

Fostering Students' Speech Based on Academic Videos

*Gladis Leonor Arias Rodríguez*⁸

*Eliana Edith Roberto Flórez*⁹

Abstract

This article reports an action-research study on the impact of developing the students' oral production through academic videos at a Colombian university. This study aimed at describing the impact of working academic videos as a strategy to encourage Law students' oral competences in English. Data were gathered with sixth Law semester students to foster and improve English use and guide student to become critical in legal issues in the English language by using three instruments which were students' journal, observation and videos. Findings displayed how English teachers were able to implement new techniques and methodologies that really contributed to improve the English level. To sum, law students had more possibilities to use this language in different contexts and contributed with theories related to English teaching and learning process.

Key words: academic videos, critical arguments, legal issues, oral production, teaching techniques.

8 Gladis Leonor Arias Rodríguez. Full time English Teacher, Universidad Santo Tomás – Seccional Tunja, Boyacá – Colombia. gladis.arias01@usantoto.edu.co. Código ORCID: 0000-0002-2345-1117

9 Eliana Edith Roberto Flórez. Full English Teacher, Universidad Santo Tomás – Seccional Tunja, Boyacá – Colombia. eliana.roberto@usantoto.edu.co. Código ORCID: 0000-0003-2586-2670

Resumen

Este artículo reporta un estudio de investigación acción sobre el impacto de desarrollar la producción oral de los estudiantes a través de videos académicos en una universidad privada de Colombia. El objetivo principal de este estudio fue describir el impacto de los videos académicos como estrategia para fomentar la competencia oral en inglés con estudiantes de Derecho. Los datos fueron recopilados con estudiantes de sexto semestre con el fin de fomentar y mejorar el uso del inglés, guiar al aprendiz para ser crítico en temas legales en un idioma extranjero mediante el uso de tres instrumentos los cuales fueron diario de estudiantes, observación y videos. Los resultados demostraron como los profesores de inglés lograron implementar nuevas técnicas y metodologías que contribuyeron a mejorar el nivel de inglés. En conclusión, los estudiantes de Derecho tuvieron más posibilidades de hacer uso del idioma inglés en diferentes contextos y asociar la parte teórica legal con los procesos de enseñanza y aprendizaje del inglés.

Palabras clave: videos académicos, argumentos críticos, temas legales, producción oral y técnicas de enseñanza.

Introduction

Currently, future professional from different areas of study are aware of the necessity to speak two or more languages due to globalization in relation to education, technology, business, among others. Thus, the relevance of English with these fields of knowledge is used as a tool to investigate, study and create relationships among countries and cultures. University students feel the necessity to learn English not only in terms of grammar but also in real context. A diagnosis exercise was achieved and the results showed that students had lack competence in oral production to express their own points of view and to be critical about legal issues. The main theories that support this project are related to English oral production, implementation of academic videos and concepts of legal issues. This project aimed at describing the impact of developing the students' oral production through academic videos with sixth Law semester students to promote and improve English use and guide students to become critical in legal issues in the English language.

Undergraduate Law students at Santo Tomás University are enrolled in an academic program where it is mandatory to take nine English courses. From first to fifth level, students take general academic English, and each course is based on the Common European Framework and also students follow a guidebook in which they can find a diversity of activities related to the development of the four communicative skills, linking

with linguistic features, vocabulary, among others. Since sixth semester, students go in deep with legal issues to have tools for their professional performance.

After observing how difficult was for students to communicate their thoughts orally, when they wanted to share their different points of view and be critical in their major using English as a foreign language, the researchers had to encourage students to become competitive learners. The researchers applied a diagnosis exercise in which students watched a short video, after they had to share their understanding orally. As a result of this activity, a few students were able to recognize the main idea of the video and most of the students could not express their ideas because they just used single words, uncompleted sentences, and a lack of connectors. In order to find a solution to this problem, the researchers carried out this current project to help student to develop their oral competence to communicate their thoughts and be critical in different legal fields. This project was a challenge for English teachers and students because it was not easy to become students proficiently when they wanted to use English to communicate with other people in our context.

The evolution of the society has direct relation with educative process because it is the base of the development in the social, economic, cultural, scientific, and technological fields. This research contributed with those processes that let the growth and progress of education in the way to construct knowledge in the personal, local and national levels in the English field.

