UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

"THE IMPACT OF AUDIOVISUAL AIDS ON ADULT EFL LEARNERS´AFFECTIVE FILTERS TO IMPROVE SPEAKING FLUENCY"

> **Tesis previa a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera**

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CUENCA-ECUADOR

2017

Resumen

El presente estudio fue diseñado para investigar el impacto que tienen los materiales audio-visuales sobre los filtros afectivos de estudiantes adultos jóvenes de EFL para el desarrollo de la fluidez en la destreza oral.

Veinte y ocho estudiantes de pregrado del tercer nivel de inglés en el Instituto Universitario de Lenguas de la Universidad de Cuenca – Ecuador – participaron voluntariamente en esta investigación, se les pidió responder a un cuestionario de 41 preguntas (adaptado del cuestionario sobre ansiedad FLCAS) a cerca de filtros afectivos, el cual fue aplicado antes y después de la intervención.

Un pre y un post-test fueron aplicados a los participantes para medir su fluidez oral y los resultados obtenidos fueron comparados luego de la intervención.

El análisis de datos reveló que los filtros afectivos de los participantes influyeron significativamente en su fluidez oral. También, el uso de materiales audiovisuales, como películas, entrevistas, comedias y debates reales combinados con actividades de aprendizaje colaborativo tales como trabajo en parejas o en grupos, contribuyeron a minimizar los filtros afectivos negativos como ansiedad y baja autoestima.

Hallazgos posteriores también sugirieron que el material audiovisual motivó a los estudiantes y los incentivó a utilizar vocabulario y gramática en situaciones reales, conjuntamente con el efecto positivo de actividades de aprendizaje colaborativo constituyen una manera de mejorar la fluidez oral de estudiantes adultos jóvenes.

Estos hallazgos contribuyeron a concluir que los profesores tienen la facultad de minimizar filtros afectivos negativos en los estudiantes mediante un ambiente de aprendizaje amigable y motivador en el aula, asistidos del material y los medios apropiados para crear sentido de dirección y diversión.

Palabras Clave: Filtros afectivos, fluidez oral, aprendizaje colaborativo, material audio-visual.

Abstract

The present study was designed to investigate the impact of visual aids on young adult EFL learners' affective filters to develop fluency in the speaking skill.

In doing so, twenty-eight undergraduate students taking third level English classes at the

Language Institute at the University of Cuenca – Ecuador - participated voluntarily in this research. They were asked to answer a 41-item questionnaire (adapted from the FLCAS anxiety questionnaire) regarding affective filters, which was applied before and after the intervention.

An 11-item pre and post-test was applied to participants in order to measure their speaking fluency and the results were compared after the intervention.

Analysis of the data revealed that participants' affective filters remarkably influenced their English speaking fluency. Likewise, the use of audio-visual aids such as movies, interviews, sitcoms and real debates combined with collaborative learning activities like pair or group work contributed to minimize negative affective factors for instance anxiety and low self-confidence.

Further findings also suggested that audio-visual aids motivated students and encouraged them to use vocabulary and grammar in real situations. The above findings along with the positive effect of collaborative learning activities constitute a way to promote adult students' speaking fluency. These findings helped to conclude that teachers have the ability to minimize students' negative affective filters by establishing a friendly and motivating learning environment in class, aided with the appropriate materials and means in order to create a sense of direction and fun.

Key Words: Affective filters, speaking fluency, collaborative learning, audio-visual aids.

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Dedication

I dedicate this work to my husband and best friend Freddy and my beautiful angels Juliana and Romina, who have offered me their unconditional love, patience and support along this difficult path and have always been there for me.

Acknowledgements

I would like to express my sincere gratitude to my advisor Professor Anne Carr for the continuous support of my work, for her patience, motivation, and immense knowledge. Her guidance helped me all the time…

Introduction

Background

   "English, a second language for most of the people of the world, has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy" (Larsen-Freeman & Long, 1991 p.1). This is the reason why "one of the primary goals of teaching a second language is to help students actively and productively employ it in a variety of real-world situations that may present themselves in both their private and professional lives" (Aquino, Edwards, Peralta, Ramos, & García, 2017 p.9).   During the second half of the 20th century, the world has witnessed great changes related to the interests of people to learn English, in order to travel, do business, or otherwise have contact with other English speakers. This reorientation of goals was reflected by changes in how languages were taught, as well as in a growing emphasis on sociolinguistics and communicative competence (Canale & Swain, 1980).

Rationale

   As Boonkit (2010) mentions, "speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts" (p.1), according to the Education First English Proficiency Index (2014) "worldwide, English proficiency among adults is rising, although this increase is far from uniform in all countries and all populations" (p.7). Adult English proficiency remains weak in Latin America. The EF EPI index includes 14 Latin American countries from which 12 have low English proficiency levels, including Ecuador. However, Ecuador`s score has improved, standing out for its above-average gains, gaining 6,51 points between 2007 and 2013.

Ecuador ranks low in English proficiency among Latin American countries, being in posi-tion 47 out of 72 countries ranked.

According to EF English Proficiency Index (2016), the majority of educational reform ini-
tiatives in Latin American countries include training for local English teachers. Some go-vernments believe that investing in the professional development of teachers will improve the level of English of various generations of students. For example, Ecuador is a country that holds a scholarship program called "Go Teacher", which sends hundreds of local teachers every year to universities in English speaking countries to receive training on the language, as well as new methodologies.

Even though young Ecuadorian adults already have a higher proficiency level than in past years, there are still few national programs designed to teach English to adults and Ecuador is still considered as a country with a low proficiency English level. (EF English Proficiency Index, 2016)

The Language Institute at the University of Cuenca offers English classes to college stu-dents from different schools of the University; these are called "Credit Courses" consisting of three levels with an exit profile of a B1.1 level after finishing them.

However, according to the Language Institute files during the period 2015-2017, the results presented in the oral final exams show that only 30% of students acquired a B1.1 level after finishing the third level of Credit Courses.

This issue has been a major concern for instructors at the Language Institute who regularly wonder why the majority of college students are unable to speak English confidently, especially for communicating in real situations with international

speakers. Another concern is why the proficiency level of college students is so low after spending three semesters lear-ning English, with approximately 288 class hours, without achieving the level expected.

The issue on how to improve speaking competence and confidence in young adult learners, not only among teachers at the Language Institute, but also among teachers around the world,

still tends to be a crucial question among them.

The affective filter hypothesis introduced by Stephen Krashen, an American professor at the University of California who has devoted his life to contribute to the field of second language acquisition, incorporates the concept of *filter*.

As filters, he refers to operative factors and attitudes towards the learning context, which tend to act as screens, filtering the amount of input into learners' brains (Laine, 1987).

Krashen recommends using suggestopedia techniques in the classroom in order to gain motivated, inhibited students with a low affective filter.   This approach was based on the power of suggestion in learning; the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning.

In order to provide motivation to learners, Ghenaati & Madani (2015) suggest using audiovisual aids since they are one of the best teaching tools to provide visual messages in an interesting and entertaining way to learners. By their use, teachers can enhance the learner's command of the target language and the messages offered through audiovisual aids providing a refreshing change of routine in the classroom.

In addition, Ismaili (2013) states that "movies are an enjoyable source of entertainment and language acquisition" (p.122). In his research, he cites several

authors who have used movies or videos in their teaching practice (Hanley, et al., 1995; Herron, et al., 1995; Wen, 1989; Weyers, 1999) concluding that "videos provide interesting and motivating clues to accompany audio or written inputs, therefore it supports comprehension and production of foreign language input/output" (p.122). Furthermore, Ismaili (2013), based on the research of other authors (Herron, et al., 1995; Lonergan, 1992; Kerridge, 1982; Singer & Singer, 1998; Swaffar & Vlatten, 1997; Wellman, Keniston & Westby, 1978; Coniam, 2001) states that "movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings" (p.122). Herron and Hanley (1992) as cited by Ismaili (2013) concluded that "using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom" (p.122).

Statement of purpose, objectives and research questions

This study focuses on EFL teaching and the influence of affective filters on young adult learners, an aspect of language that is rarely considered in the traditional EFL classes.

Moreover, it emphasizes the role of audio-visual aids as a teaching tool to enhance learners' speaking fluency.

In order to investigate what strategies can assist learners to acquire improved levels of speaking fluency, the following objectives have been proposed:

General Objective:

- To determine the impact of audio-visual aids such as movie clips, sitcoms, and others, as teaching-learning strategies that can influence young adult EFL learners' affective filters and through these resources improve speaking fluency.

Specific Objectives:

- To identify and compare affective filters levels of young adult EFL learners at the Language Institute of the University of Cuenca in the third level of Credit Courses before and after the intervention.

- To develop and apply learning strategies using audio-visual aids like movies clips, sitcoms, debates, and others.

- To analyze and compare the impact of audio-visual aids on the speaking fluency of young adult EFL learners at the Language Institute of the University of Cuenca.

   For this matter, two important research questions will be addressed in this research:

 1. Can affective filters be minimized by using audio-visual aids in an EFL classroom?

 2. To what extent can the use of audio-visual aids promote speaking fluency in young adult EFL learners?

Significance of the study

   Countless articles only emphasize the importance of Krashen's (1982) hypothesis of affective filter, but it is difficult to find evidence on how students' learning effectiveness would be enhanced if teachers applied pedagogies especially designed for releasing their emotional block. Besides, it is hard to find reports that provide information on the subjects' perceptions in an Ecuadorian context that noticeably enlighten English educators.

   Although, the use of audio-visual aids in language teaching has become a common trend, there is not sufficient study on this issue, especially in the Ecuadorian context.

This study explores the use of audio-visual aids through various types of cooperative acti-vities that can stimulate learners' motivations on studying English. These materials and acti-vities are designed and introduced to improve learners' speaking fluency.   Since it is relevant to have a clear understanding on how these resources are effective in classroom learning envi-ronment and how beneficial would be their use while designing and planning a lesson.

Chapter I

This first chapter shows an overview of previous research on affective filters and the use of audio-visual aids in EFL classes, in order to find guidelines regarding instruments, data collection and data analysis. In addition, the previous research on the field of study may contribute to establish significant relations among results and findings as well as provide some red lights on new fields of research.

1. Literature Review

This research study is concerned with what has been called the Affective Filter Hypothesis in adult second language acquisition; which was first proposed by Dulay and Burt (1977) and later incorporated by Stephen Krashen in 1985 as one of his five input hypotheses.

Krashen (1985) hypothesizes that there are some negative affective factors in language learning that act as a filter towards language acquisition, blocking the learners' mind from in-coming FL material. The factors to be considered as affective filters are motivation, attitude, anxiety, and self-confidence.

Even though there have been some critiques to this input hypothesis, affective filters constitute a crucial element when acquiring a new language. In order to reduce students' affective filters, it is important to find learning strategies that motivate students, and as a con-sequence, lower students' anxiety and raise their self-confidence, as mentioned in a research carried out by Du (2009).

For this reason, there is a significant need to understand how these factors affect adult EFL learners in their acquisition process; and it is necessary to explore which communicative lan-guage teaching strategies help to minimize learners' affective filters, and as a consequence, enable more fluency in the speaking skill (Krashen, 1982).

It has been shown in previous studies that people with low affective filters allow more in-put into their language acquisition device as Hamilton (2007) explained in his study about the Socio-Affective Filter among Japanese students of English. It has also been highlighted that learners with incorrect attitudes for second language acquisition have a high socio-affective filter, when he cited Dulay and Burt (1977) in his research.

Research implemented at the Islamic Azad University, in Abadan, Iran also demonstrated that foreign language anxiety definitely affects learners' English speaking (Ebrahimi, 2013).

Moreover, many studies in other universities like the University of Jyvaskyla (Laine, 1987) and Tokyo University (Hamilton, 2007) emphasize the importance of Krashen's (1982) hypothesis of affective filters, and it is pointed out how important it is to apply the pedagogies designed especially for releasing their emotional block. However, there is a gap on how to blend theory and practice since there are several, but isolated studies on the use of audio-visual aids as a teaching tool, or there are only studies regarding affective factors.

The research conducted by Lin (2008) based on the theoretical arguments of the Natural Approach and Psychological Method proposed by Stephen Krashen, was undertaken in the fall semester of 2007-2008. The study included a group of ninety-eight freshmen Taiwanese students with an intermediate English level at the MingDao University in Taiwan. The aim of this research was to evaluate the practical applicability of communicative methodologies in a Taiwan classroom setting. This study especially focused on the connection between students' interest, self-esteem, attitude, motivation, and the use of various student-centered communicative activities such as games, songs, music playing, and movie watching; these activities were

designed to enhance confidence and language acquisition. Students were supported to learn English in a motivating atmosphere, where their teacher tried not to make them feel nervous or anxious during learning English. By using both quantitative and quali-tative research methods, the research was conducted focusing on learner perceptions of their overall learning experience, proving the effectiveness of pedagogies based on Krashen's theory of affective filter.

A study conducted by Mathew & Alidmat (2013) on the usefulness of audio-visual aids in EFL classroom. This research was held with 15 undergraduate students at Aljouf University, Saudi Arabia. Quantitative and qualitative method were used to address and explore re-search questions. Findings of the study give insights on EFL students' approach to using technological aids, revealing that integrating audio-visual resources with the prescribed course content has a positive impact on the teaching-learning process in EFL classroom, and suggest that using audio-visuals as a teaching method stimulates thinking and improves learning environment in a classroom.

The study presented by Ebrahimi (2013), was designed to investigate the effects of anxiety on English oral performance. One hundred undergraduate students at the Islamic Azad University in Iran voluntarily participated in the research and were asked to answer a questionnaire. Findings in this study revealed that foreign language anxiety really affects learners' English speaking and the main sources of anxiety were identified, such as appearing in front of the audience, making mistakes, losing face, inability to express oneself, fear of fai-lure, teachers as class authorities, and fear of not achieving up to the expectations.

The findings in this research also suggested that anxiety could originate from learners' own feelings, language learning and language speaking difficulties, and fear

of being nega-tively evaluated. The factors previously mentioned in addition to the lack of motivation and interest, helped to conclude that teachers might dissipate students' feelings of anxiety by esta-blishing a friendly learning environment in class filled with care and mutual respect as well as sense of direction and fun.

Bahrani (2012) presents a research aimed at discovering the effectiveness of exposure to news, cartoons, and films as three different types of authentic audiovisual programs on impro-ving the language proficiency of low level language learners. At the end of the study, which was after ten weeks, the post-test results indicated the fact that cartoons and films were the

 audio-visual aids that helped improve learners` language proficiency in a more significant

way. In contrast, the group that used news did not improve their language proficiency. In addition, the results showed that audio-visual programs generally are a great source of lan-guage input for teaching purposes.

On the other hand, research conducted at undergraduate level, at the University of Cuenca, by Baculima & Guamán (2010) as well as research conducted by Idrovo & Montero (2011), basically focus on how to improve students' speaking fluency at primary school levels. These studies are based on what has been acquired through a series of communicative interaction, as well as how to motivate students to speak English in basic levels.

In spite of the research previously mentioned, it is difficult to locate reports that describe learners' perceptions in an English classroom that noticeably guide English educators in applying the essentially updated pedagogies or guidelines on how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, or speaking assessment.

Especially in our context, there is still present the necessity of reports focused on the implementation of classroom practice and strategies designed to improve the speaking fluency of young adult learners at university level. There is also the need of guidelines that focus on students' speaking fluency and how would it improve if the affective filters in young adult learners were reduced.

Chapter II

This chapter describes the main theories and key concepts related to the research topic and establishes the relationship among them, in order to provide a clear view of where the problem is directed as well as to make these concepts useful to practice in EFL classrooms.

2.1 Krashen´s Second Language Acquisition Theory

As Larsen-Freeman & Long (1991) mention, the study of second language acquisition has been a field of interest for many people since ancient times, but in most recent times many studies have been completed about language teaching, including research on comparative methods in teaching. Other studies have been conducted on the most effective ways to teach a specific skill, arriving at the conclusion that if language teaching methods could be more efficacious, then learning could be, consequently, more efficient. These assumptions have triggered researchers to shift their attention from the teaching process to the learning process, defining the field known nowadays as foreign language acquisition.

It is well known that the study of Foreign/Second Language Acquisition (FLA/SLA) provides teachers significant knowledge, which can be used to evaluate their own pedagogic practices. It also enables teachers to critically consider the principles under which the selec-tion and organization of teaching have been based, as well as the methodological procedures they have chosen to employ. When teachers make a pedagogic decision about content or me-thodology, in fact, they are making assumptions about how learners learn (Ellis, 2017).

"The most obvious beneficiary of an increased understanding of SLA is the second langua-ge teaching profession, and through the teachers, the learners themselves" (Larsen-Freeman & Long, 1991 p.3). Ellis (2017) says, "SLA research

should be treated as providing teachers with insights, which they can use to build their own explicit theory" (p.5).

In order to build this theory, it is mandatory to understand how adults develop competence in a second language, and Krashen (1981) proposes what has been called the Monitor Theory of adult second language acquisition, which comprises five hypotheses. Each hypothesis relates to conditions that are necessary for subconscious emergence of language to take place, assuming that conscious learning can improve communication but does not necessarily lead to true acquisition.

