A Video-Centered Approach to Enhancing Reading and Writing Skills in Eleventh-Grade Students

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ABSTRACT:

This study examined the impact of using videos as a pedagogical strategy to improve the reading and writing skills of eleventh-grade students at Institución Educativa Miguel de Cervantes Saavedra. The findings suggest that integrating audiovisual resources into English language teaching can foster the development of reading and writing skills in EFL classrooms. The study employed a mixed-methods approach and a quasi-experimental design. Initially, a survey was conducted to identify the students' topics of interest. The students then completed a pretest. Based on the results, video-based activities were incorporated as multimodal input to activate prior knowledge, model text structures, stimulate interest, expand vocabulary, and support comprehension. These activities were implemented through workshops that were planned, evaluated, and refined throughout the intervention. The students subsequently completed a posttest. The data were triangulated, and the results indicated that the video-based activities and written reflections increased students' motivation, improved their ability to comprehend texts beyond the literal level, and strengthened the organization, coherence, and accuracy of their writing.

Keywords: AI-driven marketing; digital real estate; Bangalore; residential housing; market dynamics.

1. Introduction

English is one of the most important languages for international communication because it provides individuals and students with a wide range of opportunities, including access to scientific and technological literature, the establishment of business contacts, knowledge of different cultures, and employment. Over the years, the government has implemented various policies to improve English language proficiency among public-school students; however, achieving this goal has remained challenging. Students at Institución Educativa Miguel de Cervantes Saavedra have experienced significant difficulties with reading comprehension. Classroom observations have shown that many students struggle to understand texts and answer text-based questions accurately. Evidence of this problem can also be found in the results of external assessments administered by the school, such as SABER ONCE. Regarding writing, students have frequently demonstrated serious difficulties with vocabulary, coherence, cohesion,

and grammatical structures, as observed during classroom activities. For this reason, the present study examines the use of videos as a pedagogical strategy to develop the reading and writing skills of eleventh-grade students at Miguel de Cervantes Saavedra School. Using a quasi-experimental design, the study aims to determine the effectiveness of videos as a teaching resource for improving these skills. Accordingly, the research seeks to answer the following question: How does the use of videos affect the reading and writing skills of eleventh-grade students at Miguel de Cervantes Saavedra School?

In response to the issues described above, the researcher sought to identify a possible strategy for promoting the development of reading and writing skills among eleventh-grade students at Institución Educativa Miguel de Cervantes Saavedra. The study focused on making reading and writing activities more engaging and appealing through the use of videos and a series of strategies designed to diagnose the students' proficiency level and to plan, implement, and evaluate the activities. Given the rapid development of technology and internet-based tools, teaching and learning practices should be aligned with these emerging resources. Teachers need to plan reading and writing activities according to students' proficiency levels and interests. Videos, in particular, can be valuable resources because they allow students to watch and rewatch content at their own pace, providing a more stimulating learning experience than traditional materials.

2. Theoretical framework

2.1. Writing

In the context of language acquisition, writing is defined as the use of written symbols arranged in conventional sequences to represent speech sounds and word parts that convey meaning and grammatical information. According to García et al. (2010, 35), this process involves mastery of orthography, phonology, and morphology. Furthermore, writing is considered a cognitive or "thinking" process in which writers not only examine ideas but also actively develop them during the act of composition. Over the past several decades, a number of approaches to teaching writing have emerged and evolved. In fact, there is no single best or universally appropriate approach to teaching writing. The choice of approach depends on what students need to learn, their particular characteristics, and the type of support the writing teacher needs to provide.

Initially, the final product was considered the most important aspect of writing instruction. Within this perspective, teachers evaluated only the completed text rather than the process followed during the writing activity. This emphasis reflects a behaviorist approach. Brown (2007) observes that "a half century ago, writing teachers mostly concerned with the final product of writing: the essay, the report, the story, and what that product should look like" (p. 391). Over time, as educational research progressed, other approaches were considered to improve the teaching and learning of writing.

Product-oriented approach. This approach encourages students to imitate or reproduce features of a model text while paying attention

to grammar, vocabulary, and other linguistic elements. Klimova (2014) asserts:

The product approach to writing usually involves the presentation of a model text, which is discussed and analyzed. According to this model text, learners construct a similar or a parallel text. This might seem a mechanical task; however, learners can discover the structure of the given discourse, its linguistic features and how its ideas are organized. (p. 148)

In this approach, students imitate, manipulate, or adapt texts based on a model. Dragomir and Niculescu (2020) explain that "it is a sequential approach to writing which involves copying, manipulating or changing texts. Students first practice with words and sentences, then move on to paragraphs and longer compositions" (p. 204).

Process-oriented approach. This approach requires learners to understand and follow the stages involved in producing a successful piece of writing. Process-oriented instruction focuses on the procedures through which writers generate,

organize, develop, and revise meaning. According to Harmer (1998), the "process approach asks students to consider the procedure of putting together a good piece of work" (p. 2). In this approach, students first generate an idea and then follow a series of stages to develop it. Tribble (1996), states that the process-oriented approach begins "from the generation of ideas" (85) and continues through a number of stages.

The writing process generally involves several moments, steps, or stages. Authors commonly identify three broad phases: prewriting, writing, and postwriting. These stages are important for producing a text that readers can understand. Abas and Abd think that (2018) explain that "in every stage of the process, writers perform activities that might be different from writer to writer" (p. 2). Writing therefore involves a flexible process, particularly when learners create their own texts. Onozowa (2010) states:

The writing process usually involves several steps. A typical sequence is comprised of three steps: prewriting, drafting, and, revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating. (p. 155)

It is useful to define the principal stages of the writing process. During prewriting, students generate and organize their ideas, often by preparing an outline. During drafting, they focus primarily on developing the content of the text. During revision, they review their work carefully and make changes to improve its meaning, organization, and clarity. Editing involves correcting grammatical, mechanical, and spelling errors, whereas publishing is the final stage in which the completed text is shared with its intended audience. Oshima and Hogue (2006) explain:

Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions. (p. 265)

The outlining stage helps writers establish the structure of the text. Each paragraph should contain a main idea supported by related points that connect with the thesis statement or central topic. The ideas in one paragraph should also connect logically with those in the surrounding paragraphs, enabling readers to follow the development of the text. Linford (2014) states that "an outline should show what each paragraph will contain, in what order paragraphs will appear, and how all the points fit together as a whole" (p. 1).

Once the outline has been completed, the writer can prepare a draft. At this stage, ideas are developed without excessive attention to grammatical or mechanical errors. The purpose is to establish the sequence and overall structure of the document and to ensure that each paragraph contributes coherently to the text as a whole. In this sense, the draft functions as the initial framework or skeleton of the final composition.

The teaching of writing has evolved considerably over time. A number of authors argue that teachers need access to appropriate pedagogical tools when teaching this skill, given that writing is not an innate human process; indeed, every individual is, in effect, a non-native writer with respect to the art and practice of writing. Throughout this process, writers move through different stages before producing a clear, coherent, and effective text. Harmer (2004) states:

As wheel in which writing is not a linear process where planning, drafting, editing and final version can be re planned, re editing or juts avoid planning and go directly to drafting or just once the final document is done the writer changed his idea this is observable in the below picture. (p. 6)

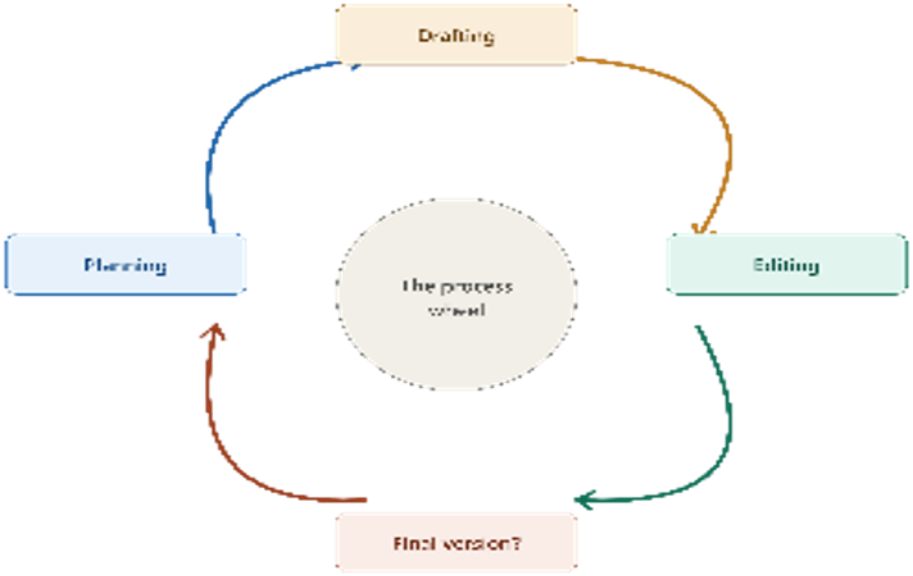


Figure 1. The Process Wheel

Source: Harmer (2004).

2.2 Reading

Reading can be defined as the ability to identify and recognize written symbols in order to obtain information from a text. However, reading involves more than the recognition of symbols; it also requires cognitive processing, comprehension, and interpretation, all of which enable readers to construct meaning from a text. To interpret a text accurately, readers draw on several factors, including background knowledge, context, prior knowledge, experience, and vocabulary. Kozak (2011) explains that "Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text" (p. 1207).

Over time, researchers have explored different approaches intended to facilitate reading comprehension and the development of critical thinking. Some of these approaches are described below.

