

**ENHANCING ORAL AND SOCIAL SKILLS THROUGH THE USE OF AUTHENTIC  
SHORT FILMS IN A THEME-BASED INSTRUCTION EFL CLASSROOM**

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Thesis submitted in partial fulfillment of the requirements for the Degree of Major on  
Basic Education Teaching with emphasis on Humanities: English and Spanish

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES  
ESPAÑOL E INGLÉS  
BOGOTÁ  
2016**

**Approved and recommended for acceptance as undergraduate study in partial fulfillment of  
the requirements for Bachelor Degree**

**Date of acceptance**

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**Note of acceptance**

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## RESUMEN ANALITICO EN EDUCACIÓN - RAE

<b>1. Información general</b>	
<b>Tipo de documento</b>	Trabajo de grado
<b>Acceso al documento</b>	Universidad Pedagógica Nacional. Biblioteca Central
<b>Título del documento</b>	“Enhancing oral and social skills through the use of authentic short films in a theme-based instruction EFL classroom”  (Mejoramiento de habilidades orales y sociales a través del uso de cortometrajes como instrucción basada en un tema, en un aula de inglés como lengua extranjera)
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<b>Director</b>	Fanny Abella Hernández
<b>Publicación</b>	Bogotá. Universidad Pedagógica Nacional, 2016. 90 p.
<b>Unidad patrocinante</b>	Universidad Pedagógica Nacional
<b>Palabras clave</b>	HABILIDADES SOCIALES, HABILIDADES ORALES, CORTOMETRAJE, APRENDIZAJE BASADO EN TEMAS, INTERACCIÓN
<b>2. Descripción</b>	
<p>El presente proyecto de investigación acción busca documentar cómo el uso de cortometrajes auténticos, como instrucción basada en un tema, pueden ayudar a estudiantes de décimo grado a mejorar sus habilidades orales y sociales en el aula de inglés en un colegio público de Bogotá.</p> <p>El estudio estuvo dividido en dos fases: una primera fase referente a la activación de vocabulario y una segunda fase enfocada en la producción e interacción oral. Las lecciones de clase se agruparon en tres temáticas, respondiendo de esta manera al enfoque por temas. Dichas temáticas fueron el internet y uso de redes sociales, el acoso escolar y la importancia de crear un buen ambiente en los procesos de aprendizaje, y, finalmente, competencias ciudadanas y la responsabilidad que tienen todos, al formar parte de una comunidad.</p>	
<b>3. Fuentes</b>	
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#### 4. Contenidos

El presente documento está dividido en seis capítulos: el primero aborda la parte relacionada con la caracterización de la población, problema y pregunta de investigación, objetivos y justificación. El segundo, presenta el estado del arte y el marco teórico. El primero se refiere a investigaciones hechas anteriormente sobre el tema al que refiere la tesis, y el segundo a los constructos teóricos sobre los cuales está anclado el proyecto y permitirán al lector descubrir desde dónde será entendida y analizada la propuesta. El tercer capítulo expone los aspectos relacionados con la metodología de investigación, la cual incluye el tipo y método de investigación, así como también los instrumentos utilizados para la recolección de datos. El capítulo cuarto muestra la descripción de la propuesta de intervención para posteriormente en el quinto capítulo analizar los resultados. Finalmente, en el capítulo seis se exponen las conclusiones finales y culminación del proyecto.

#### 5. Metodología

El tipo de investigación sobre el cual recae este proyecto es investigación cualitativa, y a su vez el método empleado fue investigación acción. Fue llevado a cabo con 40 estudiantes de décimo grado en un colegio público de Bogotá. Los instrumentos de recolección de datos para un diagnóstico inicial fueron diarios de campo y entrevistas, de las cuales se desprende una situación en torno al aprendizaje del inglés, así como también ciertos conflictos de tipo social. Con esta información se diseña una propuesta de intervención justificada, sustentada teóricamente y con unos objetivos claros para ayudar a solucionar el problema. El proyecto contempló dos etapas, con el propósito de promover la producción oral de los estudiantes y el mejoramiento de habilidades sociales, a través del enfoque por temas.

## 6. Conclusiones

El uso de cortometrajes en el aula tuvo un impacto positivo en los estudiantes, ya que para ellos fue una forma diferente de aprender inglés y de salir de la monotonía de una clase tradicional, además de brindarles un espacio para reflexionar y participar en torno a las diferentes temáticas.

La implementación de cortometrajes y la creación de un ambiente participativo dieron la oportunidad a los estudiantes de expresarse libremente sin ningún tipo de restricción. Si bien el resultado en cuanto al mejoramiento en las habilidades orales en L2 no fue 100% efectivo, los estudiantes sí lograron comunicarse entre ellos en L2 aunque con ciertas dificultades. Ellos aprendieron mucho vocabulario a la vez que mejoraron la pronunciación.

En cuanto a las habilidades sociales, un buen número de estudiantes no logró comprender la importancia de tener un comportamiento adecuado en un entorno participativo. Sin embargo entre ellos mismos se generó un tipo de dinámica en la cual se persuadían los unos a los otros para mantener el orden y el respeto en el aula. Un aspecto positivo que vale la pena resaltar es en cuanto a la actitud de un grupo en particular de estudiantes, quienes inicialmente sabotearon la clase y no participaban pero con el transcurrir de las clases su actitud cambió tan dramáticamente que estos estudiantes pasaron de ser los que nunca participaban, a ser los que más participaban y mostraban interés hacia la clase.

Cuando los estudiantes encuentran que aprender inglés no es solo una cuestión de memorizar reglas gramaticales y hacer ejercicios del libro, su actitud y grado de motivación muestran un cambio positivo. Poder usar el inglés como vehículo para aprender algo nuevo y para propósitos comunicativos hizo que los estudiantes se sintieran parte de la clase, ya que sus opiniones y preguntas fueron tomadas en cuenta, problematizándolas en el aula.

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<b>Fecha de elaboración del resumen:</b>	25	10	2016
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## **Abstract**

### **Enhancing oral and social skills through the use of authentic short films in a theme-based instruction EFL classroom**

The aim of this current action research project is to document how the use of authentic short films as theme-based instruction can help ten graders to improve their oral and social skills in an EFL classroom. This piece of research is grounded on the idea that the purpose of learning a foreign language is for students to be able to communicate effectively in the target language, among different communicative contexts and interlocutors.

The theoretical references elucidate the way in which each construct will be understood in accordance with the purpose of this study. In this way, films, theme-based instruction, oral, and social skills constitute the basis for the design and application of the pedagogical intervention, (within the framework of action research) which consisted on four theme-based stages supported by the use of authentic short films.

**Key words:** oral skills, social skills, short films, theme-based instruction, interaction.



## Resumen

### **Mejoramiento de habilidades sociales y orales a través del uso de cortometrajes como instrucción basada en un tema en el aula de inglés como lengua extranjera**

El propósito de la presente investigación acción es documentar de qué manera el uso de cortometrajes auténticos, como instrucción basada en temas, puede ayudar a estudiantes de décimo grado, a mejorar sus habilidades sociales y orales en inglés, como lengua extranjera. Este proyecto de investigación está fundado en la idea, de que el propósito de aprender una lengua extranjera es ser capaz de comunicarse efectivamente, usando dicha lengua en diferentes contextos comunicativos y con diferentes tipos de interlocutores.

Los referentes teóricos dilucidan la forma en que cada constructo será entendido en concordancia con el propósito de este estudio. De esta manera, el cine, la instrucción basada en temas, las habilidades sociales y orales constituyen la base para el diseño y aplicación de la intervención pedagógica (en el marco de investigación acción), el cual consistió en cuatro etapas, cada una basada en un tema y apoyada por el uso de cortometrajes.

**Palabras clave:** habilidades orales, habilidades sociales, cortometrajes, instrucción basada en temas, interacción.

## Introduction

Today more than ever, people feel the need of speaking English, since in the middle of the twentieth century it became the international language. With this fact, probably many learners and teachers know about the importance of being able to communicate in English. Nonetheless, it seems that teaching and learning how to speak has become a difficult task, despite the several methodologies that have been developed throughout the twentieth century.

According to Nunan (2003), the most difficult ability to be developed is speaking, due to the fact that learners do not have time to rethink what they want to say. Additionally, if learners are not socially competent, things can get worse because there is no chance to interact and exchange ideas with others, making even more difficult the apprehension of a foreign language.

Since being able to communicate effectively in the target language seems to be the main goal when learning a foreign language, educators must pay very close attention to the responsibility they have as facilitators and advisors when teaching speaking because they are the ones who can build a favorable environment for expressing ideas, interacting and learning from each other.

Taking into account the ideas mentioned above, this paper reports on an action research study whose purpose was to help students improve their social and oral skills for them to be able to communicate effectively, through the use of theme-based instruction in films as a tool to favor interaction and participation.

## Chapter 1

### Characterization and problem

This chapter provides an overview about the setting, the population, and the potential problem this study is focused on addressing. It also offers the research question with its general and specific objectives. The last section presents a rationale for the need of carrying on this research project.

#### 1. Setting

The school where the study took place is located in the Norwest of the city at Calle 129 No. 55-55. Its name is “Colegio Gustavo Morales Morales” and it has been working since 1985. This is a public school that offers early education, elementary education, and high school education. The main purpose of the school, according to the Community Handbook, is enhancing communication, which is reflected in its PEI: “Comunicacion, el fundamento de los seres humanos” (2016 p. 11). This PEI has for objective to construct pedagogical strategies that help the community to communicate effectively. That is why every subject is focused on developing communicative skills such as comprehend, interpret, analyze, and propose in order to transform realities and environments.

The mission of the school is to offer a comprehensive education grounded on knowledge, culture, communicative skills, and values that allow students to improve their quality of life, their citizenship skills, and their sense of belonging. Keeping coherence with this mission, the school expects students to have a high degree of self-confidence, to be respectful, to be able to know themselves and the others, to be able to make their own decisions in a critical way, to value the learning process as a source of development and research sense, to have a positive attitude towards team work, and to be able to use properly the different manifestations of language for an effective communication.

Talking about infrastructure and facilities, the school is large, with large yards and classrooms. It has a library, a photocopier, a computer room, a physics laboratory, a chemistry laboratory, a teachers' room, large bathrooms, a cafeteria, and it has school route. Now, focusing on the classroom where the participants of this study spend most of their time, it is large, clear, and all its elements are well-distributed. It has a T.V, several chairs (desks), there is a teacher's desk, a big board, and two cabinets that contain different kind of materials such as a DVD, a stereo, books, and so on.

Regarding to English subject, tenth graders receive three hours of English class per week: on Tuesdays from 6:00 to 7:00 am and on Fridays from 8:00 to 10:00 am. Students are guided by a text book titled "Connect to English 4". This book is the same for eleventh graders: in tenth grade students work the first five units of the book and the other units are worked in eleventh grade. Their English teacher is Rocio Gonzalez, graduated from Pedagogical University and who has been practicing teaching for more than 20 years.

## **2. Population**

The participants of this study are students from 10<sup>th</sup> grade, who study in the morning from 6:00 to 12:15pm. Their ages go from 14 to 17 years old. Almost the 50% of them are 15 years old; the 30% are 14 years old and the 16% are 16 years old. The remaining 5% are students whose age is 17 years old. There are 40 students, 19 men and 21 women.

Data collection instruments, more specifically a survey (annex 3), showed that students spend their free time practicing sports. The sport they practice the most is soccer. Some of them enjoy skating, practicing karate and BMX. Other activities that they are used to doing during their free time are listening to music, being electronic and rock music the genres they like the most, and watching T.V, specially movies, soap operas, and series. Some of them enjoy sleeping and playing videogames on the computer. A small group of students (11 students) like reading, specifically literature and books about history. Regarding literature, the kind of texts they enjoy the most are

drama and poetry. Among the writers they like, it is possible to find Gabriel Garcia Marques, Walter Riso, Anna Tood, and William Shakespeare.

Bearing in mind that students liked watching T.V and specially movies, in the same survey they were asked about their favorite genre, having as a result the fact that students find interesting the horror and action movies. Exactly the 50% of them like horror movies, and also action movies. The other 50 percent is divided between comedy, fiction, and adventure. Just one of the students said he liked Colombian films and documentaries. On the other hand, the genres they find boring are romantic and drama. Also, they do not like “ancient movies” and “black and white films” (in this way they referred to the genre that is known as classic cinema). Almost the 50% agreed on saying that the best movie they have ever watched was “Fast and Furious”, while regarding the worst, the responses varied widely.

Having in mind that the aim of cycle four is the life project (Referentes para la didáctica del language en cuarto ciclo), students were asked about their plans for the future. The results showed that most of them, despite the fact of having clear that they want to study at university, few of them do not know what to study. The ones who know, opted for law, medicine, architecture, mechanics, graphic design, music, psychology, advertisement, music production, and so on. Some others want to study at SENA, while others want to travel and to work in order to help their families (annex 3).

Other important information that was collected by the survey was the aspect related to students’ perspective about learning English. Almost the 70% agrees on stating that the most difficult skill to be developed is speaking. According to them, it is difficult not only because of the lack of vocabulary, the complexity of gaining fluency, the lack of knowledge on grammar structures, and the pronunciation, but also because they feel insecure about what they should say. Regarding the aspect related to what they do in order to overcome those difficulties, some common responses are reviewing the words that they do not know, reading some texts, searching on internet unknown words, listening to music in English, paying attention to the teacher and asking him when in doubt, taking into account teacher’s pieces of advice, and watching movies.

Taking into account the results that field notes showed (annex 5), one of findings is related to the students' language level. It does not correspond to the level they are supposed to have according to the "Estandares basicos en lengua extranjera" (2006), in which it is stated that ten graders should have a B1 level based on the Common European Framework Reference for Languages. Students at B1 level should be able to understand what the teacher says, to identify general and specific ideas of both oral and written texts, to write something about their experiences, to write simple texts, to organize coherent paragraphs, to talk with their classmates about past and future experiences, and to keep a conversation with people inside the classroom. Nonetheless, regarding the speaking skills, students do not speak too much (see annex 1) because they do not know how to do it. Probably, they have certain knowledge about vocabulary and grammar structures, but they do not feel secure when speaking.

### **1.3 Diagnosis**

The diagnostic process was held along in 2015 during the second semester by August and September. Some data collection instruments used, were field notes, a survey and a diagnostic test to measure students' English level and see if it corresponds to the basic competences they are supposed to have in tenth grade. The next paragraphs give account of the findings of this process.

According to the observations and regarding the lessons, data collection instruments showed that they are grammar focused, and the activities do not give students the chance to express themselves. Due to the fact that the lessons are grammar focused and text-book centered, basically writing and reading (which are the abilities that they practice more) are seen as a way to practice formal structures. Since students can use the target language just to practice grammar and follow the exercises from the book without any contextualization or without providing any chance to use that grammar with communicative purposes, students' participation is limited and some of them do not show an appropriate disposition.

The teacher's interview revealed (annex 2) that students have problems on focusing and paying attention to the lessons because, according to him, when they do not understand something,

they just start talking about their experiences. It seems that grammar is really boring for them, and that is why some of them do not show interest in learning English. However, there are several students who attend English class with willingness, and even if they do not have the vocabulary to express themselves in the target language, they make an effort to do it.

During the observations, it was found that sometimes the vocabulary that students use among them is somehow rude and there have been some little problems regarding their differences as individuals. The teacher also pointed out some problems that some students have had. According to the teacher, some of them have problems with drugs. Also, some of them have serious economic problems. At first sight, they seem to get along one another, but occasionally some students bother others by throwing someone's notebook or making some unkind comments about someone. Nonetheless, despite of having certain problems among them, students affirmed that those problems were not a big deal because after all, they ended up being friends again (annex3).

Concerning the diagnostic test, which was designed and implemented in order to know students' weakness and strengths in relation to communicative skills, it was carried out in September, 2015. Evidence along diagnostic test showed that students' development in every communicative skill is not homogenous, but their level in each one is quite distant from each other.

Regarding reading comprehension (annex 4), students were asked to read a short text in simple past from the book "Connect to English 4" and then they had to answer some questions. The findings were that they understand the main idea of a text and they infer information just based on the vocabulary they know. They had questions about the meaning of some words, but even when they do not know the meanings, they construct the whole idea of the sentence. In general terms, their reading skills are rather appropriate according to standards.

Unfortunately, in the writing section the results were not satisfactory. In order to check grammar and writing at the same time, students were asked to answer two questions: the first one was "what do you do in your free time?" and the second question was "what did you do last weekend?" The results revealed that most of them do not have a clear idea about how to answer using the simple present (annex 4). Some mistakes they made were that they skipped the subject,

they forgot the complement, they used the verb to be plus a verb in infinitive, they made mistakes related to the order of the sentence, among others. Regarding the second question, they answered in present, making the same mistakes. Just a few students answered those questions correctly.

If writing was not one of their strengths, speaking was not either (annex 4). In order to test their listening and speaking skills at the same time, they were asked some questions concerning movies, music, activities that they like, etc. When listening to the questions they asked for repetition and they seemed to understand. Nonetheless, when they tried to answer them, they could not do it. They just give incomplete short answers and, in most cases, they used Spanish. Just some of them were able to do it correctly.

These findings reveal some of the weaknesses and strengths that students have, making evident that speaking is the ability that is causing them more troubles, followed by writing. Nonetheless, it is remarkable the fact that they infer information and try to get the whole idea of a sentence or a text just by identifying the words they know.

#### **1.4 Statement of the problem**

When attending an English class, what it is expected is that students are able to express themselves and deal with the basic interactive skills in the target language (Gullian & Yule, 1983). Therefore, if teachers want their students to communicate using the new language, probably the best way is not precisely by having text-book centered and grammar-focused lessons, which is the way in which the population of this current study is approaching to English. For this study it is relevant to provide students with real and meaningful environments of interaction for them to have the chance to use the target language for communicative purposes.