Taking into account the importance of English for international relationships, the Colombian government implemented the “Programa Nacional de Bilingüismo (2004-2019)” with the purpose to get a better English language level at schools and universities. However, today the different studies show that students have not improved as the government wanted; Mirando and Echeverry in Fandiño-Parra, Bermúdez-Jiménez and Lugo-Vásquez (2012) said that executives’ work at schools in the PNB (Plan Nacional de Bilingüismo) requires better leadership , adequate use of resources allocated to this program and improve the process of teaching and learning in order to innovate the curricula and the pedagogy. Hence, this investigation was a useful tool to be implemented at schools for improving education in our context.

The goal of learning a foreign language is developing the communicative skills, because it permits students to interact with the world, thanks to the different issues present in academic videos; thereby, this research project permits researchers to use academic videos as a strategy to develop students’ English language learning basically in oral skills, which involves abilities such as arguing, expressing personal opinions and criticizing legal issues.

This documentary research case study was guided by the main research question: What might be the impact of working academic videos as a strategy to encourage Law students' oral competences in English? The analysis was also led by the following two subsidiary research questions: (a) How does the implementation of academic videos guide students to become critical in legal issues? (b) How do academic videos stimulate the students' oral production in English use bearing in mind legal issues in different contexts?

Theoretical Framework

This section presents a review of the six guiding constructs of the study: Implementation of academic videos, English oral production, cooperative learning, metacognitive strategies, argumentative competences, and English for specific purposes.

Implementation of Academic Videos

Nowadays, people are living an age of audiovisual resources, the industry of film moves millions of dollars each year; it means that many people are involved in this field. Films are attractive for people of all ages; this is a kind of audiovisual material that allows people have access to other cultures, it helps them understand the rapid change generated for the globalization; at the same time, this is a way to see, compare and analyze topics as the economy, religion, technology, education, politics, among others; about it, Chan D. and Herrero (2010) say: "Young people had the opportunity to develop a better understanding of other people's cultures, way of life and history, by watching films they would not normally have access to"(p. 2). Thus, films are rich sources that can be implemented for teaching in all areas of knowledge.

In this way, videos have been used in different fields of education but also for teaching languages because students have direct relation with the target language, and teachers can guide different activities. For example, students can work alternatively with the communicative skills (listening, reading, writing and speaking) in activities such as taking notes of vocabulary and expressions, analyzing and comparing the characters role, describing the different environments, describing people's lifestyles, predicting events, rewriting and retelling events, discussing about favorite scenes, discussing alternative endings, highlighting relevant issues, performing role plays, designing and explaining the poster of the film, creating a new story with the secondary characters, creating a new small film, arguing about the problems in the film, comparing the events of the film with real events, among others. For this reason, the use of films as tools for teaching languages offer a wide variety of activities that motivate students' language teaching. Thus, there are many places in which teachers have implemented academic videos for

teaching English in different parts of the world; they are considered as additional tools teachers can use in the English classes as a way to change the dynamic of the class, acquire expressions and slangs which are suitable for oral talks, specially in real contexts.

In our context, language teachers, specifically English teachers, must be creative to enhance students in learning this language, because sometimes students feel that learning a foreign language is not important, but this vision has been changing if students really want to stand out according to the latest advances in humanity. Hence, it is necessary to look for new ways of teaching, about it, Cakir (2006) starts:

“Languages are not fixed but constantly changing, so is the media; television, radio and newspaper which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology needs to be exploited in the classroom as much as possible. For that reason, a great tendency towards the use of technology and its integration into the curriculum developed by the foreign language teachers has gained a great importance” (p. 70).

The teacher plays an important role in the learning and teaching processes, the idea is to use the video as an aid in the class, it does not mean that the video replaces the teacher; on the contrary, the teacher has the function to enable students to comprehend the function of language through the implementation of communicative techniques. Hence, the teacher is a guide and assessor but also a participant in the student's learning process.

English Oral Production

Learning a language implies the development of four communicative skills which are listening, speaking, reading, and writing. This project aimed at encouraging Law students to develop their oral production in English based on their background knowledge of English as a foreign language. Speaking skill involves several components, for instance, adequate pronunciation, appropriate grammatical structures, and vocabulary, among others. Language teachers have a big challenge when they want their students to be able to use language orally.

