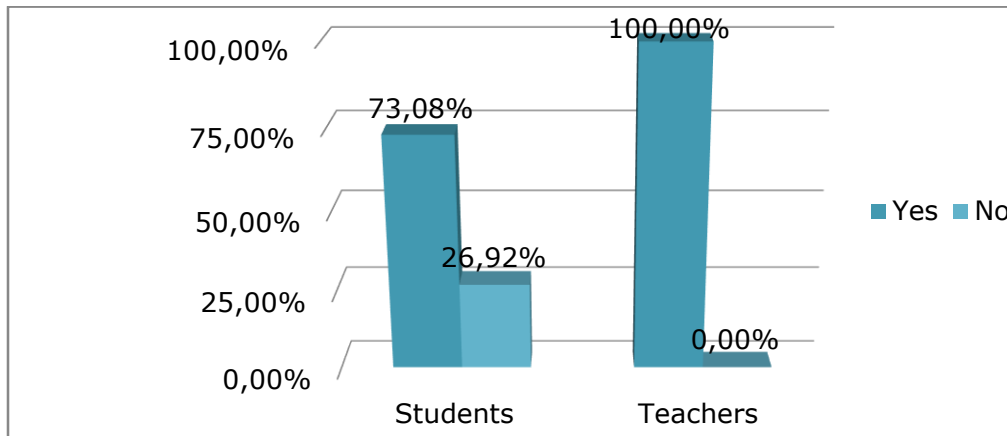


Figure 1. Participants' responses to the question, "Do you consider that the topics of the video making projects are based on the students' interests?"

Findings also showed that a great percentage of students stated that the use of ICT resources is interesting for them. Among their given reasons, it can be found that technology made the projects more appealing and entertaining because the students declared that there was a complement between technology and learning. What they found practical about ICT resources is that using certain computer programs they could edit their videos and made them more attractive; they also stated that using technological devices and software the process of video making turned easier. Besides, although students recognized that technology is something they use every day, they affirmed that using it during the process of the projects they could learn more about certain programs and improved their digital skills. Participants mentioned that "using technology helps us to develop our digital skills, which will be useful in the future" (Student 44. Our own translation).

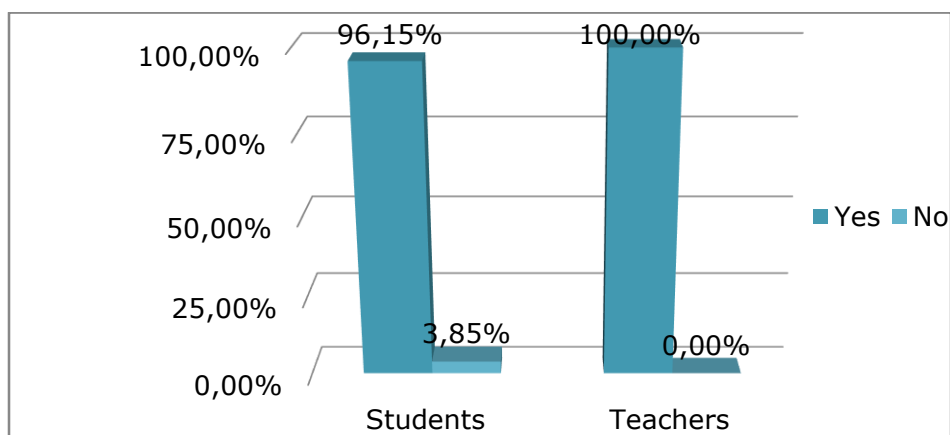


Figure 2. Participants' answers to the question, "Do you consider that the use of ICT resources is interesting for the students?"

Research Question Number 2

What are the benefits for 10th and 11th grade students when using DVMPs collaboratively? DVMPs have been recognized in previous research studies as the venue to share more experiences and to strengthen the bonds with their classmates (Hazzard, 2006; Li & McComb, 2011). The questionnaire survey addressed three questions to know the benefits for learners when using DVMPs in terms of collaborative work, class participation and learning environment.

Findings showed that students mainly considered that DVMPs promoted collaborative work because all the members of the group could cooperate in order to reach the objectives of the projects and help each other. Participant student 18 mentioned that “through group work we could help each other; for example, if somebody had pronunciation problems, a classmate that was more advantaged in this aspect of the language could help her/him” (Our own translation). This evidence also highlighted the main purpose of collaborative work because in collaborative learning, students engage “with more capable others (teachers, advanced peers, etc.), who provide assistance and guidance” (Brown, 2001, p. 47). Students not only saw the benefits of collaborative work in relation to their work but also in the relationship with their peers; they referred to the opportunity that they had to share more with their classmates and to become more united, which led to a more pleasant learning environment for them. According to the findings, collaborative work was highly promoted by the use of DVMPs because through group work students were able to cooperate and help each other as well as improving their relationship as classmates. Collaborative work served as an opportunity to share ideas, to deal with responsibilities, and take advantages of their differences in order to reach the objectives of the projects.