Data collection instruments also showed that students not only have little chance to use the target language for communicative purposes, but they also revealed some few problems regarding the social aspect, that is to say social skills: “the ability to be competent in dealing with others” (Windell, 1999, p. 16). Throughout the classes it was possible to notice some students’ bad behavior and the use of rude words when addressing someone. Moreover, some of them do not show respect



when there is someone speaking. Despite these situations, the whole class seems to take this as something normal.

Taking into account the issues found after examining the data, the main concern of this study relies on looking for the best way to help students to improve both social and oral skills, since both aspects are quite related each other: language influences social performance, the same as social performance influences language.

### **1.5 Research question**

How can the use of authentic short films in a theme-based instruction EFL classroom help tenth graders to improve their oral and social skills at Gustavo Morales Morales School?

### **1.6 Objectives**

General objective:

- To document how the use of authentic short films in a theme-based instruction EFL classroom can help tenth graders to improve their oral and social skills at Gustavo Morales School .

Specific objectives:

- To trace the effects of working with theme-based instruction activities on students' performance both oral and socially.
- To identify how the design of contents from the use of short films invites students to express themselves freely, giving them the chance to use the target language with communicative purposes
- To characterize the way in which interaction among students allow them to develop communicative skills

## 1.7 Rationale

This piece of research, whose purpose is to help students to improve their oral and social skills, is significant because if it is understood that the purpose of learning a foreign language is for students to be able to express themselves and to use the target language for communicative purposes, students are not only supposed to interact among them, but also to know how to interact in order to have a proper communicative process.

To begin with, by enhancing students participation, providing the time and the space for them to talk, and allow them to be part of the class through their opinions and ideas, students will gain confidence to speak in the target language, giving way to interaction and oral exchange which is the main objective of an English class.

Secondly, by dealing with social skills, students can discover an environment where interaction is the key for providing better tools to communicate effectively and to learn, not only from the teacher but from each other. Understanding the class as a place where students can express freely and share with other their perspectives and ideas, will allow students to improve their performance both oral and socially, making them be better social interactors. According to Bygate (1987), developing excellent oral skills is the way to get social solidarity, social ranking, and professional advancement.

Thirdly, the use of authentic short films in theme-based instruction EFL classroom engage students to participate since precisely the topics of the short films will be based on current issues regarding adolescents. For Martinez-Salanova (2003), the cinema, besides being a remarkable motivational resource, allows students get together in order to debate and examine the contents. This current research took short films as a didactic resource because data collection instruments revealed that students like to watch films (annex 3). Nonetheless, due to the hours per week for English class, full-length films were not a proper option. Therefore, short films took position as the best option to work with films in class, since they do not exceed 20 minutes. Moreover, cinema can

give students the chance to approach different ways of living, cultures, several ways of thinking, etc. giving opportunities for sharing ideas each other.

Finally, regarding the advantages for school community, approaching students to a variety of situations and realities depicted in short films and giving them the chance to express their ideas and opinions, can create a participatory classroom environment, which is a positive aspect not only for teachers but also for students since the environment plays an important role in the learning-teaching process, contributing to make it better or worse. According to Hannah (2013), “the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom” (p. 20).

To sum up, using short films that deal with specific topics can encourage students to express themselves and share their opinions with the whole class, providing them not only an appropriate environment to learn from each other through interaction, but also the necessary tools to improve their oral and social performance in communicative contexts.

## **Chapter II**

### **Literature review**

The following paragraphs present a review of other thesis that deal with some of the aspects related to this study, in order to explore what have been said about it. The second part deals with theory that has been developed for the four constructs that contribute to the understanding of the purpose of this research project. Taking into account that the aim of this work is to help students to improve their oral and social skills through the use of short films as theme-based instruction, the four main constructs that will be displayed in this chapter are: short films, theme-based instruction, oral skills, and social skills.

## 2.1 State of the art

This first section presents a brief review of pieces of research that have considered the theoretical constructs that this current study is interested in addressing. This includes films, oral skills, social skills, and theme-based instruction.

The use of cinema in an EFL classroom is not something new. On the contrary, it has been extensively studied by different authors to help students improve their skills in the target language. One of these studies was carried out by Quiroz. S & Sanchez. L (2014), whose purpose was to see how language learning material based on film foster students' speaking skills in a communicative way in the context of Low Advanced English class at Javeriana University, since the problem found was precisely the lack of proficiency related to speaking skills, but also the focus on learning which is grammar. What makes this study interesting is the part related to one of the constructs, which deals with the view of cinema. According to Stempleski & Tomalin (2001), film is very effective at bringing the outside world into the classroom. The authors also highlight the idea that since films are not created for the purpose of language teaching, but rather as artworks, they constitute an example of authentic material. This study is an important reference because it provides an extent revision of what cinema is and its impact on people's perspectives, showing positive results.

The next study was carried out by Ruusunen. V (2011) and what made it interesting at first sight was its title: using movies in EFL teaching: the point of view of teachers. This qualitative study deals precisely with the fact related to how teachers of different schools levels use movies in EFL teaching. This study becomes really appealing since it explores not only the view that teachers have regarding this resource, but also what for it is used in an EFL classroom. The findings shows that one of the reasons why teachers use this resource is because when the theme between the course book and the movie is related, the learning process is easier and it developed in a more natural way. Also, most teachers agree on saying that movies are more suitable for teaching oral communication, since they encourage students to speak and evoke feeling and opinions. These findings are quite attractive because taking into account that one of the objectives of this current

study is to design contents from the use of short films that invite students to express themselves freely, giving to know their point of view, it would be interesting to see whether or not films give that chance for students to express and share their opinions.

Regarding oral skills, a lot have been said about it. One piece of research that deal with oral communication is the study carried out by Angie Cortez (2015) from Pedagogical University of Colombia, whose main concern is to foster students' oral communication since it seems they do not have any chance to use the target language in communicative contexts. The project took place at Language Center, where 20 students were involved in it.

What makes this project to be part of this review is that it deals with social interaction activities, such as role-playing and problem-solving, fostering students' participation in a context-embedded language. The constructs behind this research result really helpful and useful for the understanding of the importance that speaking should be given in an EFL classroom, since the project aims that the main goal of teaching a language is to lead the learners towards the use of the target language to be able to communicate themselves.

In addition, the results showed that the implementation of communicative activities in embedded contexts had positive effects regarding students' oral production. They used the language for communicative purposes but at the same time they become more responsible and autonomous since the role-plays and problem-solving activities gave them the chance to face new roles, assume responsibilities, make decisions, etc. finding this kind of activities really meaningful for their communicative process.

Another study that focuses on oral skills was developed **by Laguado (2012)**, but the aim of this case study was to identify the factors that affect FL learners' oral production at a Pamplona University. Participants were four intermediate level FL learners, aged between 18 to 20 years old and the instruments for data collection were non participant observation and semi-structured interviews.

The author considers that the skills related to production (speaking, writing) are the most difficult to be developed. Since the speaking seems to be the hardest, the researcher elucidated the

causes that prevent students from developing satisfactory oral skills. The results revealed that nervousness, anxiety, risk taking, academic differences, teaching method, and relationships among students affect students' oral performance. This research is really useful, since one step to take action on oral skills development is to understand what makes students' to have a poor oral performance. One of the reasons that the author found was the relationships among them, which result really interesting due to the fact that this current study deals with social skills. In this sense, Laguado's research contributes to this current project regarding the importance of having appropriate relationships in order to communicate effectively.

To continue with the last two constructs (social skills and theme-based instruction), Mercendetti (2010), from State University of New York College at Brockport, developed a project titled "Connecting Social Skills and Cooperative Learning." Its purpose was to investigate how social skills contribute to successful cooperative learning within the classroom. In order to reach this purpose, the researcher looked at how incorporating social skills affects students' interaction, and students' perceptions of social interaction within cooperative group work. To do this, social skills lessons were implemented during three weeks, focusing on listening, complimenting others, asking for clarification, and problem solving. The study showed positive results, since students were able to transfer other social skills previously taught into other lessons. This study points out one of the aspects related to this current study and it is the fact that social skills can give students the chance to learn from their classmates.

Finally, regarding topic-based instruction (also known as theme-based instruction), **Lúðvíksdóttir (2011)** from University of Iceland conducted a project titled "Topic-based instruction in the EFL classroom: topic-based lesson ideas for teaching students at the lower secondary levels." The purpose of this project was to highlight the advantages of implementing topic-based instruction in an EFL classroom, and provide ideas for teaching eight, nine, and ten graders. The author's intention by providing sample lesson plans was to demonstrate that English can be taught based on content rather than isolated language items. This last exert is determining since this current research found that one problem is that students are taught by grammar-focused

activities, which lead them to learn isolated items, denying them the opportunity to express in the target language.

## **2.2 Theoretical framework**

The purpose of the following paragraphs are to offer a brief background theory of the four main theoretical aspects in which this study is interested in. The four concepts that contribute to the understanding of this research are the following items: the cinema as a way to approach different cultures, ways of living and thinking; the importance of encouraging students to express themselves in the target language; the relevance of teaching social skills for having a better performance both oral and socially; and the advantages of theme-based instruction in an EFL classroom.

### **2.2.1 The importance of fostering students' oral skills.**

When learning a new language, it seems that the ability that the learners find harder is speaking. According to Nunan (2003), the reason why learners consider that speaking is the most difficult ability to be developed is because it happens in real time. Regarding this, Bygate (1987) affirms that “the form of spoken language is affected by time the limitations, and the associated problems of planning, memory, and of production under pressure” (p. 11). This means that the speaker does not have time to think too much about what he/she wants to express. There is no time to edit and correct the information, what makes this ability one of the most challenging.

Since being able to communicate effectively in the target language seems to be the main goal when learning a foreign language, it is important to give special attention to the way in which this ability has been understood and the way it has been taught. To begin with, speaking is understood as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p.13). Regarding this definition, Burns & Joyce (1997) coincide on the fact that speaking has to do with building meaning through interaction. This means that people make sense when they produce, receive, and process information.

As Chaney (1998) states, in the interaction process not only is it important to emit well-structured sentences, but also the way in which those sentences are transmitted and the context in which they are transmitted. In other words, speaking is much more than just speak. The aspects related to the volume, the intonation, the pitch, and all the non-verbal symbols such as proximity, gestures, posture, eye contact, etc. make the communication process effective. In this process, the context plays an important role since each culture has built its own codes of communicating, what makes even more challenging to develop effectively oral skills. For Bygate (1987), speaking deserves a lot of attention, since “it is the skill by which people are judged, and through which they make or lose friends. It is the vehicle of social solidarity, of social ranking, of professional advancement” (p. VII).

As it was mentioned before, one aspect that can influence positive or negatively this communicative process is the way in which is taught. The serious consideration of the spoken language as a subject for teaching took place right after the Second World War (Brown & Yule, 1984). One of the methods used in the middle of the twentieth century was the audio lingual method. Basically, people were taught speaking by memorizing and repeating dialogues from the books (Nunan, 2003). It was thought that just by providing students with grammar rules, and making them repeat what the teacher said they were going to learn how to speak. Nonetheless, it was not like this. “Actual conversations did not sound like the textbooks dialogues” (Nunan, 2003. p. 50)

It was just until the end of the twentieth century when the way how people learn to speak was reconsidered by the academic community. Nunan (2003) states that it is not a matter of learning pieces of the language and then put them together to interact, but it is rather a matter of learning those pieces of language through interaction. Basically what Nunan says is that interaction is the best way to develop oral skills. This means that an English lesson must give students the chance to interact and exchange information with others, building meaning rather than practicing grammar structures. It seems that this is the reason why the population of this current study has not developed accurate oral skills, since the lessons are grammar-focussed, with no chance to interact among them.



## **Principles for teaching speaking.**

Learning a foreign language for communicative purposes implies some principles that guide this task in the correct way, keeping the main objective which is to be able to communicate effectively in the target language. According to Nunan (2003), there are five principles:

- Be aware of the difference between second language and foreign language learning contexts. This is important because students who are immersed in a foreign context can develop different abilities than the ones who are in a second language context where they have all the chances to practice their English out of the classroom.
- Give students practice with both fluency and accuracy. It does not matter if the student makes some mistakes. What really matters is that they give it a try.
- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. According to some pieces of research, it is the teacher the one who speaks the most in the classroom, denying students the chance to practice their English.
- Plan speaking tasks that involve negotiation for meaning. This has to do with checking if someone understood what someone else said by asking for clarification, repetition, etc.
- Design classroom activities that involve guidance and practice in both transactional and interaction speaking. It means to communicate with someone for social purposes or in order to get something done (services). In the particular case of this study, the design of the activities are relied on social purposes, since the aim of this project is to make students participate, share and exchange their ideas.

To sum up, teaching and learning the spoken language is not an easy task neither for teachers nor learners, since it involves several aspects that come from the grammar knowledge to the deep awareness of the context conditions, which are key elements to succeed when it comes to communicating.

Once clarified why it is important to foster students' oral skills, it is time to elucidate the significance of social skills in the classroom. In the following paragraphs it is mentioned why social

skills are, why they are important and how they can contribute to the development of students' oral skills.

### 2.2.2 The significance of being socially competent.

When someone is socially competent is because he or she has developed appropriate social skills. Having in mind that most human activities take place in groups, studies have revealed that human health and life span depends on how sociable a person is (Angelo, 2015). Since the beginning of humankind, survival has depended on the protection among the members of a tribe or family. Being part of a community gives people a sense of belonging. In this sense, "being social means living in companionship with others in community" (Angelo, 2015, p. 14).

Defining what social skills are cannot have a unique acceptance, since many authors in different fields have broached the concept. Windell (1999) understands social skills "as the ability to be competent in dealing with others. Social competence involves judgment in interpersonal relations, emotional control, and an understanding of what is appropriate social behavior" (p. 17). However, understanding what an appropriate behavior is, depends on the context in which interaction is taking place. Probably, what is correct in one place cannot be right in another place, giving place to misunderstandings and, consequently, problems regarding interaction.

Another definition close in meaning to the previous one was given by Angelo (2015), who understands social skills as tools, mechanisms and mannerisms that people use in order to have successful interaction and communicative processes with each other, both verbal and non verbally. This implies that when people speak to others, they need to be aware about how their messages are being perceived by the others in order to avoid misunderstandings and thus have success when interacting. Also, the context plays an important role because interaction codes and patterns change from place to place.

One aspect that has been the focus for many studies is the reasons why some people are not socially competent. This is a relevant issue because social adjustment plays a really important role of growing up (Windell, 1999), specially because people need to feel that they are part of a group. When people are not accepted by others, interpersonal problems emerge, and therefore every single

aspect of life starts to be doomed. Among the reasons why people do not develop good social skills, it is possible to find that “many kids are born with temperaments that predispose them to more difficulty becoming socially skilled” (Windell, 1990, p. 18). On the other hand, people can have poor social skills due to the conditions of the environment in which they grew up. Regarding this second perspective, some typical causes are that people are just reproducing a model that they were taught; people are not interested in the same issues that the rest of the group; they were victims of bullying; they experienced a tragedy when they were little children; they experienced child abuse; they lived in a place where people used to be isolated; and the list is endless (Angelo, 2015). If actions are not taken on these issues, the consequences for socially poor skilled people can be catastrophic.

For this piece of research, it is important (if not mandatory) for students to be socially competent since one of the goals is to help students to develop their oral skills. As it was seen in the previous construct, speaking is not only a matter of emitting a set of sounds, but it is more a matter of building and sharing meaning having in mind the different contexts (Chaney, 1998). This implies that the participants in the communicative process need to have some “social rules” in order to make this possible. When trying to build knowledge through interaction and share ideas, it is not possible to do it if everybody talks at the same time, if nobody listens to what others are saying, if someone gets angry due to the comment of someone’s else and therefore there is a conflict, etc. Being socially competent means to be able to interact successfully, which demands to know how to behave in different situations and how to solve conflicts without recurring to misunderstanding or even violence. That is why being a socially skilled person it is relevant for developing oral skills. They come together and it is not possible to develop each one by separated.

### **What is a socially skilled person?**

In the previous paragraphs something regarding this question was elucidated. However, Windell (1990) offers a more complete definition of what being socially competent means. According to him, “a socially intelligent person is one who can get along with others, has the ability to monitor his or her own behavior, is able to stay calm when upset or angry, and knows how to

successfully solve conflicts” (p.19). While it is true that this is not an easy task for everyone, there are some key rules that can help people to become socially competent. According to Angelo (2015), there are 10 essential social skills that must be cultivated when we are very young: 1. Listen to others: being good listeners is part of being a good social communicator. 2. Follow the rules: follow the rules keeps things moving smoothly in most situations. 3. Use eye contact: it shows another person that we are engaged in what he or she is saying. 4. Take turns when you talk: do not monopolize the conversation. Let others talk too. 5. Ignore distractions: when talking to someone, if you do not ignore distractions, it seems that what the other person is saying is not important. 6. Ask for help when you do not understand: do not be ashamed of asking for help. Most people are willing to help. 7. Be considerate of others. 8. Do not get angry: anger can damage relationships. 9. Be responsible for your behavior: people appreciate when you take responsibility for your actions. 10. Do nice things for others

Although the author emphasizes these skills, he also asserts that how to start a conversation, how to introduce yourself, how to speak in public, how to interact in a group of people, how to be diplomatic when making a suggestion, how to conduct an argument, how to convince someone, etc. are things to take into consideration since they are important social skills too when interacting with others.

Grounding these skills in the classroom, Angelo (2015) states that “educators say that when people increase their social skills, academic learning increases proportionately, not because social skills make them smarter, but because when people know how to interact successfully with each other, problem behaviors are reduced and learning time is maximized” (p. 25). In an EFL classroom, when the purpose is for students to be able to communicate in the target language, knowing how to interact can bring several benefits. One of the most remarkable benefits is that if students are socially skilled, the classroom will be the perfect place to exchange opinions, fostering even more students’ oral production with communicative purposes. Another relevant benefit is that when it comes to learning a foreign language, interaction is a key factor to learn from each other. Thus, if students have proper social skills, this learning process will be even more effective. A way

to achieve this is fostering some of those social skills that will allow students to have a proper interaction. Some of those skills are listening to others and taking turns when talking. If students understand the importance of being listened and listened, surely their communication will be a success.