According to Burkart (1998), learning a foreign language orally also implies transaction, interaction, cultural aspects, among others. This current project aimed at helping Law learners to develop these aspects of the language by providing reliable training and help them to communicate their thoughts based on their real life and their area of study. Besides, learning to communicate ideas orally has specific areas to consider to be proficient speakers such as cooperative learning and metacognitive strategies.

Cooperative Learning

The project was developed based on specific tasks such as debates, round tables, oral presentations, among others. This kind of activities implies students to work in groups. According to Dueñas (2010), cooperative learning is a method of instruction that has students working in groups with common and specific goals to achieve; thus, they are encouraged to work together for similar benefits and for taking full advantage of their learning process. When students make decisions to work collaboratively, it involves the development of certain skills such as leadership, commitment, and respect.

According to Prieto (2007), when language teachers work using cooperative skills, it is relevant to bear in mind some steps:

- Learners need to perceive the values which involve group work.
- Students need to practice the speaking skill in this case.
- Students need to keep working the communicative skills they know in order to improve them.

It was relevant to recognize the advantages of using cooperative learning strategy in this study due the kind of activities to be developed with Law students which helped them to achieve their academic goal and to be critical in legal issues.

Metacognitive Strategies

Bearing in mind that this project aimed at helping students to become critical in their oral production when they wanted to communicate their thoughts in English, it was necessary to consider the use of metacognitive strategies in order to achieve the goals of the project. Thus, metacognitive strategies are understanding as the process in which metacognitive learners are aware of their learning process of English. According to Rahimia (2011), learners who can follow a metacognitive process, they can understand what they are doing, and they tend to be the most successful learners. As Law students began their process of learning English along their major, they had already acquired previous knowledge and their cognitive background was a clue to enhance their learning process to help them be successful in their area and improve their academic performance.

There are several categories that classified metacognitive strategies which are the person knowledge, social and behavioral knowledge, and strategy knowledge. These categories were essential in the development of this project because these were effective in accomplishing academic goals and undertaking educational duties or tasks.

Argumentative Competence

Teaching English to Law students implies many challenges, for instance, students must develop certain skills and one of the most important is the argumentative competence. According to Zubiria (2006), “arguments are the base of central and support ideas. Who argues justify an idea, and to do it, must find causes, proves or reasons which confirm his idea”. The previous statement justifies the reason because this research project aimed at helping Law students to be critical in legal issues. The point is that with Law students’ cognitive background in English, they were able to share their ideas, arguing topics related to their major and proving reasons or causes to do it. Thus, students develop their argumentative competence through the development of meaningful tasks in which English language was used to promote the improvement of their oral production because when a person only express ideas without arguments, these ideas become just in opinions.

English for Specific Purposes

When a person decides to learn English as a foreign language, this process of learning has different purposes according to the learners’ needs or interest. In this study, the participants who belonged to Law Faculty began their process since they were in first semester of their major. At Santo Tomás University, it is mandatory to take five courses of English in which the students acquire the bases to develop the four communicative skills. After these courses, learners can increase their linguistics features, legal lexis, and pronunciation, among others. Besides, they take their last English courses based on Legal issues, it means, English for specific purposes because the issues to be developed are basically oriented on their area of study.

When people want to communicate the facts that happen in real life, they need to know vocabulary according to the context in which they are involved, the same thing happens when students are learning English with specific purposes, they feel the necessity to use Legal terminology connected with their profession. According to this aspect, Mattila (2006: 10) perceives that “the legal language, especially legal terminology, sometimes is almost a language museum” and it is a clear example when people want to learn legal English. Thus, the combination of these situations involves students in social aspects that are related to their life, where the interaction is the way to communicate with other people, the students have the chance to adopt different roles according to their area of study and they can express their ideas orally, making deep criticisms about the way they face social problems in their communities. These are the reasons because it was necessary to support this study on ESP. (English for specific purposes).

Duan and Gu (2005) provided a definition about ESP as a pedagogy in which the syllabus issues and learning strategies are selected according to the students' needs and their specialized subjects. ESP is emphasized for students who are in an intermediate level of English, otherwise, it is so difficult to accomplish this kind of pedagogy. The development of the current project aimed at using ESP because it focused on Law learners' specialized subjects and besides the issues were selected based on the students' needs.