Figure3 shows participants’ answers to the question, “Do you consider that digital video making projects promote collaborative learning?”

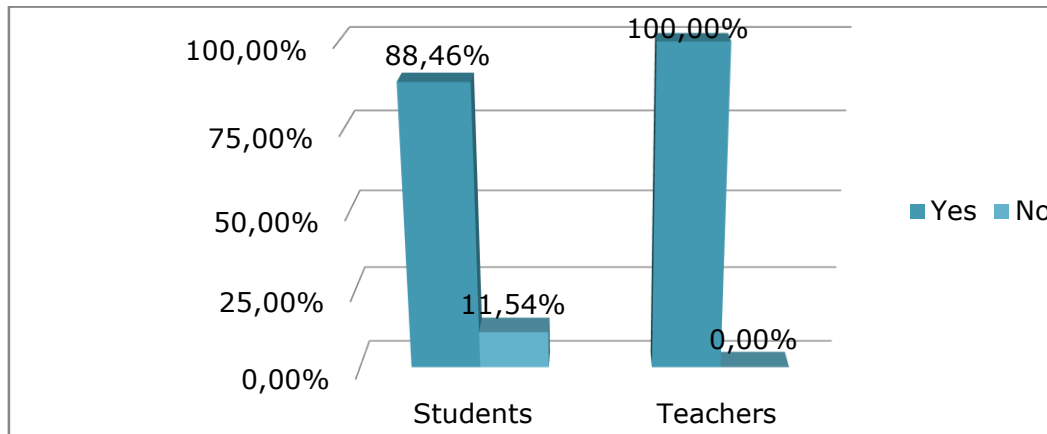


Figure 3. Participants' answers to the question, "Do you considered that digital video making projects promote collaborative learning?"

Students viewed projects as entertaining and appealing opportunities because they had fun during the production process. It was something different compared with working with a worksheet or textbooks, something more encouraging and incentivizing because they had to work in groups with their classmates. Teachers also agreed with the idea that the projects enhance students' participation because students were able to use the language, but participant teacher 1 clarified that "the number of members in each group should not be more than four people; otherwise, there will be members who would not work as the rest of the group" (Our own translation).

The recording of the videos is a stage of the projects that students did outside the classroom but previous stages such as the organization of the ideas and the script writing, were completed during classroom work. Therefore, it was interesting to know if DVMPs promoted a learning environment in the classroom. While addressing the question, do you consider that digital video making projects promoted a learning environment in the classroom? Data collected revealed the following findings as Figure 4 shows.

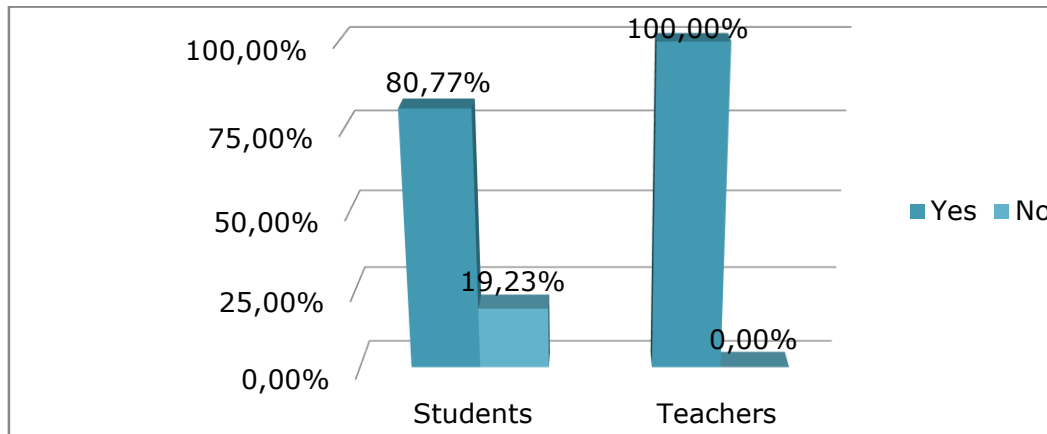


Figure 4. Participants' answers to the question, "Do you consider that digital video making projects promoted a learning environment in the classroom?"