Phonics approach. Phonics is a widely used approach that helps students decode written words. Through this approach, students learn the alphabet, letter names, and letter sounds. (Sarwono and Purnanto, 2013) state: "Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that presents those sounds in written language)". (p. 13)

Bottom-up approach. This approach focuses on the gradual processing of letters, sounds, words, vocabulary, sentence structures, and other textual elements before the reader constructs an understanding of the text as a whole. Bintang et al. (2021) state:

Bottom up reading is using to interpret letters, sounds, words, and structures until the entire text is decoded to comprehend the meaning of the text, and it is often used in the lower-level reading process. This might explain why vocalized and sub vocalized reading skills acquired by a significant amount of students. (p. 32)

Top-down approach. The top-down approach emphasizes holistic processing and draws on readers' background knowledge, cognitive abilities, and other relevant factors to make

predictions, infer meaning, and organize information mentally. Villanueva (2006) explains:

This emphasis on meaning eventually informed the top-down approach to L2 learning, and in the 1960s and 1970s there was an explosion of teaching methods and activities that strongly considered the experience and knowledge of the learner. These new cognitive and top-down processing approaches revolutionized the conception of the way students learn to read. (p. 9)

Whole language approach. Whole language emerged in the United States as a pedagogical approach associated with the teaching of English as a second language. It integrates perspectives from different disciplines, including sociolinguistics, language learning theory, psycholinguistics, psychology, and pedagogy, as well as issues related to curriculum and cross-curricular language learning. Riyanton et al. (2021) state:

The whole language contains the conception that language is a plural symptom that has wholeness. Therefore, as learning material, language cannot be treated as an artificially segmented symptom, but rather as a symptom of its use in various communication events. As an insight that exists in the context of language teaching, the application of the principle of the whole language has implications for the attitude of language as learning material, a form of learning, assessment, and assessment. (p. 3749)

Advances in education have encouraged teachers to reflect on different ways of developing language skills. The communicative approach has gained relevance because of the need to improve the teaching and learning of English. Scholars such as Chomsky, Hymes, Halliday, and Krashen, among others, have contributed ideas for strengthening receptive and productive skills. In this regard, Montoya and Montoya (2018), explain:

The communicative approach originated from the theory of language as communication in which the main aim of language teaching is to promote the communicative ability. In this regard, all the components that came together in elaborating the communicative competence play an important role for developing communicative language testing. (p. 14)

The reading process is commonly divided into three stages: pre-reading, while-reading, and post-reading. During the pre-reading stage, students are encouraged to generate ideas about the text they are going to read by responding to guiding questions, such as what they think the text will be about. After this initial activity, the teacher may use brainstorming to organize and record the students' Brainstorming refers to the generation of different ideas, concepts, or perceptions about a specific topic through collaboration among a small group of students or participants. Al-maghrawy and Al-khatib (2012) describe it "as a group creativity forum for general ideas" (p. 31). Brainstorming can help students develop an initial understanding of a text and benefit from the contributions of others. Al-maghrawy and Al-khatib (2012) identify the following benefits: "(a) Helping students to solve

problems; (b) helping students to benefit from the ideas of others through the development and build on them; (c) helping the cohesion of the students and building relationships among them and assessing the views of others". (p. 31)

During the while-reading stage, strategies such as skimming and scanning can be applied. Skimming is a technique in which readers move quickly through a passage to identify its main ideas without focusing on specific details. According to Liao (2011), skimming involves reading a passage quickly and reviewing it as a whole in order to determine its main ideas. Scanning, by contrast, involves searching a text for specific information. Nutall (1996) defines scanning as glancing rapidly through a text to locate a particular piece of information.

While reading, students may also be asked to predict the topic of the text by examining its first and last sentences. This activity helps them formulate an initial idea about the main topic.

The post-reading stage consists of tasks or exercises that allow the teacher to assess students' comprehension of the text. Suggested

activities include matching sentences with jumbled paragraph summaries, creating an alternative ending to a story, expressing an opinion about the text, writing a letter to the author, and preparing a presentation about the story.

2.3 Use of Videos

Over the years, schools have undergone changes aimed at improving teaching and learning across different areas of knowledge. English language education is no exception. For this reason, considerable research has examined how teachers can enhance the teaching and learning process in order to improve students' performance in speaking, reading, listening, writing, and vocabulary development. In this context, technology has permeated many aspects of everyday life, and the digital age has introduced new possibilities for supporting educational processes. Gautam et al. (2016) describe this as "a new learning approach today."

Today, information and communication technology (ICT) plays an increasingly important role in education. It can contribute to the creation of engaging learning environments, while videos provide students with opportunities to enjoy classroom activities and revisit content

in order to improve their understanding of a topic. In this regard, planning lessons that incorporate new methodologies and technological tools can enrich learning environments by introducing relevant and engaging resources that encourage students to participate in class and develop the skills needed to communicate in a foreign language. Teachers face a range of challenges, and in the digital age, the use of technological tools in the classroom is essential because such tools can support the development of communicative skills and create more dynamic learning environments. William and Lutes (2000) state:

A great benefit is that video materials can concentrate on information that cannot be simply presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to native speaker language in a natural context. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students. Since dual coding has been proven to enhance encoding by learners, video materials are an effective delivery system because they contain a combination of visual and aural information. (p. 25)

In addition, videos allow students to view the material as many times as necessary, thereby reinforcing information, improving their understanding of concepts, and strengthening their skills. Mohammadian et al. (2018) state that "Video materials help the foreign language learners to expand degree of their proficiency through the exclusive factors that the real discourse contains" (p. 19). The use of videos in the classroom also provides opportunities to incorporate new materials and tools that may increase students' motivation to engage in the learning process. Mohammadian et al. (2018) assert:

So, foreign language teachers have to appoint different materials and tools with the intention to be exciting, up-to-date and efficient. These can be met with incorporating technology in educational settings so that, technology can enhance learners' motivation to take part effectively in classes. Studies demonstrated that there is an incredible connection between language- learning motivational elements and exploiting technology. (p. 18)

Videos have played an important role in education, particularly during the COVID-19 pandemic, when teachers frequently used them as instructional resources. One advantage is the availability of videos produced by native speakers, which can expose students to authentic language structures and ways of communicating. These materials may contribute not only to the development of listening skills but also to the improvement of other language skills. During the teaching and learning process, teachers can also identify students' learning styles, which may help them design classroom activities that involve all learners. Felanie (2021) explains:

Every student has a different capability in processing information. Each of them has own way to process information easily. It means that they have different learning styles. Knowing students' learning style will help the teacher to serve supportive environment to student in learning and ease student to absorb the information. (p. 112)

In light of the above, the use of videos can provide students with opportunities to improve their writing process while engaging with different learning platforms. Alwehaibi (2013) argues that "Using YouTube is not only beneficial to language learners as they are naturally exposed to different styles of authentic English, but also to the points that learners themselves can gain greater authority and autonomy when learning via this platform" (p. 36).

Although this theoretical framework examines several pedagogical approaches, the present study is primarily grounded in process-oriented writing and top-down reading models. These perspectives suggest that learning is a constructive process shaped by learners' background knowledge and cognitive engagement. In this study, videos serve as the central pedagogical strategy connecting these theoretical perspectives with classroom practice.

More specifically, the study uses multimedia scaffolding to support the reading subskills of skimming and scanning, as well as cohesion and coherence in writing. By integrating videos during the prewriting and while-reading stages, the study aims to reduce students' affective filter and provide the visual input needed to move from literal comprehension toward critical textual production.

3. Methodology

The study adopted a mixed-methods approach. The qualitative component was particularly relevant because it made it possible to describe situations, examine what occurred throughout the research process, and formulate hypotheses that developed as the study progressed. Qualitative research is also used in fields such as the social sciences and humanities to understand patterns, situations, behaviors, and human experiences. In this regard, Yin (2016) states:

Qualitative research has become a mainstream form of research in many different academic and professional fields. As a result, the large number of students and scholars who conduct qualitative studies may be part of different social science disciplines (e.g., sociology, anthropology, political science, or psychology). On the other hand, they may be part of different professions (e.g., education, management, marketing, nursing, urban planning, social work, communications, or program evaluation). (p. 6)

The quantitative component was also included because some of the data collected during the study were analyzed statistically to identify patterns and assess the effects of the intervention. Acharya (2024) states that "Quantitative data refers to numerical

information that can be measured and analyzed statistically. It provides educators with objective measurements that help identify patterns, trends, and correlations in student performance" (p. 101). Research therefore serves as a valuable means of exploring educational realities in real-world contexts and contributing to improvements in the quality of education.

The study followed a quasi-experimental design, which made it possible to measure changes after the intervention and, in this case, to evaluate the impact of using videos to improve reading and writing skills. Gopalan, Rosinger, and Bin (2020) state: "Quasi-experimental research designs, as the name suggests, use nonexperimental (or non-researcher-induced) variation in the main independent variable of interest, essentially mimicking experimental conditions in which some subjects are exposed to treatment and others are not on a random basis". (p. 220)

In light of the above, the group was selected in advance, and changes in students' performance were examined during the implementation of the video-based strategy.

This study was conducted with students from Institución Educativa Miguel de Cervantes Saavedra, located in Comuna 10 of Ibagué, in the

Hipódromo neighborhood. The area surrounding the school is primarily commercial, and many students' families operate small businesses as their main source of income. The institution is a public secondary school. The sample consisted of 35 eleventh-grade students from class 113-143 who had a very low level of English proficiency. The study used a nonprobability convenience sampling technique. According to Creswell (2012), this method is appropriate when researchers select participants because they are willing, available, and accessible. The students were between 14 and 16 years old, a developmental stage characterized by significant changes in interests and motivation.

The research project began with an interest survey concerning students' preferences. This was followed by a diagnostic test, a series of workshops focused on reading and writing, and a posttest. The phases of the study were based on the action research model proposed by Kemmis and McTaggart (2008).

Figure 1. Research Spiral

Source: Kemmis and McTaggart (2008).

The data collection process followed the action research spiral proposed by Kemmis and McTaggart (2008), which involved cycles of planning, acting, observing, and reflecting. The instruments used to collect information included a student interest survey, a diagnostic test, pedagogical workshops, and a final progress test. The study was conducted in the systematic stages presented in Table 1.

Table 1. Project Stages

Stage	Objective	Resource
Initial	To obtain information about students' preferences regarding the activities to be developed using videos in English classes and the communicative skills to be addressed.	Survey
Diagnostic	To determine students' initial level of English proficiency.	Pretest
Implementation	To design workshops and lesson plans incorporating video-based strategies.	Video-based strategy
Triangulation	To analyze students' progress in reading and writing and ensure the validity and reliability of the findings by comparing results across the different instruments.	Posttest

Source: Own elaboration.

To ensure the validity and reliability of the findings, the study employed triangulation. According to Burns (1999), triangulation involves gathering and comparing multiple perspectives in

order to reduce researcher bias and provide a more complex and nuanced understanding of the phenomenon. In this study, data from the diagnostic test, pedagogical workshops, and final progress test were cross-referenced with teacher observations and the student interest survey.