As it is seen, having appropriate social skills can lead to succeed in life in different aspects. Among the several advantages, Angelo (2015) remarks that when an individual is socially competent, he or she can have better relationships, allowing the subject to advance in life; he or she can develop better communication, which can represent positive consequences; and finally he or she can advance career goals.

Taking everything into consideration, being socially competent is not an option but rather a requirement to succeed in life. Since most human activities are carried out among others, being able to deal with people becomes in one of the most important aspects not only to be part of a group but also to succeed in academic life.

In these paragraphs were elucidated so many reasons why being socially competent is important for different aspects of people's lives and how being socially skilled can help students to develop their oral skills. In the next passage, the selected resource for this study will be well-described, making allusion to its advantages in terms of motivation, interaction, and reflection.

### **2.2.3 The cinema and its impact on peoples' perspectives**

At the beginning of the twentieth century the whole world witnessed the birth of a new kind of art, probably the most revolutionary regarding visual arts: the cinema. With the advent of the cinema, Ansón (2012) “came up a way to access to the world that dazzle and capture the attention of artistic culture in Europe and America, and particularly in Paris, cultural hub during the early twentieth century” (p. 252).

As any other artistic expression, the cinema has been the ground zero for many intellectuals who have tried to understand the cinema as socio-cultural phenomena, pointing out its function and its definition. Nonetheless, before grounding on those theories regarding specifically cinema, this

study will take into account Goldmann's view 1967 (cited by Viscarra, 2005) about artistic works. For him, the artistic production is not only a mechanic reflection of a collective consciousness, but an advanced way of significant production, consistency and transformation. To understand better this definition, it is imperative to take a look at the three laws that cultivate people's behavior and therefore their art creations: 1. Creation of significant structures: people's behavior, thought, and emotional nature give form to their construction of world view. 2. Coherence between particular world views and global structures. 3. Trend towards improvement: it is a process of permanent transformation.

The artist's work (Vizcarra, 2005) "responds to the socio-historical development of a set of prewritten categories and discursive forms that will incorporate its significant universe and its codes of expression on greater depth, rigor, and innovation than the other members of its community" (p.190). From a similar perspective, Borrás (2000) states that the cinema is an expression of a specific ideology, representing a reality from a particular framing and standpoint from which people access to the events. These sights - Vizcarra based on Goldmann's view and Borrás' vision- turn out really fascinating because it gives an account of the several factors that frames a piece of art, pointing out the importance of the artist's view about the reality in which he/she is immerse in and the mastery he/she needs to capture this in his/her artistic work.

Undoubtedly throughout the cinema industry people can approach different places and their cultures, ideologies, ways of thinking, and ways of living. As Vizcarra agrees, "the cinema can reveal vast areas of human nature and social by staging realities imagined or recreated, ordinary or extraordinary, staying on the cultural horizon of different eras and societies because of its vitality, its power of incarnation and its ability to illuminate multiple paths of the human" (p. 190). Nonetheless, when approaching the cinema it is necessary to do it putting on doubt the veracity of what it is shown in it. While it is true that cinema can represent diverse and complex realities, it is also true that spectators cannot take for granted that all the events shown in the movies are true, even when they are based on true stories. Verisimilitude is not always true (Borrás, 2000) and films

do not cease to be a creation and interpretation instead of a mirror of reality (Rueda & Chicharro 2004).

This study also is going to take in consideration a sociological perspective about films. To this regard, Vizcarra (2005) firmly believes that it is mandatory to consider the context of the piece of art in order to understand it. From a humanistic perspective, one can talk about a triangulation in the analysis of a work of art since the author, the artistic production, and the context matter. In other words, the discourse (the film), the subjectivity (the author), and the context (social structures) have to be together when interpreting and analyzing a film production or any piece of art. Regarding this piece of study, this view about cinema results quite convenient since students will be exposed to different realities in which they will have the chance to share different perspectives, about the contents and the topic depicted in each piece of art (short films), allowing them debate around the three aspects mentioned in the humanistic perspective about films.

### **A brief review of short films and their significance in the classroom for learning-teaching processes.**

If someone wonders why short films are important in the film industry, the answer is that in the early days of cinema at the very beginning of the twentieth century, the first films were silent shorts (Levy, 1994). And these silent shorts allowed classic directors to discover the power of crosscutting from one story to another, giving place to the first full-length films.

At the very beginning, short films did not have a story line but shots of everyday scenes such as trains arriving stations, workers leaving factories, street scenes, and so on (Nach, 1990). It seems that their unique purpose was to entertain. Nowadays, short films have developed complex stories, giving spectators the chance to notice even more the socio cultural heritage contained in a simple short.

What characterize a short film is that, according to the Academy of Motion Picture Arts and Sciences (Levy, 1994), it should be less than thirty minutes, but when one is interested in selling his/her creation on T.V, the short must keep its length under twenty-four minutes. One important aspect to mention is that nowadays the use of short films is not only to entertain but also to inform,

persuade, sell, or promote different stuffs. In fact, more shorts than ever are being produced by students in film schools and by amateurs wanting to explore their talents with the video camera (Levy, 1994). On the other hand, due to the aim of this current study is to use authentic short films grounded on different topics, for students to use the target language for communicative purposes, it is pertinent to display the importance of cinema as a tool to encourage teaching-learning processes within the classroom.

Martinez-Salanova (2003) firmly believes that cinema is not a simple didactic or motivational resource, but cinema itself, due to the power to transmit human dramas through its content, arguments, images, and scenes, can be used as a reflective element for guiding behavior. The most convergent interest with this view is that the cinema as a thoughtful element can contribute to the development of social skills, because it gives students the possibility to reflect about their own behavior and its possible consequences in communicative environments.

To make cinema a real tool for enhancing reflection around behavior patterns and values among teenagers, it is necessary to approach cinema but not from television but from the theater itself or through a video because this allows gathering together many people in order to discuss and analyze the contents (Martinez-Salanova, 2003). When analyzing a movie in group, students exchange different ideas, perceptions, beliefs, etc. learning from their classmates. Nonetheless, it is important that the teacher makes an effort to promote respect and tolerance among them when giving their opinions, in order to create a harmonious environment for learning and interacting, especially for this current study whose aim is to help students to develop their oral and social skills, creating a proper environment that promotes participation.

To sum up, this study understand the cinema as way of knowledge not only because people have the chance of discovering and interacting with different world views, ways of living, ideologies, and values of different cultures, but also and mainly because to the extent that people question and reflect about the stuffs shown in a movie, they are conceptualizing and constructing meaningful knowledge in communicative contexts.



#### 2.2.4 Language teaching approach: communicative language teaching

The language teaching approach in which this piece of research was grounded was community language learning. According to Richards (2006), CLL is a set of principles about the goals of language teaching, how learners learn a language, the kind of activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 7). This definition does not give yet what the aim of this teaching approach is, but it gives some items that help to elucidate better what its objective is.

CLL objective is the teaching of communicative competence (Freeman, 2000). This means that language should be used for meaningful communication. A student will be competent if he or she knows how to use language for different purposes; if he or she knows how to vary the language according to the context and its participants; if he or she understands and produces different kind of texts; and if he or she is able to maintain communication in spite of his or her limitations in the target language (Richards, 2006).

This approach aims that the best way in which students learn the language is through meaningful and purposeful interaction between the learner and the users of the language. Besides, when hesitating about the meaning of certain words or grammar structures, this approach aims that collaboration among peers and the negotiation of meaning can facilitate the communicative process (Richards, 2006). What it is expected when applying this approach is that learners try out different ways to say something and pay attention to the language they hear. From teachers’ view, giving feedback becomes in an infallible tool to help students to communicate better.

As any other language approach, CLL has some principles that work as guidance to reach the purpose of this approach, which is to be communicatively competent. Freeman (2000), based on some observations, established the following principles: 1. Use authentic materials (language as it is used in real contexts). 2. The target language is not the object but the vehicle for communicating. 3. Mistakes are tolerated but they should be mentioned at a later point, not when the student is talking. 4. The teacher’s major responsibility is to create situations to promote communication. 5. When giving meanings, the social context should be taken into account. 6. Use the language according to

the requirements of the contexts and the interlocutors. 7. The use of games is helpful when negotiating meaning. 8. The teacher is an advisor and a facilitator. 9. Students must learn about coherence and cohesion. 10. Students should be given the chance to express themselves in the target language. 11. Students should be given opportunities to listen to language in authentic communication.

To sum up, being communicatively competent means that one is able to communicate successfully in different contexts with different speakers. In order to reach this, which is the purpose of CLL, interaction provides the tools to learn and improve one's performance when communicating with others.

In the next section, the method of teaching will be explained, considering some aspects related to its origin the same as some aspects regarding their usage and some characteristics and principles on how to apply it in the classroom.

#### **2.2.5 Using theme-based instruction in an EFL classroom**

The origins of theme-based instruction started in 1960s in the UK, under a specific setting in which children basically spend all day with the same teacher, allowing integrate different areas (Cameron, 2001). Since children had the same teacher, the knowledge was given by focusing on a theme. In other words, different activities were linked together by their content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for students and teacher (Cameron, 2001).

At the beginning, this approach was applied in order to learn the mother tongue but with the time it was transferred to the teaching of English as a foreign language (Cameron, 2001). The author states that this approach to learn languages provides realistic and motivating uses of the language. Due to the fact that the lessons go around a theme and not a specific grammar topic, the possibilities to carry out different activities are countless. Regarding this, Cameron, (2001, p.183) affirms that "a theme or topic provides content for a range of language learning activities." Besides, it also contributes to learn a foreign language in a more natural way, since the focus is not grammar.

To clarify even more the concept, an example could be the titles of the units that the books have. They are structured under this approach and this is easily seen in the title. Instead of giving a unit this name “Verb to be,” books give theme-based names to the units, for example “My family and I.” Nonetheless, while it is true that the units of the textbooks can be treated as a theme, adopting a theme-based approach can extend the teaching-learning process far from the confines of the textbooks (Cameron, 2001).

The aim of this approach in the foreign language classroom is to produce language-using situations and discourse types through the content and the activities that students undertake. The question now is how to produce those communicative contexts by using theme-based instruction. The first step is to select a topic. This one can come from students’ interests, from topics studied in other classes, from a story.etc. (Cameron, 2001).

When planning the content, two main tools are taken into account: brainstorming and webs. As it is known, brainstorming is a process in which an idea is sparking off through other spontaneous conceptions linked to the main topic in order to select and classify the information, grouping in sub-themes and consequently start to identify the possible activities and language goals. The other option is to build up a web. When building a web, the idea is to integrate different areas of the school curriculum, in order to proceed to select the contents, the activities, and the language learning goals of each activity.

Cameron (2001) believes that it is better if the planning process is carried out with the students. The reason for this is that it provides two main advantages: the teacher can have a better idea about the knowledge that students have and the teacher can also know about students’ interests, which is a key aspect when selecting the themes. Once, the teacher has selected the content, it is time to plan language learning tasks. This process moves from content to classroom activities. These tasks can be organized into stages, having in mind that each one needs to have its language and content goals.

Continuing with Cameron’s views on theme-based (2001), depending on the content and how meaningful students can find this content, students “may be able to work out of the meaning of

new or unfamiliar language, or, motivated by real interest in a topic, they may struggle to communicate their knowledge to someone else” (Cameron 2001, p. 192). That is why the author advises to carry out the planning process with the students, so they can feel motivated and have a really proper disposition when learning, since the contents rely on students’ interests.

One aspect that is relevant about this approach and attempting to relate it with the main objective of this current study, is the use of target language for communicative purposes. Regarding this, the author asserts that “when activities become exciting and interesting, students will want to talk about what is happening and switch to first language” (Cameron 2001, p. 195). According to her, this can represent a serious drawback. Nonetheless, the fact that the lessons create an environment in which students want to participate and communicate with each other, is a real advance. In order to decrease the use of the first language in an EFL classroom, Cameron (2001) gives some simple adjustments to increase the use of the target language:

- Give feedback to each other
- Teacher intervention (they suggest alternatives, use the key language items, etc.)
- Encourage private speech in the target language (talking to oneself)
- Background language exposure

In conclusion, theme-based instruction offers a world of possibilities to foster students’ skills in a foreign language, giving account of students’ interests what makes lessons even more interesting for them, encouraging them to participate and share their ideas with others, creating an enabling environment for them to learn from each other.

### **Chapter III**

#### **Methodology**

This chapter provides a brief review about the aspects related to the research design, which includes the research paradigm, the method of research, the researcher’s role and the data collection instruments that revealed the information that this study wanted to explore and analyze.

### 3.1 Research paradigm: Qualitative research

There have been several definitions about what a qualitative study is. Nonetheless, this study will be grounded under Denzel and Lincoln's view (cited by Creswell, 2007), who states that "qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible". The authors also add that qualitative practices have for purpose to transform the world. This definition implies that the observers, in order to make the world visible, need a set of instruments that will allow them to interpret the world and therefore to transform it.

Having in mind that the main purpose of qualitative research, according to Denzel and Lincoln, is to transform the world, there are some important characteristics that need to be taken into account in order to foster this intention. To begin with, Creswell (2007) points out that despite the fact that there are diverse definitions of qualitative research, there are several characteristics that they have in common. The relevant features for this study are outlined in the next paragraph from Creswell's view (2007).

One of these features has to do with the natural setting. It is natural because participants are observed in their environment; they are not moved into another place to be observed. The second one is that researchers are the key instrument because is he/she who interprets the results. Regarding the instruments used by the researcher, it is not enough to base the analysis in just one instrument but more than one in order to have a wide view of the issue. While it is true that the researcher is the key instrument, it is also true that participants' meanings are really important because participants are the ones who guide our process as researchers. No matter the meaning that the researchers bring, but the meaning that the participants have about the issue.

For the researcher it is also important to have in mind that that initial plan for research can change during the process since when it comes to individuals everything is unpredictable. That is way the author talks about emergent design. Some other characteristics are the following: 1. Theoretical lens: probably this part is one of the most relevant steps in qualitative research. It is important to make clear from what perspective every aspect of the issue is going to be seen. This, in

order to be as coherent as possible. 2. Interpretative inquiry: This part has to do with the triangulation in research. The researcher has his/her interpretation about the issue, but also the participants, and the readers, showing emerging multiple views. 3. Holistic account: this aspect is related to the previous one because it involves multiple perspectives and factors that can develop a complex picture of the problem.

The qualitative research is the only way to reach the aim of this current study. As mentioned before, social sciences deal with individuals and their perspectives and behaviors in their environment, which make impossible to carry out a study concerned with subjects as a whole-persons under the quantitative research because its methods does not take into account those aspects.

### **3.2 Method of research: action research**

Since the aim of this study is to figure out a learning issue through a pedagogical intervention, the method of research in which this study is grounded is action research. According to Dewey 1904 (cited by May 1993), “action research is the study and enhancement of one’s own practice” (p. 114). This view is quite interesting because it reinforces the idea that if it is understood that teachers’ role is to be a guide for students to pass from definitions to construct knowledge, they must be aware of the positive and negative aspects of their practices that foster or not the achievement of this goal. In this way, teachers are also researchers when trying to change their methods and exploring which ones work better according to the purpose instructors have.

Regarding to the view that teachers are researchers, May (1993) gives us some common assumptions related to this standpoint. Having in mind the goal of this piece of research, some of those assumptions will be briefly mentioned below:

1. Teachers theorize: undoubtedly, as many other professionals, teachers, based on their experience, develop their own theories. These theories differ from the ones created by philosophers and theoreticians because teachers’ theories are grounded in actions, not in assumptions.

2. The method matters: if the researcher wants to gain a better understanding of his/her beliefs or practices, there is no way to do it by using a quantitative study because its methods simply do not allow this purpose.

This standpoint where teachers are researchers is pertinent for this inquiry because that is exactly what teachers should do. From this perspective, teachers must explore different methods and techniques to see which ones are applicable according to the population to be taught. Nonetheless, it is not only a matter of implementing a method and a technique, but also a matter of adapting and modifying a methodology taking into account students' needs.

In this process, the role as researcher was not only to be an observer but also a participant. Taking into account that the goal with this study is to help students to improve their oral and social skills, it is pertinent to be immersed in their context and have certain contact with them in order to understand better their performance in both aspects. In this way, Burns (1999) states that, "the researcher becomes a member of the context and participates in its culture and activities" (p.82). Being a participant observer allows the researcher to put on someone else's shoes, understanding many things that could be hidden.

Concerning stages in Action Research Approach, this study took into account the stages proposed by Altrichter et al (2005), which consists on a set of four steps: 1. **finding a starting point** means to identify some potential issues for investigation through action research. In this study the potential issue at the very beginning was speaking, 2. **Clarifying the situation** is when the process of clarifying deeply the productive starting point takes place. This is made by means of interviews, surveys, and other methods of collecting evidence. Regarding this project, data collection instruments clarified the starting point, evidencing some issues connecting to the lack of speaking skills, such as poor social skills. 3. **Developing action strategies and put them into practice** is when the researcher plans some strategies in order to overcome the issues found in the previous stage. This current piece of research will clarify the strategies in chapter IV. Finally, 4. **Making teachers knowledge public** is when the researcher makes the knowledge (findings)

accessible to others throughout oral presentations or the production of a written case study. This study opted for the first option which is an oral presentation.

### **3.3. Data collection instruments**

Data collection instruments used for this study were selected having in mind what the aim of this project was: development of social and oral skills through the use of authentic short films in a theme-based instruction EFL classroom . Regarding this purpose, the instruments that evidenced the way in which this purpose was or not accomplished were field notes, surveys and questionnaires, and students' artifacts.