2.1.1 The Acquisition-Learning Distinction Hypothesis

The first hypothesis stated by Krashen (1982) is the acquisition-learning distinction, which proposes that adults have two independent systems for developing ability in second langua-ges.

The first one is *language acquisition,* a very similar process when children develop ability in their first language, which is a subconscious process in which they are aware of the fact that they are using the language for communication. Adults "are generally not consciously aware of the rules of the language they have acquired. Instead, there is a feel for correctness. Grammatical sentences feel right, and errors feel wrong, even if they do not consciously know what rule was violated" (p.14).

The second way to develop competence in a second language is by *language learning,* which refers to conscious knowledge of a second language; it implies knowing the rules of the language (grammar), being aware of them in a conscious way, and being able to talk about them. These two systems are interrelated in a definite way: subconscious acquisition appears to be far more important.

Although, Zafar (2011) has criticized Krashen´s theory stating "acquisition could be better understood when described as a process enriched by the learned system. Instead of drawing a borderline separating acquisition and learning into two discrete disciplines" (p.141).

2.1.2 The Natural Order Hypothesis

This second hypothesis states that the acquisition of grammatical structures proceeds in a predictable order, and it has been one of the greatest discoveries in language acquisition

research in recent years.

Goldschneider, & DeKeyser (2001) compiled some studies regarding the natural order in grammatical morphemes some of them held by Dulay & Burt (1973,1974), Bailey, Madden, & Krashen, (1974), which have concluded that there is a natural order of acquisition common to all ESL learners irrespective of age, learning environment, or prior languages learned.

On the other hand, there are failed studies presented by Gass & Selinker (1994) which des-cribe this process as a single causality. Zafar (2011) also mentions that Krashen has ignored the considerable influence of L1 on L2 and the role of positive and negative transferences.

The meta-analysis conducted by Goldschneider, & DeKeyser (2001) investigated a combi-nation of five determinants that influence the acquisition order; these determinants are percep-tual silence, semantic complexity, morphological regularity, syntactic category, and frequen-cy.

There are studies conducted by different authors such as Andersen in 1976, Krashen, Houck, Giunchi, Bode, Birnbaum, and Strei during 1977, and Christinson in 1979 that confirm the hypothesis that for a given language, some grammatical

structures tend to be acquired early, others late, regardless of the first language of a speaker. These studies con-cluded that grammar should not necessarily be taught in this natural order of acquisition.

Krashen (1982) affirms, "the order of acquisition for second language is not the same as the order of acquisition for first language, but there are some similarities" (p.16).

(See Appendix 1)

2.1.3 The Monitor Hypothesis

Krashen (1981) postulates in the monitor hypothesis that acquisition and learning, in the adult learner, are used in very specific ways. Normally, acquisition initiates our utterances in a second language and it is responsible for our fluency, while learning has only one function, and that is as a monitor, or editor. Learning comes into play only to make changes in the form of our utterance, after it has been produced by the acquired system. This can happen before we speak or write, or after as a self-correction.

Conscious learning plays only a limited role in second language performance and second language performers can use conscious rules only when three conditions are met:

1st.- Sufficient time is needed to think about and use conscious rules effectively in a conversation. The over-use of rules in conversation can lead to certain trouble, such as hesitant style of talking and inattention to what the interlocutor is saying.

2nd.- The performer must be focused on form or thinking about correctness (Dulay and Burt, 1978). The performer may be so involved in what he/she is saying that less attention is paid to how it is said.

3rd.- Knowing the rules is very important because of the complex structure of language, but students are exposed only to a small part of the total grammar of the language.

In Zafar (2011), McLaughlin challenges Krashen's claim that "children, due to their lack of the Monitor, are superior to adults in terms of L2 acquisition" and "the `Monitor theory´ is also criticized for being poorly supported by empirical evidence" (p.142).

Now if the Monitor hypothesis is correct, as Krashen (1982) claims, "acquisition is central and learning more peripheral, then the goal of our pedagogy should be to encourage acquisition" (p.22), which is crucial for the input hypothesis.

2.1.4 The Input Hypothesis

The input hypothesis has great theoretical and practical importance and provides an expla-nation on how we acquire language, providing a potential impact on all areas of language teaching.

This hypothesis claims that in order to move from stage *i*, where *i* represents current com-petence, to stage *i + 1*, which is the next level, this means that "the acquirer is focused on the meaning and not the form of the message" (Krashen, 1982 p. 22).

It is necessary that the acquirer understands language that contains structure a bit beyond

our current level of competence, known as input. In order to understand input, there are other elements beyond linguistic competence that help us understand language directed to us, such as context, knowledge of the world, and extra-linguistic information.

The input hypothesis poses an opposite point of view from what has been stated by Hatch (1978) regarding the development of fluency, where learning structures is

the first step, and then is their practice into communication. The input hypothesis states that the new level is acquired by going from meaning first and as a result structure is acquired, arriving to the conclusion that "speaking fluency cannot be taught directly, it rather emerges over time, on its own" (p.23).

According to Krashen's point of view, speaking can be taught only by providing compre-hensible input. However, early speech will be acquired only when the person feels ready; of course, this state of readiness occurs at different times depending on the person. Early speech hence is typically not grammatically accurate, since accuracy is developed over time according to the amount of input received.

Some sources of input can be considered as teacher-talk, which is foreigner-talk (in the foreign language) in the classroom, used for classroom management and explanation, and interlanguage talk, which is the speech of other second language acquirer. "The input hypothesis also predicts that natural, communicative, roughly-tuned, comprehensible input has some real advantages over finely-tuned input" (p.25).

According to applied linguistics research, "deductive methods (rule first, then practice, e.g. grammar-translation and cognitive-code) are slightly more efficient than audio-lingual teaching for adults".

To resume the five hypotheses presented by Stephen Krashen, here is a quote from Wilson (n.d.) that captures their essence:

> What theory implies, quite simply, is that language acquisition, first
>
> or second, occurs when comprehension of real messages occurs,
>
> and when the acquirer is not 'on the defensive'... Language
>
> acquisition does not require extensive use of conscious
>
> grammatical rules, and does not require tedious drill. It does not

occur overnight, however. Real language acquisition develops

slowly, and speaking skills emerge significantly later than listening

skills, even when conditions are perfect. The best methods are

therefore those that supply 'comprehensible input' in low anxiety

situations, containing messages that students really want to hear.

These methods do not force early production in the second

language, but allow students to produce when they are 'ready',

recognizing that improvement comes from supplying

communicative and comprehensible input, and not from forcing

and correcting production (p. 6-7).

2.1.5 Affective Filter Hypothesis

The affective filter hypothesis is the last of the five hypotheses proposed by Krashen (1981), which states how affective variables relate to the process of second language acquisition.

The Affective Filter concept was first proposed by Dulay and Burt (1977), as cited in Krashen (1982), and it is consistent with the theoretical work done in the area of affective variables and second language acquisition.

This hypothesis has been confirmed through research over the years, stating that there is a set of affective variables in second language acquisition that control the degree to which the acquirer is open to the input, acting to impede or facilitate the delivery of input to the langua-ge acquisition device. These attitudinal factors relate directly to acquisition and not to lear-ning.

According to Stevick (1976), as cited in Krashen (1982) learners whose attitudes are not optimal for second language acquisition, will have a high affective filter, and as a result, input will not reach the language acquisition device in the brain. On the

other hand, learners with attitudes more conducive to foreign language acquisition will obtain more input, and thus have a lower filter. Classrooms that promote low anxiety among students, keeping them off the defensive, are the ones that encourage low filters.

There are mainly three factors mentioned by Krashen that can influence SLA, which are responsible for the individual variation, these are:

2.1.5.1 Motivation

According to Brown (2000), countless studies and experiments in human learning have shown that motivation is a key to learning in general, and when referring to motivation, three perspectives could be considered:

From a behavioral perspective, motivation is the anticipation of reward, driven to acquire positive reinforcement. For three major exponents of behaviorism; Skinner, Pavlov, and Thorndike, motivation is the center of their behavioral theories where performance in tasks and the motivation to do it depends on external forces such as; parents, teachers, peers, educational requirements, job specifications, and so forth.

According to a cognitive point of view, motivation emphasizes the individual's decisions, regarding experiences or goals they will reach, as well as the amount of effort they will use (Keller, 1987). In agreement with Ausubel (1968), motivation is the need for stimulation, which can be provided by the environment, by other people, or by ideas, thoughts, and feelings.

Similarly from a constructivist view, motivation is derived from our interactions with others as it is from one´s self-determination.

On the other hand, as Gardner (2007) in his research over the past 45 years, has

been concerned with the role of attitudes and motivation in second language acquisition, he has developed a model that links attitudes and motivation to achievement in the second lan-guage.

Gardner (2007) points out that motivation to learn a second language cannot be defined as a simple construct and it cannot be measured by only one scale, and he makes a distinction between language learning motivation, which is the motivation to learn and acquire a second language, and classroom learning motivation, which refers to the motivation in any specific situation. The focus is on the individuals` perception of the task at hand, and it has to do with the teacher, the class atmosphere, the course content, materials and facilities, as well as perso-nal characteristics of the student. There are activities that "can influence the students` level of motivation, and the level of motivation is what will have an effect on how much is learned" (p.10).

2.1.5.2 Self-confidence

Many authors have defined self-esteem or self-confidence, but Rubio (2007) briefly summarizes the concept as "a psychological and social phenomenon in which an individual evaluates his competence and own self according to some values, which may result in diffe-rent emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances" (p.17).

For example, what happens to more advanced learners? They do not necessarily have higher levels of self-esteem, on the contrary, the more competent they become, the more aware of their limitations in their language ability they are (Rubio, 2007).

Brown (2000) cites some studies where self-esteem and oral production performance have a high correlation, not leaving it so clear if high self-esteem cause language success, or if lan-guage success causes high self-esteem.

As Brown (2000) cites Heyde, it has been found that teachers really can have a posi-

tive and influential effect on both the linguistic performance and the emotional well-being of the student.

2.1.5.3 Anxiety

As in Brown (2000, citing Scovel, 1978), "anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry" (p. 134), playing a major role in FLA that can have a negative effect on the language learning process.

Brown (2000) identifies three important components of foreign language anxiety: the first one is *communication apprehension*, which arises from learners' difficulty to adequately express mature thoughts and ideas; the second component is *fear of negative social evaluation*, which arises from a learner's need to make a positive social impression on others, and finally *test anxiety*, which refers to academic evaluation.

There have been some controversies about causes and effects of language anxiety, and questioning on how to lighten anxiety in foreign language classes. Some studies mentioned by Brown (2000), have revealed, "anxiety varies depending on whether students were speaking with other students or with teachers" (p. 149). These studies also showed that "anxious learners made more errors, overestimated the number of their errors, and corrected themselves more than less anxious learners" (p. 149), and finally, "anxiety levels were higher as learners reported greater fear of negative evaluation and as they perceived their ability to be lower than others" (p. 149).

In the study carried out by Du (2009) based on Krashen`s hypothesis, he mentions that "people with a high affective filter will lower their intake whereas people

with low affective filter allow more input into their language acquisition device" (p.1). Krashen argued that a learner acquires a second language only if the input provided is comprehensible and if the affective filters involved in this process are low enough to allow the input 'in'. As Smith (1994) mentions in her research, "Krashen feels that L2 classes should strive to create a

positive, nurturing atmosphere where students can be more relaxed and open to input" (p.19).

The input hypothesis and the concept of the Affective Filter define the language teacher in a new way, promoting effective language teachers who can provide input and help make it comprehensible in low anxiety situations.

Krashen (1982) recommends using the "Suggestopedia teaching method", which was developed by a Bulgarian psychiatrist-educator Georgi Lozanov. This method of language teaching encourages the use of audio-visual aids in teaching language. The suggestopedia method also focuses on the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher. These elements contribute to provide a relaxing learning environment for the learners, remove anxiety and ensure a friendly and comfortable classroom setting, as Richards & Rodgers mention in Munan (2014).

Agreeing with Brown (2000), measuring affective factors can be done by means of indirect measures or by formal interviews. However, these methods are expensive and require a highly trained expert to administer them, but when looking for practicality, we rely on paper and pencil tests. For example, one test frequently used in research on anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz, and Cope

(1986), to measure the construct of language anxiety as distinct from anxieties associated with other nonlanguage performance to which the student must respond across a scale of agree-ment to disagreement.

Another test is Gardner's (1985) Attitude/ Motivation Test Battery (AMTB), which asks learners to judge themselves across a number of categories.   These tests have been well validated across contexts and cultures. As a conclusion, paper-and-pencil self-ratings may be valid if (1) the tests have been widely validated previously and (2) if we do not rely on only one instrument or method to identify a level of affectivity.

2.2 Communicative Competence and Fluency

As mentioned by Larsen-Freeman (1991), "learners acquire language for a variety of reasons: to fully participate in a society, to travel as a tourist, to pass an examination, to obtain employment, to read scientific texts, etc." (p.44), but communicative competence can mean different things for different people, and it is not what everyone aspires as McGroarty reminds us in Larsen-Freeman (1991).

Communicative competence is a construct that has been a topic of interest for at least four decades and focuses on language as interactive communication among individuals, each one of them with their own sociocultural identity. It constitutes discourse, interaction, pragmatics, and negotiation, among other things. Brown (2000) cited Hymes when referred to CC as "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (p.196).

For example, for Cummins (1980) communicative competence is "a dimension of cognitive/academic language proficiency that can be empirically distinguished from interpersonal communicative skills such as accent, oral fluency and sociolinguistic competence in both first and second languages" (p.175).

However, for Burt and Dulay (1978), language proficiency refers to the extent to which an individual shows control over the use of the rules of a language and its numerous and diverse aspects" arguing that language proficiency involves multiple factors along three distinct parameters: 1) the linguistic components, 2) modality and 3) sociolinguistic performance.

In agreement with Richards (2006), communicative competence implies being aware of what and how to say it appropriately according to the situation, the participants, and their roles and intentions, and this should be the goal of language teaching.

Since oral fluency constitutes a major component of language proficiency and one of our

primary goals in language teaching, it is necessary to get deeper into this concept.

Krashen (1981) mentions in his monitor theory, fluency in learners' production is based on what they have grasped through active communication". The monitor, our conscious learning, helps us to improve accuracy by making changes sometimes before and sometimes after the utterance is produced altering the output of the acquired system.

Conforming to Richards (2006), "fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (p.217). As teachers and as facilitators, we should develop fluency in our students by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns (Richards, 2006).

Brown (2000) mentions four interconnected characteristics as a definition of Commu-nicative Language Teaching (CLT).

1. Classroom goals are focused on all the components of communicative competence and are not restricted only to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

A great deal of use of authentic language is implied in CLT in order to attempt to build fluency as Brown (2000) cites Chambers. It is important to note, however, that fluency is not encouraged at the expense of clear, unambiguous, direct communication. Finally, much more spontaneity is present in communicative classrooms: students are encouraged to deal with unrehearsed situations under the guidance, but not control, of the teacher, and technology (video, television, audiotapes, the Internet, computer software) can come to the aid of teachers who are not native speakers and look for real English communication.

2.3 Language Proficiency Assessment

In a study by Burt and Dulay (1978) three major topics in the assessment of language proficiency and language dominance are addressed: (1) selection of the language components to be assessed; (2) appropriateness of certain elicitation tasks

used; and (3) general check-points that can be used to evaluate language proficiency as well as dominance instruments.

Oral skills are presently the most commonly used as the basis for measuring dominance, and two types of elicitation tasks are contrasted:

2.3.1 Natural communication tasks

In natural communication tasks, the main goal is to communicate something to someone else, it could be an idea, some information, or an opinion in a natural manner. In this case, grammar rules are unconsciously used by the speaker, and are produced with little or no conscious focus on its linguistic form, such as structured and non-structured communication. The result obtained is natural communication and bias free, the only drawback is that some structures, such as the perfect tenses, are difficult to elicit naturally.

2.3.2 Linguistic manipulation tasks

Linguistic manipulation tasks require a more conscious knowledge and use of language, by using "artificial speech" where speakers focus on a specific rule, such as imitation, trans-lation, completion, transformation, substitution, etc. In this case, target structures seem to be readily obtained, but the use of language for communicative purposes confounds conscious knowledge and use of language rules with the ability to use the language for real commu-nication.

Another important aspect is the distinction between quantity and quality of the speaker's responses.

The use of open-ended questions tends to confuse the critical distinction between quantity and quality, since some speakers provide enthusiast responses, while others only give limited responses in order to avoid mistakes, as Burt and Dulay (1978) cite Cazden, Labov et al.

Another major factor is familiarity and comfortableness with the examiner, or if they are not sure of what is being asked, speakers will tend to give short and limited responses, and often, nervous responses. On the other hand, open-ended and imprecise questions lead to rewards to more talkative, extrovert speakers or penalties for those speakers who are less talkative or shy, or who do not understand the intent of the question.

Ironically, speakers who are linguistically more advanced, may be harshly judged for short but appropriate responses in situations such as "tell me what you see on this picture".

In addition, there are questions that might confuse language proficiency with the speaker's comprehension of the task. For example, in questions such as "tell me all you can" as Herandez & Burt say cited by Burt and Dulay (1978). When answering to these questions, the evaluator cannot make any statements about the speaker`s control over structures not offered during the assessment period, maybe because the situation did not require so or maybe because the speaker does not know it.