Method

According to the characteristics of this research, the Descriptive Case Study was implemented because it allowed to observe and analyze with detail the happenings in a particular group of students. About this type of research, authors such as Baškarada (2015) says: "Case study research involves intensive analysis of an individual unit a person, a community, or an organization. As such, case studies provide an opportunity for the researcher to gain a deep holistic view of the research problem, and may facilitate describing, understanding, and explaining a research problem or situation" (p.1). However, one of the persons who have worked in depth with the descriptive Case Study in education is Merriam (1998), thus, she recommends this research method because it helps to understand specific phenomena, which allow the reader to extend their experience, discover new meaning, or confirm what is known. This method permits to explain the reasons of a problem, the background of the situation, what happened, and why. For these reasons, the descriptive case study was appropriated to be implemented for teaching English because it helped teachers to find different ways to improve methodologies and contribute with theories in the field of English language teaching (ELT).

The grounded theory approach was used to analyze the data collected. Strauss and Corbin (1990) state that this approach consists of a set of steps to formulate hypotheses based on conceptual ideas that guarantee a good theory by creating categories based on the data gathered. Besides, they suggest that grounded theory analysts work to "uncover relationships among categories by answering the questions of who, when, why, how, and with the consequences to relate structure with process. It means that the researchers can construct theories from the data.

In order to validate the findings of this study a methodological triangulation was used. According to Rothbauer and Paulette M. (2008), triangulation is seen as a research strategy that can reduce biases or deficiencies caused by using only one method of inquiry. Besides, it involves the use of different ways to gather data, thus, this research implemented three instruments: students' journals, observation, and videos.

Furthermore, considering the stages proposed by Hubbard and Miller (1993), this project organized the data as follows: Data collection or management consisted of the way the researchers collected, stored and saved the information. The researchers ordered the instruments chronologically and numbered them according to activities developed in each session. The process of analysis and data reduction started when the researchers read the information gathered from the three instruments to be used to identify similarities and differences. Then, the researchers clustered the information and reduced it to establish the main categories. When each instrument was labeled in groups, the researchers came back to read the comments many times contrasted and mixed the facts from the instruments to triangulate the gathered information. Finally, it was necessary to display the data and verified it. According to Huberman and Miles et al. (1993), data display and verification help to avoid biases information and events that support or refute the research question.

Setting and Population

This research took place at a private university in Tunja with 2 groups of VI semester Law students (60 students), but for the effects of this study, data was collected only from 20 students, chosen at random.

To carry out the data collection, according to the distinctiveness of this project, the following instruments were implemented: students' journals, observation, and videos. **Students' Journals:** are students or teachers' written responses to teaching events. They have the function to point out principal aspects that emerge from the processes of teaching and learning. Furthermore, through journals we can explore many topics for example personal reactions, classroom and school phenomena, problem situations that occur in teaching; ideas for future analysis or reminders of things to act on, etc. Burns (2003) points out: "Journals provide continuing accounts or perceptions and thought processes, as well as of critical events or issues which have surfaced in the classroom." In this study, students' journals allowed to register important facts that happened in the classroom.

Observation

It is a research instrument to collect data which is useful to evidence information in the academic environment, it helps to have a real picture of the events that take place inside or outside the classroom, about it, Taylor and Sara (1996) say: "The possibilities for observation are almost limitless people, behaviors, reactions, physical settings, environmental features, record keeping system, project reports and more" (p. 3). However,

this instrument permits to analyze situation in teaching to take decisions that permits improving the different processes. At the same time, Zohrabi (2013) argues “Observational data represents a firsthand picture of the events, is carried out in a natural field setting and enable the researcher to obtain contextual factors” (p. 253). According to the dynamic and the characteristics of this research, direct observation was carried out because it permitted the researchers see the enter classroom and interact directly with students, in the way to guide the different activities.

Academic Videos

Academic videos are powerful ways of gathering, sharing, and studying students and teachers’ interactions in detail, with educational purposes. This research instrument should be categorized as an information material within data could be recognized. Thus, with this instrument the researchers intended to find out students’ outcomes about their oral performance production and the way they might become critical in legal issues. According to Derry (2007), academic videos can be used as data after emergent analytic frameworks are developed in different views. Thus, this instrument helped the researchers in the analysis of the students’ improvements.