#### **3.3.1. Field notes**

Undoubtedly, this data collection instrument is mandatory for the current study. According to Burns (1999), notes are descriptions and accounts of events in the research context. The field notes were a help to record those verbal and non-verbal information and the several dynamics of the classroom.

#### **3.3.2. Surveys and questionnaires**

This instrument represents a valuable resource for the researcher because it is here when the students' voice and perspective are known, concerning different issues during the process of implementation. Besides this, For Burns (1999), "surveys and questionnaires have the advantage of being easier and less time consuming to administer" (p. 129). Nonetheless, making the questions is not an easy task. Burns (1999) recommends to pilot the survey first in order to identify possible ambiguities or misunderstandings.

#### **3.3.3. Students' Artifacts**

Students' artifacts include workshops, oral presentationa, drawings, writings, homework, etc. These artifacts allowed the researcher to document if the use of cinema as theme-based instruction helped students or not to improve their social and oral skills during the intervention because in these artifacts students' ideas and perceptions about several issues were represented



### **3.4. - Ethical issues**

#### **3.4.1 Consent Form (annex 1)**

This was a very important step to be taken when starting a research project. It consists on giving the participants information about the study and the importance of their participation and attendance (Tudor, 2001), asking them not only for their permission to be part of it but also to collect data to analyze and establish a set of conclusions

#### **3.4.2 Validity and reliability**

In order to guarantee that the information presented here was accurate with what was actually happening, the results relied on triangulation. This means that not only the researcher's view was taken into account, but also students and the teacher's view, in which information collected with the three instruments and its possible interpretation were discussed with them, in order to avoid misunderstandings. If there was something students totally disagree or they did not authorize to write, this part was removed. If there was some information elucidated in the data analysis and results that students considered was not what they wanted to say, this part was modified. In order to show that the information was reliable, the surveys and possible artifacts are attached.

## **Chapter IV**

### **Pedagogical intervention**

This chapter presents three important aspects related to the pedagogical intervention of this study. The first one is the way in which the language learning approached, CLT, and the method, TBI, guided the interventions. The second one had to do with the pedagogical design, the procedure, and a sample of the lesson plan that reflected those principles on which this study was relied on. Finally, the curricula was included, in which a sample of the activities carried out during this intervention are shown.

#### **4.1 Communicative language teaching approach and theme-based instruction method in the pedagogical proposal**

This current study took into consideration the principles of the communicative language teaching approach. To begin with, each lesson plan designed has a space where students have the chance to use the target language for communicative purposes. Several activities were made for this purpose, such as “find someone who”, interviews, discussions, among some others. When interacting in the target language, mistakes were tolerated since the idea was to let students express freely, seeing the language not as an obstacle but as a mean for communicating, giving the correspondent feedback afterwards.

Other important characteristic in this approach is the use of authentic materials to let students know how language is used in real contexts. This piece of research used two different kinds of authentic materials. The first one (and probably the most important) was the short films, whose role in this study was not only as a motivational resource but also as a way to model behavior. In order to take advantage of these films, a workshop for each short film was designed, composed for different sections, including a discussion section at the end. The second resource was pieces of news regarding the topics selected to work on. This last resource represented a way for students to be familiar with the vocabulary and the verb tenses used when reporting news. The role of these pieces of news was to illustrate with real facts some of the issues depicted on the short films.

This study selected three topics: social networks, bullying, and citizenship. These topics were not selected at random. Based on the observations made during the second stage of this action research project, it was found that students are really into social media. Therefore, it is pertinent to work on this issue in order to provide a better understanding and appropriate habits when using social networks. The second topic was chosen, because in the classroom there were some attitudes that could unconsciously lead to serious problems further on. The last one was picked because students had shown some poor habits regarding solidarity, common good, etc. These three topics were guided by some grammar aspects due to the fact that ten graders follow a text book called

Connect to English 4. With the election of these topics, the method of teaching was put into practice. Tasks were organized not around a grammar aspect, but around the topics mentioned before. Each topic constituted a “unit”. Each unit was composed by a set of four lesson plans. These units receive the following titles: 1. Me and my on-line relationships. 2. Overcoming bullying. 3. Becoming a better citizen.

Up to now, some aspects regarding the pedagogical intervention were elucidated. In the following section, there are more details about how this proposal was carried out, having in mind all the theory in which this study is grounded.

#### **4.2 Pedagogical design**

Since the goal of this study was to help students to improve their oral and social skills, the activities proposed enhanced students to share their ideas in the target language, the same as listening to their peers’ ideas in order to learn from them. The proposal structure is divided in two stages. These two stages are reflected in every set of lesson plans grouped for a theme or topic (three topics), in which different short films were selected.

**First stage:** this first stage is named “*activation and practicing*”. The purpose of this stage was to get students involved and familiarized not only with useful vocabulary related to the topic, but also with useful grammar structures. This stage was really important for the purpose of this project because with the vocabulary and grammar learnt through the readings, surveys, games, matching activities, writing activities, etc., students were able to use them in the second stage, in order to interact and participate in the different discussions. This stage had a practical component since students had to do something with the vocabulary and grammar learnt, that usually included interaction among them, even if it is just to share what they had answered to some questions made by the teacher. The activities were carried out individually, in pairs, in groups, and the whole class. Everything depends on the kind of activity to be developed.

**Second stage:** this second stage was named “*practicing and interacting*”. In this second part, the short films were displayed and students received a kind of workshop, where they found

three main parts: literal questions, exercises about vocabulary and expressions in the short films; reflective questions; and a discussion part. In this stage students were supposed to put into practice not only the vocabulary learnt in the previous stage, but also the new vocabulary learnt from the short films

### **First topic and selected short films**

**The first topic is social networks.** Several studies have revealed that social networks have become as addictive as smoking cigarettes (Ogbevoen, 2012), being more popular than talking on the phone. According to Foucalut Welles (2012), assistant professor of communication studies in the College of Arts, Media, and Design at University of Chicago, more than being simply dependent on digital media, the important questions are whether or not this dependency is displacing something important and if it makes people less social. In order to broach this issue, two short films grounded on social network were selected: *Double check* by Paco Caballero and *Disconnect* by Nicolo Olviver.

### **Second topic and selected short films**

**The second topic is bullying.** When it comes to having an adequate process of learning, one important aspect to achieve academic successful is the environment and people in it. Bullying cases can prevent students from excelling at school, resulting in devastating consequences. The Ministry of Education in Ontario (2002) states that by participating in bullying awareness, schools will give way to positive changes in students' learning, achievement and well-being by promoting a safer learning environment. For this topic, a short film was not selected but a full-length movie. The reason for making this change was because through the search of a short film whose story was able to impact and transmit a clear message, the researcher could not find an appropriate short film for this purpose. That is why the full-length selected was **Klass** by Illmar Raag

### **Third topic and selected short films**

**The third topic is citizenship.** Nowadays, most schools are concerned about citizenship education because of the new development in promoting democracy among countries (Vermeer, cited by Boadu, 2013). “Citizenship education implies being educated to become an efficient member of one’s immediate and general human community and to develop a commitment to work effectively with diverse people and to accept differences in culture and values to social development needs or issues” (Boadu, 2013. p138). Regarding the purpose of citizenship education, Kerr (cited by Boadu, 2013) agrees that it is basically to prepare young people for their roles and responsibilities as citizens. In this sense, schools cannot avoid their responsibility in preparing people to be socially competent in a society. The three short films to work on the importance of being good citizens were *Modern educayshun* by Neel Kolhatar, *Bus 44* by Dayyan Eng, and *One hundred of a second* by Susan Jacobson.

<b>The main teaching objectives that guided this intervention were:</b>	
1. To encourage students to express their opinions and ideas orally in order to construct knowledge by interacting	2. To involve students in a context where they can give account of the importance of developing social and oral skills

### **Design of the lesson plans**

The lesson plans were grouped according to the topics explained before. As it was mentioned, the topics were social networks, bullying and citizenship. For each one, there were at least four lesson plans, each one designed to cover two classes (150 minutes). It means that each "topic" was carried out in eight classes. Each lesson plan had three moments: opening activities, while activities, and closure activities in a communicative context.

**FIRST STAGE:** In the first moment, the teacher played with students’ previous knowledge in order to activate vocabulary, and some grammar structures that they should know by asking them some questions, asking them to write some ideas on the board, or playing a brief game. In the second moment, the teacher introduced the topic using different materials and activities such as readings, surveys, games, writing activities, and so on. In the last moment, students were asked to

do different tasks: write a short paragraph in order to reflect about the issues seen in class; share their opinions about certain issues; and, they were assigned any homework.

**SECOND STAGE:** in the first moment, students were asked about some aspects related to the main issue that was depicted in the short film. Sometimes, a different activity was carried on, depending on the issue and the vocabulary. Some ideas were shared and written on the board. In the second part, the short film (films) was watched and students received a workshop about the short. The questions were answered by interacting among them. The short film was played as many times as students require, making pauses if necessary. During this second part, the workshop was satisfactory completed by them, to finish with the discussion part.

### **SAMPLE OF LESSON PLANS**

**IMPORTANT NOTE: Each lesson plan includes some annexes. The reader can find those annexes at the end of each lesson plan, not at the end of the document itself**

#### **LESSON PLAN No. 1**

#### **Becoming a better citizen**

#### **PROFILE**

<b>Subject:</b> English	<b>School:</b> I.E.D Gustavo Morales Morales	<b>Duration:</b> 110 minutes	<b>Grammar:</b> Would Should
<b>Grade:</b> 10 <sup>th</sup>	<b>No. Students:</b> 40 students	<b>Instructional setting:</b> whole class, individual and group work	<b>Vocabulary:</b>

**OBJECTIVE:** To recognize that by changing our own behavior and attitude towards different issues, we can start making the difference

#### **ACHIEVEMENT INDICATORS**

- To express my opinions using the modal verb “would”
- To use the modal verb “should” to express a moral obligation
- To read the dialogue and answer some questions, comparing my answers with my peers
- To interact with my classmates in order to share opinions and have different perspectives about the same issue

#### **ACTIVITIES**

<b>PROCEDURE</b>	<b>INST. SETTING</b>	<b>TIME</b>

<p><b>Opening activities</b></p> <ul style="list-style-type: none"> <li>- The teacher starts the class by asking the students what they would do in different situations shown through pictures (<b>annex 1</b>). For this purpose, each student will receive a copy. In order to do so, the teacher will start by giving her opinion about one of the pictures, providing a model for answering. This is written on the board. Ex: the picture shows a person who found a wallet in a bathroom. My answer: I would take the money/ I would try to find the owner.</li> </ul>	<p><b>Whole class</b></p>	<p>20 minutes</p>
<p><b>While activities</b></p> <ul style="list-style-type: none"> <li>- The teacher will ask the students to choose someone to work with. Each pair has to read the dialogue and answer the questions in part D (<b>annex 1</b>). Before answering the questions, the teacher will help them with vocabulary. Once students know this, they must discuss and answer the questions.</li> <li>- Once the exercise has finished, the teacher asks two students to read the dialogue aloud, pointing out possible mistakes in pronunciation. After this, the questions are corrected by the teacher with the students' help.</li> <li>- The next activity has to do with students' reaction to the situation stated in the dialogue. What they have to do is to start asking to different classmates what they think Matt should do, giving reasons to support their answers (part E). Then, some answers will be shared with the class.</li> <li>- Then each pair will receive a copy (<b>annex 2</b>). In the copy there are two stories about an act of kindness. Each pair will receive just one. The idea is to read them in pairs and then they will try to tell the class the main ideas of the text. The students must use a dictionary to look up unknown words. Additionally, the teacher will write on the board some questions regarding the stories. (what happened? what did the man/woman do in order to help? )</li> </ul>	<p><b>Pair work</b></p>	<p>60 minutes</p>
<p><b>Closure activities</b></p> <ul style="list-style-type: none"> <li>- To finish, the teacher asks the students to go back to the first exercise, the pictures. At the beginning of the class, they were asked what they would do. This time, they will write down what they should do in each situation.</li> </ul>	<p><b>Individual work</b></p>	<p>20 minutes</p>

## Annex 1

### What should I do? What would I do?





**Matt:** I can't believe it! I just picked this up to look at it and the thing broke in two. And with these ridiculous prices, it's going to cost me an arm and a leg.  
**Noah:** Oh, forget it. I'll bet it was already broken.  
**Matt:** You're probably right.



**Noah:** Just put it back on the shelf. The place is empty. No one saw. Let's just split.  
**Matt:** I couldn't do that.  
**Noah:** Why not? You said it yourself. The prices are ridiculous.  
**Matt:** Well, put yourself in the owner's shoes. Suppose the plate were yours? How would you feel if someone broke it and didn't tell you?



**Noah:** Well I'm *not* the owner. And, anyway, for him it would be just a drop in the bucket. To you it's a lot of money.  
**Matt:** Maybe so. But if I ran out without telling him, I couldn't face myself.

**D Think and explain** Answer the following questions. Support your answers with quotations from the Photo Story.

- 1 Was it Matt's fault that the plate broke?
- 2 Why does Noah think they can leave without saying anything?
- 3 What opinion does Matt have about the prices in the store?
- 4 Why does Noah think the broken plate won't be a problem for the owner?
- 5 What reason does Matt have for telling the owner?

**E Class survey** Poll the class and complete the chart. Then discuss and explain your reasons. (Students who choose "other" should present their solution.)

How many classmates think . . .	
Matt should put the plate back and leave?	
Matt should tell the owner what happened and offer to pay for the plate?	
Matt should tell the owner but say it wasn't his fault?	
Other:	

**Annex 2**


**Man Risks Life to Save Another**

Many people who ride a busy urban subway wonder, "What would happen if I fell off the platform and onto the tracks? What would I do?" Others wonder, "What would I do if someone else fell?"

That question was answered in a split-second decision made by "subway hero" Wesley Autrey, a fifty-year-old New York City construction worker on his way to work. Autrey jumped onto the tracks to save a fellow passenger from an oncoming New York City subway train.

The passenger, Cameron Hollopeter, 20, a film student at the New York Film Academy, had fallen between the tracks after suffering a seizure. Autrey rolled Hollopeter into a gap between the rails and covered him with his own body just as the train entered the station. Both men survived.

"I don't feel like I did something spectacular; I just saw someone who needed help," Mr. Autrey said. "I did what I felt was right."



**LESSON PLAN No. 4**

**Becoming a better citizen**

**PROFILE**

<b>Subject:</b> English	<b>School:</b> I.E.D Gustavo Morales Morales	<b>Duration:</b> 150 minutes	<b>Grammar:</b> Tag questions Second conditional review
<b>Grade:</b> 10 <sup>th</sup>	<b>No. Students:</b> 40 students	<b>Instructional setting:</b> whole class, individual and group work	<b>Vocabulary:</b> Adjectives



**OBJECTIVE:** To recognize that with some simple actions people can contribute a little bit to build a better society.

**ACHIEVEMENT INDICATORS**

To use different adjectives to describe people

To use tag questions to ask for confirmation

To work on the workshop, answering each question using the grammar correctly.

To give an opinion about the questions in the last part of the workshop, respecting turns.

**ACTIVITIES**

PROCEDURE	INST. SETTING	TIME
<p><b>Opening activities</b></p> <ul style="list-style-type: none"> <li>- The teacher starts the class by giving students different cards in order to play bingo. This bingo is about adjectives and it is focussed on synonyms. The teacher explains to them how to play, clarifying that they have to cross out the word that is a synonym of the word they have in their card. Each card has eight words.(<b>annex 1</b>)</li> <li>- Once the game is over, the teacher will ask students if they have any question about the vocabulary given in the game.</li> </ul>	<b>Whole class</b>	30 minutes
<p><b>While activities</b></p> <ul style="list-style-type: none"> <li>- The next step is to watch two short films, “one hundredth of a second” and “bus 44” (<b>annex 2</b>). Each student will be given a copy in which they can find a workshop about the two short films (<b>annex 3</b>). Nonetheless, students are not going to watch the short films until the end. The reason is because in the workshop there are some questions about inferring the ending of the shorts. In fact, this is the first part of the task.</li> <li>- After this, the following questions are related to the vocabulary reviewed in the game. Then, there is another grammar part related to the use of tag questions. In order to do so, the teacher will explain them this topic. Then, they can work on the copy.</li> <li>- In the last part, students have to answer some question in order to reflect about the situations presented in the two short films.</li> <li>- Then, there is a part called “discussion”. For this task, students will be organized in a round table. The teacher guides the conversation and helps students with vocabulary.</li> </ul>	<p><b>Individual work</b></p> <p><b>Whole class</b></p>	<p>60 minutes</p> <p>30 minutes</p>
<p><b>Closure activities</b></p> <ul style="list-style-type: none"> <li>- In order to reflect about what is being a good citizen, students will work in pairs to create commandments of the good citizen. The teacher will collect them and in the next session, they will be socialized.</li> </ul>	<b>Pair work</b>	30 minutes

**Annex 1**

Open-minded	Self-interested	Bad-tempered	Sad	Big-headed	Happy
Sad	Big-headed	Happy	Hopeful	Trustworthy	Thoughtful
Hopeful	Trustworthy	Closed-minded	Indifferent	Hardworking	Open-minded
Open-minded	Big-headed	Happy	Big-headed	Bad-tempered	Sad
Indifferent	Trustworthy	Closed-minded	Indifferent	Happy	Hopeful
Thoughtful	Hardworking	Sad	Thoughtful	Closedminded	Indifferent

**Annex 2**

One hundredth of a second by Susan Jacobson: <https://www.youtube.com/watch?v=EnbcMK9z16o>  
 Bus 44 by Dayán Eng: <https://www.youtube.com/watch?v=CK4TUP0VKLY>

**Annex 3**

**Workshop: Buss 44 and One hundredth of a second**

Name: \_\_\_\_\_

First part:

1. Bus 44: What are people going to do? Will they help the woman?

\_\_\_\_\_

\_\_\_\_\_



2. One hundredth of a second: what is the photographer going to do? Will help the little girl?

\_\_\_\_\_

\_\_\_\_\_



she

3. Now that you know what they did, what do you think of them? What adjectives would you use to describe them? You can use the ones reviewed in the Bingo or you can use some others.