2.4 Communicative Language Teaching (CLT)

Communicative language teaching or best known as CLT, first appeared as a new approach to language teaching in the 1970s and 1980s, since then, teaching institutions all around the world and language teachers soon began to rethink their teaching, syllabi, and classroom materials.

As mentioned by Richards (2006), the worldwide growing demand for English has created

an enormous need for implementing quality language teaching and language teaching

materials and resources as well.

Learners and society demand the ability to master English to a high level of accuracy and fluency. These levels can be achieved through communicative language teaching, which means to be successful at being able to use the language for meaningful communication (Richards, 2006) rather than only focusing on the knowledge we have of a language, know-ledge of the building blocks of sentences, or how sentences are formed, since all of these aspects only regard to grammar competence.

New syllabus types were designed, for example skills-based syllabus, integrating the four skills or functional syllabus, based on functions needed for communication across a wide range of situations. The creation of new syllabi prompted a rethinking of classroom teaching methodology as well.

The new methodology encompasses real communication, provides opportunities for lear-ners to experiment and try out what they know, being tolerant of learners' errors, provides opportunities for learners to develop both accuracy and fluency, links the different skills together, and letting students induce or discover grammar rules.

This led to the implementation of new classroom techniques and activities, as well as new roles for teachers and learners in the classroom. As an extension of the principles of Communicative Language Teaching, there is Cooperative Language Learning (CLL), which promotes communicative interaction with a view of learner-centered approach to teaching instead of a predominance of teacher-fronted teaching. Into this approach, teachers` main purpose is to create a positive environment for learning in the classroom, finding ways of engaging students in their lessons. Teachers should encourage active student participation and to use strategies that enable the class to function as a cohesive group that collaborates to make the lesson a positive affective learning experience, motivating the learner and

reducing stress by making maximum use of cooperative activities. These activities involve pairs and small group activities in order to provide learners with greater opportunities to use the language and to develop fluency (Richards, & Rodgers, 2012).

In this new approach, the use of authentic materials plays a major role. Teachers are encouraged to use different audio-visual aids in a CLT classroom. Since these materials are mostly authentic, there are wide ranges of activities where pictures and videos can be used in the classroom to make the class more interesting and authentic, promoting real communication (Mamun, 2014).

The activities proposed required learners to negotiate meaning and to interact in a meaningful way. Some of the activity types that came out as a result of CLT are the following:

2.4.1 Accuracy vs. Fluency Activities

One of the goals of CLT is to develop fluency in language use, proposing activities such as reflecting on the natural use of language, focusing on achieving communication, activities that require meaningful use of language and the use of communication strategies, looking for language production that may not be predictable in order to link language use to context.

On the other hand, there are activities that try to develop accuracy. These activities are focused on creating correct examples of language use, such as: reflecting on classroom use of language and focusing on the formation of correct examples of language by practicing language out of context and through the practice of small samples of language, which do not require meaningful communication or controlled choice of language.

- Knowing how to use language for a range of different purposes and functions.

- Knowing how to vary our use of language according to the setting and the

  participants

  (e.g., knowing when to use formal and informal speech or when to use language

  appropriately for written as opposed to spoken communication).

- Knowing how to produce and understand different types of texts (e.g., narratives,

  reports,

  interviews, conversations).

- Knowing how to maintain communication despite having limitations in one's

  language knowledge (e.g., through using different kinds of communication

  strategies)

2.5 Audio-visual Aids

In the new era of language teaching, teachers have implemented some methods

and techniques, that include technology as an innovation. Every day more language

teachers are using different audio-visual aids in order to facilitate their teaching

process (Mamun, 2014).

Audio-visual aids assist teachers to make a significant change in the class

environment as well as in the teaching process. By these means, teachers can

present a topic both verbally and visually helping learners to be more engaged in the

lesson, since they can make a correlation between the verbal and non-verbal as well

as abstract and concrete issues.

Since language is a social practice, the use of 'authentic' materials in class has

increased as Richards (2002) cited Grant. Although, one of the problems with using

authentic materials is that for teachers it is sometimes difficult to find such materials

which scaffold the learning process by remaining within manageable fields. Another

problem for teachers is to obtain a vast enough range of audiovisual materials of an appropriate quality and length (Richards, & Renandya, 2002).

2.5.1 Definition and Benefits of Using Audiovisual-Aids in the Classroom

We learn through our sense organs, sense organs are the ones that help us understand the environment, including what we learn at school. Audio-visual aids or instruction material, endeavor to make the knowledge clear through our senses. All these learning materials make the learning situations as real as possible and provide us knowledge through the organs of seeing and hearing.

Audio-visual education started in the 1920s and it has developed considerably until now and history has shown that audiovisual means are effective teaching tools. Audio-visual aids

were widely employed by the armed services during and after World War II. Much research over the years indicate that, when cautiously used, audio-visual aids can lead to significant achievement in recalling, thinking, gaining interest, and imagination. ("Audiovisual Education", n.d.).

The main goals when using audio-visual aids in the classroom are: make learners active in the classroom, help them communicate according to their capabilities, develop easy and understandable learning material, create interest in different groups, involve intimation in objectives and enhance teachers` skills, which help to make the teaching-learning process more effective.

Ismaili (2013) mentions that many scholars have revealed that movies used in EFL classroom can become an important part of the curriculum. This is based on the fact that movies provide exposure to real language, used in authentic settings and in the cultural context which the foreign language is spoken. In addition, some studies

have found that movies catch the learners' interest and it can positively affect their motivation to learn as Ismaili cited Kusumarasdyati and Luo.

One of the conclusions that Berk (2009) points out is that video clips are a major resource for teaching the *Net Generation* and for employing their multiple intelligences and learning styles in order to increase the achievements of every student.

Most of the investigations support the theory in which stimuli provided by audio-visual aids increase memory, comprehension, understanding, and deeper learning than isolated stimulus.

Among the benefits that audio-visual aids may provide can be mentioned the following: grab students' attention, focus students' concentration, generate interest in class, create a sense of anticipation, energize or relax students for learning exercise, draw on students' imagination, improve attitudes toward content and learning, build a connection with other

students and instructor, increase memory of content, increase understanding, foster creativity,

stimulate the flow of ideas, foster deeper learning, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivate students, make learning fun, set an appropriate mood or tone, decrease anxiety and tension on scary topics, and finally, create memorable visual images (B,2009).

2.5.2 Types of Audio-visual Aids

As an example of audio-visual aids we could mention related pictures, audio clips, videos, power point slides, posters and so on in language classrooms; these materials are sometimes used along with text books and sometimes they are used separately (Mamun, 2014).

According to some studies, videos to be used in the class consist of clips with which most if not all students in the class should be familiar; with the intent to study, produce, and comment on videos with which they may be familiar or unfamiliar. Some sources from which to select videos for class are; TV programs, movies based on cult classics, Oscar winners, and most recent and popular flicks, YouTube videos that are top-rated or most often viewed MTV music videos.

Berk (2009) suggests that when choosing videos for classroom it is important to consider the following guidelines: (1) criteria for selection, (2) types of videos, and (3) sources for selecting videos.

When using a video clip or the whole movie as a teaching tool, each instructor should establish a certain criteria for what is appropriate and acceptable in a teaching-learning context, and   some considerations must be taken into account.

- Students' characteristics, such as age or grade level, gender, ethnicity, and language dominance.

- Another aspect to be considered is the offensiveness of the video, such as put-downs

   or ridicule of females, racial and ethnic groups, and other offensive content, that is irrelevant content to the reason for showing the video.

- Finally, the video structure must be appropriate for instructional use, and they need to be as short as possible in order to make the point (maximum of three minutes), unless the learning outcome requires a lengthier extract. Besides, videos should show authentic everyday language with actions/visual cues directly related to the purpose, and lastly, use a limited number of characters otherwise too many might be confusing or distracting.

2.5.3 Learning Strategies and Activities Using Audio-visual Aids for Adult EFL Learners

In the communicative language teaching and learning era, speaking has become the most important language skill, since language learning is based on the need of communication with others. On the other hand, speaking is a challenging task since language learners might feel uncomfortable and nervous at the moment of speaking. It is also a challenging task for tea-chers, due to the motivation of learners. Although there is a wide variety of ways to motivate learners, a good way is to use audio-visual aids, since they are always attractive to learners. If proper audio-visual aids are used in class, they can easily draw the attention of learners, pro-viding a comfortable environment. When the audio-visual material presented to learners match their interest and choice, they become more enthusiastic to express their opinion about that and it becomes easier to talk in the class (Mamun, 2014).

Lin (2008) states that playing films, cartoons or sitcoms for students in English, is an effective and popular method of teaching, especially when students can read the caption and learn vocabulary, pronunciation, and grammatical structures. As Lin (2008) mentions in her research, playing films in English for learners during English class, is an effective and popular method of foreign language teaching. Especially, when learners are provided with the caption, they can learn vocabulary, pronunciation, and grammatical structures. Additionally, Lin (2008) cites O'Donnell who states that movies are an interesting context for developing linguistic know-ledge into usable language skills.

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Chapter III

In order to gather information for this research, quantitative and qualitative methods were used, since they offer us two different ways to collect information on the same subject in a way that is possible for the researcher to manage. In that case, words help us to provide numbers with meaning and numbers can help us to add precision to words (Dörnyei, 2007).

3.1 Research Methodology

This mixed methods study included three phases; the first one consisted in a diagnosis phase to determine the level of affective filters in the group of young adult learners. The next one constituted the intervention phase and finally, the third phase consisted of contrasting the initial results on the level of affective filters and learners' speaking fluency with the results obtained after the intervention phase.

3.2 Context

This study took place at a state university in Ecuador, the University of Cuenca during the semester September – February 2016.

3.3 Participants

The population consisted of a group of twenty-eight Spanish-speaking learners from different schools at the University of Cuenca.

These learners were in different year of study, but they were enrolled in English classes
since these three levels are a requirement for students to graduate. They enrolled in English
classes in the third level of Credit Courses, and all agreed to participate in this study.

Students attended classes four days a week from Monday to Thursday in a schedule from 1:00 p.m. to 2:30 p.m.

Participants ranged in age from twenty-one to twenty-eight years old; twelve of them were

male and sixteen were female learners. From the twenty-eight students, only one of them had

traveled abroad for a period longer than three months.

3.4 Process

As a first stage of the process, a letter was presented to the Director of the Language Institute at the University of Cuenca (see Appendix 2) in order to ask for the corresponding authorization to apply this study to a group of twenty-eight students from third level credits.

In order to follow an ethical procedure, the thesis process was explained to the students who were asked to sign an informed consent (see Appendix 3), presented in an English and a Spanish version. The students who agreed to participate in this project had to sign both consent forms. From the twenty-eight students enrolled in the course, all of them signed the informed consent and participated in the research.

The next step was to send via e-mail, an "Affective Filter Questionnaire" (see Appendix 4) to the students who agreed to participate in this research. Students filled out the questionnaire and sent it back in a maximum three-day period.

The intention of the questionnaire was to find out how students feel about learning English, and the level of their affective filters (attitude towards learning, motivation, anxiety and self-confidence), in order to identify subjects who were experiencing some kind of dis-comfort which was not evident through observation.

During the mid-term exam week, students were individually interviewed (on two different days) for about ten minutes as the oral part of their mid-term exam. Students were inter-viewed one at the time, by the examiner/researcher (pre-test,

see Appendix 5) without knowing the questions in advance. The same amount of verbal questions were administered and in the same order to each one of the participants during within the same hour and a half class period. The teacher provided a minimal amount of prompts, in case there was the need of clarification, such as "Do you remember any specific detail?", or to provide students with more time to elaborate their answers, for example, "think about it first before you answer".

Each question was graded using a validated fluency scale in order to determine the level of fluency of each student.

The intervention period lasted thirty-two hours in total, which was distributed in twenty-two sessions. Interventions were held during one hour and a half; three days a week, except on Wednesdays, because it was a time dedicated to other skills, however every class or se-ssion followed the same format as it follows:

The first five minutes of the class were dedicated to greetings, also to call the roll in order to check students' attendance and to set the goals for the class. The following ten minutes

were used in warm-up activities with the intention to introduce the topic to the class and to create a friendly classroom environment.

The intervention consisted of using audiovisual aids according to the class content, for example three real interviews, two political debates, six movie clips, six cartoons and five sitcoms. Audiovisual aids were used for approximately three to five minutes and then a class discussion lead by the teacher was initiated about the video, analyzing the vocabulary used in it, word recognition, context of the video, etc., this class discussion about the videos took approximately ten minutes.

Applying collaborative learning strategies, students either worked in groups or in pairs (sometimes freely chosen by them and sometimes randomly selected by the teacher) to dis-cuss some questions on the video related to the class content and related to the video presen-ted for around twenty minutes; these questions were proposed by the teacher and by students

during the general discussion time.

Students groups were conformed sometimes according to friendship, and in other activities students groups were assigned randomly by the researcher-teacher in order to mix their com-petency levels and social interactions.

Finally, when the time set for the activity was completed, students had a forty minutes

period to present their conclusions to the rest of the class; depending on the activity, they pre-sented dialogues, role-plays, debates, or an exposition. The main condition for these presen-tations was that all the students must participate and present their conclusions orally.

At the end of each group´s intervention, the teacher provided feedback to each one of the participants on their general speaking performance based on the fluency scale used for the pre-test and post-test, and that is how group work was evaluated at the end of each activity.

All the lessons followed the same format, as follows:

LESSON PLAN No. 3	
Objectives:	
1. At the end of session, students will be able to talk about recent activities. 2. Students will practice how to use the present perfect continuous tense. 3. Students will establish a conversation with a partner.	
Activity	Timing
Greetings and call the roll	5 mins
🔵 Warm-up: ask the class the following questions 1.Have you ever watched a reality TV show? If yes, which one or ones. 2. What do you think of reality TV? Please explain. 3. Why do you think reality TV is so popular these days? 4. Would you ever go on a reality TV show? Why?	10 mins
🔵 Movie trailer: The Truman Show https://www.youtube.com/watch?v=xlK5lpB-HZ4	3-5 mins
🔵 Class discussion: What has Truman been doing lately? Name some activities you observed in the video.	10 mins
🔵 Pair work: In pairs, talk about what you have been doing recently. Do not use specific time phrases such as 'yesterday' or 'on Tuesday' for which you must use the simple past. Instead use general time phrases such as 'recently, lately, this week, already, just etc.'	5 mins
🔵 Pair work: Make a dialogue about the things you have been doing recently. Recall some of the examples previously discussed in class about the video.	15 mins
🔵 Present dialogues to the rest of the class. Feedback provided by the teacher.	40 mins

After each intervention session, information about students' insights regarding

each acti-vity was collected by using "Survey Monkey" journal entries, although it is

relevant to note that not all the students answered them, which is why the amount of answers may vary de-pending on the activity.

After the intervention period was over, the teacher/researcher applied a post-test, using the same group of questions from the pre-test based on the content of the course. These set of questions was applied to participants in the same way they were applied for the pre-test, the difference was that in this case, this was their final speaking exam; this exam was taken in company of another teacher from the Language Institute since University of Cuenca requests two professors to moderate the exam.

The post-test was taken in the interest of acquiring valuable information on participants' levels of fluency after the intervention in order to establish if there was a variation in their fluency levels compared to the results obtained in the pre-test.

Finally, the teacher/researcher again emailed the students the same affective filter questionnaire (Appendix 4)on affective filters that was used at the beginning of the study. It was sent via email and students were requested to answer it as honestly as possible, and email it back to the teacher within a three-day period.

This questionnaire was applied with the purpose of gathering information about students' self-perceptions of their level of anxiety and motivation in the classroom, as well as their attitudes and self- confidence towards learning after the intervention period.

3.5 Quantitative Study

Quantitative research assigns a logical scale of values to the variables to be worked with

in this study for example quantitative information gathered from the questionnaire was applied to measure affective filters and also from the results obtained in the pre-

test and post-test, since they can be expressed in numbers to process the data. This method was chosen since it is systematic, rigorous, focused, and tightly controlled, involving precise measurement (Dörnyei, 2007).

3.5.1 Instruments

The instruments employed to gather the necessary quantitative information for this study were a questionnaire about affective filters and a pre-test and post-test focused on speaking fluency.

3.5.1.1 Affective Filters Questionnaire

The questionnaire that addressed learners' affective filters before and after the intervention was adapted from different questionnaires as follows:

The questionnaire included eleven questions about their attitude towards learning English, ten questions about self-confidence, and ten questions about their motivation to learn English, taken from a language-learning questionnaire used in a survey conducted by the School of

English Studies of the University of Nottingham, UK to better understand the thoughts and beliefs of learners of English in China.

Ten questions regarding situations in the class that can cause them anxiety taken from the FLCAS Questionnaire (Foreign Language Classroom Anxiety Scale) by Horwitz (1986).

Finally, there was a section in the questionnaire that required some personal information about their gender, age and if they have traveled abroad or not.

Learners were asked to circle numbers from one to five, knowing that one indicates strongly agree, two means agree, three means neither agree nor disagree, four means disagree, and five means strongly disagree, so the learners knew exactly what each number represented.