Findings

The research findings were incorporated in two main categories that emerged from this study. The main objective of this project was to describe the impact of working academic videos as a strategy to encourage Law students’ oral competences in English.

First Category: Students’ Oral Competences Advance through Academic Videos

This category answers the main research questions: What might be the impact of working academic videos as a strategy to encourage Law students’ oral competences in English? According to the gathered information, it was possible to evidence that the implementation of academic videos for teaching English as a foreign language were useful tools for language teachers and Law students because the English classes were developed in a dynamic way and these resources encouraged students to keep motivating in their learning process of English. At the beginning of the project, researchers observed that students felt enthusiastic but at the same time they perceived that it was a big challenge for them.

Excerpt 1

El trabajar con películas es un material interactivo donde uno aprende y trabaja mejor. La evaluación es más dinámica. (June 30th, 2021, Students' Journal)

Excerpt 2

Los talleres fueron muy dinámicos porque fortalecimos listening, speaking, y análisis de películas para luego analizar nuestra propia realidad y poner en práctica nuestros conocimientos fue muy enriquecedor e innovador. (June 5th, 2021, Students' Journal)

Excerpt 3

Se salió de la monotonía de las clases donde solo era usar lápiz, papel y seguir un libro...y se cambió la imagen de que aprender inglés era algo tedioso. (June 30th, 2021, Students' Journal)

In the samples above, it was evident how students started to face the English classes in a different way, they recognized how the use of academic videos allowed them to learn English easily, about it, Chan D. and Herrero (2010) say: “Young people had the opportunity to develop a better understanding of other people’s cultures, way of life and history, by watching films they would not normally have access to” (p. 2). Thus, films are rich sources that can be implemented for teaching in all areas of knowledge.

Besides, Law students and the researchers noticed that learners were able to acquire new expressions, legal terminology and in some cases slangs which were essential for their oral reports, bearing in mind real contexts.

Excerpt 4

Yo le perdí el miedo a hablar en inglés, no puedo negar que al comienzo en mi primer reporte oral estaba muy nerviosa, ahora siento más seguridad en mí misma... (May 10th, 2021, Students' Journal)

Excerpt 5

Nos arriesgamos a actuar de manera valiente para hablar en inglés, nos da más confianza en sí mismos, a ver el inglés no como una tortura sino como una oportunidad para nuestra vida profesional. (April 20th, 2021, Students' Journal)

Excerpt 6

Es impresionante como adquirí el manejo de términos legales en otro idioma y es enriquecedor. (April 24th, 2021, Students' Journal)

Excerpt 7

For the development of this workshop, students had to acquire a lot of vocabulary and expressions related with crimes which was very important in the moment to analyze and explain the different crimes detected in the movie "Oliver Twist". (April 28, 2021, video, Researcher's Analysis)

Based on the last samples, it can be said that when people want to communicate the facts that happen in real life they need to know vocabulary according to the context in which they are involved, the same thing happens when students are learning English with specific purposes, they feel the necessity to use Legal terminology connected with their profession. According to this aspect, Mattila (2006: 10) perceives that "the legal language, especially legal terminology, sometimes is almost a language museum" and it is a clear example when people want to learn legal English. Thus, the combination of these situations involves students in social aspects that are related to their life, where the interaction is the way to communicate with other people, the students have the chance to adopt different roles according to their area of study and, also, they can express their ideas orally, making deep criticisms about the way they face social problems in their communities. These are the reasons because it is necessary to support this study on ESP. (English for specific purposes).

In addition, videos have been used in different fields of education but also for teaching languages because students have direct relation with the target language, teachers can guide different activities; for example students can work alternatively with the communicative skills (listening, reading, writing and speaking) in activities such as taking notes of vocabulary and expressions, analyzing and comparing the characters role, describing the different environments, describing people's lifestyles, predicting events, rewriting and retelling events, discussing about favorite scenes, Discussing alternative endings, highlighting relevant issues, performing role plays, Designing and explaining the poster of the film, creating a new story with the secondary characters, creating a new small film, arguing about the problems in the film, comparing the events of the film with real events, among others; for this reason, the use of films as tools for teaching languages offer a wide variety of activities that motivate students' language teaching.