Ethical Considerations and Data Protection

Measures were taken to protect participants' privacy and personal information. Because the participants were minors, informed consent was obtained from their parents or legal guardians. The students also provided informed assent, indicating their voluntary agreement to participate. To protect their identities, all data were kept anonymous and confidential. Pseudonyms or numerical codes were used during data analysis and in the final report to ensure that no individual student could be identified. All physical and digital records were stored securely and used exclusively for academic purposes related to this master's thesis.

Rubric for Evaluating the Writing Process

A rubric was required to evaluate the writing process. Taking the students' proficiency level into account, the researcher-teacher developed an analytic rubric. This instrument was used to evaluate students' written production according to four core criteria: Structure and Organization, Grammar and Punctuation, Language and Vocabulary, and Content and Purpose (see Table 2).

Table 2. for Evaluating the Writing Process

Criteria	Superior	High	Basic	Low
Structure and Organization	Excellent organization of topics and subtopics.	Ideas are clear, coherent, and satisfactorily organized.	Organization is acceptable but could be improved.	Does not meet the requirements.
Grammar and Punctuation	Excellent use of grammatical structures and punctuation.	Frequently uses correct grammatical structures.	Grammar use is acceptable but needs improvement.	Does not use grammatical structures correctly.
Language and Vocabulary	Excellent vocabulary choices for definitions.	Vocabulary choices are appropriate for the topic.	Vocabulary is adequate but could be more precise.	Vocabulary choices are inadequate and interfere with meaning.
Content and Purpose	Demonstrates excellent clarity, coherence, and organization.	The text is well structured and purposeful.	The text is understandable, but its ideas and structure need improvement.	Does not meet the requirements.

Source: Own elaboration.

Reading comprehension was evaluated by calculating the number of correct answers in relation to the total number of questions in the reading test.

Reliability through Triangulation

Reliability was established by applying the rubric consistently across all stages of the intervention. By using the same criteria to evaluate the pretest, the five video-based workshops, and the posttest, the researcher was able to track students' progress objectively. Validity was further reinforced by comparing the rubric scores with the qualitative reflections recorded in the teacher's journal. When the numerical results obtained through the rubric converged with the behavioral improvements observed during the video sessions, the effectiveness of the strategy was considered supported by the convergence of the data.

4. Results and findings

At the beginning of the diagnostic phase, a survey on students' preferences and interests was administered to identify their motivation and perceptions regarding English language learning. The results are presented below based on data collected from the 35 participants. (see appendix A).

Video Content Preferences. Students showed specific preferences for different video genres: music (19.2%), entertainment (19.2%), horror and science fiction (19.2%), interactive and educational videos (15.4%), and humorous content (15.4%).

This information was relevant because it informed the selection of the videos used during the intervention. Students generally preferred entertainment, music, horror, and science fiction videos over content designed exclusively for educational purposes. Because videos were a central component of the intervention, identifying students' preferences was essential. By selecting materials aligned with these interests, the pedagogical strategy sought to increase enjoyment, persistence, and engagement in reading and writing tasks.

Attitudes toward English and Video Use. Students' attitudes toward English and video-based learning varied, although the overall response was favorable. A large majority, 84.6%, reported that they enjoyed learning English, whereas 15.4% indicated that they did not. Their frequency of watching content in English also varied: 46.2% reported doing so occasionally, 34.6% rarely, 11.5% regularly, and 7.7% never.

Students also showed considerable interest in using videos to improve their language skills. A total of 80.8% expressed an interest in using videos to strengthen their reading skills, while 88.5% believed that videos could help them improve their writing skills.

The high percentage of students, who reported enjoying English (84.6%), together with their preference for engaging video content, suggests the presence of potential intrinsic motivation within the group. These results are consistent with Wu's (2003) observations:

If learners wish to be motivated, they should enjoy learning the L2. Intrinsically motivated learners are more likely to continue their studies than extrinsically motivated learners, and simply participate in an activity for the pleasure of learning the L2. Correspondingly, integratively motivated students enjoy learning the L2 and the culture of that community. There should be some sort of enjoyment while learning to be motivated to continue studying the 'L2'. (p. 15)

Regarding the second survey question, "Do you like English?", approximately 85% of the students answered affirmatively. These results suggest that students' expectations and motivation may contribute to a positive attitude toward practicing English in the classroom, which may in turn support classroom participation and the teaching process. Alizadeh (2016) states:

Learners' motivation can go up and down depending on the context of language learning. Motivation has a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of a second/foreign language. Motivation is an important factor in learning a foreign language, which is influenced by different variables. Motivation sometimes overlooked by some EFL teachers in urging their Learners to learn more. (p. 4)

However, approximately 15% of the students indicated that they did not enjoy English, and the reasons for these responses were not explored further.

This result is consistent with the initial trend, as approximately 85% of the students reported a positive attitude toward English. Although this consistency provides some support for the interpretation of the findings, the survey did not examine the reasons underlying students' responses or measure motivation through a standardized instrument. Therefore, Alizadeh's (2016) discussion of motivation serves as a theoretical framework for interpreting the results rather than as evidence directly established by the data. The absence of information about students' underlying motivations, particularly among those who reported not enjoying English, represents a limitation of the diagnostic phase and a potential area for future research or further qualitative analysis.

With regard to question number three, "How often do you watch videos in English?", 46.2% of the students reported watching them occasionally, 34.6% rarely, 11.5% regularly, and 8% never. These results suggest that at least some students were already using technology to support their learning, a trend consistent with the increasingly prominent role of information and communication technology in everyday life. Cahyana (2020) states that "In this 21st century era, information and communication technology (ICT) is significantly and highly used in many sectors of human life to make an easier way of life" (p. 1).

In response to the question "Would you like to improve your reading skills through videos?", approximately 80% of the students answered affirmatively. By contrast, 15.4% indicated that they were not interested in this approach, while 3.8% were unsure or did not provide an answer. These findings reveal a generally favorable attitude toward using videos to improve reading skills. This result is consistent with previous observations that videos may support reading development because their visual component can make content more accessible and appealing to students. William and Lutes (2000) explain:

A great benefit is that video materials can concentrate on information that cannot be simply presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to native speaker language in a natural context. (p. 25)

Students also responded positively to the question "Would you like to improve your writing skills through videos?" A total of 85.5% answered affirmatively, whereas 11.5% indicated that they would not like to use videos for this purpose. These results show that most students viewed videos favorably as a resource for improving their writing skills.

This finding highlights students' strong interest in developing this area of language learning, which is particularly relevant within the educational process. Trang (2022) notes:

Using YouTube videos in language learning, especially in writing development is not new. However, during the Covid-19 pandemic, the use of social networking for learning, including YouTube videos as educational resources should be encouraged and attract much attention by teachers delivering their lessons online to students. (p. 42)

Overall, the survey results show that students were interested in improving their reading and writing skills and were receptive to learning English through videos. Classroom observations had already indicated that many eleventh-grade students experienced difficulties with language learning. The survey also showed that students used their mobile phones frequently, possibly because they had participated in online instruction for two years. Their familiarity with mobile devices may partly explain their preference for video-based learning. Nevertheless, this relationship was not directly assessed and should therefore be interpreted with caution.

At the same time, frequent mobile phone use may have negative effects when devices are not used for instructional purposes. Sundari (2015)

asserts:

The rampant use of social networking, texting, and chatting on Mobile Phones result in lower grades and poor academic performance of students. The researchers have proved that some students have the habit of keeping their Mobile Phones on during classes and studies, even in the library, thereby distracting others. (p. 115)

Technological developments have transformed many aspects of everyday life, including the way English is taught and learned at school. Computers and the internet can make language learning more engaging and provide students with access to a wide range of information and opportunities to practice their language skills. Medoukali (2015) identifies the World Wide Web as an important resource for learning English because it provides access to information and supports the practice of skills such as speaking and writing. Similarly, Lestari and Prasetyo (2019) highlight that "The 2013 curriculum and the Framework of 21st-century learning promote integrated learning with Information and Communication Technology (ICT) as an essential knowledge to face the digital learning era" (p. 1235).

Based on the findings obtained from the survey, the researcher-teacher developed teaching strategies, learning materials, and a lesson plan aimed at improving students' reading and writing skills through videos. These resources were designed according to the students' identified needs, interests, and preferences, particularly their expressed desire to use videos to strengthen both skills.

Diagnostic Test

The research project emerged from direct classroom observations and the results of tests administered to the students, focusing on the following question: "How does the use of videos impact the reading and writing skills of eleventh-grade students at Miguel de Cervantes Saavedra School?"

Working with students in an authentic classroom context provided a valuable opportunity to examine the reading comprehension and writing difficulties previously identified through observation. This process also encouraged reflection on pedagogical practice based on the theoretical and methodological approaches developed throughout the master's program.

The diagnostic test (see appendix B) served as the primary source of data for identifying students' reading and writing proficiency levels before the intervention. The results are presented below in tables and figures.

Students' diagnostic reading

Range	Students	Percentage
1.0–2.9 Low	21	60%
3.0–3.9 Basic	11	31.43%
4.0–4.5 High	3	8.57%
4.6–5.0 Upper	0	0%
Total	35	100%

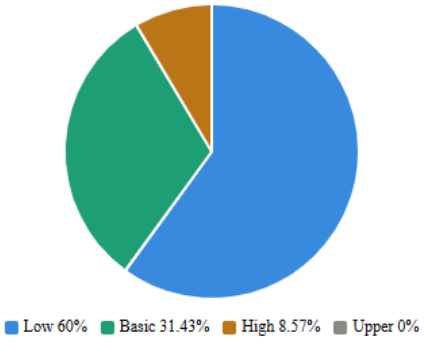


Figure 2. Students' Diagnostic Reading

Source: Own elaboration.

According to the results presented in Figure 2 and its accompanying table, 60% of the students performed at a low level on the reading comprehension diagnostic test. An additional 31.4% reached a basic level, while only 8.5% demonstrated a high level of proficiency.

Notably, no students achieved the highest level of performance.

These results suggest possible gaps in students' vocabulary, as well as difficulties understanding different types of texts, which may have affected their ability to identify the correct answers. However, a more detailed examination of the individual test items would be required to confirm this interpretation. Overall, the findings indicate a need for teaching approaches aimed at strengthening students' reading skills and helping them progress toward higher levels of competence.

As for the writing assessment, Figure 3 shows students' performance on the short-paragraph tasks. A total of 62.86% obtained low scores, 14.29% reached a basic level, and no students achieved the highest proficiency level.