In order to make sure that each respondent gave his/her numerical answer based on the same understanding, the definitions and value descriptors needed to be unambiguous.

This questionnaire was validated by piloting the questionnaire with two different groups of students from the same level at the University of Cuenca. First, the questionnaire was administered to one group of students, some observations were made about the vocabulary used in some of the questions and some questions were reformulated or the vocabulary was simplified according to the students` level of English. Once the changes were made, the questionnaire was applied to another group of students and no changes were made, therefore the final instrument was administered to learners (see Appendix 4).

3.5.1.2 Pre-test and Post-test

The questions used for the pre-test and post regarding fluency, are an adaptation from "The Cambridge English Unlimited Placement Test" and "B1 ESOL international entry level 3 exams", and were selected according to the content of the course. The first set of questions from one to seven, were personal questions about name, family, etc. as a warmer to reduce students´ anxiety.

The following questions (one to five) were more general, related to personal experiences, predictions about the future of technology, a movie or book that has influenced their lives, and finally describe an important person for them and describe a scary situation in which they have been involved (see Appendix 5).

The rubric used to evaluate learners fluency was taken from Hughes, A. (1989), which is the same rubric used by the Language Institute at University of Cuenca to evaluate speaking in general, but for this study only the fluency part was considered.

Besides, the Institute does not take into consideration item six on the scale, since it regards a native speaker´s level (see Appendix 6).

3.5.2 Data Analysis

The quantitative data analysis was done using the statistical computer software SPSS.

3.6 Qualitative study

Qualitative research has commonly been seen as an effective way of analyzing new, unexplored areas (Dörnyei, 2007). In this study, it has been employed to classify subjective opinions about learning a language, experiences and feelings of participants therefore; the explicit goal of research is to explore the participants' views of the situation being studied.

The study is kept open and fluid so that it can respond in a flexible way to new details or

openings that may arise during the process of investigation.

Qualitative research works with a wide range of data, in this study were included for

example opinions gathered from the affective filter questionnaire, and from "Survey Monkey" journal entries applied after each intervention.

These qualitative accounts used words and categories of the participants' answers to make it much easier to produce a description of students' insights about the intervention process and also about their perceptions towards learning English, making this information accessible for a wide range of audiences.

3.6.1 Instruments

The following instruments were administered to students in order to collect qualitative information.

3.6.1.1 Affective Filters Questionnaire

This questionnaire was already described in the previous section and in addition to being used in a quantitative way, students' answers were also analyzed in a qualitative way.

3.6.1.2 Survey Monkey Journal Entries

These journal entries were created by the teacher/researcher by using an online tool that creates surveys, called "Survey Monkey".

Each entry included between six or seven questions (see Appendix 10), such as:

1) How interesting did you find the video?

2) How much did the video help you to answer the questions?

3) How much did the video help you to create a dialogue?

4) How much did you enjoy the pair activity after the video?

5) Did working in pairs help you to speak better?

6) How did you feel talking to your partner in the dialogue activity?

7) How did you feel talking in pairs in front of the class?

Each journal entry followed the same pattern and for questions like one, two, three and four; a rating scale from one to five was offered to provide their answers. For question five, the answering options were yes or no and why in order to ask for more detail. For questions six and seven, the answering options referred directly to affective factors, using categories such as; confident, relaxed, nervous, anxious, or other (specify your answer).

Students were requested to register their answers and insights about the videos and their corresponding activities. These journal entries were sent to students after every three interventions approximately, providing seven journal entries in total.

3.6.2 Data Analysis

During data processing, most data are transformed into a textual description of participants' experiences regarding language learning and insights about the intervention process, and since most qualitative data analysis is done with words, the research outcome is ultimately the product of the researcher's subjective interpretation of the data.

Qualitative data analysis involved data organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns according to the numbers obtained from the answers, themes that are repeated, and putting them into categories.

Chapter IV

In this chapter, quantitative and qualitative data collected through different means will be analyzed using diverse methods. In order to have a holistic perception of the process, diffe-rent but complementary data on the same topic will be contrasted to triangulate information with the purpose to answer to the research questions stated at the beginning of this study.

4.1 Results

At the beginning of this research, two research questions were stated:

Research question 1: Can affective filters be minimized by using audio visual aids in an EFL classroom?

Research question 2: To what extent can the use of audio visual aids promote speaking fluency in adult EFL learners?

4.1.1 Affective Filters Questionnaire Results

The first instrument applied to students previous the intervention was the affective filters questionnaire, which was divided into four sections. In order to have a clear picture of

students´ perceptions, the frequency of their responses was considered to establish a percen-tage.

The first section addressed students' attitudes towards learning English, and the obtained results showed that 85,7% of the students are aware of the importance of learning English according to their goals (Q1), but only 39,3% expect this to be a fun experience (Q2), and

actually only 4,3% of them actually enjoyed English classes (Q5).

Only 42,8% of the students agreed that learning depends on their positive attitude and proper learning conditions (Q3), and the same amount of students agreed that they felt some kind of resistance when they tried to speak in English (Q4).

Regarding the type of activities used in English class, for example 39,3% of the students neither agreed or disagreed on singing in class (Q6), but 39,3 totally agreed on enjoying playing games in class (Q7). On the other hand, only 4,3% of the students enjoyed speaking in English with their classmates (Q8).

From the twenty eight students in the class, 53,6% of them were interested in acquiring a native-like pronunciation (Q9), 50% of them consider they understand their English material well enough (Q10), and 60,7% of them consider they have learned how to learn English through their English lessons.

The results in this section suggest that students´ attitudes towards learning English are mostly positive, except for question number four in which a high percentage of students expressed they felt some kind of resistance when speaking in English. From the eleven attitude questions, five were favored with the highest score by most of the students "5 strongly agree", and five were favored with the following score "4 Agree" (see Appendix 7).
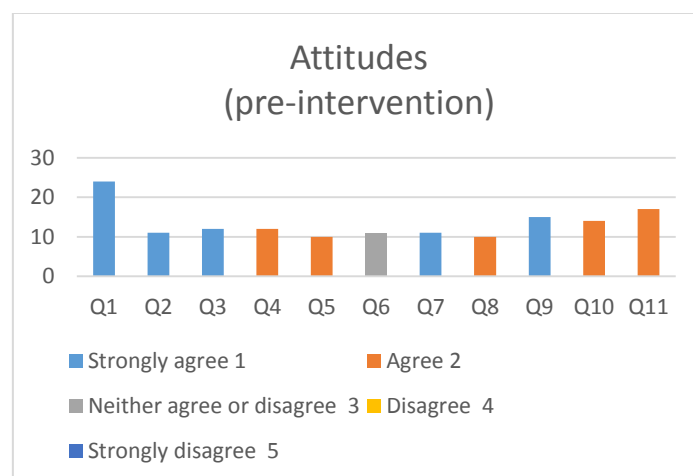
After the intervention, the questionnaire was applied to students again, from the eleven questions related to attitudes, five of them acquired the maximum score "5 strongly agree" and in six of them students agreed "4 agree", and in question number four, which regards resistance towards speaking English, the percentage dropped a little from 3,6% to 14,3% of students. The post-questionnaire indicates that there was a slight decrease in students' attitudes towards learning English (see Appendix 8).
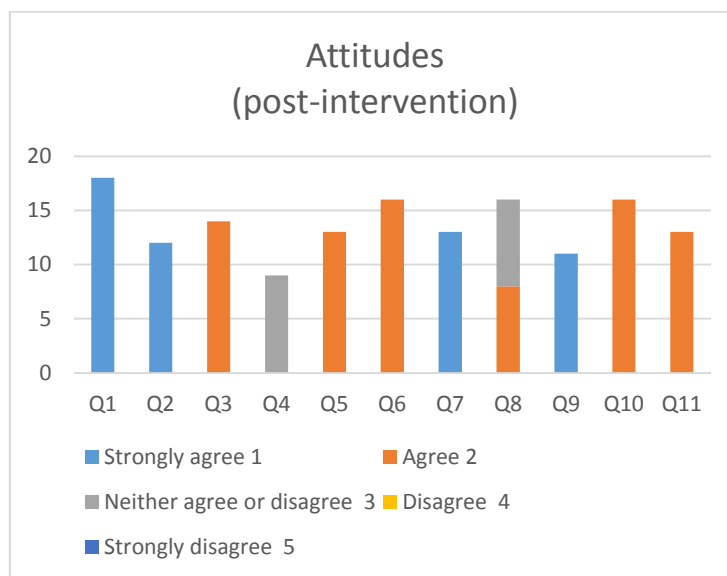
Regarding self-confidence, 39,2% of the students consider themselves good nor bad English learners (Q1). A 46,4% of the class do not have problems thinking out loud in class

or repeating vocabulary (Q2), while 35,7% prefer to have everything worked out in their minds before answering in the class (Q3). Also 46,4% of the students get really nervous when they have to speak in English in front of other people (Q4).

Only 32,1% of the students consider themselves sociable people and do not have trouble talking to others even in their own language (Q5), although 42,9% of them worry about ma-king mistakes in English class (Q6) and 39,2% of students are afraid

people would laugh at them if they mispronounce a word (Q7). In addition, 28,6% of students do not feel sure of themselves when talking in English (Q8), but 28,6% of students agreed that they would feel comfortable around native speakers (Q9). Finally, 35,7% of the students do not feel that the other students speak English better than they do (Q10).

Results in the pre-questionnaire showed a low self-confidence level among the group of students who participated in the study. From the ten questions stated regarding self-confidence, five of them acquired the maximum score "5 strongly agree" which reflects how much they care about their classmates´ opinions about them. On the other hand, the other five questions received varied answers distributed among the other options (see Appendix 7).
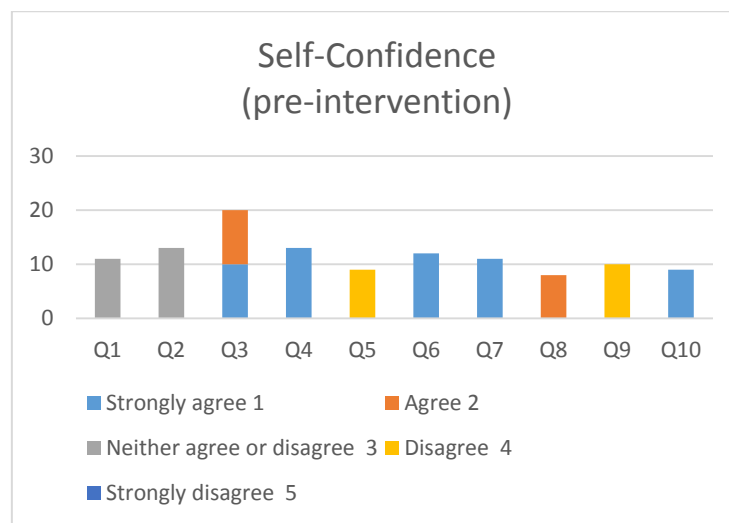
Results in the post-intervention questionnaire show that answers to questions five (Q5) and question ten (Q10) were "disagree" remaining closer to the ideal answer "5 strongly disagree", also question one (Q1), question two (Q2), and question eight (Q8) remained closer to the ideal answer "5 strongly agree". Four of the answers (Q4, Q6, Q7 and Q9) remained in the center of the scale "3 neither agree or disagree" when the ideal answer was "5 strongly disagree". Results

demonstrate that students´ self-confidence factor had a small increase from the results obtained before the intervention (see Appendix 8).
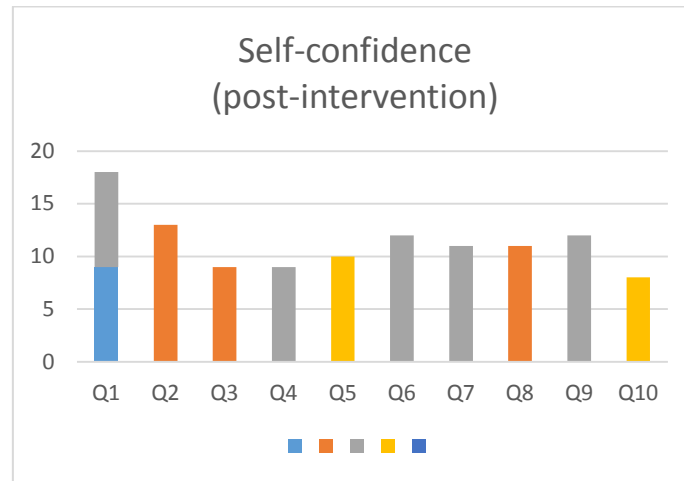
The third section of the questionnaire refers to students' motivation. Results in the pre-intervention questionnaire showed that 53,6% of students totally agreed that they were taking English because it was a requirement for graduation (Q1), while and 50% of them are interested in entering in a master's program after finishing college (Q3), and 64,3% of students want to get a nice job with good salaries and good working conditions (Q6).

Around 42,9% of students totally agreed that they wanted to be able to understand English movies and TV programs without looking at subtitles (Q2), and 57,1 % of students want to be able to read English books and magazines easily (Q4).

Only 35,7% want to make friends with people living in foreign countries by exchanging e-mails (Q5), although 67,9% want to be able to communicate freely in English with people from different countries (Q7) and 35,7 % want to learn about the lifestyles and customs in foreign countries such as England and America (Q8). On the other hand, 39,3% want to know how the English language reflects the way of thinking of English-speaking people (Q9).

Finally, 35,7 % of students did not agree or disagree on the question: I often feel like not going to my language class (Q10).

Results show that students were highly motivated since nine out of ten questions reached answers closer to their ideal, Q1, Q2, Q3, Q4,Q5, Q6, Q7, Q8 and Q9, while answer to ques-tion ten (Q10) was "3 neither agree or disagree" and the ideal answer was "5 strongly

disagree" (see Appendix 7).
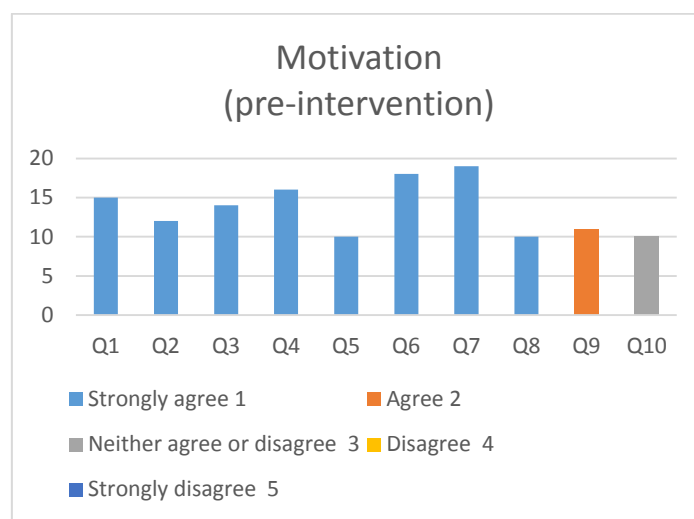
The post intervention questionnaire shows that students' motivation filter remained high, the same as in the pre-intervention questionnaire. Six out of ten questions Q1, Q3, Q4, Q5, Q6, and Q9 acquired the ideal answer "5 strongly agree". The remaining four questions rea-ched very close answers to the ideal ones: Q2, Q7, Q8 reached answers "4 agree", and answer to question ten (Q10) reached the answer "disagree" expressing that students did not feel like skipping English class, an aspect which in the pre-intervention remained careless (see Appendix 8).

Motivation (post-intervention)
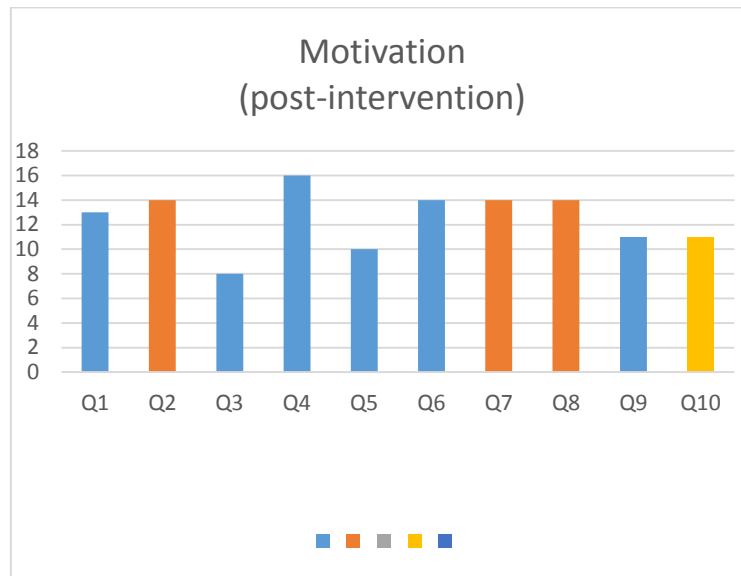
The last section of the questionnaire addressed the anxiety factor. In this part 39,3% of students agreed that they felt frightened when they did not understand what the teacher was saying in English (Q1) and started to panic when they had to speak without preparation in English class (Q2) getting so nervous that 42,9% of them forgot things they knew (Q3).