Excerpt 8

Me parece una metodología muy buena ya que no solo practicamos nuestro vocabulario, sino que mejoramos nuestra pronunciación y la capacidad de análisis respecto a la identificación de crímenes. Con esta metodología pudimos encontrar una comparación en nuestro ordenamiento jurídico con otros y de igual forma con respecto al contexto histórico. Hubo una gran variedad de actividades... (June 5th, 2021, Students' Journal)

Excerpt 9

The researchers created a special environment for students practicing English, work individually and in group, share knowledge about legal aspects and improve their language skills. Student found a variety of activities such as: analysis of characters, identify the lawyers' profiles, asking and answering questions at random, among others... (May 18th, 2021, Observation, Researcher's Analysis)

Learning a language implies the development of four communicative skills which are listening, speaking, reading, and writing. This project aimed at encouraging Law students to develop their oral production in English based on their background knowledge of English as a foreign language. Speaking skill involves several components, for instance, adequate pronunciation, appropriate grammatical structures and vocabulary, among others. Language teachers have a big challenge when they want their students to be able to use language orally. Law students recognized that they gained a lot of advantages in terms of pronunciation, correct grammatical structures, vocabulary, self-confidence, among others.

Excerpt 10

During students' oral performance, they represented the different scenes with enthusiasm, although they committed some mistakes in pronunciation and grammar, they made the effort to do their best. (June 15th, 2021, Observation, Researcher's Analysis)

Excerpt 11

Most of the students enjoyed the activities and felt satisfaction at the end of each one, likewise, some of them showed problems about pronunciation, grammar, and fluency. (May 25th, 2021, Observation, Researcher's Analysis)

Excerpt 12

Se desarrolló una gran variedad de actividades que nos ayudaron a ser más espontáneos y tener mejor fluidez, mejorar pronunciación a través del listening, perder el riesgo a hablar en público en inglés, mi vocabulario mejoró. Es un idioma que me gusta aprender. (June 1st, 2021, Students' Journal)

Excerpt 13

Estos talleres han generado una comprensión más amplia en inglés, el debate me dio pautas para aprender más vocabulario... La retroalimentación nos ayuda a identificar nuestros errores de pronunciación y mejorar las futuras presentaciones orales y a entender a los demás cuando hablan en inglés (June 11th, 2021, Students' Journal)

In conclusion, this category demonstrated that after observing how difficult was for students to communicate their thoughts orally, when they wanted to share their different points of view and be critical in their major using English as a foreign language, the researchers encouraged students to become competitive learners. This current project helped student to develop their oral competence to communicate their thoughts with academic videos, even if they still have some mistakes in terms of pronunciation or correct grammatical structures. This project was a challenge for English teachers and students because it was not easy to become students proficiently when they want to use English to communicate with other people in our context.

Second Category: Legal Issues: A Determinant of Law Students' Critical Position in an Oral Way

This category refers to how does the implementation of academic videos guide students to become critical in legal issues in different context. Learning to communicate ideas orally has specific areas to consider in order to be proficient speakers such as cooperative learning and Metacognitive strategies. The current project was developed based on specific tasks such as debates, round tables, oral presentations, among others. This kind of activities implied students to work in groups and express their personal points of view in a critical position bearing in mind different issues related to Law. According to Dueñas (2010), Cooperative learning is a method of instruction that has students working in groups with common and specific goals to achieve; thus, they are encouraged to work together for similar benefits and for taking full advantage of their learning process. When students make decisions to work collaboratively, it involves the development of certain skills such as leadership, commitment and respect.

Excerpt 14

El desarrollo de las actividades nos ayudó a adquirir responsabilidad al trabajar en grupo, a ser más receptivos a la hora de escuchar las opiniones de los demás y a poner en práctica la parte de audio para entender a los demás en inglés. (March 2nd, 2021, Students' Journal)

Excerpt 15

Students shared their understanding about the different crimes, in small groups; it permitted them to have a better view of the topic because the activities were developed in small groups. (February 7th, 2021, video, Researcher's Analysis)

Excerpt 16

During this activity, students worked in team to deep in different topics based on the movie Philadelphia; students had to analyze with detail the movie and also investigate more in order to have solid arguments to explain their ideas. (March 10th, 2021, Observation, Researcher's Analysis)

The previous samples showed how language teachers worked using cooperative strategies in which students recognized the values that implied to work in groups, students were able to practice their speaking skills because the types of activities assigned were planned in order to help students to express their ideas orally and became critical in legal issues.