A review of the work produced by students with lower scores showed that many experienced difficulty writing complete sentences and following the task instructions.

Most of the difficulties involved grammatical errors, poor organization of ideas, and limited ability to connect those ideas clearly. Taken as a whole, the results suggest that writing was one of the least developed skills among the students. Many appeared to approach the task as the simple placement of words on paper rather than as the construction of a coherent text intended to communicate meaning. Nevertheless, this was only an initial interpretation, and a more detailed examination of their written work would be necessary to confirm it. Even so, the assessment results highlight t

he importance of implementing a well-structured approach to strengthen students' writing skills.

STUDENTS' DIAGNOSTIC ASSESSMENT WRITING			
RANGE	STUDENTS	PERCENTAGE	LEVEL LABEL
1.0-2.9	22	62.86%	LOW
3.0-3.9	13	37.14%	BASIC
4.0-4.5	0	0.00%	HIGH
4.6-5.0	0	0.00%	UPPER

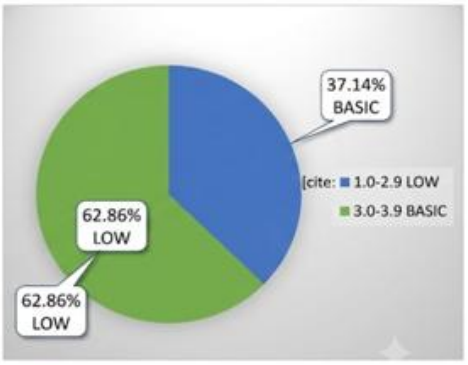


Figure 3. Students' Diagnostic Assessment Writing

Source: Own elaboration.

Analysis And Discussion Of The Implementation

This section presents the analysis and discussion of the results obtained from implementing the strategy, in which videos were used as a key resource to support the development of reading and writing skills among eleventh-grade students.

First Implementation. During the first intervention, students completed a series of activities and tasks presented in Appendix C. Each session began with an explanation of the instructions, followed by a short warm-up activity intended to generate interest. The class then watched the selected video.

After viewing the video, students worked in groups to discuss the topic and share their opinions. They subsequently worked individually to write down their ideas, while the researcher-teacher provided assistance when necessary. Students were also allowed to use dictionaries to look up unfamiliar words.

Once students had defined their ideas and perspectives based on the video, they were asked to post their written texts on Padlet.

The Padlet results showed that students generally understood the main topic of the video.

However, their written work revealed difficulties with capitalization, punctuation, grammar, coherence, and overall flow. These results are presented in the figure and accompanying table below. At this stage, the students' work indicated that they still needed to strengthen several aspects of their English writing skills.

The Padlet posts, together with the figure and table, showed that the eleventh-grade students required further development of their writing skills. Although they generally understood the topic of the video, their written production continued to show difficulties with English grammar.

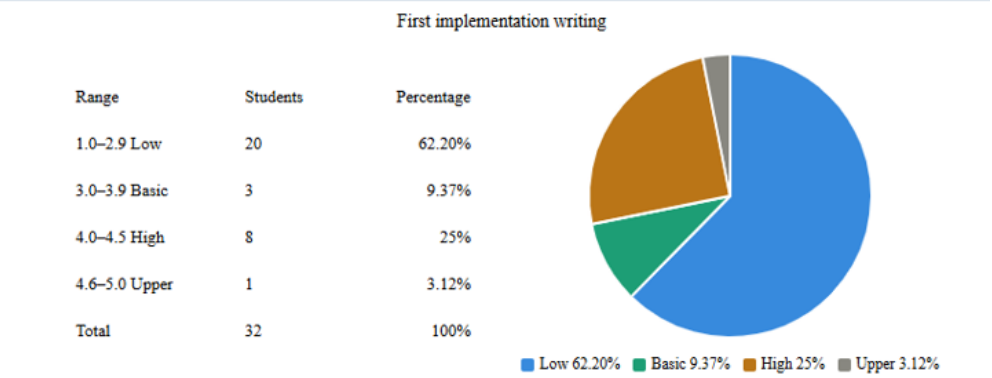


Figure 4. Writing Performance during the First Implementation

Source: Own elaboration.

When students began using Padlet, it was observed that some of them showed limited interest in the activity. They frequently looked at their mobile phones instead of completing the assigned task, which suggested reduced attention and participation. Their frequent phone use appeared to affect both their concentration and their involvement in the Padlet activity. This observation is consistent with Sundari (2015), who states that "The biggest challenge faced by the teachers during class hours is to control the Mobile Phone usage by the students, but the use of this device seems uncontrollable among students, which leads to distractions" (p. 34).

It is plausible that extended mobile phone use, together with two years of remote learning, may have affected students' performance and their level of involvement in the activity. However, this relationship was not directly assessed in the present study, and further investigation would be required to confirm it conclusively.

Another relevant observation was that, although Padlet was introduced as a tool to foster peer interaction, some students continued to use their mobile devices to access social media platforms, including TikTok, Facebook, and Twitter, rather than focusing on the assigned work. This pattern of use likely contributed to the distractions observed throughout the activity.

From this perspective, mobile phone use emerged as a significant factor that may reduce students' ability to maintain focus during classroom tasks. This observation is consistent with existing literature on the effects of mobile technology on attention and cognitive focus.

Based on the results of the first implementation, a practical strategy for addressing this challenge in future sessions would be to establish clear classroom rules from the outset. The teacher should ensure that all students understand these rules by communicating them in both English and Spanish.

Digital tools such as Padlet were useful for encouraging students to interact and organize their ideas. However, they were not sufficient by themselves to maintain student engagement. Their effectiveness depended largely on the establishment and consistent application of clear

guidelines throughout each activity. Without this structure, even potentially useful digital tools may not produce the expected results.

Second Implementation. The lesson began with a visual warm-up activity in which images were used to encourage students to discuss and predict the topic of the class. The teacher asked them to generate key words and identify the general subject of the lesson. Some students experienced difficulty because of their limited English vocabulary; nevertheless, they participated in the activity and attempted to pronounce the words correctly.

After the warm-up activity, the teacher introduced the concept of mindset and presented a tool called Voky. Students were then invited to share their initial impressions of the tool and comment on whether they considered it useful.

The students were divided into groups and asked to select one of three videos addressing environmental issues: "Scientists Say It's 'Now or Never' to Limit Global Warming" from BBC News, "Causes and Effects of Climate Change" from National Geographic, and "How to Save Our Planet."

During this activity, some students experienced difficulty understanding certain words used in the videos, which indicated limitations in their English proficiency. Nevertheless, the visual content helped them identify the main ideas. Even when they did not understand all the vocabulary, the images supported their comprehension of topics such as global warming and climate change. The combination of video and visual support enabled students to identify the principal ideas related to the environmental issues presented.

This observation is consistent with Adambaeva and Khajiyeva (2020), who state:

The video is the best motivation in the ELT environment, since it offers students a new experience of a real feeling of realizing learning with authentic materials. So when they comprehend the video content and the teacher's objective behind using it, they became familiar with what is happening in the native speakers' circumstances. (p. 110)

To assess students' understanding, they were asked to answer three questions related to each video. As shown in the table and figure below, their responses reflected a clear understanding of the main issues addressed in the videos.

Second implementation reading

Range	Students	Percentage
1.0–2.9 Low	16	50%
3.0–3.9 Basic	8	25%
4.0–4.5 High	6	18.75%
4.6–5.0 Upper	2	6.25%
Total	32	100%

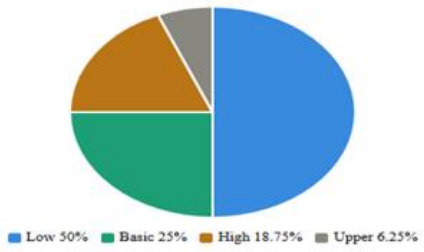


Figure 5. Reading Performance during the Second Implementation

Source: Own elaboration.

Subsequently, students were asked to identify key words, construct new sentences, and organize their ideas. They then wrote a ten-line paragraph about different types of pollution. Samples of their work are presented below.

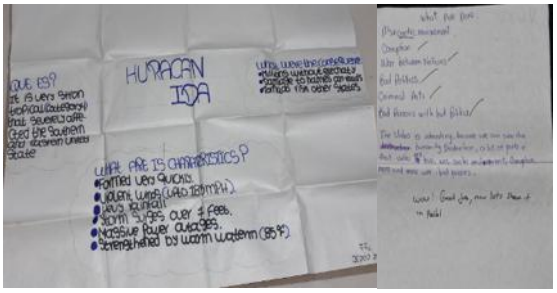


Figure 6. Use of Voky to Express Students' Thoughts, Ideas, and New Concepts in a Paragraph

Source: Own elaboration.

Finally, students used the Voky tool to express their thoughts, ideas, and newly developed concepts in paragraph form.

This activity was followed by a class discussion in which students shared and compared their responses to the video questions. The purpose of the discussion was to clarify and contrast the environmental issues presented in the videos. Students were allowed to use dictionaries throughout the activity.

Digital tools such as Voky can be useful for encouraging student involvement and increasing their willingness to practice writing. Teacher feedback is also valuable because it helps students identify recurring difficulties in their written work, particularly those related to punctuation, capitalization, cohesion, and coherence.

Taken together, these observations suggest that videos and digital tools such as Voky may support the development of students' writing skills. This pattern is consistent with Rai (2019) and Mayer (2009), who emphasize the effectiveness of video-based resources in helping students engage with complex concepts:

YouTube technology can be as considered as a valuable learning tool in ELT. A growing body of research has shown significant findings that encourage the integration of YouTube videos clips in education. Mayer (2009) stress that the use of videos is greatly effective especially for introductory courses, as it can facilitate difficult concepts, and attract the attention of weak students. (p. 52)

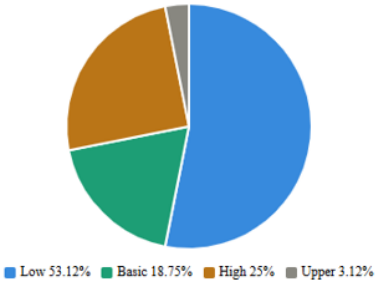
After reviewing the students' texts, the researcher-teacher assessed the extent to which the video-based strategy supported their writing development. The analysis showed that students paid greater attention to certain writing conventions. Nevertheless, they continued to experience difficulties with capitalization and punctuation similar to those observed at the beginning of the lesson. Although the strategy appeared to contribute to the development of their writing skills, the students' texts still revealed areas requiring further attention.