Moreover, 42,9% of them got upset when they did not understand what the teacher was correcting in English class (Q5) and the same percentage of students felt anxious even if they were well prepared for English class (Q6), also 46,4% of students felt like English class moved so quickly they worried about getting left behind (Q9).

A low percentage of students, 35,7% agreed getting to the point of feeling their heart beating really fast when they were going to be called on in English class (Q7), and 32,1% of them expressed that they felt embarrassed at the moment of volunteering answers in English class (Q4). Only 25% felt that the more they studied for an English test, the more confused they got (Q8). Almost half of the students, 46,4% expressed that they felt more tense and nervous in English class than in their other classes (Q10).

The pre-intervention questionnaire showed that ten out of ten questions regarding the anxiety factor acquired opposite answers from the ideal ones. Students either agreed or strongly disagreed with most of the questions stated in the questionnaire, showing high anxiety levels (see Appendix 7).
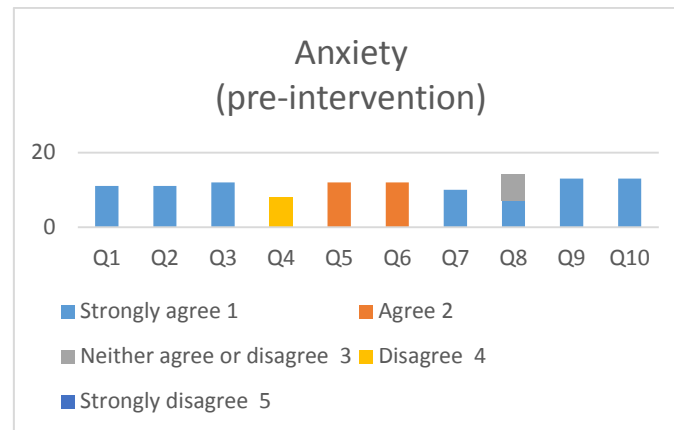
Once the intervention period concluded, the affective factors questionnaire showed that there was a variation regarding anxiety filters. Three out of ten questions (Q5, Q6 and Q9) were closer to the ideal answer "5 strongly disagree", while six questions reached ambiguous answers (Q1, Q2, Q4, Q5, Q6 and Q7) "3 neither agree nor disagree. Three questions (Q3, Q8 and Q10) decreased their answer in one point to "4 agree" demonstrating that anxiety levels decreased in this group of students after the intervention (see Appendix 8).

Anxiety (post-intervention)
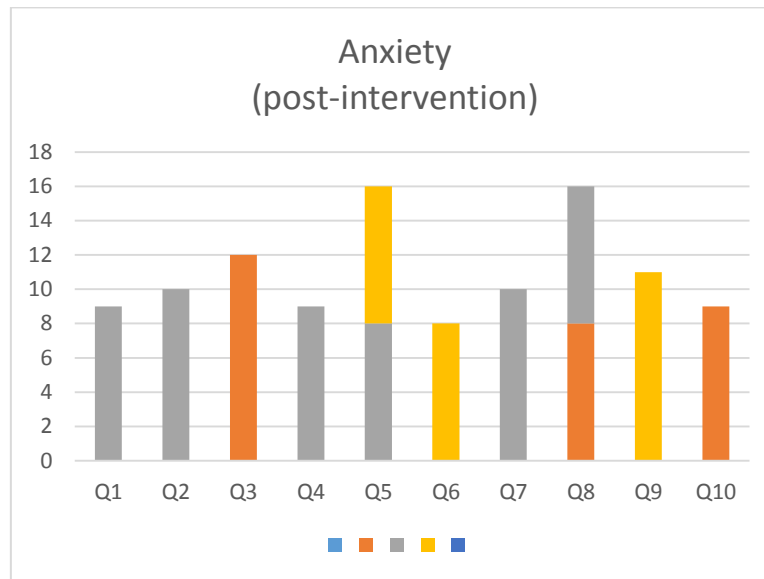
4.1.2 Pre-test and Post-test Results

Since the number of students who participated in the research was under thirty, it was necessary to use a nonparametric test, called the Wilcoxon test in order to determine if the difference between the results obtained in the pre-test and the results obtained in the post-test is statistically significant (see Appendix 9).

The independent variable constitutes the use of audiovisual aids and the dependent variable refers to the improvement in speaking fluency acquired by students.

Hypothesis 0: the use of audiovisual aids does not affect students' speaking fluency.

Hypothesis 1: the use of audiovisual aids affects students' speaking fluency.

The rule applied in order to make a decision was: if $p < 0,05$ then hypothesis 0 must be rejected.

Table 1.- Pre-test and Post-test ranks

Ranks

		N	Average Ranks	Sum of ranks
POST-TEST – PRE-TEST	Negative ranks	0[a]	,00	,00
	Positive ranks	26[b]	13,50	351,00
	Draws	2[c]		
	Total	28		

Table 1 shows that there were twenty six positive ranks, which constitute the number of participants who improved their speaking fluency after introducing audiovisual aids in their classes. There were zero negative ranks, which means that no one had a lower performance than the pre-test, and two draws between the results obtained from the pre-test and the post-test, which means there was no improvement at all.

The means analysis and comparison provided the following results:

Table 2.- Means analysis and comparison

Statistical			
		Pre-test Mean	Post-test Mean
N	Valid	28	28
	Lost	2	2
MEAN		2,4	3,1
MEDIAN		2,3	3
MODE		2,3	3
a. There are several modes. The lowest value will be displayed.			

As it is shown in table 2, the means of the study differ the pre-test from the post-test results. In the pre-test the average is 2,4 out of 5. In the post-test, the average

is 3,1 out of 5. Comparing both results, it is shown an increase of 0,7 in the overall average of the group.

Table 3.- The Wilcoxon Signed-rank test

Contrast Stats [a]

	POSTEST MEAN – PRETEST MEAN
Z	-4,472[b]
Asymptotic significance (bilateral)	,000

a. Wilcoxon Signed-rank test

b. Based on negative ranges.

According to Wilcoxon signed-rank test (Table 3), the level of significance is ,000 which is lower than 0,005 and indicates statistically that there is a significant relationship between the pre-test and the post-test. It can be observed that there is statistically reliable evidence to affirm that there is a relationship between the results from the pre-test and post-test as a result of the implementation of audiovisual aids in English classes.

4.1.3 Survey Monkey Journal Entries

The qualitative information gathered from the seven Survey Monkey journal entries (see Appendixes 11 to 24), provided relevant information regarding students' insights about the intervention process, as well as students' perceptions towards pair or group activities, and their speaking performance in front of the class, which also makes reference to their affective filters.

After the intervention process 46,2% of students expressed they found interesting or very interesting the audiovisual aids presented by the teacher; in addition, 44,8% of students felt that audiovisual aids helped them to answer the questions stated by the teacher.

Furthermore, 48,1% of students stated that audiovisual aids helped them to create dialo-gues on their own, discuss within their group work or participate in debates,

since they pro-vided them with ideas for their conversations and also modeled real world English .

Regarding the pair or group activities, 50% of students enjoyed or really enjoyed perfor-ming these activities because they could express their ideas freely and they had the opportu-nity to learn from their peers.   Also 68,6% of them found these activities very helpful at the moment of speaking, since they could find peer support in case they had difficulties when working in small groups or pairs, they also expressed in some of their comments, that these activities helped them to improve their understanding on a given topic, as well as, their vocabulary and pronunciation.

Moreover, 55% of students expressed they felt relaxed talking to their partner in the

dialogue activities and only 23,3% felt nervous. On the other hand, only 31,1% of students felt relaxed at the moment of presenting their dialogues in front of the whole class while 50% of them felt nervous.

4.2 Discussion

As was formerly stated, this study attempts to determine if affective filters can be mini-mized by using audio visual aids in an EFL classroom and also attempts to identify the extent to which the use of audio visual aids can promote speaking fluency in adult EFL learners.

Findings obtained from the affective filters questionnaires (pre and post intervention), seem to support the findings offered by previous research on affective filters. However, the study also found some differences among students' affective filters levels compared to the ones acquired after the intervention.

Regarding general attitudes towards the target language, students demonstrated having high attitude levels before and after the intervention, which is a positive factor.

Hamilton (2007) presented similar findings regarding Japanese students' situation. In his work, he cited Naimon, who found that "students` general attitude towards the classroom and the teacher

was in fact the best predictor of success in both acquisition and learning", agreeing with the statement presented by Laine (1987) 'the more specific the attitude, the more strongly and directly it affects learning behavior and its results'. In this research, students have expressed how much they enjoyed the activities performed in English class and their interest in acqui-ring the language as native speakers.

In addition, the factor regarding motivation is also important. Hamilton (2007) cited Krashen "learners with high motivation usually do better in SLA", that is why English teachers should try to keep motivation to its highest levels.

In this group of students, motivation`s level remained elevated before and after the inter-vention. As it was stated in Clément, Dörnyei & Noels (1994) "English achievement is related significantly to self-confidence, the evaluation of the learning environment and the motivational indices". Students also showed that their motivation was for personal purposes in order to understand the language expressed in movies, books, magazines, etc. as well as for professional interests.

The second major component of L2 motivation is self-confidence. As Clément, Dörnyei & Noels (1994) explain in their research: "Self-confidence influences L2 proficiency both directly and indirectly through the students' attitude toward and effort expanded on learning English". In this research, students are aware of today`s necessity of learning English, they are aware of how important it is for their personal and academic goals and they are interested in learning about new cultures, as well as meeting new people, and this has become their motivation.

As it is suggested in the research presented by Clément, Dörnyei & Noels (1994), classroom context and extracurricular contact activities may affect language self-confidence as would be expected from an interactive model of language learning. On the one hand, good

classroom atmosphere promotes student involvement and activity while moderating anxiety and promoting self-confidence.

On the other hand, there are factors related to self-confidence and anxiety, which in this research have shown very high levels before the intervention. Findings in Horwitz (1986) demonstrated that "significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning". In this research, students showed elevated anxiety levels especially at the moment they did not understand what the teacher was saying or when they felt they were falling behind.

Although, after the intervention, there was a slight decrease in these levels, according to Hamilton (2007) it has been said that low anxiety levels are helpful to second language acquisition, being measured as personal or classroom anxiety.

Self-confidence and anxiety levels go hand by hand in this research, since students who participated in it showed very low self-confidence caused by the fear of losing-face or making mistakes in front of their peers, which could be the reason of their anxiety or vice versa. In research conducted by Hamilton (2007) it was been hypothesized that self-confident people are more able to encourage second language intake and as a result will have a lower affective filter.

Hamilton (2007) cited Stevick who pointed out that there are classroom situations that encourage low filters, helping to promote low anxiety among learners and keeping them off the defensive.

As the affective filter hypothesis states, all of these affective variables have an influence on second language acquisition. Students who feel comfortable in the classroom, and indeed have positive attitudes towards classroom and teacher, should do better in the second langua-ge (Hamilton, 2007).

However, there is an important factor that is not being taken into consideration, which is social competence, "the ability to engage successfully in social interactions and interpersonal relationships, including the ability to express and interpret both verbal and nonverbal commu-nication" Larson et al. (2007). It is an important marker of young adult psychosocial func-tioning that is slightly addressed in the self-confidence section, question five "I find it hard to make conversation even with people who speak my own language".

This research proposed the integration of audiovisual aids to English classes, combined with collaborative learning activities as a teaching tool to minimize students' affective filters, as well as to improve their speaking fluency where findings show an improvement in students' speaking fluency after the intervention.

Findings in this research, support the views of Mathew & Alidmat (2013), both studies agree that integrating audio-visual aids in EFL classrooms have a positive impact on the teaching-learning process. Students find these resources useful in understanding difficult concepts provided in class. Also previous studies mentioned in Bahrani (2012) proved that "audiovisual aids are pedagogical valuable sources of potential language input for inter-mediate or advanced levels language learners to improve their language proficiency".

However, some of the audio-visual aids used in the intervention include English native speakers conversations, which a small amount of students expressed to find sometimes complicated regarding vocabulary, accent and language structures. On

the other hand, most students pointed out that audio-visual material helped them in improving pronunciation skills and conversational skills.

The use of collaborative learning activities, applying the social psychological constructs of group dynamics, had a positive effect in the classroom environment. These results are similar to the ones provided by Clément, Dörnyei & Noels (1994), where group dynamic activities are part of the L2 syllabus in order to encourage various aspects of group development and enhance group cohesion, with the goal of creating an environment that enhances learning.

Regarding speaking fluency, the findings of this study indicate that there is a set of variables that are very good predictors of fluency scores; however, none of the students reached the maximum score in the scale used to score students' speaking fluency because it

was compared to a native speaker´s level. What this study highlights is the difference between fluency and social competence and the scale used maybe captures only fluency without social competency.

Some limitations to this study were found and are worth being mentioned. The first limitation was the sample of the subjects, who had willingly enrolled to participate in the research experiment, was fairly small so it is not possible to make generalizations for all English students at the University of Cuenca. The second limitation is that the study was conducted only with audiovisual aids such as interviews, films, sitcoms and debates. The need to conduct other studies that consider the effectiveness of exposure to other types of audiovisual aids on language proficiency development is needed.

4.3 Conclusions

Research has shown that adults' abilities to acquire a second language are not only linked to their intelligence, but to affective factors that might interfere in their learning process. As Krashen (1981) noted, acquisition is related to positive attitudes, which may also be manifestations of the learners' self-confidence and/or integrative motivation.

Although the existing research in other contexts has provided a valuable insight regarding affective filters, it requires further exploration from a variety of perspectives and approaches because of its complicated and multi-faceted nature. The results of this study clearly indicate that the speaking skill is an anxiety provoking skill in L2 (English), since almost all research subjects acknowledged that people feel anxious and nervous while spea-king English in front of others. Therefore, teachers should always consider the possibility that anxiety and low self-confidence are responsible for students' behaviors previously dis-cussed rather than attributing poor student performance solely to lack of ability (Horwitz, 1986).

In order to reach students' affective filters optimal levels, it is important to have a sensitive attitude as teachers; in that way, this phenomenon could be understood and be effectively addressed in the learners by giving them support and finding encouraging stra-tegies to express themselves .

On the other hand, innovative approaches should be adopted by the Language Institute at the University of Cuenca, with the purpose of minimizing apprehension and maximizing stu-dents' achievement.

The use of audio-visual aids in EFL classrooms is highly recommended as a motivating

tool to develop and increase students' personal understanding of the areas of learning.

Although, to make audio-visual sessions effective, teachers need to experiment and test the resources prior to classroom instructions, it is also important to select material that is appro-priate for students' level and according to the class topic (Berk, 2009). Furthermore, it is recommended to conduct further classroom research on the effectiveness of the techniques teachers use in their classroom.

The research proposed by Kormos & Dénes (2004) suggests that in terms of language testing, when using a fluency scale the descriptors of fluency should include the speed of deli-very, pace and the length of fluent units and there is still the need to further refine testing instruments and measures and better define constructs to be measured.

In addition, social competence for example, when students self-select for group work, the more social competent students might self-select together. This factor should also be taken into consideration for further research and its influence in language acquisition.

To conclude, it is highly recommended to promote active participation in classroom discussion and students should be provided with a friendly, and learning-supportive environment. This can be done by teachers' friendly, helpful and cooperative behavior, making students feel comfortable when speaking in the class. A sense of fun is also indis-pensable to create a relaxed learning environment and sustain motivation by integrating audiovisual aids or any other teaching tool that might help reducing the effects of negative affective factors between students to a remarkable extent.

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Appendix 1

Table presented by Krashen (1977).

"Average" order of acquisition of grammatical morphemes for English as a second language (children and adults)

ING (progressive)
PLURAL
COPULA ("to be")

↓

AUXILIARY (progressive, as in "he *is* going")
ARTICLE (a, the)

↓

IRREGULAR PAST

↓

REGULAR PAST
III SINGULAR   -s
POSSESSIVE   -s
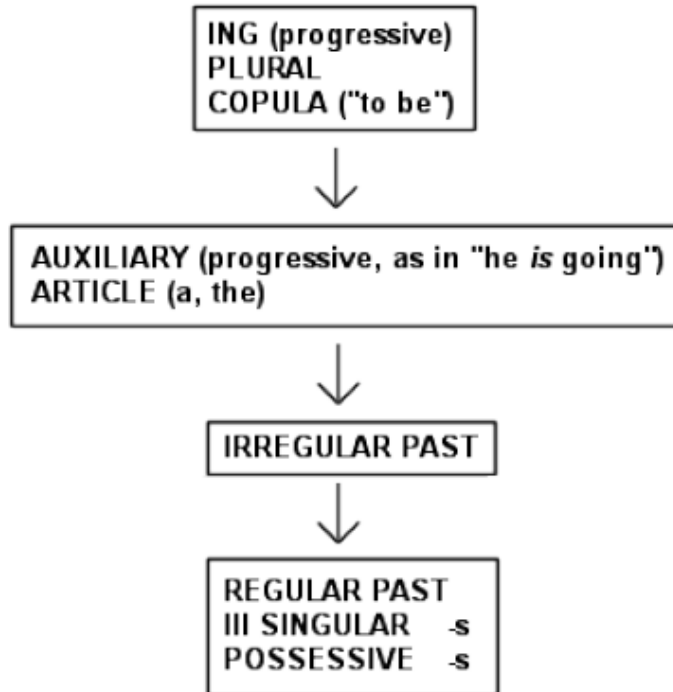
Appendix 2

Authorization from the Language Institute´s Director to conduct this research.