Bus 44	One hundredth of a second

4. The following activity is based on the short film “Buss 44”. Which expression is close in meaning?

<p><b>-Thanks. I’ve been waiting for two hours. -No problem</b></p> <p>a. I wouldn’t b. Don’t mention it</p>	<p><b>Is it ok if I smoke?</b></p> <p>a. Would you mind my smoking? b. Do you like smoking?</p>
<p><b>Go ahead!</b></p> <p>a. No problem b. Don’t do it</p>	<p><b>What is wrong with him?</b></p> <p>a. What’s going on with him? b. What’s he doing?</p>
<p><b>Everything you’ve got</b></p> <p>a. Everything you’ve done b. Everything you have</p>	<p><b>Hurry up!</b></p> <p>a. Come here! b. Shake a leg!</p>
<p><b>I <u>beg</u> you, let me go!</b></p> <p>a. Please b. Stop</p>	<p><b>What’s the deal?</b></p> <p>a. What’s the mistake? b. What’s the problem?</p>

5. This activity is based on “One hundredth of a second”. What you have to do is to write the correct tag question according to the given sentence

She is getting ready to attend an award ceremony, \_\_\_\_\_?  
 She takes pictures in the middle of a war, \_\_\_\_\_?  
 She did not help the little girl, \_\_\_\_\_?  
 People in the auditory were really happy with her achievement, \_\_\_\_\_?  
 She cried because she did not help the little girl, \_\_\_\_\_?

**Second part:**

**6. Would you proceed in a different way?**

**If you were in the situation depicted in “Bus 44”, what would you do?**

---

**If you were in the situation depicted in “One hundredth of a second”, what would you do?**

---

**7. What do both short films have in common?**

**Discussion**

- Having in mind Kate’s case, the photojournalist in “One hundredth of a second”, if a person is at risk, should we keep on doing our job or get involved and help?
- Are those short films a depiction of reality or it is fiction? Why? (Bus 44 is based on a true story)
- Do you think that you as citizen have the responsibility to help others if possible?
- When would not you help? What to do If you cannot interfere by yourself?

**4.3 Curricula**

<b>CURRICULUM GUSTAVO MORALES MORALES TENTH GRADER: FIRST AND SECOND STAGE</b>					
<b>Time</b>	<b>Achievement</b>	<b>Achievement indicator</b>	<b>Activity</b>	<b>Resources SHORT FILMS</b>	<b>Evaluation</b>
<b>March 15th</b> 6:00 to 7:00 <b>March 18<sup>th</sup></b> 8:00am to 10:00am <b>“Me and my on-line relationships”</b>	I identify the social practices that reflect how technology, internet, and social networks influence my relationships with people around me	To use the simple present structures and frequency adverbs to talk about what I do in my free time  To participate in the survey and the reading, answering correctly the questions proposed for each exercise.  To respect my classmates when they are reading or giving their opinions.	Students write on the board what they do in their free time (brainstorming)  Students read a text about how technology is killing leisure time. Then the reading is done aloud (one by one).  Students look up the unknown vocabulary and answer the questions proposed in the copies  Students interview their classmates about how often they do certain activities throughout a survey given y the teacher  Students sit in circle in order to discuss the results of the survey  Students write down if there is an activity they would like to spend more time on.	Dictionary  Copies given by the teacher	Students participate actively during the activities and hand out the short reflection about activities they would like to spend more time on

<p><b>April 26th</b></p> <p>6:00am to 7:00am</p> <p><b>April 29<sup>th</sup></b></p> <p>8:00am to 10:00am</p> <p><b>“Me and my online relationships”</b></p>	<p>I identify the social practices that reflect how technology, internet, and social networks influence my relationships with people around me</p>	<p>To use different verb tenses to express my ideas and do the writing parts</p> <p>To work on the workshops, using the material given.</p> <p>To be part of the discussion, respecting my peers’ opinions and waiting my turn to share my ideas.</p>	<p>Students are asked about some disadvantages of social networks</p> <p>Students watch two short films about some problems caused by social networks.</p> <p>Students are given their first workshop whose purpose is to work on grammar, vocabulary, and listening. (complete the dialogue, matching activity, who says what)</p> <p>Once they have finished, students check a copy given by the teacher about advantages and disadvantages of social networks. With this copy, they receive a second workshop, whose purpose is to go deeper.</p> <p>Students must complement their answers of the second workshop with the copy about advantages and disadvantages.</p> <p>Once they have finished, the teacher collects the first task (workshop 1) and asks them to make a circle in order to socialize the answers.</p> <p>Students receive three pieces of news about tragical endings due to the bad use of social networks. Students have to read it and and, as homework, students write down what can be done to avoid dangerous situations.</p>	<p><b>Double check- Paco Caballero</b>  <a href="https://www.youtube.com/watch?v=D5zaF61DeJQ">https://www.youtube.com/watch?v=D5zaF61DeJQ</a></p> <p><b>Dis-connect- Nicolo Oliviver</b>  <a href="http://www.euroapress.es/cultura/noticia-corto-incomunicacion-pareja-culpaganador-whatsapp-awards-20140403202923.html">http://www.euroapress.es/cultura/noticia-corto-incomunicacion-pareja-culpaganador-whatsapp-awards-20140403202923.html</a></p> <p><b>Dictionary</b></p> <p><b>Workshop 1 and 2</b></p> <p><b>Two more copies</b></p>	<p>Students work on the workshops and participate respectfully in the discussion to socialize the answers.</p>
<p><b>May 6<sup>th</sup></b></p> <p>8:00am to 10:00am</p> <p><b>May 10<sup>th</sup></b></p> <p>6:00am to 7:00am</p> <p><b>“Overcoming bullying”</b></p>	<p>I recognize the importance of creating a good environment for my own and others sake by means of respecting and interacting</p>	<p>To identify clearly the components of a bullying situation</p> <p>Tu use the simple present to describe what each agent does or what better describe them</p> <p>To infer meanings of different words related to each of the agents in a bullying situation</p>	<p>Students are asked to say the first thing that comes to their minds when listening to the word bullying</p> <p>Then, students listen to the teacher in order to understand the meaning of the agents involved in a bullying situation: bullied, bully, and bystanders.</p> <p>Once they have the concepts clear, they use the simple present in order to describe what each one does, by following the model: a bully is someone who ____.</p> <p>After sharing what they wrote, students are given a copy with a matching activity about words related to bullying. By reading the examples and the expressions, they have to infer what the meaning is</p> <p>Finally, when the activity is done with the teacher’s help, students are asked to classify each word (they belong to: bullied, bullies, or bystanders)</p>	<p>Dictionary</p> <p>Copy given by the teacher</p>	<p>Students carried out each activity, sharing their answers with the class</p>

<p><b>August 12<sup>th</sup></b></p> <p>8:00am to 10:00am</p> <p><b>August 16<sup>th</sup></b></p> <p>6:00am to 7:00am</p> <p><b>“Overcoming bullying”</b></p>	<p>I recognize the importance of creating a good environment for my own and others sake by means of respecting and interacting</p>	<p>To recognize the different types of bullying</p> <p>To identify the way in which those types of bullying appeared in the movie</p> <p>To cooperate with silence while the movie is displayed.</p>	<p>Students are asked to write on the board some ideas regarding the three types of bullying: physical, verbal and social bullying. To do so, the teacher divides the board on three columns.</p> <p>After this, students watch the film, being silent while the movie finished, catching vocabulary in which they are interested.</p> <p>Then, the teacher clarifies questions about vocabulary.</p> <p>Students are asked about how they liked the movie and the types of bullying that the victim suffered, giving details.</p>	<p>Full-length movie “Klass” by Ilmar Raag</p> <p><a href="https://www.youtube.com/watch?v=yLiInFwIe8">https://www.youtube.com/watch?v=yLiInFwIe8</a></p>	<p>Students participate by giving their opinions.</p>
<p><b>August 19<sup>th</sup></b></p> <p>8:00am to 10:00am</p> <p><b>August 23<sup>rd</sup></b></p> <p>6:00am to 7:00am</p> <p><b>“Overcoming bullying”</b></p>	<p>I recognize the importance of creating a good environment for my own and others sake by means of respecting and interacting</p>	<p>To identify the symptoms of a person who is being bullied.</p> <p>To share their ideas about actions that can be taken in order to prevent bullying.</p> <p>To interact and exchange opinions with their classmates in the discussion about the movie</p>	<p>Students have to write on the board their ideas about how to identify when a person is being bullied.</p> <p>Students receive a copy in which they will find a mixture of words that make allusion to the symptoms of a bullied person. Then, they have to identify which ones were seen in Joosep, the main character in the movie</p> <p>Students are asked how to prevent bullying. They share their ideas with the class. Then, the teacher gives them a copy in which they will find information about a law in Colombia that regulates bullying situations. The reading will be done aloud.</p> <p>The teacher will clarify some aspects concerning this law, for them to know what to do if they are victims or witness of bullying.</p> <p>Students are asked to give their opinions about a mother’s complaint regarding a terrible situation that her son experienced in the school. The teacher will guide the conversation with some questions.</p> <p>Students are asked to organize the classroom in a circle in order to give place to a discussion about the movie. The teacher guides the conversation with some questions (see the lesson plan)</p>	<p>Two copies given by the teacher</p> <p>Dictionary</p>	<p>Students are able to identify the symptoms of the main character in the movie, by sharing their ideas with the class.</p> <p>Students participate actively during the discussion session.</p>
<p><b>August 26<sup>th</sup></b></p> <p>8:00 to 10:00</p> <p><b>August 30<sup>th</sup></b></p> <p>6:00am to 7:00 am</p> <p><b>“Becoming a better citizen”</b></p>	<p>I recognize that with some simple actions I can contribute a little bit to build a better society.</p>	<p>To express my opinions using the modal verb “would”</p> <p>To use the modal verb “should” to express a moral obligation</p> <p>To read the dialogue and answer some questions, comparing my answer with my peers</p> <p>To interact with my classmates in order to share opinions and have different perspectives about the same issue</p>	<p>Students are asked what they would do in different situations, using “would”</p> <p>Students work in pairs in order to read a dialogue and answer some questions regarding a moral issue</p> <p>Two or more pairs read the dialogue aloud, correcting pronunciation mistakes. After, the answers are corrected by the whole class</p> <p>Students are given two different stories. After reading them, they should paraphrase or retell the stories using their own words.</p> <p>Finally, students are asked to write down what they should do in the situations stated at the beginning of the class</p>	<p>Dictionary</p> <p>Copies</p>	<p>Students participate in the discussions and interact with their classmates.</p> <p>Students write possible options to different situation, using the modal verb “should”</p>

<p><b>September 16th</b></p> <p><b>8:00 to 10:00</b></p> <p><b>September 20th</b></p> <p><b>6:00 to 7:00</b></p> <p><b>“Becoming a better citizen”</b></p>	<p>I recognize that with some simple actions I can contribute a little bit to build a better society</p>	<p>To use different adjectives to describe people</p>	<p>Students are given a card in order to play bingo, crossing out the synonyms of the word given by the teacher.</p> <p>Students watch two short films about the responsibility that we as citizens have (help others). After watching them, students receive a workshop with some questions, putting into practice the adjectives seen in the Bingo.</p>	<p>One hundredth of a second by Susan Jacobson  <a href="https://www.youtube.com/watch?v=EnbcMK9z16o">https://www.youtube.com/watch?v=EnbcMK9z16o</a></p>	<p>Students work on the workshop, answering the questions correctly.</p> <p>Students participate in the discussion.</p> <p>Students create commandments of the good citizen</p>
		<p>To use tag questions to ask for confirmation</p>	<p>There is an exercise related to tag questions. In this part, the teacher will provide a brief explanation for students to be able to answer.</p>	<p>Bus 44 by Dayyán Eng  <a href="https://www.youtube.com/watch?v=CK4TUP0VKLY">https://www.youtube.com/watch?v=CK4TUP0VKLY</a></p>	
		<p>To work on the workshop, answering each question using the grammar correctly.</p>	<p>Students watch the shorts the times they require in order to finish the workshop with the teacher’s help.</p>	<p>Cards</p>	
		<p>To give an opinion about the questions in the last part of the workshop, respecting turns.</p>	<p>At the end, students have to participate in the discussion proposed in the workshop.</p> <p>Students have to work in pairs in order to create commandments of the good citizen. They have to hand it at the end of the class. In the next session the answers will be socialized.</p>	<p>Dictionary</p>	

## Chapter V

### Data analysis

This section presents the data analysis of the information and procedures that were recollected during the pedagogical intervention described in the previous chapter. The instruments used for collecting data were filed notes, artifacts and surveys. With those tools, the researcher started a process of analyzing data in which some categories and sub categories appeared in order to guide the whole analysis. Afterwards, a process of elucidating the results of this study took place, having in mind the main and general objectives proposed in the first chapter.

#### 5.1 Triangulation process

As it is well-known, in any piece of research it is determining to use not only one instrument to collect data but at least three instruments in order to provide different views about the same issue, making findings more reliable, objective, and veracious. According to Johnson (1999),

“triangulation means looking at something from more than one perspective. It ensures that you are seeing all sides of a situation and it provides greater depth and dimension, thereby enhancing your accuracy and credibility” (p.73).

For this study, three instruments were used: field notes, artifacts and surveys. These instruments allowed to collect the researcher’s experience the same as participants’ experience and perceptions around the implementation proposal. The two last instruments mentioned were focused on participants since they provided their impressions, perceptions and ideas regarding their performance and the way they felt and interacted with all the procedures that were carried out during the project, offering the researcher a wider viewpoint about the same issues.

## **5.2 Process of data analysis**

This process started when the researcher’s implementation was completely done and he/she had enough data to start finding the results. The data provided the evidence to support the assertions that were made about the research outcomes (Burns, 1999). To carry out this process, this study followed a model proposed by Burns (1999), which consists on a set of five stages:

A. Assembling data: in this stage, the researcher must gather the data he/she collected over the research. It is useful to write notes about the impressions or ideas that come up to \_\_\_\_\_ researcher’s mind. With this initial examination, it is possible to find possible patterns that later on can be adapted, compared, and contrasted to start a more detailed analysis.

B. Coding data: in this stage, the idea is to code data to identify even more specific patterns. Coding is a process whose purpose is to reduce the large amount of data in order to make it more manageable by establishing categories and/or themes.

C. Comparing data: in this stage, it is time to compare the information given by different data collection techniques in order to identify themes and patterns that are repeated across the process, making connections and establishing relationships among them. The main goal of this stage is to display the data without any explanation or interpretation.

D. Building interpretations: in this stage, the researcher has to go beyond and starts making some sense of the meaning of the data in order to develop theories concerned the reasons why

certain attitudes, behaviors, and interactions have appeared. It is a matter of finding an explanation for each issue and interpreting data.

E. Reporting the outcomes: in this final stage, the researcher presents the findings. These ones have to be well supported with evidence from data, describing the context of the research.

### 5.3 Categories of analysis.

Bearing in mind the model presented in the previous section, the researcher established the following categories with their correspondent subcategories after carrying out the process of assembling data, taking into account the research question and main objectives of this study:

<p><b>Research question</b> How can the use of authentic short films in a theme-based instruction EFL classroom help tenth graders to improve their oral and social skills at Gustavo Morales Morales School?</p>
<p><b>General objective</b> To document how the use of authentic short films in a theme-based instruction EFL classroom can help tenth graders to improve their oral and social skills at Gustavo Morales Morales School</p>
<p><b>Specific objectives</b></p> <ul style="list-style-type: none"> <li>- To trace the effects of working with theme-based instruction activities on students' performance both oral and socially</li> <li>- To identify how the design of contents from the use of short films invites students to express themselves freely, giving them the chance to use the target language with communicative purposes</li> <li>- To characterize the way in which interaction among students allow them to develop communicative skills.</li> </ul>

Categories	Subcategories
Short films as a source of motivation and participation	<ul style="list-style-type: none"> <li>- interaction among all the members of the classroom (social skills)</li> <li>- use of target language for communicative purposes</li> </ul>
Theme-based instruction as a way to give language a more relevant use	<ul style="list-style-type: none"> <li>- exploration of different issues and their impact on students' social skills</li> <li>- the role of pre-short film activities in the students' oral production.</li> </ul>



## 5.4 Analysis of categories

The purpose of the following paragraphs is to analyze de categories established above, supported by the evidence that the different data collection instruments brought to light. Besides, this analysis was based on the theory behind each main concept of this piece of research (short films, oral skills, social skills, communicative approach, and theme-based instruction).

### 5.4.1. Short films as a source of motivation and participation.

This category elucidates the way students approached short films, considering aspects such as interaction among them not only verbally but also non-verbally, the same as the use they gave to the target language in order to communicate to others what they thought.

#### - **First subcategory: interaction among all the members of the classroom (social skills)**

For Martinez-Salanova (2003), the films, besides being a motivational resource, are a real tool for enhancing reflection from the contents depicted in them. In this study, the use of short films made most students feel interested and motivated not only because they had never watched a movie in the English class, but also because the situations depicted in each short film made them reflect about them. Regarding the first utterance, a fact that supports this is that when students were about to watch the first short film, they collaborated in the creation of a kind of curtain with black bags to cover the windows in order to watch the short films in better quality (annex 5). They also helped the teacher to set up the technological tools. Also, some comments such as “*teacher, ¿qué vamos a ver?, ¿cómo se llama el cortometraje?*” reflected their interest towards the films.

Concerning the second utterance in the previous paragraph, while watching the short films, some students commented with their peers, some others smiled at each other, and some others were just paying attention to the short films (annex 5). Nonetheless, sometimes when they started talking among them during the film, some other students asked them to be quite, by means of giving a command (*ole ya callese*) or giving a sign with their fingers on their lips, producing a “sh” sound (annex 5). When the short films got to the main point, students could not avoid expressing their emotion by speaking aloud, laughing and looking at each other (annex 5).