Bearing in mind that the current project aimed at helping students to become critical in their oral production when they wanted to communicate their thoughts in English, it was relevant to use metacognitive strategies in order to achieve the goals of the project. Thus, metacognitive strategies are understanding as the process in which metacognitive learners are aware of their learning process of English. According to Rahimia (2011), learners who can follow a metacognitive process, they can understand what they are doing, and they tend to be the most successful learners. As Law students began their process of learning English along their major, they have already acquired previous knowledge and their cognitive background is a clue to enhance their learning process to help them be successful in their area and improve their academic performance.

Excerpt 17

Ha sido favorable al poder unir el aprendizaje del inglés y poner en práctica conocimientos jurídicos de una manera significativa. (March 6th, 2021, Students' Journal)

Excerpt 18

No era aprender un dialogo de memoria sino ser conscientes de un aprendizaje significativo y se cambia el espacio común de aula de clase, copias, etc. (April 16th, 2021, Students' Journal)

Excerpt 19

Learning English is meaningful because law students link their previous knowledge with the acquisition of new expressions and express their opinions using strong arguments bases on topics such as crimes, punishments, lawyers' profiles, etc. (April 28th, 2021, Observation, Researcher's Analysis)

The last samples demonstrated that teaching and learning English with Law students implied many challenges, for instance, students had to develop certain skills in order to have a meaningful process of learning a foreign language.

Furthermore, Law students were able to take an argumentative position in from of different issues related to their major. According to Zubiria (2006), "arguments are the base of central and support ideas. Who argues justify an idea, and to do it, must find causes, proves or reasons which confirm his idea". The previous statement justifies the reason because this research project aimed at helping Law students to be critical in legal issues.

Excerpt 20

Fue un buen ejercicio porque nos ubica más en la realidad de los problemas de la sociedad y que haríamos como jueces frente a esos delitos y nos ayudó a conocer diversos tipos de crímenes (March 24th, 2021, Students' Journal)

Excerpt 21

Nos ayuda a ser más sensibles frente al sufrimiento del otro en una sociedad y que a veces como abogados nos olvidamos de eso y es importante para ayudar a la otra persona conocer su historia. (February 20th, 2021, Students' Journal)

Excerpt 22

Students not only analyzed the situation of the movie but also look for jurisprudence to support their ideas. Some students showed respect and interest analyzing and investigating about the LGTB community, but some others did not. (April 26th, 2021, video, Researcher's Analysis)

The last samples displayed that Law students were able to use their cognitive background in English when they shared their ideas, arguing topics related to their major and proving reasons or causes to do it. Thus, students developed their argumentative competence through the development of meaningful tasks in which English language was used to promote the improvement of their oral production because when a person only express ideas without arguments, these ideas become just in opinions.

Excerpt 23

Este trabajo ayudó a mi vida profesional, fue un espejo para mí al reconocer que la vida de la sociedad es un acto donde los crímenes, aunque en épocas pasadas eran primitivas y poco castigadas hoy por hoy la sociedad, aunque con los mismos crímenes ha sabido sopesar su relevancia y gravedad para la armonía del estado. (March 20th, 2021, Students' Journal)

Excerpt 24

Una visión diferente porque es una cosa aprender los conocimientos con teorías y otra diferente llevarlos a la práctica (April 22nd, 2021, Students' Journal)

Excerpt 25

In this topic, students could see the consequences and the damage that bad decisions can cause in innocent people, it made students to ponder about the situation of prisoners as well as the importance of law, the role of lawyers, and their role in the society. (April 27th, 2021, Observation, Researcher's Analysis)

Besides, students recognized the values and profiles that lawyers must fulfil in their professional lives and how important is their role in the society as future lawyers and the speaking skills they need to develop.