Cuenca, 11 de Noviembre de 2016

Mgt. Ximena Orellana

Directora del Instituto Universitario de Lenguas

Universidad de Cuenca

Ciudad

Con un cordial saludo y por medio de la presente me permito solicitar a Ud., así como al Consejo Académico del Instituto Universitario de Lenguas, la autorización para aplicar la propuesta de investigación de diseño de tesis "THE IMPACT OF VISUAL AIDS ON ADULT EFL LEARNERS´AFFECTIVE FILTERS TO IMPROVE SPEAKING FLUENCY", como estudiante de la Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera en un tercer nivel del Programa de Inglés de Créditos durante la segunda mitad del ciclo académico Septiembre-Febrero 2016-2017.

Este estudio trata de emplear ciertas estrategias y actividades para determinar si el uso de material visual en la clase de inglés ayuda a los estudiantes a minimizar los filtros afectivos y si esto colabora a mejora su fluidez oral.

Agradezco de antemano su apoyo y la favorable acogida a la presente.

Atentamente,

Paola Cristina Serrano Crausaz

Appendix 3

Cuenca, November 18th, 2016

Informed Consent for Students' Participation in a Research Study

The teacher Lcda. Cristina Serrano, student of the master's program MASTER IN APPLIED LINGUISTICS TO ENGLISH TEACHING AS A FOREIGN LANGUAGE, is conducting a research: "THE IMPACT OF VISUAL AIDS ON ADULT EFL LEARNERS´AFFECTIVE FILTERS TO IMPROVE SPEAKING FLUENCY". This study tries to determine if the use of visual aids in the English classroom help students improve their speaking fluency.

For that purpose, we kindly ask your cooperation in this research to apply the previously mentioned strategies, in order to determine if there is an improvement in speaking fluency or not.

Your participation in this study is absolutely voluntary and you are free to stop participating anytime and your grades will not be affected under any circumstances. You only have to normally assist to class and participate in the programmed activities, an observation during the class will be done by your own English teacher and it will not imply any inconvenience during the normal class development, but it will mean a lot to the improvement of teaching practices.

This study will be carried out in an anonymous and confidential way and the obtained results will be presented in general terms without mentioning students' names or class.

I, _____ agree on participating in this project.

Signature:

Cuenca, 18 de Noviembre de 2016

Consentimiento para la Participación de los Estudiantes en un Proyecto de Investigación

La docente Lcda. Cristina Serrano, estudiante de la maestría en LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXRANJERA", está conduciendo la siguiente investigación: "EL IMPACTO DE MATERIAL VISUAL SOBRE LOS FILTROS AFECTIVOS DE ESTUDIANTES ADULTOS DE EFL PARA MEJORAR LA FLUIDEZ ORAL". Este estudio trata de determinar si el uso de material visual en la clase de inglés ayuda a los estudiantes a mejorar su fluidez oral.

Con este propósito en mente, muy amablemente pedimos su cooperación en esta investigación, para aplicar las estrategias antes mencionadas en su clase y poder determinar si hubo una mejoría en la fluidez oral e los estudiantes o no.

Su participación en este estudio es absolutamente voluntaria y usted es libre de abandonar la participación en el mismo en cualquier momento y sus calificaciones no se verán afectadas bajo ninguna circunstancia. Usted únicamente debe asistir a clase normalmente y participar en las actividades programadas. También se llevará a cabo una observación por parte de su profesor/a de inglés durante las clases, la misma que no causará ningún tipo de inconveniente en el normal desempeño de la clase, pero sí será muy significativo en la mejora de las prácticas de enseñanza del inglés.

Este estudio se lo llevará a cabo de manera anónima y confidencial, los resultados serán presentados de manera general sin mencionar los nombres de los estudiantes participantes o su clase.

Yo, _____ estoy de acuerdo en participar en este proyecto.

Firma:

Appendix 4

AFFECTIVE FILTERS QUESTIONNAIRE

The purpose of this questionnaire is to find out how you feel about learning English. This has nothing to do with your grades and scores in English, so please answer as honestly as you can.

For each statement below, circle one of the numbers (5 to 1) which seems to show your feeling the best.

1= Strongly Agree,   **2**= Agree,   **3**= Neither agree nor disagree,

           4= Disagree,   **5**= Strongly Disagree

Attitudes

1. I know that learning English is important to my goals.
1   2   3   4   5
2. I expect learning English to be much fun.
1   2   3   4   5
3. I think that I could learn English if I really put my mind to, given the right conditions.
1   2   3   4   5
4. I feel an internal resistance when I try to speak in English, even if I have practiced.
1   2   3   4   5
5. I enjoy my English lessons.
1   2   3   4   5
6. I enjoy singing English songs in class.
1   2   3   4   5
7. I enjoy doing games and tasks in English in class.
1   2   3   4   5
8. I enjoy communicating with my classmates in English in class.
1   2   3   4   5
9. I want to be able to pronounce English just like native-speakers.
1   2   3   4   5
10. I think I understand the English in my English material well enough.
1   2   3   4   5
11. I think I have learned how to learn English through my English lessons.
1   2   3   4   5

Self-Confidence

1. I think I'm a pretty good English learner.
1   2   3   4   5
2. I often think out loud, trying out my ideas on other people and repeat words in the new language.
1   2   3   4   5
3. I want to have everything worked out in my own head before I answer in English.
1   2   3   4   5
4. I get very nervous and practically in a cold sweat when I have to talk in front of people in my English classes.

1 2 3 4 5
5. I find it hard to make conversation even with people who speak my own language.
1 2 3 4 5
6. I worry a lot about making mistakes in English class.
1 2 3 4 5
7. I'm afraid people will laugh at me if I don't say things in correct English.
1 2 3 4 5
8. I never feel quite sure of myself when I am speaking in English.
1 2 3 4 5
9. I would probably feel comfortable around English native speakers.
1 2 3 4 5
10. I always feel that the other students speak English better than I do.
1 2 3 4 5

Motivation

Now please let me know why you are learning English.

I'm learning English because:

1. I want to approve English because it is a requirement for graduation.
1 2 3 4 5
2. I want to be able to understand English movies and TV programs without looking at subtitles.
1 2 3 4 5

3. I want to enter in a master's program after finishing college.

1 2 3 4 5

4. I want to be able to read English books and magazines easily.
1 2 3 4 5

5. I want to make friends with people living in foreign countries by exchanging e-mails.   **1 2 3 4 5**

6. I want to get a nice job with good salaries and good working conditions.
1 2 3 4 5

7. I want to be able to communicate freely in English with people from different countries.   **1 2 3 4 5**

8. I want to learn about the lifestyles and customs in foreign countries such as England and America.

1 2 3 4 5

9. I want to know how the English language reflects the way of thinking of English-speaking people.

1 2 3 4 5

10. I often feel like not going to my language class.
1 2 3 4 5

Anxiety

1. It frightens me when I don't understand what the teacher is saying in English.
1 2 3 4 5
2. I start to panic when I have to speak without preparation in English class.
1 2 3 4 5
3. In English class I can get so nervous I forget things I know.
1 2 3 4 5
4. It embarrasses me to volunteer answers in my English class.
1 2 3 4 5
5. I get upset when I don't understand what the teacher is correcting in English class.
1 2 3 4 5
6. Even if I am well prepared for English class, I feel anxious about it.
1 2 3 4 5
7. I can feel my heart beating really fast when I'm going to be called on in English class.   **1 2 3 4 5**
8. The more I study for an English test, the more confused I get.
1 2 3 4 5
9. English class moves so quickly I worry about getting left behind.
1 2 3 4 5
10. I feel more tense and nervous in my English class than in my other classes.
1 2 3 4 5

Please provide the following information by ticking (✓) in the box or writing your response in the space to help us to better interpret your previous answers.

● Male_____   Female _____

● Your age (in years): _____

● Have you spent a longer period (at least a total of three months) in English-speaking countries (e.g., travelling, studying)?
Yes _____   No_____

If yes, explain the reason_____

By submitting this questionnaire, I agree that my answers, which I have given voluntarily, can be used anonymously for research purposes.

Thank you again for your cooperation!

*Adapted from the Foreign Language Classroom Anxiety Scale or FLCAS, by Horwitz (1986) and from language-learning questionnaire used in a survey conducted by the School of English Studies of the University of Nottingham, UK

Appendix 5

Speaking Fluency Pre-Test and Post-Test

**UNIVERSITY OF CUENCA
LANGUAGE INSTITUTE
MID-TERM - TEST CREDITS COURSES**

Introductory questions
1.What's your name? How do you spell your surname?
2.Where are you from?
3.Are you married?
4.Tell me about your family.
5.What do you usually do with your family?
6.How long have you been learning English? Why do you think it is important to learn English?

Interview

1.Tell me about something that you did with your friends/family recently. Why did you enjoy it? (Describe past events)

2.How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future? (Talk about technology - Speculate about the future)

3.Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it? (Describe a book [or film - Make recommendations)

4.Think about an interesting person you have met. What is he/she like? (Describe personality)

5. Have you ever been in a frightening situation? (Talk about unexpected situations - fears)

*Adapted from "The Cambridge English Unlimited Placement Test" and "B1 ESOL Cambridge international entry level 3 exams".

Appendix 6

Speaking Fluency Scale

6	Speech on all professional and general topics as effortless and smooth as a native speaker´s.
5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven, except for short or routine sentences.
1	Speech is so halting and fragmentary that conversation is virtually impossible.

*Taken from Hughes, A. (1989).

Appendix 7

Answers to Affective Filters Questionnaire Pre-Intervention

AFFECTIVE FACTO	ATTITUDES											SELF-CONFIDENCE									
PRE	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10
S1	2	3	2	2	2	3	3	2	2	2	2	4	4	2	2	2	2	2	2	4	2
S2	1	1	1	2	3	2	2	2	1	1	2	3	2	2	1	1	1	1	1	3	1
S3	5	3	4	5	4	4	4	3	4	4	4	3	4	5	5	1	4	4	4	3	4
S4	1	1	1	1	1	3	1	4	1	3	1	2	3	1	1	3	1	1	1	4	1
S5	1	2	2	3	1	3	1	2	2	2	2	2	3	3	2	4	2	3	3	3	4
S6	1	1	1	2	1	3	1	1	1	3	1	2	1	1	1	4	1	2	3	1	2
S7	1	1	1	1	2	1	1	1	4	2	2	1	2	1	1	2	2	1	2	2	3
S8	1	2	1	1	3	4	1	2	1	4	3	4	2	1	1	4	1	1	1	4	2
S9	1	2	3	2	2	3	2	2	1	2	1	2	1	2	1	1	3	2	4	2	1
S10	1	3	3	1	5	3	3	4	1	1	2	3	4	2	1	2	2	1	2	3	1
S11	1	1	2	2	3	4	3	3	1	2	2	2	2	1	3	5	1	1	2	4	2
S12	1	2	1	2	3	1	1	2	2	2	2	4	3	2	1	4	1	1	2	5	3
S13	1	2	1	2	1	1	1	1	1	2	2	3	2	1	2	3	2	2	3	1	2
S14	1	1	2	2	2	2	3	3	3	2	1	3	3	1	1	5	1	1	1	4	1
S15	1	2	2	4	2	2	2	2	2	2	2	3	3	3	4	5	4	4	3	4	2
S16	1	2	1	3	2	2	1	1	2	4	2	2	3	2	2	5	1	2	2	4	2
S17	3	1	3	1	3	3	3	4	4	3	2	5	3	3	2	5	1	3	3	2	3
S18	1	2	3	2	4	4	3	3	2	2	2	3	2	2	2	4	2	2	2	4	1
S19	1	1	1	3	1	2	1	1	1	2	🟥	1	2	2	4	5	4	4	4	3	4
S20	1	1	1	4	2	3	3	3	5	2	3	3	3	3	4	4	3	3	4	2	5
S21	1	1	1	3	2	2	2	3	1	3	2	1	4	3	4	4	3	5	4	3	5
S22	1	2	2	3	1	1	1	1	1	4	2	3	3	2	1	4	2	1	1	3	1
S23	1	1	2	1	3	3	3	5	1	3	2	1	3	3	1	1	1	1	1	1	1
S24	1	3	2	2	3	4	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3
S25	3	3	3	2	3	3	2	2	1	2	2	2	2	3	3	4	1	4	4	3	4
S26	1	4	2	2	2	4	1	3	1	1	3	3	3	1	1	2	2	3	2	3	2
S27	1	2	3	3	2	1	3	2	2	2	2	2	2	1	3	2	2	3	3	4	3
S28	1	2	1	1	3	3	2	2	1	3	1	2	3	1	1	1	1	1	3	2	1
Strongly agree 1	24	11	12	7	6	5	11	6	15	3	5	4	2	10	13	5	12	11	6	3	9
Agree 2	1	11	9	12	10	6	6	10	7	14	17	9	9	10	6	5	9	6	8	5	8
ree or disagree 3	2	5	6	6	9	11	10	8	2	7	4	11	13	7	4	3	4	6	8	9	5
Disagree 4	0	1	1	2	2	6	1	3	3	4	1	3	4	0	4	9	3	4	6	10	4
rongly disagree 5	1	0	0	1	1	0	0	0	1	0	0	1	0	1	1	6	0	1	0	1	2

MOTIVATION										ANXIETY												
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10			
1	2	2	2	2	3	2	3	3	4	2	2	2	2	2	2	2	4	4	2		⬛	Frequency
⬛	⬛	3	1	1	1	1	2	3	3	1	1	1	1	1	1	1	1	1	1			
1	4	5	4	4	5	5	4	4	3	5	5	5	4	3	3	5	3	3	4		⬛	No answer
1	1	1	1	3	1	1	3	1	4	2	2	2	3	4	1	1	2	2	1			
2	1	1	2	3	3	1	2	2	4	2	3	3	4	4	3	4	4	3	4		⬛	Ideal answer
4	2	1	1	1	1	1	1	1	3	3	1	1	4	1	2	2	1	1	1			
5	4	1	1	1	1	1	1	1	3	2	2	1	4	2	1	1	2	1	1			
3	1	1	1	3	1	2	1	3	3	1	1	1	1	1	1	1	1	1	1			
3	1	1	1	2	1	1	2	1	4	2	1	1	2	2	2	2	2	1	1			
1	2	2	2	1	1	1	2	2	1	2	2	1	2	2	2	3	2	2	1			
1	2	3	2	3	1	3	4	3	5	3	2	2	3	4	2	3	4	1	2			
1	3	2	1	3	1	1	3	3	2	1	2	1	2	2	2	2	5	5	2			
2	1	1	1	1	1	1	1	2	3	1	2	2	2	2	1	2	3	1	2			
1	1	1	1	1	1	1	1	1	⬛	1	1	1	1	1	1	1	1	1	1			
1	2	2	2	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2			
2	1	1	1	4	1	1	3	3	5	2	1	2	2	3	2	1	3	3	3			
1	5	3	5	5	3	3	3	3	5	1	1	2	3	2	3	2	3	1	1			
1	2	2	2	3	2	3	4	3	2	1	1	1	3	2	2	1	2	1	1			
1	2	5	5	2	4	2	2	2	5	3	3	3	3	2	2	4	4	4	3			
2	2	4	2	4	1	1	1	2	3	3	4	4	4	⬛	2	2	1	4	3			
2	2	1	2	3	2	2	1	3	4	3	4	4	4	5	4	5	5	5	4			
2	1	1	1	1	1	1	1	2	3	1	1	1	1	3	3	1	1	1	1			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1			
1	1	1	1	1	1	2	2	2	2	1	3	2	3	3	3	3	3	2	3			
3	2	⬛	1	3	2	1	1	1	4	2	3	3	4	3	3	3	3	3	4			
4	1	1	1	1	1	1	⬛	2	3	2	2	2	2	2	3	3	3	2	2			
1	1	3	3	2	2	1	2	2	3	3	3	4	2	4	2	3	⬛	3	2			
1	2	3	1	3	1	1	3	2	2	1	1	1	1	1	3	1	4	1	1			
15	12	14	16	10	18	19	10	7	2	11	11	12	6	5	7	10	7	13	13			
6	11	5	8	5	5	4	9	11	4	10	9	9	9	12	12	8	6	5	7			
3	1	5	1	9	2	4	5	9	10	6	5	3	6	5	8	6	7	5	4			
2	2	1	1	3	1	0	3	1	7	0	2	3	7	4	1	2	5	3	4			
1	1	2	2	2	1	1	0	0	4	1	1	1	0	1	0	2	2	2	0			