These areas included letter omission, incorrect word order, and grammatical errors that negatively affected textual coherence and, in some cases, made the texts difficult for readers to understand.

Despite these difficulties, most of the students' writing remained understandable. The results suggest that teachers could continue using videos to support reading and writing practice while placing greater emphasis on linguistic accuracy. At the end of the class, students were asked to create a mind map based on a text provided by the teacher. This task offered them an additional opportunity to organize and demonstrate their understanding. The results are presented in the following table and figure.

Second implementation writing

Range	Students	Percentage
1.0–2.9 Low	17	53.12%
3.0–3.9 Basic	6	18.75%
4.0–4.5 High	8	25%
4.6–5.0 Upper	1	3.12%
Total	32	100%



Third implementation writing

Range	Students	Percentage
1.0–2.9 Low	12	37.50%
3.0–3.9 Basic	8	25%
4.0–4.5 High	8	25%
4.6–5.0 Upper	4	12.00%
Total	32	100%

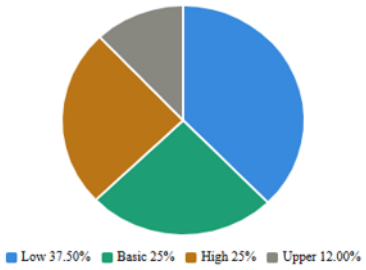


Figure 7. Writing Performance during the Second Implementation

Source: Own elaboration.

Third Implementation. The session began with images related to environmental issues. These images helped capture students' interest and encouraged them to share their thoughts and ideas. As they examined the images, it became evident that they were still developing their vocabulary. Nevertheless, they participated actively and made a considerable effort to express their opinions.

The concept of "mindset" was then revisited through examples that students could relate to and understand. This discussion took place before the reading activity and was connected to the text they were about to read. The teacher used this approach to build students' confidence and provide the support they needed.

Students then read a National Geographic article on climate change. The article was selected deliberately because its topic was related to the issues addressed during the previous activities. However, because students' English proficiency was still developing, they frequently paused to look up unfamiliar words. To support their comprehension, they answered a series of guiding questions and subsequently discussed their responses in pairs or groups. The results of this activity are presented in the table and figure below.

Third implementation reading

Range	Students	Percentage
1.0–2.9 Low	10	31.25%
3.0–3.9 Basic	11	34.70%
4.0–4.5 High	9	28.10%
4.6–5.0 Upper	2	6.25%
Total	32	100%

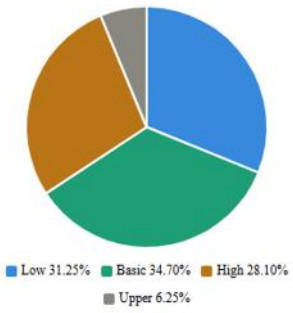


Figure 8. Reading Performance during the Third Implementation

Source: Own elaboration.

Students were then asked to create a mind map based on the article they had read. This task involved more than simply understanding the text. They had to identify the principal ideas, group related information, and organize the content in a meaningful way. Rather than translating the text word for word, they were required to reflect on its key ideas and determine how those ideas were connected. The mind map therefore enabled students to demonstrate their understanding of the main points presented in the reading.

This use of mind maps is consistent with Harmer's (2007) observation that "mind maps …help students to see the relationships between ideas."

The stage that students found most challenging was the post-reading presentation, during which they were asked to share their findings orally. This activity was directly connected to the Basic Learning Right concerning the expression of a personal point of view. Although many students appeared shy during this stage, the mind map served as visual support, while the written script appeared to reduce their anxiety and provide a clear structure for their presentations. This observation is consistent with the view that structured frameworks may help lower the affective filter and support oral production in a more comfortable learning environment.

In terms of student engagement, greater participation was observed when students worked with vocabulary, particularly when they used their mobile phones to consult dictionaries. This resource helped them understand unfamiliar words, organize their ideas, and produce their written texts more easily. The mind-map strategy was also useful for establishing connections between what students read and what they later said or wrote.

At the same time, students continued to experience difficulties with grammar and with expressing themselves clearly in both spoken and written English. Although these aspects were not the primary focus of the lesson, they remained areas requiring further attention. The use of mobile phones as dictionaries produced mixed results. On the one hand, the devices helped students understand unfamiliar vocabulary; on the other, they occasionally distracted them from the assigned work. Overall, these observations suggest the need to establish clear rules governing the use of digital tools in the classroom. The students' texts were evaluated as shown in the table and figure below.

Third implementation writing

Range	Students	Percentage
1.0–2.9 Low	12	37.50%
3.0–3.9 Basic	8	25%
4.0–4.5 High	8	25%
4.6–5.0 Upper	4	12.00%
Total	32	100%

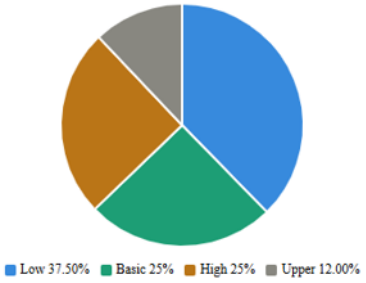


Figure 9. Writing Performance during the Third Implementation

Source: Own elaboration.

Fourth Implementation. The fourth implementation was designed to integrate the skills developed during the previous sessions, with particular emphasis on the Basic Learning Right concerning students' ability to express their own opinions in writing. Reading and writing were combined through activities centered on the media, and the main objective was for students to create and present their own news program.

The class began with a topic that was particularly relevant to the students: the media and its influence on people's thoughts and perceptions.

The teacher introduced the topic through guiding questions and images.

The discussion that followed was considerably more dynamic than those held during the previous sessions. Students appeared more comfortable expressing their opinions and were less hesitant to participate. One possible explanation is that the topic was closely connected to their daily experiences, which may have made it easier for them to discuss. This familiarity may also have contributed to their greater willingness to participate. However, this relationship was not directly measured and remains an interpretation based on classroom observation. The results of the activity are presented in the table and figure below.

Fourth implementation reading

Range	Students	Percentage
1.0–2.9 Low	6	18.75%
3.0–3.9 Basic	14	43.75%
4.0–4.5 High	4	12.50%
4.6–5.0 Upper	8	25%
Total	32	100%

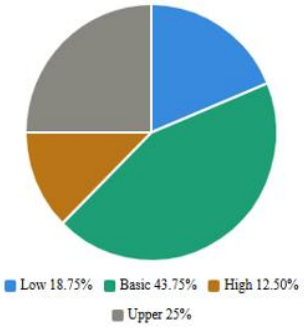


Figure 10. Reading Performance during the Fourth Implementation

Source: Own elaboration.

Before beginning the writing task, students received support through a review of vocabulary related to the media, as well as the structure of news reports and newscasts. The teacher provided this information to ensure that students understood the task and had a clear framework for organizing their writing. The activity was aligned with the relevant Basic Learning Right, which served as a guide for planning their texts about social media, news reports, and newscasts.

A key component of the lesson was the while-reading and while-writing stage. Students expanded their vocabulary by watching a video about social media and consulting online resources such as a thesaurus. They were then assigned specific social issues, including "virtual happiness" and "reassurance," and were asked to organize the information into a humorous news story. This exercise combined a new creative writing task with the "mindset" strategy introduced in previous lessons.

The humorous component made the activity more engaging and allowed students to approach the content in a way that felt more personally relevant. It may also have helped them feel more comfortable during the writing process. However, this effect was not measured directly and remains an interpretation based on classroom observation.

While students were working, the teacher monitored their progress and assisted the groups as needed. Individual feedback was also provided to help students remain focused on the task. This form of guidance was intended to support students while allowing them to assume greater responsibility for their own learning.

During the post-reading activity, students presented their newscasts to the class. This stage was completed successfully, and students appeared more confident when reading from their scripts. Group work also encouraged collaboration, as students developed and presented their projects collectively and shared them with their peers.

One notable observation at this stage was a change in the way students used their mobile phones. Earlier in the study, the devices had often functioned as a source of distraction; during this activity, however, students used them actively for research and scriptwriting. This shift suggests that students' reliance on mobile devices may be redirected toward productive academic

purposes. Nevertheless, the change was observed only during this particular activity, and additional sessions would be needed to determine whether it represented a broader pattern.

At the end of the activity, students received general feedback intended to reinforce the learning objectives and acknowledge their communicative achievements.

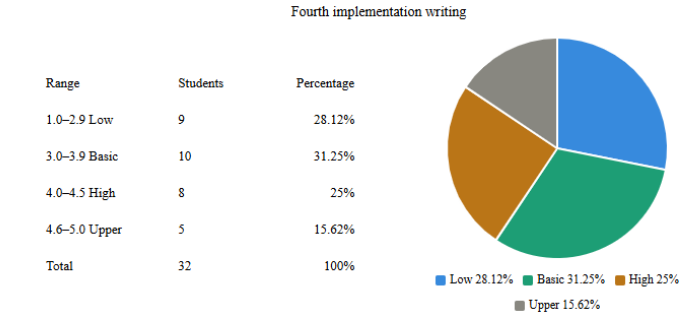


Figure 11. Writing Performance during the Fourth Implementation

Source: Own elaboration.

This implementation suggests that writing tasks based on current and personally relevant issues may increase students' interest and participation. By analyzing media-related topics and producing a news story, students practiced critical thinking, writing, and oral presentation skills. Although they still needed to improve grammatical accuracy, they were able to express a clear opinion on an issue related to their educational and social context, which was one of the central objectives of the activity. The task was particularly valuable because it allowed students to write and speak about topics connected to their everyday experiences, including social media and the news.

Fifth Implementation. During the first activity, 70% of the students successfully completed a digital puzzle featuring two musicians who use music to address social issues.

Students showed considerable interest in the puzzle because they wanted to discover the identities of the musicians. Their interest increased when they learned that both artists were known for addressing contemporary social issues through their music. This observation is consistent with Dörnyei (2001) argument that one of the central motivational challenges faced by teachers is encouraging students to accept and engage with the goals of classroom activities, regardless of whether they would choose to participate in those activities under different circumstances:

For most teachers the real motivational issue is to ®nd ways to encourage their students to accept the goals of the given classroom activities, regardless of whether or not the students enjoy these activities or would choose to engage in them if other alternatives were available.