Excerpt 26

Nos ayuda a mejorar pronunciación y perder el miedo de hablar en público que es fundamental como futuros abogados...la oralidad en nuestra carrera es fundamental. (June 12th, 2021, Students' Journal)

Excerpt 27

Ser críticos, responsables como abogados en una sociedad. Ser coherentes en el rol tanto de abogado como el rol que ejerce el ser humano como miembro de una familia. Saber cuál es el perfil del abogado: perseverante, responsable, ético, etc. Cambiar la imagen que tiene un abogado en

nuestro país. La moral, ética y responsabilidad como abogados, búsqueda de la verdad. Analizar casos desde la vida real y no a través de códigos y libros. Dar diversos puntos de vista desde el derecho en el análisis de varios casos legales. Amar nuestra profesión. Llevar los procesos de una forma clara y limpia. Una visión diferente llevar lo teórico a lo práctico. (June 12th, 2021, Students' Journal)

Excerpt 28

While students presented the debate based on the movie, they highlighted the values and skills lawyer need such as responsibility, respect for law, respect for the life of people, intelligence to analyze and take decisions, and capacity to distinguish what is well and bad under the law regulations. (April 29th, 2021, Video Researcher's Analysis)

All in all, this category deals with aspects such as the way Law students became critical, the development of several competences, the values, profiles, and roles that a lawyer has in a society.

Conclusions

This research contributed with the development of new methodologies that let the growth and progress of education in the way to construct knowledge in the personal, local, national, and international levels in the English field. Additionally, it showed new ways of research in the world of teaching and learning in a foreign language.

This project helped to become English teachers more creative to enhance students in learning this language, because sometimes students feel that learning a foreign language is not important, but this vision has been changing if students really want to stand out according to the latest advances humanity.

When a person decides to learn English as a foreign language, this process of learning has different purposes according to the learners' needs or interest. In this study, the participants who belonged to Law Faculty were able to increase their linguistics features, lexis, pronunciation, speaking skills, among others. They got familiar with legal issues, the use of English for specific purposes.

The goal of learning a foreign language is developing the communicative skills, because it permits students to interact with the world, thanks to the different issues present in academic videos; thereby, this research project permitted researchers to utilize academic videos as a strategy to develop students' English language learning basically

in oral skills, which involved abilities such as arguing, expressing personal opinions and criticizing topics about legal.

Impact

The implementation of this research project was useful for the academic community in general because it helped Law students to become more competitive in their oral production in English, assuming legal issues in a critical way. Besides, it was an opportunity to reflect on the languages teachers' methodologies to support students to be aware about the importance of learning English as a foreign language. It was necessary to socialize through academic talks how the use of academic videos improved students' oral production and helped them to be critical in legal issues.

Besides, languages teachers found new process, techniques, and methodologies for teaching English, bearing in mind students' needs and their professional competences. In addition, there was a space for reflecting about English use focused to analyze the strengths and weaknesses of this language at the university, moreover, to encourage student to recognize the importance of learning English as a foreign language. Hence, the university contributed to the academy about ways to improve English language use and investigation in this field of study which are relevant issues to keep update nowadays in the globalize world that human being is facing day by day.

Law students recognized that using academic videos for learning English are tools teachers can use in the English classes as a way to change the dynamic of the class, acquire expressions and slangs which are suitable for oral talks, especially in real contexts. However, videos have been used to teach different languages, they motivate the learning process. Thus, students found a harmonious and innovative atmosphere in the English classes, and it was grateful because undergraduate learners felt motivated to keep learning English, mainly, legal terms related with their major. The researchers also took advantages of this study because they were the generators, motivators and also guided all the processes along the research. So, they were the responsible to elaborate, performed the proposal with students and published the results to contribute with the English theory and methodology in ways to teach English. As a result, this project organized theory about implementation of academic videos, English oral production, argumentative competences, and English for specific purposes which are relevant in the processes of teaching and learning English. This project allowed to encourage Law students to develop their oral production in English based on their background knowledge of English as a foreign language. It was meaningful because speaking skill involves several components, for instance, adequate pronunciation, appropriate grammatical structures and vocabulary, among others, which were aspects that Law students could

improve. Finally, language teachers recognize that they have a big challenge when they want their students to be able to use language orally and assume an argumentative attitude facing issues which are happening in our society nowadays.

Problems

Definitely, most of the students complained because of the time, the researchers took sixth Law undergraduate students, and it was something that could affect a little bit the finding that emerged from this project. Why? Because the students expressed in their journal that they were able to produce more activities orally in a better way, they really enjoyed the development of the workshops but in some cases they could not produce excellent oral conversations in English because in sixth semester they started to take a lot of subjects at the same time and it was difficult for them to achieve all their academic duties with responsibility. In general, it was the lack of time.

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