Appendix 8

Answers to Affective Filters Questionnaire Post-Intervention

AFFECTIVE FACTORS QUEST	ATTITUDES											Self-Confidence									
POST	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10
S1	5	4	5	5	5	5	5	5	5	5	5	3	2	4	2	2	5	3	3	3	1
S2	1	2	1	4	1	1	1	1	1	1	1	1	1	3	5	5	2	3	4	1	4
S3	1	1	2	4	2	1	2	2	2	2	2	2	2	3	4	4	3	2	2	2	3
S4	1	1	2	2	2	2	1	4	2	2	3	3	1	3	1	4	1	1	1	5	1
S5	1	2	2	4	2	2	2	2	1	2	2	3	2	2	3	3	3	4	4	2	3
S6	1	1	1	2	2	2	2	2	2	2	2	1	2	2	3	3	3	3	3	3	2
S7	2	2	2	2	2	2	2	1	3	2	1	1	1	2	2	3	1	3	2	2	2
S8	1	1	1	2	1	2	1	2	1	3	1	3	3	1	1	2	2	1	2	1	1
S9	5	4	4	4	4	4	4	4	3	4	🟥	4	4	4	5	4	3	4	2	4	4
S10	1	5	1	2	3	3	2	4	4	2	2	2	2	1	1	3	3	2	2	3	1
S11	2	3	2	1	2	2	2	1	3	2	2	3	2	3	2	3	2	3	2	3	2
S12	2	2	1	4	2	2	1	3	2	2	2	3	3	4	3	4	3	4	3	2	3
S13	1	2	1	3	1	1	1	2	1	1	1	1	1	1	🟥	2	3	4	3	1	4
S14	2	2	2	1	3	1	1	4	3	2	3	4	4	2	1	1	1	1	1	4	1
S15	2	1	2	3	3	2	2	3	1	2	3	2	3	3	2	2	2	3	3	3	2
S16	1	1	1	4	2	1	1	2	2	1	1	2	2	4	2	2	2	2	2	3	2
S17	1	1	2	5	1	2	1	1	1	1	1	1	1	5	3	4	2	3	2	1	4
S18	2	2	3	2	3	2	2	3	2	3	2	2	2	1	2	2	2	3	2	2	3
S19	1	1	1	3	2	2	1	2	2	2	1	1	2	1	4	4	3	2	2	4	4
S20	1	1	1	5	2	2	2	3	1	1	1	1	2	3	5	5	2	5	4	1	5
S21	1	1	2	5	1	2	1	2	1	2	2	1	3	2	5	4	3	4	4	3	4
S22	1	1	1	3	1	1	1	1	1	1	1	1	1	1	2	4	2	2	3	3	3
S23	2	3	2	1	2	2	3	3	2	3	3	2	3	2	3	2	3	1	1	2	1
S24	1	3	2	3	3	3	2	2	2	2	2	3	2	2	3	5	3	3	4	3	3
S25	1	3	2	3	1	1	2	3	1	1	2	3	3	2	3	5	3	4	3	3	4
S26	1	2	2	3	2	1	2	3	1	2	2	3	3	3	3	4	2	3	3	3	2
S27	1	1	1	4	1	2	1	4	2	2	2	2	2	3	3	4	2	3	3	3	4
S28	2	2	2	3	2	2	1	3	3	2	2	2	2	2	2	2	1	2	2	4	2
Strongly agree 1	18	12	11	3	9	8	13	6	11	7	9	9	6	6	4	1	4	4	3	5	6
Agree 2	8	9	14	6	13	16	12	8	10	16	13	7	13	9	8	8	11	6	11	6	7
Neither agree or disagree 3	0	4	1	9	5	2	1	8	5	3	4	9	7	8	9	5	12	11	9	12	6
Disagree 4	0	2	1	7	1	1	1	5	1	1	0	2	2	4	2	10	0	6	5	4	8
Strongly disagree 5	2	1	1	4	1	1	1	1	1	1	1	0	0	1	4	4	1	1	0	1	1

MOTIVATION										ANXIETY									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
4	4	4	4	3	5	3	3	3	4	5	5	3	3	2	4	4	2	4	5
2	2	1	1	1	1	1	1	2	5	2	4	4	5	4	4	4	5	4	3
1	2	2	1	2	1	2	2	2	4	2	3	2	4	4	4	3	4	4	3
1	1	2	2	2	2	2	2	2	5	2	1	1	1	2	1	1	3	2	2
2	1	2	1	3	2	2	3	3	4	3	3	2	4	4	3	4	3	4	4
2	2	2	2	2	2	2	2	2	2	1	2	3	3	3	3	3	3	2	2
5	3	3	3	3	2	2	2	2	2	3	3	2	2	3	2	3	2	3	2
1	2	1	3	3	2	2	1	1	3	1	1	1	1	1	1	1	1	1	1
4	5	5	5	5	5	5	5	4	2	4	4	5	4	4	5	4	4	4	5
1	2	1	1	1	1	1	1	1	2	3	2	2	3	3	3	2	2	2	2
1	2	3	2	3	1	3	3	3	5	2	1	2	2	2	1	2	3	1	2
1	1	2	1	3	2	2	2	1	4	3	3	3	3	3	2	3	3	4	3
1	1	1	1	1	1	1	2	1	4	3	3	2	4	1	3	3	3	2	4
1	2	2	2	3	3	3	2	2	5	2	1	1	1	2	1	1	2	2	2
2	4	4	1	3	2	2	4	3	4	1	2	2	1	2	4	3	3	3	3
2	2	1	2	2	2	2	2	1	4	2	2	2	2	3	2	2	2	2	2
2	1	1	1	1	1	2	2	1	5	5	3	2	3	4	4	3	4	4	3
1	2	1	2	4	2	2	3	🟥	2	2	2	2	3	3	2	2	2	3	2
1	2	1	3	2	1	2	3	3	5	3	4	4	4	2	4	4	4	4	4
2	2	3	1	1	1	1	2	2	4	5	5	5	5	5	3	5	5	5	5
1	1	1	1	1	1	1	1	1	3	4	4	5	3	4	4	5	5	5	4
1	2	2	1	1	1	1	1	1	5	4	2	2	4	5	3	2	2	1	4
1	1	1	1	1	1	1	1	1	5	1	1	1	1	1	2	2	1	1	1
2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3
3	1	1	1	1	1	1	1	1	4	3	3	3	4	3	5	4	4	3	3
2	1	2	1	1	1	1	2	2	4	4	3	3	3	4	4	3	4	4	3
2	1	1	1	2	1	1	2	1	4	3	3	3	2	4	2	3	4	4	4
2	2	1	1	3	2	2	2	2	5	2	2	2	2	2	1	2	2	2	2
13	10	8	16	10	14	10	7	11	0	4	5	4	5	3	5	3	2	4	2
11	14	5	7	7	11	14	14	10	5	8	7	12	4	7	6	7	8	7	9
1	1	3	3	9	1	3	5	5	3	9	10	7	9	8	7	10	8	5	7
2	2	2	1	1	0	0	1	1	11	4	4	2	7	8	8	6	7	11	6
1	1	1	3	1	2	1	1	0	9	3	2	3	2	2	2	2	3	2	3

🟧 Frequency

🟥 No answer

🟦 Ideal answer

Appendix 9

Results from Students´ Pre-Test and Post-Test

| | STUDENTS´PRE-TEST | | | | | | | STUDENTS´POST-TEST | | | | | | | DIFFE-RENCE |
	Intro.	Q1	Q2	Q3	Q4	Q5	Aver. /5	Intro.	Q1	Q2	Q3	Q4	Q5	Aver. /5	
S1	2	2	2	2	2	1	1,8	2	2	2	2	2	2	2	-0,2
S2	4	3	2	2	2	2	2,5	4	3	3	3	3	3	3,2	-0,7
S3	3	3	2	1	2	1	2,0	4	3	4	3	4	3	3,5	-1,5
S4	3	2	2	1	2	1	1,8	4	4	3	3	4	3	3,5	-1,7
S5	3	3	2	2	3	2	2,5	4	4	3	3	4	3	3,5	-1,0
S6	3	2	2	2	3	2	2,3	4	3	3	3	3	2	3	-0,7
S7	3	3	3	3	3	2	2,8	4	3	3	3	2	3	3	-0,2
S8	3	3	2	2	2	2	2,3	3	3	3	3	3	3	3	-0,7
S9	3	3	2	2	2	3	2,5	4	4	3	3	3	4	3,5	-1,0
S10	3	2	2	2	2	2	2,2	3	3	3	3	3	3	3	-0,8
S11	3	2	2	1	2	2	2,0	3	2	2	2	3	3	2,5	-0,5
S12	4	3	3	3	3	3	3,2	4	4	4	4	4	4	4	-0,8
S13	5	4	3	4	3	3	3,7	5	4	4	4	4	4	4,2	-0,5
S14	2	0	1	1	2	1	1,2	3	2	2	2	2	2	2,2	-1,0
S15	3	3	3	3	0	2	2,3	3	2	3	3	2	2	2,5	-0,2
S16	3	2	2	3	2	2	2,3	3	3	3	3	3	3	3	-0,7
S17	3	3	3	3	3	3	3,0	3	3	3	3	3	3	3	0,0
S18	2	2	2	1	2	2	1,8	2	2	2	2	2	2	2	-0,2
S19	2	2	2	3	3	2	2,3	3	3	3	3	3	3	3	-0,7
S20	4	4	4	4	3	3	3,7	4	4	4	4	4	4	4	-0,3
S21	4	4	4	4	3	3	3,7	4	4	4	4	4	4	4	-0,3
S22	2	2	3	2	2	2	2,2	4	3	4	3	3	3	3,3	-1,1
S23	2	3	2	2	3	2	2,3	3	3	2	2	3	2	2,5	-0,2
S24	3	3	2	2	2	2	2,3	3	3	3	3	3	3	3	-0,7
S25	4	3	2	2	2	2	2,5	4	3	2	2	2	2	2,5	0,0
S26	3	2	2	3	2	2	2,3	4	3	3	4	3	3	3,3	-1,0
S27	2	3	2	3	2	3	2,5	3	3	3	4	2	3	3	-0,5
S28	2	2	2	2	2	2	2,0	3	3	3	3	3	3	3	-1,0

Appendix 10

Survey Monkey Journal Entries

P2: How interesting did you find the trailer "The Truman Show"?

★   5

P3: How much did the video help you to answer the questions on the worksheet?

★   5

P4: How much did the video help you to create a dialogue?

★   4

Why?   it is theme interesting and easy the dialogue

P5: How much did you enjoy the pair activity after the video? (dialogue about the things you have done recently)

★   5

P6: Did working in pairs help you to speak better?

Why?   you can practice more

P7: How did you feel talking to your partner in the dialogue activity?

relaxed

P8: How did you feel talking in pairs in front of the rest of the class?

Appendix 11

Answers from Survey Monkey No.1

	I Robot					
	Q1	Q2	Q3	Q4	Q6	Q7
S1	5	5	5	5	n	n
S2	4	4	4	4	n	n
S3	5	4	4	5	n	n
S4	5	5	4	5	inse-cure	n
S5	4	5	3	4	c	🟥
S6	4	4	5	3	c	n
S7	4	4	4	4	n	n
S8	4	4	4	3	n	n
S9	4	4	4	5	r	n
S10	5	4	4	4	r	n
S11	5	5	4	4	n	c
S12	5	4	4	4	c	c
S13	5	5	4	4	n	n
S14	4	3	3	3	n	n
S15	4	5	5	4	n	r
S16	5	3	4	4	n	n
S17	5	5	5	4	r	r
S18	4	3	3	4	c	a
S19	5	4	4	4	r	r
S20	5	4	3	4	r	r
S21	4	5	4	4	r	n
S22	5	3	3	5	r	n
S23	5	5	4	5	n	n
S24	5	3	3	4	r	n
S25	4	4	4	4	r	good
S26	5	5	5	🟥	c	n
S27	4	3	3	2	a	n
S28	3	3	4	3	c	n
5	15	10	5	6	6c	19n
4	12	11	16	16	1a	4r
3	1	7	7	4	9r	1a
2	0	0	0	1	11n	2c
1	0	0	0	0		

🟥 No answer   n= nervous

🟧 Highest frequency   r= relaxed

                       a= anxious

                       c= confident

Appendix 12

Questions and Answers from Survey Monkey No. 1

Q1. How interesting did you find the movie segment "I Robot"?

Q2. How much did the movie segment help you to answer the questions on the worksheet?

Q3. How much did the movie segment help you to create a dialogue? Why?

Because, after watching the video I can understand about the verb of the future. I was able to carry out my own dialogue.
A LOT, IT'S VERY INFORMATIVE
Because is a interesting team.
because the segment i learned as done a real conversation
Because the film helped me to open my mind about what might happen in 2035, and I had interesting dialogues which I could include in my script
Because the video was very interesting
Because, the video had examples of the future that help me to create a dialogue.
I was able to create dialogues with the ideas of the video.
Because it helped me to imagine what the future would look like in a few years.
Because i can lean some words for the dialogue
Because I still have difficulty understanding and pronouncing words
Because the video clearly shows what the future will be in 2035
Because not had many information
Because it helped me with the main ideas
Help me as I should express my ideas
Because he gave us many ideas on the subject.
Because it is an actual theme
Because I learn new vocabulary
because it had new vocabulary.
Because I saw what could happen in the future. That helped me to have an idea for my dialogue.
I help a lot and so understand that lantecnologia is very important for the development of a society as long as it is not misused
The videowas very useful, becouse, I could imagine the future.
by the image
Because, when watching this movie I had many ideas which were similar to the movie

Q4. How much did you enjoy the pair activities after the movie segment? (worksheet and dialogue)

Q5. Did working in pairs help you to speak better?   Why?

Because, I might have had nerves.
YOU CAN PRACTICE THE LANGUAGE
yes
Because, We exchange ideas and help us correct our problems
yes
because alway i learn the others persons
Because sometimes my partner knows things that I do not know and this complements
yes
Yes, because we were talking and practice the pronunciation in the moment that we were preparing the dialogue.
We consulted the words we do not know how to pronounce.
Because it helps us to improve our pronunciation besides the corrections and advices that the teacher gives us.
yes
yes i did because i explain my ideas to other people if i am wrong they can help me
Because I still have difficulty understanding and pronouncing words
Because starting a dialogue helps improve our English
yes
Because it gave me more confidence and less nerves
Yes, because we were talking and practice the pronunciation in the moment that we were preparing the dialogue.
Yes, because it helped us to practice our speech
Because we talk more with our classmates
Because I can practice the speaking
Because my classmates had different opinions about the video.
yes
Yes, I did. Because, we help each other by correcting our mistakes.
Because one develops better and can order ideas and lose the fear to speak another lai
Yes I did, because I can improve my pronunciation.
Because sometimes i not understood to my pairs
It is safer to talk with the partner than with the teacher

Q6. How did you feel talking to your partner in the dialogue activity?

Q7. How did you feel talking in pairs in front of the rest of the class?

Appendix 13

Answers from Survey Monkey No.2

	The Truman Show					
	Q1	Q2	Q3	Q4	Q6	Q7
S1	5	5	4	4	r	r
S2	5	5	4	5	r	n
S3	5	4	4	5	r	n
S4	3	3	2	3	n	n
S5	4	3	3	4	r	a
S6	4	4	4	5	r	a
S7	4	4	4	4	c	n
S8	5	4	4	4	r	n
S9	4	4	4	5	n	n
S10	5	2	1	4	r	r
S11	5	5	4	4	r	n
S12	5	5	4	5	r	n
S13	5	5	4	4	a	r
S14	3	3	4	3	n	n
S15	4	3	3	3	n	n
S16	3	3	3	4	r	n
S17	2	3	2	5	r	r
S18	3	3	4	4	n	n
S19	3	3	3	4	c	n
S20	5	5	5	5	r	r
S21	5	3	3	5	r	n
S22	5	4	5	5	n	n
S23	3	3	3	4	n	n
S24	1	1	1	2	n	a
S25	4	4	4	4	r	r
S26	4	4	2	4	c	n
S27	3	3	2	4	c	n
S28	4	3	4	4	c	n
5	11	6	2	9	5c	0c
4	8	8	14	15	14r	6r
3	7	12	6	3	8n	19n
2	1	1	4	1	1a	3a
1	1	1	2	0		

n= nervous

[ ] Highest frequency   r= relaxed

a= anxious

c= confident

Appendix 14

Questions and Answers from Survey Monkey No.2

Q1. How interesting did you find the trailer "The Truman Show"?

Q2. How much did the video help you to answer the questions on the worksheet?

Q3. How much did the video help you to create a dialogue? Why?

because is interesting
it is theme interesting and easy the dialogue
Because it helped me to organize my ideas
At first it was confusing at the first observation.
a lot, because whatched of video i had more ideas for the conversation
The movie was great
Because, I show me several things necessarys for do a dialogue
I don't listened many. it speak very quick
Was a great help as it guided us to create dialogues in a correct way.
I use simple words for my dialogue
Because it helped me withe some vocabulary
Because it helps us to be able to listen and to be able to keep in mind
I had a hard time understanding the video
because I don't the vocabulary.
Because the trailer idea was not very clear
I clarify some doubts regarding the grammar
Because I did not understand the subject very well.
Because the video was very interesting.
Because I can´t understand the video.
Because the video gave we many ideas to make activity in class
Because he can not understand the dialogue of " The Truman show ".
I helped a lot because a movie that I had not seen and I doubted and looked for and I saw
No I did, because the audio was bad
Because i found many ideas that will help me

Q4. How much did you enjoy the pair activity after the video? (dialogue about the things you have done recently)

Q5. Did working in pairs help you to speak better? Why?

yes
you can practice more
Because my classmates help me in pronunciation
yes
yes
yes
because my pair always i learned a new things
no
yes
yes
yes
I learned a little from my partner
no i did because i confuse when i speak with my classmate, i prefer to speak with the teacher.
yes
The dialogue in pairs helped me to understand the subjec
yes
yes
yes
Not much because I did not understand the subject well
Because my classmates gave me more interesting opinions about the video.
Because I can practice with other person.
yes
yes
Because every time I continue to improve my pronunciation and vocabulary.
yes
yes I did, because I can improve my pronunciation.
yes
yes

Q6. How did you feel talking to your partner in the dialogue activity?