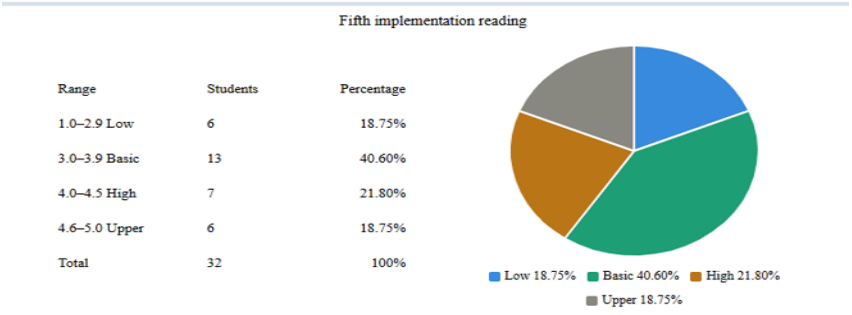


Figure 12. Reading Performance during the Fifth Implementation

Source: Own elaboration.

The second activity involved a tool called Semantris, which was used to encourage students to

generate words related to a specific topic and practice vocabulary. Students produced words, ideas, and sentences connected to the topic. As a result, they expanded their vocabulary and competed with their classmates to obtain the highest score. At the end of the activity, a screenshot of the highest score was attached as evidence.

This observation is consistent with Velandia (2008), who notes: "That facilitates their involvement in the class work by sharing answers, trying to participate, paying attention, giving the answers, encouraging taking part in the lesson, participating as volunteers, working on the exercises, drawing, and writing the exercises". (p. 33).

The third part of the activity involved a video titled "The Heart Song," which was intended to raise awareness of the importance of the environment. After watching the video, students were asked to read a related text silently. Based on the reading, they then summarized the text, identified its main ideas, and concluded by expressing their opinion about its content.

Fifth implementation writing

Range	Students	Percentage
1.0–2.9 Low	9	28.12%
3.0–3.9 Basic	9	28.12%
4.0–4.5 High	12	37.50%
4.6–5.0 Upper	2	6.25%
Total	32	100%

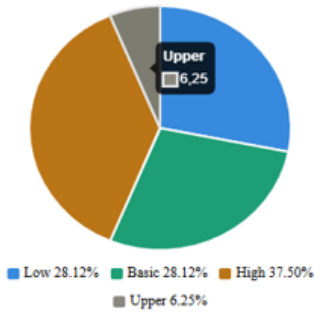


Figure 13. Writing Performance during the Fifth Implementation

Source: Own elaboration.

This section presents the findings obtained from the teacher's examination of 32 texts written by the students during the project activities. The purpose of the analysis was to identify recurring patterns in students' writing and determine the areas in which they required additional instructional support.

The analysis revealed recurring difficulties with spelling, word order, and capitalization. For example, the word with was written as wth, wit, or wiht, and the lowercase letter i was sometimes used instead of the uppercase pronoun I. Recurring grammatical difficulties were also identified, particularly in the use of referential words and appropriate word combinations.

Students' English writing also appeared to be influenced by their first language. One possible explanation is that they had limited opportunities to use English outside the school environment. This interpretation is consistent with Li (2025), who suggests that second-language learners receive insufficient English input after school and also face a considerable workload from other school subjects.

In terms of vocabulary, the analysis showed that students frequently relied on language transfer, particularly when using words that are similar in Spanish and English. For example, some students used the Spanish word conflicto instead of the English word conflict. This tendency may indicate a limited vocabulary range and may give the impression that students were translating directly from Spanish rather than independently constructing sentences in English using the target vocabulary. This finding is consistent with Sadouk (2020), who states that "Students sometimes resort to using literal translation as a replacement for creative expression when their grasp of the restricted vocabulary of the target language is exhausted in their work" (p. 270).

Students also experienced considerable difficulty with punctuation. They frequently omitted

commas, periods, semicolons, and question marks. These findings indicate that punctuation is an area requiring further attention and that students would benefit from targeted instructional support. The writing activities included in the intervention provided opportunities to practice punctuation, but the recurring errors suggest that additional practice is necessary. This observation is consistent with Foosuwan (2025): " This study confirms that punctuation errors are a major challenge for Thai students learning English. The most frequent errors are in comma and period usage, largely due to differences between Thai and English punctuation rules". (p. 16)

Based on these findings, educators should place greater emphasis on punctuation instruction, provide targeted writing exercises, and incorporate awareness of first-language interference into their lessons. These strategies may help students write more accurately and communicate more effectively in English.

The findings further showed that students' compositions frequently lacked clarity, cohesion, and coherence, which sometimes made their ideas difficult for readers to understand. In several cases, incorrect punctuation appeared to alter the intended meaning of a sentence and introduce ambiguity into the text. This observation is consistent with Ahmad (2021), who notes that "The use of punctuation marks makes written communication effective and shows its ambiguity where the punctuation marks are used improperly. It also shows how people use punctuation marks in different ways" (p. 13).

Some of the texts reviewed were considerably more polished than others. A closer examination suggested that this difference might have resulted from the use of AI-assisted tools such as Grammarly, Google Translate, or ChatGPT to generate or revise well-structured texts. This possibility creates a challenge for teachers because it may prevent them from accurately assessing students' actual performance and may affect the development of critical thinking and independent writing skills.

Consequently, many educators have advocated for the critical and responsible use of AI-powered tools in academic writing. Farhan (2025) echoes this concern: " AI-powered writing tools have revolutionized the way students' approach writing, offering numerous benefits while also presenting challenges. This study highlights the necessity of a balanced approach where AI assists without diminishing students' independent thinking and creativity". (p. 8)

Summary of Findings

The analysis of the texts revealed that the difficulties most frequently observed among students involved capitalization, spelling, and letter omission. Although the main ideas conveyed in their written work and presentations were generally comprehensible, the data also showed that several students continued to experience difficulties organizing their ideas logically and did not consistently use mind maps effectively as a structuring tool.

These results indicate that the pedagogical intervention was associated with measurable progress in students' reading and writing performance, particularly when video materials were combined with guided tasks and appropriate instructional resources. Throughout the study, students continued to experience difficulties organizing their ideas and expressing meaning clearly and concisely. Nevertheless, they demonstrated a greater ability to identify common writing errors and reported increased confidence when working with written English.

The analysis also identified changes in students' reflections on their digital habits. They demonstrated a more nuanced understanding of online environments by acknowledging both their benefits and the potential disadvantages associated with distraction and social media use. Although digital habits were not established as a variable at the beginning of the study, this outcome emerged from students' feedback and classroom observations. It may therefore represent a secondary effect relevant not only to language learning but also to the development of broader digital citizenship competencies.

Triangulation Of Pretest, Implementation, And Posttest Results

Once all the instruments had been administered and analyzed, the findings suggested that the use of videos as a strategy to improve reading comprehension and written production was beneficial. Triangulation of the data showed improvements in both the reading and writing assessments.

After the diagnostic test results were obtained, the lesson plans were specifically designed to incorporate videos as a motivational strategy and to address topics that students preferred to explore in class. Accordingly, the plans included a variety of activities and themes aligned with students' interests and preferences.

The five implementations conducted at different points during the year made it possible to monitor students' progress in both skills. The posttest subsequently provided an opportunity to determine whether students had made progress following the intervention. Most students obtained favorable results, suggesting that the instructional approach and the explicit teaching of learning strategies were beneficial. The following figure illustrates students' progress in reading across the pretest, implementation, and posttest stages.

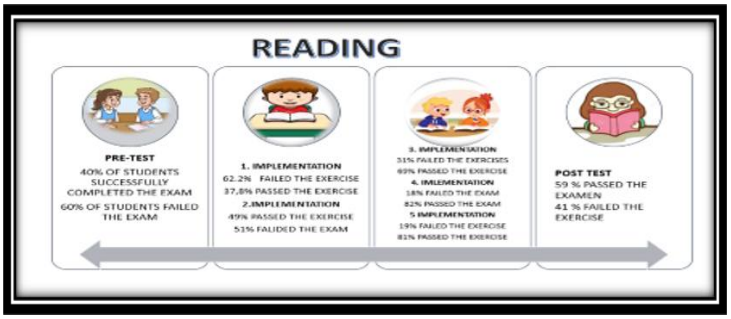


Figure 14. Triangulation of Reading Results

Source: Own elaboration.

With respect to reading, Figure 14 shows that students experienced considerable difficulties at the beginning of the study. However, their performance gradually improved throughout the different implementations, and the posttest results were more favorable than those obtained in the diagnostic assessment. These findings suggest that the strategy was beneficial, as the use of videos not only changed the classroom environment but also contributed to the gradual development of students' reading skills.

A similar pattern was observed in the writing process. Students initially experienced considerable difficulties, but their performance improved throughout the implementation stages. Nevertheless, although they acquired strategies for strengthening their writing, they continued to make errors that required further attention. As shown in the following figure, students demonstrated gradual progress across the different implementations.

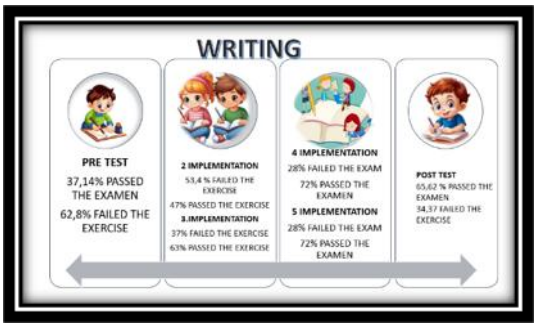


Figure 15. Triangulation of Writing Results

Source: Own elaboration.

This action research study, which comprised five sequenced pedagogical implementations, sought to evaluate the impact of integrating multimodal video resources on the reading and writing skills of eleventh-grade students at Institución Educativa Miguel de Cervantes Saavedra. Based on the empirical evidence collected during the diagnostic, implementation, and posttest phases, the findings suggest that the strategic use of videos can support literacy development by providing contextualized input and helping reduce students' affective filters.

In relation to reading comprehension subskills, the diagnostic assessment revealed a substantial initial limitation, with 60% of the participants performing at a low proficiency level. The results suggested difficulties associated with limited vocabulary and insufficient text-processing strategies. However, the systematic use of visual and auditory scaffolding throughout the workshops supported a gradual transition from literal decoding toward inferential comprehension.