The majority of students thought that DVMPs promoted a learning environment inside the classroom since they could work collaboratively, which was highlighted by them because they mention again that they could cooperate with each other; they could share ideas and work as a team; and they could improve the relationship with their peers. Students felt motivated to learn and reach the objectives of the projects proposed by the teachers. They also felt that the projects offered them a different way of learning instead of doing written works. Participant student 48 mentioned that "these projects broke the learning routine because we are used to do written works, so the projects became interesting" (Our own translation).

The views of these students agreed with one of the participant teacher's opinion who mentioned that most of the students worked in the class when organizing their work. Some students recognized that some of their classmates did not take advantage of the class time dedicated to work and they spent that time playing with their peers.

Research Question Number 3

To what extent does the use of DVMPs enhance 10th and 11th grade students' extrinsic motivation?

By collecting findings on their own experiences, motivation was a key aspect that determined students' success or failure in the process of learning (Ushioda & Dörnyei, 2012). Dörnyei (2001) claimed that "in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics" (p. 5). This research question focused on the extrinsic motivation enhanced by teachers and classmates, which affects the students' learning. Figure 5 shows findings collected

from the question: Have students felt motivated when producing digital video making projects in the English subject?

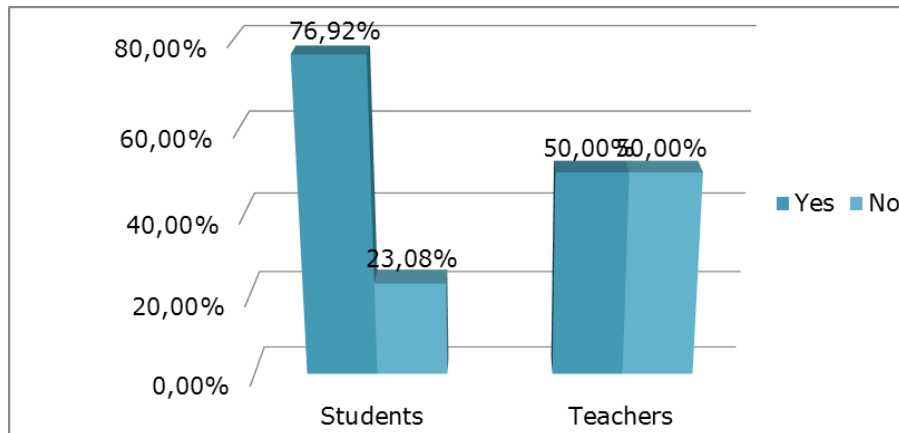


Figure 5. Participants' answers to the question, "Have students felt motivated when producing digital video making projects in the English subject?"

According to the findings, there were students who felt motivated when producing videos so they stated that the projects were entertaining and something interesting to put into practice. They also affirmed that working with DVMPs was something that was new for them and that they felt more motivated to learn and work. Moreover, some students who recognized that the projects motivated them because they were able to use the language with their peers, they could speak more fluently and learn more about vocabulary and pronunciation. Participant student 18 stated "I consider that learning English combined with technology is something that would be very useful" (Our own translation).

Conclusions

The use of DVMPs certainly is an initiative taken by a group of teachers that work in a specific ESL division of a public high school in Tomé area, but the findings after this study are the foundation to further research studies in order to provide extended information not only in the ELT matter, but also in other core areas. These findings could be the first step to set an ICT program for public schools that promotes the use of ICT resources for students to gather, interact and create information in order to increase their desire to learn and discover new knowledge.

Yet, the main limitation of this study is that it did not show the relationship between the use of ICT and EFLT. Yet, it is important to know to what extent DVMP enhance the development of the language skills. Therefore further research studies are needed to overcome this limitation.

Despite this, we believe findings showed teachers considered the students' interests while assigning the DVMPs because they required that students use ICTs which are motivating for their students. Teachers also considered the topics were carefully tailored to the interests of the students given them the possibilities to include their own ideas within a specific topic. Thus, by involving students into the process of decision-making about the content of the videos increased students' participation in the process of making the video. Second, working with DVMPs promotes collaborative work. These results are in relation to previous studies carried on the topic (Hazzard, 2006; Shrosbree, 2008; Gill, 2008; Kebble, 2008; Seo, 2010; Li & McComb, 2011; Toohey *et. al.*, 2012; Tarnoposky, 2013).

Moreover, students valued the fact they could also strengthen their bonds with their peers. Third, the majority of the students felt motivated to work as they could use the English language; they could share they videos with their teachers and classmates; they could get feedback from the presentation in order to improve their work next time; and they could work with their peers and friends.

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