Q7. How did you feel talking in pairs in front of the rest of the class?

Appendix 15

Answers from Survey Monkey No.3

	Booking				
	Q1	Q2	Q3	Q5	Q6
S1	4	5	5	r	r
S2	5	5	5	r	r
S3	4	5	5	r	n
S4	4	4	4	r	n
S5	3	3	4	r	n
S6	4	4	4	r	r
S7	4	4	4	c	n
S8	5	5	5	r	r
S9	4	4	4	n	n
S10	3	4	2	n	n
S11	5	5	5	r	r
S12	4	5	4	r	r
S13	4	5	5	r	r
S14	4	4	3	n	n
S15	4	4	4	r	r
S16	4	5	4	r	n
S17	5	5	5	r	r
S18	4	3	3	n	n
S19	4	4	4	r	r
S20	4	5	5	r	r
S21	4	5	4	r	n
S22	4	4	4	r	r
S23	4	5	4	n	n
S24	3	3	4	r	n
S25	4	4	4	r	r
S26	5	5	5	r	r
S27	4	4	4	r	n
S28	4	4	5	r	n
5	5	13	10	22r	14r
4	20	12	15	5n	14n
3	3	3	2	1c	
2	0	0	1		
1	0	0	0		

n= nervous

[ ] Highest frequency   r= relaxed

a= anxious

c= confident

Appendix 16

Questions and Answers from Survey Monkey No. 3

Q1. How meaningful did you find the three videos about booking? (booking a hotel, booking a tour, registering)

Q2. How much did the videos help you to structure your own conversation?

Q3. How much did you enjoy the pair activity after the video? (dialogue about booking)

Q4. Did working in pairs help you to speak better? Why?

yes
yes
yes
yes
alking to someone always helps you to better understand
yes
because i learned more about others ideas of my pair
yes
yes
yes
yes
yes
yes i did because i can learn more
yes
yes
yes
yes
Yes, because I could identify the structure of the grammar
yes
Because my classmates can speak good, so i enjoy talk with my classmates
Because I can practice my speaking and I can learn new vocabulary.
Yes, Because we can practice more new words.
yes
yes
yes
yes
yes
Because one can learn from them without being afraid to fail

Q5. How did you feel talking to your partner in the dialogue activity?

Q6. How did you feel talking in pairs in front of the teacher?

Appendix 17

Answers from Survey Monkey No.4

	Suelo (interview)					
	Q1	Q2	Q3	Q4	Q6	Q7
S1	5	5	5	5	r	n
S2	5	5	5	5	r	n
S3	5	4	4	4	r	n
S4	4	4	4	4	n	n
S5	3	3	3	4	r	r
S6	4	3	5	5	r	r
S7	4	4	4	5	r	n
S8	4	4	5	3	n	n
S9	3	3	3	5	n	n
S10	5	3	1	5	c	c
S11	4	5	4	4	n	n
S12	4	5	4	5	r	r
S13	5	4	4	5	r	r
S14	4	4	4	4	n	a
S15	4	3	5	5	r	n
S16	4	2	2	3	r	n
S17	5	4	5	4	r	r
S18	4	4	Help	4	c	n
S19	4	4	3	4	c	c
S20	4	4	4	4	r	r
S21	5	3	3	4	r	n
S22	5	4	4	4	n	n
S23	5	4	4	4	n	n
S24	4	3	3	4	r	n
S25	5	5	5	4	r	r
S26	5	4	4	5	r	n
S27	4	5	4	5	n	n
S28	5	4	4	5	r	n
5	12	6	7	12	17r	18 n
4	14	14	13	14	8n	7r
3	2	7	5	2	3c	2c
2	0	1	1	0		1a
1	0	0	1	0		

n= nervous

■ Highest frequency   r= relaxed

a= anxious

c= confident

Appendix 18

Questions and Answers from Survey Monkey No. 4

Q1. How interesting did you find the video about "Suelo: The man who quit money"

Q2. How much did the video help you to answer the questions provided by the teacher?

Q3. How much did the video help you to discuss in your groups? Why?

Because I could understand better.
We could talk about an interesting topic and discuss it
This activity was not discussed in groups but would be interesting
Because the video was interesting and the arguments of the author
Only gave us a topic of discussion.
Because it was a dificult video
Only gave us a topic of discussion.
because I did understood the video.
Can structure the sentences so that my colleagues could understand what he was trying to say.
Because I could understand some things of the video but not everything.
Because the video was not clear for my classmates
Because his form of life is very interesting
because the video helped me with my vocabulary and write better.
The video helped me a lot because it explained how he lived and gave us an idea and then disagree on the subject.
Because we talked and expounded our views of a life without money in our society.
Yes, because he is a man who sets the example among so many men who do not do that kind of thing

Q4. How much did you enjoy the group activity after the video? (discussing the questions and designing a day without money)

Q5. Did working in groups help you to speak better? Why?

yes
The fear of talking is lost
yes
yes
yes
yes
yes
yes
yees
yes
yes
yes
No, i did not, because i did not understand what my classmate tried to tell to the class
yes
yes
yes
yes
I was corrected in grammar
Yes, because we shared the things we did not understand and we had a better idea of the video.
yes
Because I can practice new vocabulary
yes
yes
yes
yes
yes
yes
yes

Q6. How did you feel talking to your group during the activity?

Q7. How did you feel talking in front of the rest of the class?

Appendix 19
Answers from Survey Monkey No.5

	Clinton vs. Trump				
	Q1	Q2	Q3	Q4	Q6
S1	5	4	4	5	r
S2	5	5	5	5	r
S3	5	5	5	5	c
S4	4	3	4	3	n
S5	5	3	2	3	
S6	4	3	4	3	n
S7	4	4	4	5	n
S8	4	4	4	5	c
S9	5	4	4	4	n
S10	2	3	2	5	r
S11	5	5	5	2	n
S12	3	3	2	5	n
S13	4	3	3	3	a
S14	4	3	2	3	n
S15	3	3	3	3	a
S16	2	■	2	3	n
S17	3	3	2	4	r
S18	3	3	3	3	n
S19	4	4	4	4	c
S20	3	3	4	4	r
S21	4	4	3	4	n
S22	3	3	3	2	■
S23	3	2	2	3	a
S24	3	3	2	2	n
S25	4	4	4	4	r
S26	4	3	3	3	a
S27	2	3	2	3	r
S28	2	3	4	3	n
5	6	5	3	12	7r
4	10	7	10	14	13n
3	8	16	6	2	3c
2	4	1	9	0	4a
1	0	0	0	0	

■ No answer   n= nervous
■ Highest frequency   r= relaxed
                   a= anxious
                   c= confident

Appendix 20
Questions and Answers from Survey Monkey No. 5

Q1. How interesting did you find the debate Clinton vs. Trump?

Q2. How much did the video help you to organize your debate?

Q3. How much did the video help you to participate in the debate? Why?

Because I practice my english.
yes, we talk between ours
The video helped us understand how the debates are and in our case how to respond.
yes, because we understand that as speak in pressions moments
Because, I did have the example of debate for do in the class.
I did not quite understand what they were talking about.
It has helped us to understand how to conduct the debate.
The video was not very clear and very different from the situation in classes
Because the questions did't clear
because I didn't undertand el video
I helped a bit, since the video was two people and the debate in class was more than 7 people.
The video helped me as I present my ideas
Because I used to use some ideas from the video
Because i organized and defend my ideas better.
Because it's difficult for me to understand some things in English.
Because the video helped me with ideas to discuss in class
Because in the video they speak fast and I did not understand very well.
Because I talked about what people would be interested in, if I were to become a political party.
It really helps me a lot since with one there is not this type of thing always and thus to develop us better in classes
It helped because it gave us an idea of what a debate is
Because i was able to organize my ideas better

Q4. How much did you enjoy participating in the class debate?

Q5. Did working in groups help you to speak better? Why?

yes
it motivates us to dialogue
yes
yes
yes n
yes
because my others classmattes known things that i dont know and this is a good for me
yes
yes
yes
yes
yes
No i did, because i confused about the questions
yes
yes
yes
yes
My work group guided me in the way of presenting ideas
Because it helped me to get an idea of what I was going to say.
Because we were speaking we were inproving.
yes
yes
yes
Because in my group only one person spoke and let very little participation to others.
Because another vocabulary is known
yes
yes
Because i do not understed what my classmates are taking about

Q6. How did you feel talking in front of the class in the debate activity?

Appendix 21

Answers from Survey Monkey No.6

	Friends sitcom					
	Q1	Q2	Q3	Q4	Q5	Q6
S1	3	3	4	5	5	r
S2	3	4	4	5	4	n
S3	4	3	4	5	4	r
S4	4	5	5	5	5	n
S5	3	5	4	4	4	r
S6	2	3	5	🟥	5	r
S7	4	5	1	3	4	c
S8	2	3	3	2	2	n
S9	2	3	4	5	4	n
S10	1	1	1	5	5	r
S11	3	3	3	4	5	r
S12	3	3	3	3	4	r
S13	3	4	1	3	3	r
S14	3	3	🟥	4	4	n
S15	3	3	4	4	4	r
S16	2	2	4	5	4	r
S17	4	4	4	5	5	r
S18	2	3	3	4	3	a
S19	2	3	4	4	4	r
S20	4	2	2	1	4	r
S21	3	3	4	3	3	n
S22	3	3	3	3	3	n
S23	2	2	2	2	5	n
S24	3	3	3	4	4	n
S25	3	3	3	3	3	r
S26	2	3	2	3	3	n
S27	3	4	5	4	4	r
S28	4	4	3	4	4	r
5	0	3	3	8	7	16r
4	6	5	10	9	14	10n
3	13	16	8	7	6	1c
2	8	3	3	2	1	1a
1	0	0	3	1	0	

🟥 No answer   n= nervous

🟧 Highest frequency   r= relaxed

a= anxious

c= confident

Appendix 22
Questions and Answers from Survey Monkey No. 6

Q1. How easy to understand did you find the video?

Q2. How much did the video help you to understand the topic (talking about the future)? Why?

Because the actors spoke very fast
Because there is interaction between partners and we help each other
The subject was useful for learning to speak in the future
They helped me and gave me confidence
because they speak about your planes in the future about family and about your actitities
Because, the video was speaking the future of that family in her relation so short. Also example the plans than them had
The people speaks very fast
The video helped me a bit, because I still find it difficult to understand the listening
because the they speak quikly and i did not understand very well the vocabulary/
I help a lot because I have difficulty in English
Because the characters talk in part with a vulgar grammar
Because I didn't understand good
I did not understand some parts of the video
because it helped reinforce the teacher's explanation
Beacuse the video was not clear for me
Because they speak a little fast, and I believe that is better if the video have subtitles.vocabulary.
Because in the video the actors spoke fast.
Because it helped me understand the correct use of "will and going to"
Because she only thinks about a future near with the boy, instead he thinks to have something serious and lasting with her until having children
beacuse this is dinamic

Q3. How much did the video help you to work in groups (board game)? Why?

Because I understood how to formulate sentences with the verb will and going to
The questions helped to understand the future
Because, I could hear the different opinions on new technologies
because i learned new vocabulary and the correct pronunciation
Because, I had examples and how should structurationin every some case
What helped us was the explanation of the teacher more than the video
The working group was very helpful in practicing the questions and answers and thus obtaining new knowledge.
Because the board game was very slow and i could not participate much
We were very helpful because we can have more confidence and try to correct us among peers
We interpret content better when exchanging opinions
Because my classmates help me with explication for understand all
I help to use grammar correctly
because we helped each other
Because my classmate did not talk fast
Because I can learn new vocabulary
Because I did not understand
Because I use the "will and going to" to talk about my future plans and answer the questions of the game
We helped a lot to learn to share our ideas with other colleagues
because there is more relaxed

Q4. How much did you enjoy the group activity (board game) after the video?

Q5. How much did the group work (board game) help you to speak? Why?

Because my colleagues asked me several questions
My classmates helped a lot
Because, I can know more my colleagues
Because, we throw the dice in the different turn and we had than answer the question than touched us
Is practiced more without pressure and is more fun.
Because we can help each other.
Because when we working in a group, the content is better assimilated
Because, I practiced vocabulary and I met more about my classmate
I did not use correctly the "will" and "going to"
because we were allowed to improve our speaking
Because we talked a lot of the future
Because we didn´t know a lot
They helped me and gave me confidence
Because the group helped me improve my vocabulary.
We all worked together and had a lot of fun

Q6. How did you feel talking in groups about this topic (your future)?

Appendix 23

Answers from Survey Monkey No.7

	Generations video						
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
S1	5	5	5			r	c
S2	4	4		4		r	r
S3	4	4	4	4	yes	r	r
S4	4	4	4	4	yes	r	r
S5	5	4	4		yes	n	n
S6	3	3	3	4	yes	r	r
S7	3	3	4		3	r	r
S8	4	5	5		5	r	r
S9	5	5		5	yes	happ	n
S10	5	5	5	5	yes	r	r
S11	4	5	5	5	yes	r	a
S12	4	4	4	4	yes	r	n
S13	4	4	4	4	yes	c	r
S14	5	4	4	4	yes	r	r
S15	2	2	3	3		r	r
S16	3	4	4	4		n	n
S17	4	4	5	5	yes	r	r
S18	2	2	3		3	r	r
S19	3	4	4	4		n	n
S20	4	4	4	4		c	n
S21	4	4	4	5	yes	n	a
S22	5	4	4	5	yes	r	r
S23	5	5	5	5	yes	r	r
S24	5	5	5	5	yes	r	r
S25	5	5	5	5	yes	r	r
S26	4	4	4	4	yes	r	r
S27	4	4	5	5	yes	r	n
S28	4	4	5	5	yes	r	r
5	9	8	10	11	19yes	21r	18r
4	14	16	13	11	1	4n	7n
3	4	2	3	1	1	2c	1c
2	2	2	0	0		1 h	2a
1	0	0	0	0			

- 🟥 No answer   n= nervous
- 🟧 Highest frequency   r= relaxed

a= anxious

c= confident

Appendix 24

Questions and Answers from Survey Monkey No. 7

Q1. How interesting did you find the video about generations?

Q2. How much did the video help you to understand the topic?

Q3. How much did the video help you to work in groups? Why?

because in the video I saw what happened in that time/
Because the video showed specific characteristics of the subject answers
Because it helps me to understand each generation with its main points
The videos allow us to visualize what we are learning and give us more idea
Video is important to help with compression/
If there was understanding in the images of the video
Not much interesting
Because with pictures, music and videos is more easy to understand
The video allowed me to know the characteristics of the different generations, and see what my parents have told me
Yes, because the pictures helped us to better identify the generations
because it had a lot of representative events
Because the video makes you pay more attention
Yes, It help me to generate more ideas about the topic.
Because a video can explain more than a reading and is a better way learning while people speak
Because he talked about the differences between the times of our parents and
The video allows us to know more about the generations, apart from being a
Because with the video I can see which events passed while the other generations were raised. Events like: cold war, world war II, depression, etc.
Because he talked about the differences between the times of our parents and
The video allows us to know more about the generations, apart from being a
I was able to know the different events that marked each generation
THE VIDEO SHOWS SPECIFIC
Missing a little information at the national level was only information at a global level.
Because, the graphics and voices help me to learn faster
because it was well explained each generation

Q4. How much did you enjoy the group activities after the video?   Why?

i know about diferents generations
Because in group can share ideas and give more
Because it helps me to understand each generation with its main points
All contribute with ideas about what they saw.
In groups, activities are better developed.
If it could be done without problem there was understanding for the video
I meet new people
Because each one can has a different opinion, and make a better work
different generations, how different was the life of our parents with respect to ours.
Because all people share our experiences each other
Because all collaborate with information
Because I learned what they did before, for example their musical tastes
Was a base that helped us to develop problems for the teacher
Because the video gave us a lot of information about our generation and with this we can find some similarities, such us funny things that we like to do or music, etc
Because I learned what they did before, for example their musical tastes
Was a base that helped us to develop problems for the teacher
The video helped to understand the differences between generations
THE VIDEO PROVIDES INFORMATION YOU NEED TO OPINION
Because my partners see some things that i do not see or learn other things that i do not know
because we had precious information to work correctly

Q5. Did working in groups of 3-4 help you to speak? Why?

Because it allows to divide the work and thus is explained better
I prefer work alon or whit one classmate
Because we can argue, because we have a different opinions.
Because I speak from my point of view and my opinions..
our team was five persons and work good..
Because I speak from my point of view and my opinions.
our team was five persons and work good.
I felt backed by my colleagues, which made me calmer at the moment of speak
Because my partners see some things that i do not see or learn other things that i do not know

Q6. How did you feel talking in groups about this topic?

Q7. How did you feel talking to the class about this topic?