This pedagogical approach enabled students to practice skimming and scanning authentic materials, including National Geographic articles. By the posttest stage, 59% of the students demonstrated overall textual comprehension and achieved a passing result.

At the same time, progress was observed in written production. During the diagnostic phase, none of the participants reached the upper proficiency level, and their texts were characterized by fragmented sentence structures and limited cohesion. Through the use of structured video prompts during the prewriting stage, together with graphic organizers, students gradually improved the logical organization of their paragraphs.

The final results showed that 65.62% of the participants passed the writing posttest, while 34.3%

reached upper proficiency levels by producing coherent texts that fulfilled the task instructions.

At the theoretical level, the study supports constructivist and multimodal perspectives on learning. Students constructed meaning not only from the linguistic content of the videos but also through the interaction of sound, images, and narrative. This multimodal input appeared to make complex content more comprehensible, in accordance with Mayer's Cognitive Theory of Multimedia Learning.

At the practical level, the study offers a potentially replicable instructional model for teachers: a process that begins with diagnosis, responds to students' interests, and culminates in authentic language-production tasks. The successful completion of projects such as the environmental newscast and the social media report suggests that writing may become more meaningful when it serves a clear communicative purpose.

Finally, the study documented an important behavioral and affective change within the instructional environment. Collaborative digital tasks, such as newscast scriptwriting and Voky presentations, appeared to reduce classroom shyness and promote learner autonomy. Most notably, the intervention redirected students' use of technological devices, transforming mobile phones from recurring sources of distraction into academic tools for vocabulary research and script development.

Conclusions

This action research study, which comprised five sequenced pedagogical implementations, sought to evaluate the impact of integrating multimodal video resources on the reading and writing skills of eleventh-grade students at Institución Educativa Miguel de Cervantes Saavedra. Based on the empirical evidence collected during the diagnostic, implementation, and posttest phases, the findings indicate that the strategic use of videos supported literacy development by providing contextualized input and helping lower students' affective filters.

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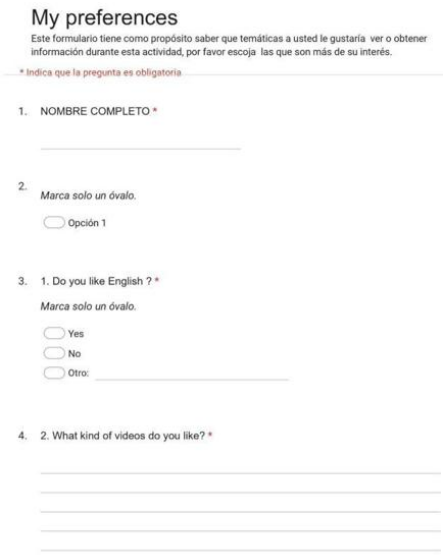

My preferences

Este formulario tiene como propósito saber que temáticas a usted le gustaría ver o obtener información durante esta actividad, por favor escoja las que son más de su interés.

* Indica que la pregunta es obligatoria

1. NOMBRE COMPLETO *

2. Marca solo un óvalo.
   - Opción 1

3. 1. Do you like English ? *
   Marca solo un óvalo.
   - Yes
   - No
   - Otro:

4. 2. What kind of videos do you like? *

APPENDICES

Appendix A. Likes and Dislikes

5. 3. How often do you watch videos in English *
   Marca solo un óvalo.
   - Always
   - Sometimes
   - Seldom
   - Never
   - Otro:

6. 4. Do you like to improve your reading skills through videos ? *
   Marca solo un óvalo.
   - Yes
   - No
   - Otro:

7. 5. Do you like to improve your writing skills through videos ? *
   Marca solo un óvalo.
   - Yes
   - No
   - Otro:

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Appendix B. Pretest

PARTE 1

RESPONDE LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO

Lee las descripciones de la columna de la izquierda (**1 - 5**). ¿Cuál palabra de la columna de la derecha (**A - G**) concuerda con cada descripción?

La opción **H** se usa para el ejemplo. Sobran dos palabras más.
En las preguntas **1 - 5**, marca la letra correcta **A - G** en tu hoja de respuestas.

Fruit

Ejemplo:

0. It is red inside with small black things you don't eat.

Respuesta: 0. (A) (B) (C) (D) (E) (F) (G) (H)

Descripciones	Palabras
1. When you open it, you will find something to drink.	**A.** banana
	B. coconut
2. This fruit is long, and monkeys like it a lot.	**C.** grape
	D. lemon
3. This big fruit is yellow inside, and orange outside.	**E.** mango
	F. pear
4. It's green or yellow and it isn't sweet.	**G.** pineapple
5. It is very small and can be purple or green.	**H.** watermelon

PARTE 2

RESPONDE LAS PREGUNTAS 6 A 8 DE ACUERDO CON EL EJEMPLO

Completa las cinco conversaciones.
En las preguntas **6 - 8**, marca **A**, **B** o **C** en tu hoja de respuestas.

Ejemplo:

6. Don't forget to buy the medicine.
A. It's not kind.
B. I suppose not.
C. No problem.

7. Would you like to draw?
A. Let's do it.
B. That's nice.
C. Me too.

8. I don't like doing homework. It's boring!
A. Don't lose.
B. Let's look for it.
C. I can help.

PARTE 4

RESPONDE LAS PREGUNTAS 15 A 19 DE ACUERDO CON EL SIGUIENTE TEXTO

Lee el texto y responde las preguntas.
En las preguntas **15 - 19**, marca **A**, **B**, **C** o **D** en tu hoja de respuestas.

Nakia Letang is an admissions director at Fairfield University. Nakia is a young hardworking woman. This is an interview with her about her achievements.

What is your job about?
Choosing new students is my main function at work. I read students' applications and plan my travel calendar and events. Another part of my job is what I call customer service: educating parents and future students about college and the admissions process. You have to be an active person and really like talking to be good at this job. You have to be very sociable and constantly on the move.

Do you work with students from everywhere?
From New York City and eleven other states, I work with two groups: home-schooled students and those from the Community Scholars Program; these are teenagers who live in the city and are the first family members to attend college.

What is your role in the admission decision process?
We read applications from our own area because we know the students' schools and can give a complete evaluation of the applications. Each career officer decides on the best candidates from their area. We consider mainly their academic level, but also what those students could bring to the college community. If I'm not sure, I have a second admissions career officer take a look, and if we're still not sure, the entire admissions office group will meet.

What do you tell students who send applications?
Like many of the students I invite, I was the first person in my family to go to college. I tell students my story and let them know I understand their situation. I convince them that they can get into college and make it through.

15. What is the writer mainly doing in this article?
A. advertising Fairfield University programs and admission process
B. explaining how people can easily begin their college
C. making students reflect on where they should study
D. describing a woman's professional responsibilities

16. What can the reader find out from the article?
A. the social and economical conditions of the students' families
B. the requirements and documents students need to submit to apply
C. the experience of someone whose job might be life-changing for others
D. the qualifications that the admission staff requires to be part of the team

17. Who does Nakia assist to enter college?
A. home-schooled and smart students
B. students who are friendly and young
C. the first students to go to college in their families
D. students who are smart and contribute to society

18. The last paragraph is about
A. explaining how to study at a young age.
B. encouraging students with her example.
C. working with all kinds of students.
D. helping students join college.

19. According to the reading, the most appropriate piece of advice that you might get from Nakia is:
A. "Be what you want to be by using your knowledge and background".
B. "Be the the only member of your family to go to your local university".
C. "Be a home-schooled teenager if you want to begin your university studies".
D. "Be good at talking to people if you want to get an excellent job".

PARTE 5 WRITING

1. Escribe una nota a un amigo para visitarle en su casa, responde las siguientes preguntas de Robert (use 25-35 words)
From Robert
To:

What time can you come?
Which film do you want to watch?
What would you like to eat?

2. You have spent the weekend staying with some friends. Write a card to them, you should
Thanks for the weekend
Say what you enjoy most for the weekend
Invite them to your home

USE OF VIDEOS AS A LEARNING STRATEGY FOR READING AND WRITING SKILLS ON 11TH GRADE STUDENTS AT MIGUEL DE CERVANTES SAAVEDRA SCHOOL

FIRST IMPLEMENTATION

TEACHER : JOSÉ IGNACIO PERALTA MENDEZ	**AREA:** HUMANITIES **SUBJECT:** ENGLISH	**COURSE:** 11TH

BRIEF DESCRIPTION OF THE LEARNERS

The students of 11th have a basic level in English; their motivation is not the best since they are not interested in the learning process. Since the virtual mode last for almost 2 years, they develop a deep dependence on their cell-phones, just a few have showed really interest in learning or participate on the class and they are shy most of the time.

BASIC LEARNING RIGHTS

Writes opinion texts about academic topics using a clear and simple structure.

TOPIC OF THE LESSON

Writing

COMPETENCE: Pragmatic

PURPOSE

By the end of the lesson, students will be able to write the message from the song and express their ideas after analyzing the song.

STAGE AND TIME	ACTIVITIES	INTERACTION	RESOURCES
MOTIVATION 10 MINUTES	The teacher elicits from students, what is a brainstorming? 	T-S	Video

PRE WRITING 10 min	EXPLANATION The teacher explains what is Brain Storming about, using a video to complement the information (video) https://www.youtube.com/watch?v=9K8W4ooygUU		WHILE WRITING 25 POST WRITING EVALUATION	https://www.youtube.com/watch?v=R4M_X5xP4BY https://blog.ted.com/how-to-run-a-brainstorm-for-introverts-and-extroverts-too/ 1. After the students have a clear idea about a brainstorming, the students work into groups. **2. The teacher writes the title of the song on the board and asks students about words related with it.** 3. The teacher explains the activity about the video with song, 4. The teacher plays the song **What I have done** https://www.youtube.com/watch?v=8sgycukafqQ 5. The students watch the video and analyze its message, and come up with ideas. Students use the dictionary to check the meaning of new words and write the message of the video in the PADlet tool. 6. Teacher monitors students all the time to support them 7. Once the students have finished the activity on the padlet tool, they read all the students' ideas and comment one of them The teacher reads the written texts and provide a feedback in general terms of the text like: capital letters, commas, grammatical structure among others.

Appendix D. Use of videos as a learning strategy for reading and writing skills on 11th grade students at Institución Educativa Miguel de Cervantes Saavedra.