In regard to the cinema as a tool for reflection, after watching the film students made some comments such as “ufff, esos cortometrajes lo ponen a uno a pensar, cierto profe?” (annex 5). This corroborates Goldmann’s view (1967) when saying that the artistic production not only make people reflect but also it looks for a transformation, in the sense of modifying and molding behaviors and attitudes toward specific issues. When the teacher asked them some questions about the films, most students answered at the same time, some others just raised their hands waiting for the teacher to give them the chance. Some others did not even showed any interest (annex 5). When participating in order to answer the questions, guided for a workshop, some students refuted and some others agreed with their classmates by means of expressing their views about the same issue. This reflects that students were affected by the films, making them feel the need to say or show their view. (annex 5 and 6)

In the survey conducted at the end of the implementation, students were asked about the way they perceived the use of short films for the English class. All of them agreed that the use of short films was really interesting due to the following reasons (annex 6): it was a way to escape from routine; it was a way to practice vocabulary; it was a different way for learning; it was a way to see reality; it was a way to reflect about topics that impacted students; it was a way to reflect about students’ own life; it was a new way to learn new expressions and vocabulary; an finally it was a way to practice listening.

Nonetheless, despite the several positive aspects they mentioned about the use of short films, there were some negative aspects such as problems with technology and the fact that some students could not be quiet when watching the films (annex 6 and 5). When setting up the technological tools there were sometimes problems with the internet, with the sound, with the computer itself, etc. That is why one of the students stated that a lot of time was spent trying to set everything up.

A rewarding fact that this last survey brought to light was that some students, considered by themselves as the slackers of the class, felt they finally were taken into account by means of allowing them to participate and give their opinions without any restriction (annex 6). For them, this

situation made them feel motivated and they felt they had learnt new things (annex 6). In fact, later on in the implementation, these students became the most participatory students during classes, changing their behavior (if not in an excellent way, at least there was a considerable change). Hannah (2013) affirms that when students are disruptive, they know they will get attention. By giving students attention by means of participating, these students can meet their individual desires staying engaged with the class and being less disruptive (Hannah, 2013).

Some of the activities developed required students to work in pairs or in groups. But when doing so, it was difficult for the teacher to keep them organized. When grouping, they did not follow instructions, making the class a real noisy place (annex 5). When the teacher tried to give them the directions for them to be able to finish the assigned work, they started talking at the same time as teacher did, making communication impossible. For Angelo (2015), people who are not able to have successful interaction and communicative process with others, just reflect their poor social skills. When this happened, what the researcher did was to be silent. With this simple fact, they understood that it was not possible to continue if they kept talking (annex 5). If one of the students got the idea, then he/she started to ask their peers to be quiet.

#### **- Second subcategory: use of target language for communicative purposes**

Using the target language for communicating orally was the most difficult part for students. Nunan (2003) firmly believes that one of the reasons that make speaking the most difficult ability is because students do not have enough time to think of what they want to express. Instead, it has to be done immediately. That is why the researcher focused on vocabulary and sentence structure in the first stage of the implementation process (clearly explained in chapter 4), expecting students to use this previous knowledge when talking about the short films.

While it is true students showed interest when watching the short films and showed interest in participating, the fact is that when participating they use their native language, incorporating some words or expressions in English (annex 5). In most cases, students interested in participating, asked the teacher things like these: *how do you say “en ese caso es mejor llamar la policia”, ¿como se escribe?* (annex 5). When the teacher wrote on the board something they asked, students read it,

and then they asked if the pronunciation was appropriate (annex 5). This kind of facts reflect students' interest in learning some aspects of the target language, even when they did not do an appropriate performance.

When the teacher asked a question, students started guessing the meaning of that question, just by having in mind the few words they understood. They asked the teacher things like “*teacher, que qué si algo con la realidad o fiction?*” (the question was if they thought that the two short films were a depiction of reality or just fiction and why). It is here when a negotiation for the meaning took place. According to Nunan (2003), this has to do with checking if someone understood what someone else said by asking for clarification, repetition, etc. This process was carried out by the teacher by means of using synonyms or illustrating with mime what the question was. When finally students understood, they gave their answers, but incomplete answers (annex 5). They just provided a short answer, depending on the question. For example, following the question above, their answer was like “*uy yes, reality*”. This just evidenced they struggled with the sentence structure and vocabulary. However, when the teacher provided a model to answer, they were able to follow it.

At the end of the implementation, students were asked about the reasons why they could not develop appropriate speaking skills during the process. The survey revealed that in fact a considerable amount of students admitted they felt they finally started to speak in the target language. They admitted they had improved their pronunciation and learnt a lot of new expressions that they found really useful in their daily life (annex 6). According to most of them, they felt they improve their pronunciation. While reading a particular text provided by the teacher, students read it aloud, taking turns to do it. Meanwhile, when a student made a mistake, students were asked about what the correct pronunciation was. They gave their options and then the teacher corrected them (annex 5). If the word appeared again, they, at least, started hesitating about the pronunciation, giving the right pronunciation after all. This manifests that students were being conscious about their learning processes.

This survey also revealed that some of them had the impression that they learnt to speak more, instead of learning grammar, since the dynamic of the classes allowed participation. For

Richards (2006), the best way for students to learn the language is through significant and purposeful interactions between the learners, using language for meaningful communication. In the particular case of this piece of research, students felt they used language to communicate each other, no matter if there were some incoherences in the target language. The important fact to elucidate here is that they gained confidence to speak. Before, they were ashamed of doing so, especially because of the lack of opportunities for them to practice.

Bearing in mind both subcategories, in general terms students felt motivated towards the English class due to the use of short films because these ones represented a new way to learn, not only concerning formal aspects of the language, but also aspects related to social life and humans' behavior. Through the different films, students were able to participate and let others know their opinions since the most important thing was not necessary to have a perfect performance in the target language, but start using it with no shame, which gave them confidence to speak. Students who never participated, started doing it, showing interest and commitment toward the class.

#### **5.4.2. Second category: Theme-based instruction as a way to give language a more relevant use**

The aim of this category is to elucidate the use students gave to language regarding the selected topics. As it was explained in chapter IV, three topics were selected: social networks, bullying, and citizenship. These ones were supported by short films and a movie (the only one) that was watched during the whole process of implementation. In order to show this, three subcategories were created, which are focused in three main issues: language in the exploration of issues and language in the pre-short film activities.

##### **-First subcategory: exploration of different issues its impact on students' social skills**

In chapter II, some advantages of using theme-based approach were elucidated. According to Cameron (2001), one of the advantages is that since the lessons are guided by a theme and not by a grammar topic, there is a wide range of activities that can be carried out. Having the possibility to develop different activities, students' learning styles can be taken into account. In this study,

different activities were done. That includes matching activities, imagining situations through images, interviewing classmates, finding synonyms, etc. (See chapter 4)

What made this method of teaching relevant for students' use of language was the topics that were selected. These topics led students to go beyond, getting to the point where they compared the situations depicted in the short films with their own context (annex 5). When they watched the short film "Bus 44", they compared that situation with common issues in their city, such as thieves in transmilenio, or just when a person needs some help (annex 5). Undoubtedly, the selected topics and the short films made students participate, feel the need to say something about it, express their viewpoint about different issues, and reflect about their own context and the way they would act in similar situations.

Considering the aspects mentioned in the previous paragraph, students used the language for self-expression and sharing ideas. For Lewis' view (cited by Tudor 2001) language is a way to understand who we are and what we perceive ourselves to be. Under this point of view, language becomes a mean to express our feelings, our views, and our interests, creating our own business card. During the classes, students were engaged to participate even when they did not know how to express their thoughts in English. Here is when the teacher helped them with vocabulary and sentence structure. Regarding the last survey, most students were not anymore afraid of asking questions, even when they seemed to be really silly (annex 6). The idea is that the language did not represent an obstacle for them to speak.

Tudor (2001) asserts that it is important that both teachers and students create the perfect environment in the classroom for expressing opinions, with no fear of being judged or rejected by others. Concerning this, even when some viewpoints disagreed (annex 5), students in most of the cases were able to interchange opinions without creating a wrong environment. In fact when they watched the full-length movie "Klass", they were absolutely impacted by the situation experienced by the main character. This made them being accomplices and sympathetic with the situations (annex 5). However, when participating sometimes they did not respect turns when speaking, which made listening to others a real challenge.

When discussing about bullying, students were asked about the reasons why a person can be bullied. In this session, they were able to say several things in English, demonstrating that they had some previous knowledge about it (annex 5). However, when trying to articulate everything to build a sentence, they struggled doing this.

One remarkable aspect is that when they watched the movie about bullying and they were asked if they had bullied someone or had been the bullied, they reflected about their own practices regarding their behavior with others (annex 5). They said that they bother their classmates but when they feel they are crossing the line, they stop. And they know when to stop by seeing the bullied's attitude.

### **-Second subcategory: the role of pre-short film activities in the students' oral production**

In charter IV, it was explained that each topic was divided in two stages: the first one corresponding to activities to approach students the topic and activate vocabulary, and the second one had the purpose of encouraging students to speak in the target language. The purpose of this was to clarify if those pre activities helped students with their oral skills. If so, the way in which this process happened will be explained.

Considering the three topics, the one in which students showed more oral performance in the target language was in the first one: social networks. The activities proposed for the first phase of this topic explored students' previous knowledge: simple present. They demonstrated certain degree of knowledge regarding the use of this verb tense. It was evidenced when the teacher asked them about what they did in their free time (annex 5).

When reading, students started making connections in order to infer the meaning, allowing them to participate using both native and target language. While reading, students interrupted the reading in order to make questions about the correct pronunciation of different words (annex 5). After the reading, a round of questions about vocabulary took place, giving them more tools to participate during the different discussions. Even when the purpose of this first phase was to activate vocabulary, there was place for speaking too, even if it was just a matter of checking orally

an activity done in class (annex 5). Once they were asked to write some good and bad things that technology and the internet have brought to our lives (annex 7). They wrote some ideas, then the teacher corrected the mistakes, and then, when sharing their ideas, they were able to said what they wrote (with some few mistakes, but they tried to)

A significant aspect to be mentioned is that when they made a mistake, either in pronunciation or any other aspect regarding the target language, they corrected each other. Sometimes in a polite way, but some other times with a burlesque attitude, making comments like “*buena, intelligent woman/man*”. When doing writing exercises, they helped each other, providing others a model to answer or even explaining others the way to do it. After each exercise, the next step was correction. It was carried out by students. The teacher gave them the base until they could find the correct answer, letting students provide an explanation about why it was correct or why not.

In the section regarding bullying, the vocabulary learnt in the first two lesson plans was somehow useful in later discussions. They tried to use that vocabulary, but unfortunately they made the same mistakes -sentence structure (annex 5). However, the main idea about what they wanted to say was understandable.

This topic, bullying, included some readings about real story cases(annex 7), with tragical endings. When students read those pieces of news, they felt shocked by the tragical consequences. This motivated to express themselves. They told the class some other stories they knew. For this purpose, they used “spanglish” (more Spanish than English). When someone took the autonomy to tell the class such stories, then others wanted to tell their stories too, creating a suitable environment for participating.

Something really curious is that when students spoke in the target language in the pre-activities, then, when it was time to speak about the short films, they could not find the way to use the structures they learnt. In the first activity regarding citizenship (the last topic in the implementation), students could write what they would and should do in some situations depicted in some pictures (annex 7). Then, when it was time to see the short film and discuss about it, they could not communicate their ideas in the target language.



Nonetheless, as it was mentioned before, students were not afraid of asking questions (annex 6), which was an important aspect. In the activities carried out during the implementation process, students were curious about some expressions that had nothing to do with the topic. They felt free to ask without any restriction. This revealed students' interest in learning words or expressions that can be useful in their daily life (annex 6). When watching the short films, they asked questions about vocabulary taken from the films. Specially, they asked vocabulary related to the way they treat each other: "teacher, cómo se dice `qué perdedor`, teacher, cómo se dice `me da pena`, teacher, cómo se dice `no sea sapo`, etc. (annex 6)

To sum up, this second category revealed that students found a relevant use for the language, using it for expressing their thoughts and perspectives about different issues, the same as they used it for their daily life. This means they started using it to address their classmates in the way they would do it in their native language. They felt the language finally had a purpose since it allowed them to express in a natural way, using expressions they considered pertinent for them.

## **5.5 Findings**

After the pedagogical implementation and having analyzed all data collected, there are some facts that are relevant to mention since they can contribute to improve the teachers' practice the same as the students' performance in an EFL classroom.

As a result, the implementation of this pedagogical proposal elucidated the benefits of giving students the chance to be part of the class by means of participating, sharing ideas and contrasting them with others. Those benefits relied on the building of an appropriate environment for interacting each other. This environment was possible since all of them were free to participate no matter if they did not know some aspects regarding grammar. Language cannot be an obstacle that prevent students from expressing themselves. On the contrary, it has to be enhanced in a well-chosen way for them to overcome some factors that can influence negatively their participation in a foreign language.

In addition to interaction, this pedagogical intervention proved that when the teacher allows students to ask any question without caring whether it has to do or not with the topic seen in class, students give language a relevant use, realizing that actually it can be used for communicating. In other words, when students asked for the way to say useful words or expressions for their daily interaction with their peers, they found that learning a foreign language is worthy.

This proposal also elucidated that using cinema in an EFL classroom is an excellent resource to make students be motivated, but also to encourage them to share ideas and contribute to reflect around different topics. When students felt moved by the situations depicted in the films, they could not avoid saying something about it. They needed to express what they were thinking of. In this sense, the cinema is an enhancer of oral skills.

In summary, this study represents a path to explore and look for diverse ways to help students enhance their oral production, taking advantage of the benefits offered by the cinema and the advantages of building a suitable learning participatory environment by allowing students be part of the class by means of participating and sharing their opinions even in their mother tongue since the language cannot be a barrier for them to express freely, but rather a way to start gaining confidence to little by little start using the target language.

## Chapter VI

### Conclusions

In the following paragraphs, the conclusions of this study will be presented. These ones are completely based on, first, the analysis of the categories displayed in the previous chapter and, second, the main purpose of this study, which was to see the impact of using authentic short films in a theme-based instruction EFL classroom to help students to improve their oral and social skills at Gustavo Morales Morales school.

While it is true the use of authentic short films did not make students have an excellent oral performance, it is an excellent tool for students to be motivated and interested towards the English class, since it represents a different way to learn, breaking the monotony of a traditional class. The important aspect teachers need to take into account is that the topics of the short films definitely influence students' willingness to participate and ask questions. This study proved that when the topics are close to students' reality, they feel the need to say something about it.

However, this is not the only aspect that influences on students' participation. The environment of the classroom is absolutely important when students interact among them. Providing a space where students can participate without being afraid of making mistakes or asking questions even when they are not related to the topic, make them feel confident when expressing their views, giving place to interaction and reflection when different perspectives are brought to light. An important aspect to be mentioned here, is that students' mother tongue cannot be a barrier when participating. This means that when students are willing to participate but they are afraid because they do not know how to express what they want to say in the target language, teachers must allow them to do it. This is a way to make students feel part of the class: by taking their opinions into consideration. In this study, even when they did not know how to express themselves in English, they tried to make themselves understood.

When students find that English is not only grammar, they start showing interest because they feel they can give language a relevant use for their lives. They can use it for expressing what they think and for communicating with others. Regarding this, the teacher should allow all students to participate and encourage them to do it, without caring if there is something wrong. Of course, those mistakes should be corrected but in a way that students do not feel ashamed of their interventions. After all, giving an attempt is start making the difference.

Concerning social skills, the use of short films provided spaces for them to interact, which is a relevant aspect. However, one social skill that this study was expecting to promote since interaction and participation took place in most of the sessions, was that students understand the importance of having an appropriate social behavior. This objective failed because in most of the cases some students did not respect turns when speaking. It is important for the teacher to look for methods and strategies to make students be aware of the relevance of respecting turns when exchanging opinions. This just corroborates the failure in other social skill: follow rules. Sometimes they did, some other times some students did not. That is why working in groups or in pairs did not work. In other words, some of them are not good listeners, which is an important social skill when interacting. This experience could be valuable for teachers in order to understand that before expecting students to carry out pair work or group work, it is pertinent to reinforce somehow the importance of listening to each other.

Nevertheless, not everything was wrong. Using authentic short films made students reflect about their attitude and behavior toward several issues. It is possible to say that they gave countless opportunities for self-reflection and introspection, what makes students responsible for their behavior, contributing to develop social skills.

The last conclusion is that when the teacher gives the floor to students who seem to be unruly or undisciplined, then little by little they start feeling they are part of the class, creating motivation and willingness to participate. Generally, the teachers do not care about these type of students because precisely they sabotage the class. In this study, a group of students who did not

show interest at all in learning English, became interested in the class because, as they expressed, they feel part of the class when their opinions were taken into account.

To sum up, using films in an English class is a field from which teachers can take advantages when it comes to interaction, participation, but even more reflection. Suitable results can be achieved if the teacher allows students to express freely without restrictions, promoting and encouraging them to build a proper environment for sharing ideas and learning from different perspectives.

### **Recommendations**

This study provides a wide field in which several strategies could be developed in order to help students improve their oral and social skills. A recommendation that is pertinent for this piece of research and its impact in future implementations \_ is to have more than simple three hours of English class, since learning a new language is a scaffolding process that requires time. Another recommendation could be to find different strategies to make students understand the importance of listening to each other if they want to have a rewarding and meaningful interaction practice. Since using short films in the EFL classroom showed that it is a potential enhancer of participation, it is essential to let students give their opinions, trying to promote an appropriate environment for them to interact in an organized way, building a real participatory classroom for them to learn in a meaningful way.

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## ANNEXES

### Annex 1

#### AUTORIZACIÓN

##### *Respetados estudiantes:*

Reciba de antemano un cordial saludo. Por medio de la presente me permito informarle que usted está siendo invitado a participar en un proyecto de investigación llevado a cabo por Mónica González, docente en formación de la Universidad Pedagógica Nacional, cuyo objeto de estudio radica en habilidades orales y sociales.