SECOND IMPLEMENTATION

TEACHER :JOSÉ IGNACIO PERALTA MENDEZ	**AREA:** HUMANITIES **SUBJECT:** ENGLISH	**COURSE:** 11TH

BRIEF DESCRIPTION OF THE LEARNERS

The students of 11th have a basic level in English; their motivation is not the best since they are not interested in the learning process. Since the virtual mode last for almost 2 years, they develop a deep dependence on their cell-phones, just a few have showed really interest in learning or participate on the class and they are shy most of the time.

BASIC LEARNING RIGHTS

Writes opinion texts about academic topics using a clear and simple structure.

TOPIC OF THE LESSON

Writing and reading

COMPETENCE: Pragmatic

PURPOSE

By the end of the lesson, students will be able to use a mindset write ideas from the video, and express them after analyzing it.

STAGE AND TIME	ACTIVITIES	INTERACTION	RESOURCES
MOTIVATION **10 MINUTES** **PRE WRITING** **10 min**	The teacher shows two pictures to the students in which the main topics of the videos are drawn, the purpose is the students come up with ideas, and key words the picture and guess what the videos are about. **INCLUDE THE PICTURES** The teacher explains what is a **mindset** The teacher provides two examples. Students receive the explanation about voki https://www.youtube.com/watch?v=g8vpI7pCito The teacher clarifies doubts about the explanation	T-S	**Video**

WHILE WRITING AND READING **25**	1.The students are divided into groups and assigned a video per group. -UN scientists say it's 'now or never' to limit global warming - BBC News - YouTube -https://www.youtube.com/watch?v=G4H1N_vXBiA -https://www.youtube.com/watch?v=0Puv0Pss33M 2. The students search for unknown words 3. They answer five questions related to the video **(WRITE THE QUESTIONS)** **FIRST VIDEO QUESTIONS.** - What is the topic the video about.		- According to the video, what is the role of governments in front of the environmental problem? - What other changes the world has to apply to reach the goal of 1.5 grades? **SECOND VIDEO QUESTIONS.** • Bearing in mind the video, how does CO2 affect the global warming? Provide an explanation. • What kind of diseases human beings suffers because of Smog? • Come up with ideas on how you can stop producing CO2 at home. **THIRD VIDEO.** • When the presenter says "it wasn't an easy life" • When the presenter says, "Now we determine nature survival" he refers to: • According to the video, what implies the word "balance"

	4. They discuss their answers. 5. Then, the students create text on minimum 10 lines in which they express their ideas about how this topic influence on their lives. 6. Then they will create a Voky in which they explain how this topic influence on their lives. https://www.voki.com/site/create 7. Students will create a mindset based on a text https://www.nationalgeographic.com/environment/article/how-climate-change-is-fueling-hurricanes-like-ida		

OBSERVACIONES:

_____

Appendix E. Use of videos as a learning strategy for reading and writing skills on 11th grade students at Institución Educativa Miguel de Cervantes Saavedra.

THIRD IMPLEMENTATION

TEACHER :JOSE IGNACIO PERALTA MENDEZ	**AREA:** HUMANITIES **SUBJECT:** ENGLISH	**COURSE:** 11TH

BRIEF DESCRIPTION OF THE LEARNERS

The students of 11th have a basic level in English; their motivation is not the best since they are not interested in the learning process. Since the virtual mode last for almost 2 years, they develop a deep dependence on their cell-phones, just a few have showed really interest in learning or participate on the class and they are shy most of the time.

BASIC LEARNING RIGHTS

Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience

TOPIC OF THE LESSON

Reading and writing

COMPETENCE: Pragmatic

PURPOSE

By the end of the lesson, students will be able to use a mindset, write ideas from the reading, and express them after analyzing it.

STAGE AND TIME	ACTIVITIES	INTERACTION	RESOURCES
MOTIVATION **10 MINUTES**	*The teacher shows two pictures about environment to the students, the purpose is the students come up with ideas in order to tell what the reading is about.* ***INCLUDE THE PICTURES***	*T-S*	***Video***
PRE READING **10 min**	*The teacher refreshes information about what is a* ***mindset***		
WHILE reading **25**	*The teacher provides two examples.* *1.The students read the text https://www.nationalgeographic.com/environment/article/how-climate-change-is-fueling-hurricanes-like-ida* *2. The students search for unknown words* *3. They answer questions related to the text*		
POST READING	***(WRITE THE QUESTIONS)*** *4. They discuss their answers.* *5. Then, the students create a mindset based on the reading* *6. The students presents their exercises in front of the class*		

Appendix F. Use of videos as a learning strategy for reading and writing skills on 11th grade students Institución Educativa Miguel de Cervantes Saavedra.

FOURTH IMPLEMENTATION

TEACHER :JOSE IGNACIO PERALTA MENDEZ	**AREA:** HUMANITIES **SUBJECT:** ENGLISH	**COURSE** : 11TH

BRIEF DESCRIPTION OF THE LEARNERS

The students of 11th have a basic level in English; their motivation is not the best since they are not interested in the learning process. Since the virtual mode last for almost 2 years, they develop a deep dependence on their cell-phones, just a few have showed really interest in learning or participate on the class and they are shy most of the time.

BASIC LEARNING RIGHTS

Writes opinion texts about academic topics using a clear and simple structure.

TOPIC OF THE LESSON

WRITING AND READING

COMPETENCE: Pragmatic

PURPOSE

By the end of the lesson, students will be able to use a mindset, write ideas from the reading, and express them after analyzing it.

DATE OF THE CLASS

STAGE AND TIME	ACTIVITIES	INTERACTION	RESOURCES
MOTIVATION **10 MINUTES**	Students see the images about news and tell ideas about it 	T-S	**Video**
PRE WRITING **10 min**	1. Bearing in mind the below picture what you can say about the below image. 2. How does social media influence on reassurance? 3. How important is sharing your personal life in social media? 4. What is your opinion about the below statement "giving meaning to someone's life through other is narrow related to ego"?		
WHILE WRITING AND READING **25**	5. Keeping in mind the video and your personal post in your social media, do you believe you are looking for validation yes or no and why? 6. How does social media influence on people's free 7. Have you ever experimented on of the below symptoms? - Keep in the phone more than one hour? - Share your personal life in detail - Sadness among other negative feelings?		
POST WRITING	8. Students will check vocabulary related to social media. 9. The teacher explains what the parts of a news are. 10. The teacher provides **information about what is the newscast, and students read and have clear idea about the topic.** 11. Students watch a short video about social media and students look for unknown words using Thesaurus 12. Students receive topics of social interest like: strike, (virtual happiness, reassurance) 13. Students are motivated to organize their own news version about the topics and adding humor 14. The teacher monitoring the groups and support them Students present their programs in front of the group reading the news The teacher give the general feedback		

Appendix G. Use of videos as a learning strategy for reading and writing skills on 11th grade students Institución Educativa Miguel de Cervantes Saavedra.

FIFTH IMPLEMENTATION

TEACHER :JOSE IGNACIO PERALTA MENDEZ	**AREA:** HUMANITIES **SUBJECT:** ENGLISH	**COURSE:** 11TH

BRIEF DESCRIPTION OF THE LEARNERS

The students of 11th have a basic level in English; their motivation is not the best since they are not interested in the learning process. Since the virtual mode last for almost 2 years, they develop a deep dependence on their cell-phones, just a few have showed really interest in learning or participate on the class and they are shy most of the time.

BASIC LEARNING RIGHTS

Writes opinion texts about academic topics using a clear and simple structure.

TOPIC OF THE LESSON

COMPETENCE: Pragmatic

PURPOSE

By the end of the lesson, students will be able to use a mindset, write ideas from the reading, and express them after analyzing it.

DATE OF THE CLASS

STAGE AND TIME	ACTIVITIES	INTERACTION	RESOURCES
MOTIVATION **10 MINUTES**	The students observe the pictures of some artist and tell if they recognize them, as well and some of their songs or what they know about that person. The students match one piece of the song with the artist Introduction to new vocabulary, phrasal verbs.	T-S	**Video**
PRE WRITING **10 min**	**1.** The students watch the video of the artist with lyrics in English. 2. Then they have to fulfill the lyrics gaps without the video 3. The students exchange the answers peer-correction 4. The teacher share the answers		
WHILE WRITING AND READING **25**	5. The students dramatize a part of the song that they like more. 6. The students write the message and stick the poster on the wall. Each group explain the message to their classmates. The students Will be given a questionnaire about the song in which they are asked key questions aiming to explore their understanding of the song and its message		

Appendix H. Use of videos as a learning strategy for reading and writing skills on 11th grade students Institución Educativa Miguel de Cervantes Saavedra.

FIFTH IMPLEMENTATION

TEACHER :JOSE IGNACIO PERALTA MENDEZ	**AREA:** HUMANITIES **SUBJECT:** ENGLISH	**COURSE:** 11TH

BRIEF DESCRIPTION OF THE LEARNERS

The students of 11th have a basic level in English; their motivation is not the best since they are not interested in the learning process. Since the virtual mode last for almost 2 years, they develop a deep dependence on their cell-phones, just a few have showed really interest in learning or participate on the class and they are shy most of the time.

BASIC LEARNING RIGHTS

Writes opinion texts about academic topics using a clear and simple structure.

TOPIC OF THE LESSON

COMPETENCE: Pragmatic

PURPOSE

By the end of the lesson, students will be able to use a mindset, write ideas from the reading, and express them after analyzing it.

DATE OF THE CLASS

STAGE AND TIME	ACTIVITIES	INTERACTION	RESOURCES
MOTIVATION **10 MINUTES**	The students observe the pictures of some artist and tell if they recognize them, as well and some of their songs or what they know about that person. The students match one piece of the song with the artist	T-S	**Video**
PRE WRITING **10 min**	Introduction to new vocabulary, phrasal verbs.		
WHILE WRITING AND READING **25**	**1.** The students watch the video of the artist with lyrics in English. 2. Then they have to fulfill the lyrics gaps without the video 3. The students exchange the answers peer-correction 4. The teacher share the answers 5. The students dramatize a part of the song that they like more. 6. The students write the message and stick the poster on the wall. Each group explain the message to their classmates.		
POST WRITING	The students Will be given a questionnaire about the song in which they are asked key questions aiming to explore their understanding of the song and its message		