Durante el proceso, que tomará aproximadamente tres semestres (tiempo estimado de observación e intervención pedagógica), usted podrá ser grabado, observado, entrevistado y/o puesto a ciertas pruebas. Sin embargo, esta información será usada solamente con fines educativos y de investigación, razón por la cual cualquier información obtenida, serán mantenidos en el anonimato. Una vez el estudio haya sido culminado, el investigador compartirá públicamente los resultados encontrados.

**Al firmar este documento usted habrá aceptado su participación en este estudio y dará fe de haber sido informado de las implicaciones que esto conlleva.**

**Gracias de antemano por la atención prestada y su colaboración**

**Nombre del estudiante:** \_\_\_\_\_

### Annex 2

#### Teacher's interview

**Note: the results of the interview it is a reported speech. The results are not expressed exactly with the word the teacher used. It is just an approach about what he said.**

¿Cuáles son las fortalezas y debilidades que ha notado en sus estudiantes pero no desde el punto de vista académico sino social?

Respuesta: El docente señala que en muchas ocasiones los estudiantes tienen ciertas diferencias, pero que no ha habido problemas de gran tamaño. También dice que el vocabulario y la forma de tratarse entre ellos es a veces fuerte. Otro aspecto importante que menciona es acerca de algunos problemas que no se notan a simple vista pero que el de antemano conoce y es el uso de drogas por parte de algunos estudiantes y las carencias económicas de otros.

¿Cómo es el trato entre los estudiantes? ¿Y entre estudiantes y docente? ¿Y docente y estudiantes?

Respuesta: al respecto el docente afirma que la actitud hacia él es buena, pero sin embargo cuando se les llama la atención por no prestar atención en clase o no hacer los ejercicios, la actitud de ellos muestra malestar.



¿Cuáles son las fortalezas y debilidades que ha notado en sus estudiantes en el ámbito académico?

Respuesta: la debilidad que muestran es que la gramática les parece un tema aburrido y al momento de escribir o de expresarse, se nota la falta de conocimiento de la gramática, pues a pesar de que tiene mucho vocabulario, no saben cómo armar una oración. Entre las habilidades que más se les dificulta, se encuentran al speaking y el listening en segundo lugar.

¿Qué tipo de actividades se llevan a cabo en el aula?

Respuesta: básicamente lecturas, resolución de ejercicios de writing relacionados con responder preguntas u organizar oraciones o párrafos, algunos ejercicios de listening, y la explicación del tema gramatical.

¿Cuál de esas actividades desencadena una mayor dificultad para los estudiantes?

Respuesta: en general todas debido al desconocimiento de las estructuras gramaticales

### Annex 3

#### Template

**Institución:** \_\_\_\_\_

**Grado:** \_\_\_\_\_

**Nombre:** \_\_\_\_\_

**Edad:** \_\_\_\_\_

#### ENCUESTA:

¿Qué haces en tu tiempo libre?

- Leer
- Ver T.V, ¿Qué? \_\_\_\_\_
- Hacer deporte, ¿Cuál? \_\_\_\_\_
- Escuchar música, ¿Qué tipo? \_\_\_\_\_
- Dormir
- Otro, ¿Cuál? \_\_\_\_\_

¿Te gusta leer?

- Si
- No

Si respondiste **SI** en la pregunta anterior, ¿Qué tipo de textos te gusta leer?

- Literarios
- Periodísticos
- Científicos
- Históricos
- Otro, ¿Cuál? \_\_\_\_\_

Si respondiste **LITERARIOS** en la pregunta anterior, responde la siguiente pregunta:

Marca con una X de 1 a 5 el grado del género literario que más disfrutas leer

Género Literario	1 (poco)	2	3	4	5 (mucho)
Narrativo					
Lirico					
Dramático					

¿Quién es tu escritor favorito?

¿Qué tipo de cine te gusta ver?

¿Cuál es tu película favorita?

¿Qué tipo de cine no te gusta?

¿Cuál ha sido la peor película que has visto?

De 1 a 4 quiero que jerarquices de menor dificultad a mayor dificultad las siguientes habilidades en lengua extranjera, siendo 1 la menos difícil y 4 la más difícil:

- Speaking \_\_\_\_\_
- Reading \_\_\_\_\_
- Writing \_\_\_\_\_
- Listening \_\_\_\_\_

Dependiendo la habilidad que hayas marcado en la pregunta anterior, ¿cuál es la razón por la cual encuentras difícil dicha habilidad?

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Teniendo en cuenta tu respuesta en la pregunta anterior, ¿qué haces para mejorar las dificultades en dicha habilidad?

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---

Al respaldo de esta hoja, responder las siguientes preguntas:

1. ¿Cuáles son tus planes después de graduarte del colegio?
2. ¿Cómo es tu relación con los demás compañeros de la clase?

## Results

### Regarding the most difficult skill

¿Cuál ha sido la peor película que has visto?

De las que he visto no considero que alguna de ellas sea la peor

De 1 a 4 quiero que jerarquices de menor dificultad a mayor dificultad las siguientes habilidades en lengua extranjera, siendo 1 la menos difícil y 4 la más difícil:

- Speaking 4
- Reading 1
- Writing 3
- Listening 1

Dependiendo la habilidad que hayas marcado en la pregunta anterior, ¿cuál es la razón por la cual encuentras difícil dicha habilidad?

la hora

De 1 a 4 quiero que jerarquices de menor dificultad a mayor dificultad las siguientes habilidades en lengua extranjera, siendo 1 la menos difícil y 4 la más difícil:

- Speaking 4
- Reading 2
- Writing 3
- Listening 1

¿Cuál ha sido la peor película que has visto?

Antes

¿Cuál ha sido la peor película que has visto?

Sheek y alicia en el país de las maravillas

De 1 a 4 quiero que jerarquices de menor dificultad a mayor dificultad las siguientes habilidades en lengua extranjera, siendo 1 la menos difícil y 4 la más difícil:

- Speaking 4
- Reading 2
- Writing 3
- Listening 1

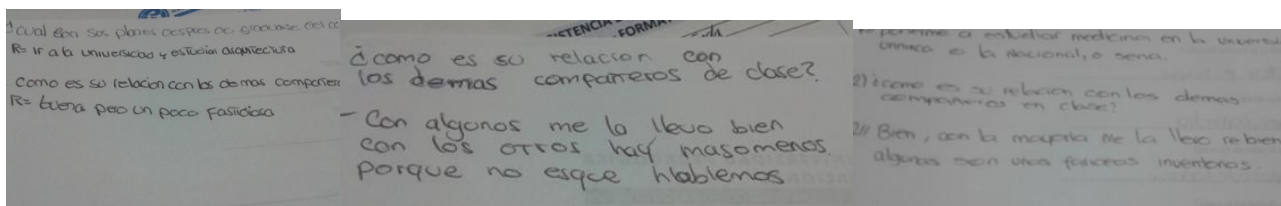
Dependiendo la habilidad que hayas marcado en la pregunta anterior, ¿cuál es la razón por la cual encuentras difícil dicha habilidad?

el ABC de la muerte

De 1 a 4 quiero que jerarquices de menor dificultad a mayor dificultad las siguientes habilidades en lengua extranjera, siendo 1 la menos difícil y 4 la más difícil:

- Speaking 4
- Reading 2
- Writing 3
- Listening 1

## Regarding the last two questions:



## Annex 4.

### Diagnosis test

#### Diagnosis: Listening and speaking test

For these tests, the researcher asked students to organize in groups. Then she went to each group in order to talk with them about the things they liked and what they found difficult concerning english learning. Some questions asked by the researcher were:

1. What do you like to do on weekends?
2. What kind of music do you like?
3. What kind of music do you listen to?
4. What is the most difficult ability to be developed when learning english?
5. What do you do to improve your english skills?

Results: most students did not understand the questions the first time. The researcher had to repeat them more than three times until they could get the meaning. In fact, it was necessary to use Spanish for them to understand what the questions meant. When answering, most of them did not know how to do it. They just gave short answers. For example, regarding the music they liked, their answers were “rock”, “electronic”, “hip hop”. Just few students said “I like electronic/rock/pop” This results just corroborate the fact that they do not have the chance to speak or interact during the english class.

#### Diagnosis: writing and grammar test

As those pictures evidence, just few students know how to answer using simple present and simple past. Some of them have problems with the sentence structure (organization) but most of them have problems with identifying the verb tense in which they should answer. Instead of using simple past, they used simple present, verb to be plus a verb in infinitive, and some others used “be going to” to talk about what they did last weekend. The writing and grammar part seems to need more attention.

1) What do you do in your free time?  
I am ride bike with a fork, I am work with my cousin in the store for the father

2) What did you do last weekend?  
I am go to the work with my cousin, I am organize my list to do

What do you do in your free time?  
I ride the bike, I go to work and I read book, I go to the store

What did you do last weekend?  
I ate a lot of delicious food  
I visited my family, it was fun  
I went camping  
I was riding my bike with the family, it was

1) What do you do in your free time? In my free time I play soccer and my dog, going to the gym with friend in my free time.

2) What did you do last weekend? The last weekend play some homework, drink and run in the international university.

1) What do you do in your free time?  
In my free time I do  
+ play videogames  
+ sleep  
+ watch TV

2) What did you do last weekend?  
The last weekend I watched TV, did homework, I talked with my Grandfather.

1) What do you do in your free time?  
In my free-time sleep watch tv and go to the park and also listen to music

2) What did you do last weekend?  
The Saturday watched english and the Sunday out the park see play my brothers.

1) What do you do in your free time?  
I'm have go to the gym class, and make the homework

2) What did you do last weekend?  
I'm Play the my dog.

1) What do you do in your free time?  
I do in my free time:  
I clean my room  
I read books  
I do homework

2) What did you do in the last weekend?  
I went to class english

1) What do you do in your free time?  
I like reading books  
I enjoy playing the ball

2) What did you do last weekend?  
No response

**Story of a Champion: Michelle Kwan**

Figure skater Michelle Kwan used to watch her brother play ice hockey, which inspired her to learn figure skating. She was five when she started figure skating lessons, and by age seven she was winning skating competitions. Her older sister, Karen, also skated competitively, but it was Michelle who dreamed of going to the Olympics.

Michelle started training hard in elementary school. She used to get up at 5:15 A.M. to practice, and she used to skate for four hours a day. Her hard work paid off: she won a silver medal at the 1998 Olympics, a bronze medal at the 2002 Olympics, and her first World Championship in 2003.

Today, Michelle is also the author of three popular books and has her own video game, *The Michelle Kwan Figure Skating Game*. But she still has dreams. She is going to continue skating and wants to win an Olympic gold medal someday.

Critics and fans admire Michelle's style and attitude. She works hard on and off the ice, and she lives by her motto, "Work hard, be yourself, and have fun." Are there any athletes like Michelle in your country?

**C Are the statements true or false? Check (✓) T (True) or F (False).**

- Michelle Kwan used to watch her brother figure skate.
- Michelle did not win any competitions until she was twelve.
- Michelle used to get up early to practice figure skating.
- She won a silver medal at the 2002 Olympics.
- Michelle has her own video game.
- Michelle is going to stop figure skating in the future.

### Diagnosis: Reading test

Students were asked to read aloud, After finishing they had to mark true or false according to the reading. All of them did it well.

## Annex 5

### Field Notes

**Field note No. 4**

**Practice teacher:** Mónica González

**Time:** 6-7am / 8-10 am

**School:** Gustavo Morales Morales

**Date:** September 9th

**Course:** 10-02

Activity	Textual marker	Analysis	Interpretation	Comments
Students have to mention some disadvantages of social networks.	Some students participate: -nos hacen perder el tiempo, teacher, como se dice en ingles (the rest of the class supports this by saying: uy si, uno sin darse cuenta gasta mucho tiempo. The teacher writes on the board the way to say that in english) -uy teacher, la "privacy" (the teacher corrects the students by writing the correct way) -Si pero "depend". Si usted va a subir todo, pues ahí si muy tonto (the teacher writes on the board how to say that)	Some students show interest in participating, but using their native language: Spanish	Students do not retain vocabulary given in previous sessions. They remember some words but they are not capable to make a sentence using that vocabulary	Students feel they have to say something about the topic. Nonetheless, better strategies for them to retain information should be carried out
Students watch one of the short films. It depicts some problems of social networks	The teacher takes out some black bags, scissors, and tape. Students' curiosity starts. The teacher explain to them that they will watch a short film. Some students say: teacher, help? They start helping the teacher with the curtain in order to cover the windows while others help to set up the proyector and the laptop. They ask about the short film: ¿qué vamos a ver? ¿cómo se llama? name? When everything is ready, they accommodate and it is time to watch the first. There is too much noise. Some classmates start asking for silence, by saying: "ya chito" "shhhhh"	Students are motivated and cooperate with the teacher in order to adjust the classroom.	Never before students had watched a film in the english class. This is new for them, so they are curious and motivated about the new event.	Using films in the EFL classroom is a good way to catch students' attention and therefore,
Students work on the guide given by the teacher	After watching it, students starts working on the copy. They finish the first point really fast. They ask questions about the meaning of certain words in order to complete the second point. Their faces express surprise and they start asking again for the meaning Some students are not working on the guide. They are just talking about other stuffs The teacher asks them to share what they have. They give the answers in unison.	Students find the first part really easy but when paraphrasing expressions in the second part, they struggled.	When asking questions about the second part, they showed interest because the expressions fit in their daily speech with their classmates. They find that vocabulary meaningful. Nonetheless, the struggled because of the lack of vocabulary. So, it was difficult to infer the meaning just by having in mind the context.	
Students watch the second short film and work on the guide	Students watch it, but as always, it is necessary to wait a little until they finally can be organized and silent. While watching, they have to fill in the gaps in a fragment taken from the movie. (before this, the teacher check with them the pronunciation of the vocabulary they must use for filling the gaps). The short film has to be displayed several times for them to catch the missing words.	Students find kind of difficult to place the missing words in the correct order.	Doing listening exercises is challenging for them, since it is an ability that has not received attention. Despite the short was displayed several times, at the end they felt happy for finding the words. Short films offer the possibility to work on listening skills, in a way they find interesting.	Short films are a good resource to practice several skills during classes

<p>Since the class is about to finish, the teacher ask them to finish the workshop at home. Meanwhile, students read some pieces of news about tragedies doe to social networks.</p>	<p>The reading is done aloud. Each student read until a period. As always, they speak while others are reading. The teacher says that it is not possible to continue until they are silent. Little by little they stop talking. The ones who read, do it in a low voice, making listening a real challenge. The teacher with students' help point out mistakes in pronunciation. After the reading students ask about some words in the reading: teacher, qué es kidnapping, meeting, shooting, etc. They express concern about the situations and they start sharing some stories they know (it was done in Spanish)</p>	<p>Students were shocked with the tragic endings of these stories. They did not ask too much in order to get the main idea of the text</p> <p>When telling their stories they are not able to follow a model (provided by the text) or use some expression taken from the reading</p>	<p>Bringing to the class material that is taken from reality, make students feel more committed and motivated to share their opinions. They easily infer the meaning of a sentence just by identifying key words. With those words, they are able to get the main idea of the reading. Students use Spanish since english seems to be a barrier for them to express.</p>	<p>It is not necessary to know every single unknown word to get the main idea.</p> <p>English cannot be a barrier for them to express. However is good that they give it a try in english even if they make mistakes. (spanglish)</p>
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**Field note No. 12**

**Practice teacher: Mónica González**

**Time: 6-8am / 8-10 am**

**School: Gustavo Morales Morales**

**Date: September 9th**

**Course: 10-02**

Activity	Textual marker	Analysis	Interpretation	Comments
<p>The classroom is adapted to watch two short films.</p>	<p>Some students help the teacher with the curtain and some others help her to set up the projector, laptop, and speakers</p>	<p>They worked together to watch the films</p>	<p>They have learnt the importance of cooperating to pursue a common goal.</p>	<p>A way to make students feel part of the class is to let them participate, even if it has to do with logistic</p>

<p>Students watch two short films (citizenship) and receive a workshop about the films</p>	<p>Students make too much noise to organize the classroom. When finally they are ready, the first short is displayed. The teacher stops the short to ask students what they think is going to happen. They write their answers in the copy given. Then they watch the end and they start making comments like “la gente si es muy desconsiderada. esos si son muchos hp...”. Then the teacher clarifies that the short was based on a true story. Students are impressed and they insist that they would have helped. They feel happy because at the end the ones who did not help suffer the consequences. They say thing like “bien hecho” “se lo merecian” While watching the short, students talk among them in a low voice. Others asked them to be quiet by saying “callese ola”, “shhhhh”. Students always ask questions about the vocabulary. Then, when others participate using similar vocabulary, they try to remember that vocabulary in order to use it. Some female students say that they would not because something similar could happen to them. Students say that it happens here. People do nothing because they are afraid. The teacher helps them to say in english what they want to express When watching the second film, their faces express concern when watching the ending. They say things like: “ufff profe, esos cortometrajes lo ponen a uno a pensar”, “terrible que no haya ayudado a la niña”</p>	<p>Students are interested, motivated and moved. They are willing to share their opinions even when they do not know how to do it in english. They use spanglish. When students wanted to say something and made the effort to do it in english, they touched their heads in order to remember some words that were previously explained. This shows they are making an effort to remember things.</p>	<p>Students are moved because the situations depicted in the shorts are not fiction. They have seen or heard different stories in their context. They feel confidence when giving their opinions. They pay attention to the teacher and take into account the vocabulary given by her. They try to use it, what revealed their interest in learning new things. They also pay attention to their peers and try to complement or say something about it. The learning environment is appropriate for participating since everyone is free to do it. No restrictions at all. In fact, a group of three students who did not participated before, now they participate and show interest in learning vocabulary and different expressions. In fact, they are the ones who participate the most.</p>	<p>Giving students the opportunity to participate makes them feel part of the class, increasing their interest and their confidence.</p>
<p>Students start working on the workshop</p>	<p>Students make questions to the teacher about some expressions they have to paraphrase. Anyways, they try to infer the meaning by the context. They use their dictionaries. Since the time is not enough, students are asked to finish the workshop at home. Before leaving the classroom, students are asked if they thing that they have the responsibility to help others if possible They answer thing like these: “yes, responsibility help” “si no puedo, pues toca llamar la police” “depende de la situation, but yes” “ufff, de one” The teacher asks them if they thing that those films are fiction or reality. Students seem to understand by confirming: “teacher, que salgo con la realidad o fiction”. The teacher speaks slower so students understand the questions and they give short answer: “uy si, reality” “total” “we /laif/ that” However, when answering, they do it in unison, making understanding a real challenge. The teacher has to ask them several time to do it in an organized way</p>	<p>Students use their resources to fulfill the exercise (dictionaries) They also try to infer the meaning which is a really good exercise. They ask questions, which reinforce their interest.</p>	<p>Students make connections between the words they know and the ones they do not know in order to establish if they are synonyms or not  They are enthusiastic when they finally can get to the point  They always show the teacher their works in order to have their tasks checked.  Despite the efforts teacher makes in order to keep students organized when participating, they do not respect turns when speaking.</p>	<p>New strategies should be incorporated in order to make students understand the importance of listening to each other.</p>

Field note No. 7

Practice teacher: Mónica González

Time: 6-8am / 8-10 am

School: Gustavo Morales Morales

Date: September 9th

Course: 10-02

Activity	Textual marker	Analysis	Interpretation	Comments
<p>Students are asked to write some ideas on the board regarding types of bullying. The board is divided in three columns: verbal, physical, psychological.</p>	<p>The teacher gives students several markers for them to write their ideas. They receive the marker and go to the board. They ask the teacher “how do you say insultar? The teacher asks them to remember the vocabulary watch in the first lesson of bullying. They start thinking of that. They take their copies to remember and finally they write some ideas on the board. Standing there, they ask their classmates for help, by making signs or just by looking at others. And they receive help from their peers.</p>	<p>Students try to help each other, by checking their notebooks and the copies given by the teacher.</p>	<p>Students help others to find their mistakes, by correcting them with the appropriate word or expression. Students understand the importance of communicating when hesitating, using not only verbal communication but non-verbal communication.</p>	<p>It is important that the teacher does not interrupt or interfere when they are trying to help each other. By sharing, they can learn better</p>
<p>Students watch the full length movie</p>	<p>Students help the teacher, as always, preparing the classroom.</p> <p>Students organize their chair in order to watch te movie.</p>	<p>Students experience different moods while watching the movie. Thought their faces, they communicate a lot</p>	<p>Students make comments about the movie with their peers. They do it in Spanish. Nonetheless, this shows they are not only interested in the movie but also in sharing their feelings towards the movie with their peers, which is a good sign when it comes to communicating and interacting.</p>	<p>When selecting the material (in this case a movie), it is relevant to take into account students needs. That way they will feel connected with the situations depicted and therefore they will feel the need to say something about it. In other words, to take an active role.</p>



<p>Students are asked about how they liked the movie</p> <p>Students are asked to make a list about the types of bullying that the victim in the movie experienced.</p>	<p>Students start giving their opinions: “uffff, pobre man”, “no me esperaba ese final, pero qué mas podia hacer?”, “qué paila eso ultimo que le hicieron”, “bien hecho qué mato a esos perros, se lo merecían”, etc</p> <p>The teacher asks students if they have bullied their friends. They say they have done it but not at that level (the one depicted in the movie). They say that they wont never bully someone at that level. They say they know when to stop. They say that when they notice the person is getting angry, they stop</p> <p>students are asked about the types of bullying the victim suffer. They give incomplete answers, using the vocabulary they learned in a previous lesson.</p>	<p>Students reflect about the terrible consequences that bullying someone can cause/provoke</p> <p>Students remember vaguely the vocabulary about bullying, making an effort to remember it.</p>	<p>Students are moved by the movie. They express their opinions freely even when they do not know how to do it in english. They use spanglish. The important thing is that they are trying to do it, overcoming the barrier of not knowing the right word in the target language.</p> <p>They exchange ideas, agreeing and disagreeing in different points. They feel enthusiastic about talking with their peers about the movie. They show concern and pity for the situation, what make them reflect about their own practices. They clearly express they would not be able to do something like that. The movie definitely provided a suitable environment for interacting since they were aware about the way they behave with others, expressing their concern about a possible terrible resolution</p>	
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## Annex 6

### Last survey

This time the teacher did not print the survey for each student, but it was done by themselves. The teacher asked them to write down the questions and then they answered. In this last survey, students were asked six questions:

1. ¿Cual es su opinion/percepción acerca del uso de short films en el aula de ingles?
6. Evalúe de 1 a 5 el grado de motivación/interés hacia la clase de ingles, siendo 1 el menor grado de interés, y 5 el mayor grado de interés. Explique por qué
7. ¿Siente que su pronunciación ha mejorado? Si o no. ¿por qué?
8. ¿Por qué creen que les cuesta trabajo el speaking?
9. ¿Qué hace usted para mejorar sus debilidades en torno al aprendizaje del ingles?
10. ¿Por qué les cuesta tanto trabajo escuchar a los demás y seguir instrucciones?

Regarding the **first** question, 100% students said that using short films was interesting.

Regarding the **second** question, the results were:

- 50% of the students checked 4 in their degree of motivation
- 41% of the students checked 5 in their degree of motivation
- 9% of the students checked 3 in their degree of motivation

Regarding the **third** questions, the results were:

- 83% of the students considered their pronunciation has improved.
- 17% of the students considered their pronunciation has not improved

Regarding the **fourth** question, some of the reasons were:

- vocabulary
- pronunciation
- embarrassment
- they do not practice
- lack of interest
- verbs
- lack of dedication
- shyness
- lack of fluency

Regarding the fifth questions, some answers were:

- practice at home
- do homework
- pay attention in class
- ask the teacher
- nothing
- speak with their classmates
- use the traductor
- use websites
- listen to music
- watch movies with captions
- work on the textbook
- search on internet
- write sentences in english

Regarding the last question, the reasons they gave were:

- distraction
- funny moments
- they do not listen
- lack of maturity
- they pay attention to the ones who sabotage the class
- they are undisciplined
- lack of interest
- they are childish
- lack of respect
- they are absent-minded
- they tell jokes
- they do not follow instructions

¿Qué función tiene el ordenador en clase?

**RA:** Con cosas que hacen que los alumnos aprendan más rápido y que sea más divertido y que sea más fácil de entender.

La gente quiere aprender cosas nuevas y que sea más divertido y que sea más fácil de entender.

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¿Qué cosa de las actividades de los niños me gusta?

Me gusta que los niños aprendan cosas nuevas y que sea más divertido y que sea más fácil de entender.

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1. Opinión acerca de los computadores.

2. Opinión acerca de los computadores.

3. Opinión acerca de los computadores.

4. Opinión acerca de los computadores.

¿Qué cosa de las actividades de los niños me gusta?

Me gusta que los niños aprendan cosas nuevas y que sea más divertido y que sea más fácil de entender.

Me gusta que los niños aprendan cosas nuevas y que sea más divertido y que sea más fácil de entender.

Me gusta que los niños aprendan cosas nuevas y que sea más divertido y que sea más fácil de entender.

1. Opinión acerca de los computadores.

2. Opinión acerca de los computadores.

3. Opinión acerca de los computadores.

4. Opinión acerca de los computadores.

Annex 7

Artifacts

Do you agree with the author?

Yes, I do because we have to be connected with the world.

No, I do not because we have to be connected with the world.

Do you agree with the author?

Yes, I do because we have to be connected with the world.

No, I do not because we have to be connected with the world.

Do you agree with the author?

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Do you agree with the author?

Yes, I do because we have to be connected with the world.

No, I do not because we have to be connected with the world.

**Annex 8:**

**RAES**

**Anteproyecto de investigación**

1

**Numero de RAE:**

**Investigador:** Mónica González

A) Tipo de documento		B) Formato de presentación	
	Libro		Impreso
	Artículo de revista	X	Virtual
X	Tesis de grado		Fotocopia
	Ponencia		Cd
	Informe de avance investigativo	C) Nivel de circulación	
	Otro:	X	General
			Restringido

**1.REFERENCIA BIBLIOGRÁFICA DEL DOCUMENTO**

Quiroz, S., rueda, L., & Sánchez L. 2014. *Lights, Camera... English material design for an English teaching module based on film*. Ponticia Universidad Javeriana, Bogota. D.C

**2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:**

The problem is that students from Low Advanced Level at Javeriana University see the language as a system where the only thing that matter is to know the structures and every single aspect related to grammar. Also, they speaking abilities are not good enough

**3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:**

How can language learning material based on film foster students' speaking skills in a communicative way in the context of Low Advanced English class at Javeriana University?

**Research Objectives:**

- To identify the appropriate communicative activities that fosters students' speaking skills
- To establish if there are benefits to use film as a language learning material to foster the students' speaking skills
- To develop learning activities that use film to foster the speaking skill in a communicative way
- To determine the effectiveness of the activities based on film to foster the speaking skills

#### 4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

**Applied linguistics:** while the discipline of applied linguistics is relatively recent, there have always been efforts similar to applied linguistics throughout the history of formal language teaching (2005). Kaplan (1992) explain that the purpose of applied linguistics is to solve real world language based problems

**Communicative approach:** the communicative approach was created in 1980 where it developed into the method called communicative language teaching. The communicative competence is the goal of CLT. The communicative competence is a combination of an underlying system of knowledge and skills needed for communication

**Films as a tool in language teaching:** According to Stempleski & Tomalin (2001), film is very effective at bringing the outside world into the classroom. Since films are not created for the purpose of language teaching, but rather as artworks, they constitute an example of authentic material. Also, films question and promote critical thinking during the learning process.

#### 5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:

**Surveys:** it was given to students. It inquired about how they like to learn

**Interviews:** it was given to three teachers. It inquired about strangeness and weaknesses of students

#### 6. INTERVENCIÓN PEDAGÓGICA (SI LA HAY) QUE REFIERE EL ARTÍCULO:

The procedures of TBL functions by: building the lessons around tasks, having pre task activities which introduces the topic and the task, the task cycle which includes the task itself, planning to give a report plus reporting back, and post task activities to close the cycle. Some movies worked during this process were Trainspotting, The Believer, Fruitvale Station

#### 7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

- First, they could see that by using films as an object of discussion, the students were able to have meaningful conversations related to various relevant topics, like drug addiction, urban cultures values, cultural identity and stereotypes.
- Second, they could confirm what we had established in our theoretical framework: film can be a good motivator. Students mostly declared that they had been engaged and motivated by the material, some saying that the reason for that was that they expanded their cultural knowledge and that it treated polemic topics.
- Third, they were able to see that when films are used in an appropriate way as basis for communicative activities, they can help foster the students' formal use of language.

#### Anteproyecto de investigación

2

#### Numero de RAE:

Investigador: Mónica González

E) Tipo de documento	F) Formato de presentación
Libro	Impreso
Artículo de revista	x Virtual

x	Tesis de grado		Fotocopia
	Ponencia		Cd
	Informe de avance investigativo	<b>G) Nivel de circulación</b>	
	Otro:	x	General
			Restringido

## 1. REFERENCIA BIBLIOGRÁFICA DEL DOCUMENTO

Ruusunen, V. 2011. *Using movies in EFL teaching: the point of view of teachers*. University of Jyväskylä,

## 2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

The main purpose of this study was to find out how teachers of different school levels used movies in EFL teaching in the county of Western Finland.

## 3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

- Do EFL teachers use movies in their own teaching, and what are their opinions about using movies in EFL teaching?
- For what purposes do EFL teachers use movies and how?

## 4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

**Films in EFL teaching:** Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. In addition, according to many previous studies there are several reasons to use movies in foreign language teaching. Using films in EFL teaching may seem to be irrelevant, and some teachers may think that using films is too time-consuming. Moreover, films are quite often used as a light stimulation in the beginning of a lesson or in the end of it. In addition, teachers do not necessarily consider the film as a proper teaching resource, since it may be seen only as entertaining and not as educational.

## 5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:

**Questionnaire:** Since the aim of the study is to find out teachers' own experiences and opinions about using movies in EFL teaching, a questionnaire is a practical way to gather a large pool of data.

## 7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

The results of the present study indicated that almost all of the respondents were interested in movies in general and most of the teachers had also used some material concerning movies in their own teaching. Reasons for using movies differed but the most important points were that using movies was easy and natural when there was a common theme between the course book and the movie. Usually in these cases the movie was brought in to diversify.

The teachers' responses show that movies are rather suitable for teaching oral communication, writing and vocabulary. Reasons for using movies for teaching oral communication were for instance the fact that they encourage students to speak and evoke feelings and opinions.

## Anteproyecto de investigación

3

### Numero de RAE:

Investigador: Mónica González

I) Tipo de documento		J) Formato de presentación	
	Libro		Impreso
	Artículo de revista	x	Virtual
x	Tesis de grado		Fotocopia
	Ponencia		Cd
	Informe de avance investigativo	<b>K) Nivel de circulación</b>	
	Otro:	x	General
			Restringido

## 1.REFERENCIA BIBLIOGRÁFICA DEL DOCUMENTO

Mercendetti, D. 2010. *Connecting social skills and cooperative learning*. Educational and Human Development Master's Theses. Paper 74

## 2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

The problem of this study relies on assumptions that teachers have about students' interaction and behavior. Teachers think that they are able to cooperate, communicate, work together, etc. At the end of the educational experience, these students leave with the expectation of being able to function and contribute in today's society in an effective way. Nonetheless, that is not true and not all students come and go with the necessary skills to be effective participants in today's society.

### 3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

The objective if this study is to investigate how social skills contribute to successful cooperative learning in the classroom, since this affects students' behavior and interaction when working in groups.

### 4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

**Cooperative learning:** this concept is elucidated by the researcher, showing readers that are different types of group work and cooperative group work, giving special attention to the last one. This one is not only a matter of getting people together to assign a task, but a matter of having a common purpose in order to maximize each member's success.

**Social skills:** implementing social skills program with the classroom has several advantages or positive outcomes. These skills are important for cooperative groups; without them, people could not relate to each other, leading them to loneliness, isolation and other effects such as anxiety and depression. Having social skills allow personal development, including productivity and career success, the same as quality life in terms of physical and psychological health.

### 5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:

**Participants:** six students were selected from a suburban school in western New York. They were four females and two males, whose selection was based on their need for appropriate social skills.

**Instruments:** questionnaires and field notes

### 7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

There were positive results. Regarding listening, students showed an improvement in this ability. In the social skills regarding to problem solving, there was not a change. Results in the pre and pot questionnaires are the same.

There were two social skills that showed important changes: complementing and clarification. This was because before, students never realized the importance of acknowledging other student contribution. Students also were able to recognize whether group was using the social skills taught.

To sum up, teaching social skills in the classroom on a regular basis benefits students while working in cooperative groups. Students showed awareness and there was a good interaction while they worked in groups.

## Anteproyecto de investigación

4

### Numero de RAE:

Investigador: Mónica González

I) Tipo de documento	J) Formato de presentación
Libro	Impreso



	Artículo de revista	x	Virtual
x	Tesis de grado		Fotocopia
	Ponencia		Cd
	Informe de avance investigativo	<b>K) Nivel de circulación</b>	
	Otro:	x	General
			Restringido

### 1.REFERENCIA BIBLIOGRÁFICA DEL DOCUMENTO

Laguado, J. 2012. *Identifying the factors that affect the FL learners' oral production at a public university: a case study.* University of Pamplona

### 2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

This case study looks for the factors that affect EFL learners' speaking skills at the University of Pamplona. In other words, its aim is to identify the causes that prevent students from developing appropriate oral skills

### 3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

What factors affect the EFL learners' oral production at a public university in Colombia?

How these factors affect EFL learners' oral production?

### 4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

**Receptive and productive skills:** Productive skills make allusion to speaking and writing skills. They are required for interaction. For Hymes (1972) oral sill is the capacity to communicate effectively within a particular speech community that wants to accomplish purposes. Chasten (1998) defines speaking as a productive skill that involves more than making the right sound. It is an interactive process of construction meaning that involves producing, receiving and processing information (Burns & Joyce 1997)

**Factors:** not only students' knowledge affect their interaction but also selfhood factors, characterized by attitudes, motivation, values, beliefs, personality, etc. According to Brown (2004), in the personal domain, the following factors can influence learners' learning: 1. the affective factor which deals with emotions and feelings. 2. the self-esteem factor which deals with how capable students feel for an activity linked to students' self-confidence. 3. The inhibition factor which is the set of defenses. 4. The risk.taking factors which is the willingness students have to guess and to take the risk of being wrong. 5. The anxiety factor which is directly linked to the three previous. 6. Th empty factor. 7. The extroversion and introversion factor. 8. The motivation factor which has to be with the fulfillment of needs through rewards.

## **5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:**

It is a qualitative case study, since its goal is to explore and understand a central phenomenon. In this case, the issue is to identify the factors that affect students' oral production.

The participants were four intermediate level FL learners from the University of Pamplona. Their ages ranged from 16 to 19 years old.

Regarding data collection instruments, this study opted for interviews, specially semi.structured interviews which use open-ended questions. Also, field notes were an important instrument. The author calls this "classroom observation" since it allows to analyze and study the environment, including the features of participants and the context.

## **7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:**

Among all the factors that affect students' oral production, the following are just some of them:

1. Anxiety and nervousness were likely causing difficulties on the participants performances when they tried to express themselves orally in a foreign language.
2. The other factor was risk.taking. Students did not participate voluntarily when the teacher asked questions the whole class. They stayed silent.
3. another factor is competitiveness and relationship among students.