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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

**The Use of Movies as a Tool to Reinforce the Listening skills in the EFL
Classroom: A Study of Fifth Graders at “Luis Belisario Medina”
Elementary School.**

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RESUMEN

Este trabajo de investigación analiza el uso de las películas para reforzar las habilidades de escuchar en los estudiantes del quinto nivel de la Escuela Primaria Luis Belisario Medina, en Cuenca, Ecuador. Este proyecto ha sido desarrollado teniendo en cuenta que, según la investigación que se ha hecho, en el aula de clase las habilidades de escuchar son una de las más difíciles a desarrollar entre los estudiantes. En este trabajo se describe la necesidad de los estudiantes para mejorar esta habilidad a través de métodos estimulantes tales como ver películas y así fomentar su participación en clase. En este trabajo se analizarán los procesos y resultados de la aplicación de las películas en el aula. Un pre-test y post-test fueron aplicados con el fin de medir los cambios en la capacidad de la habilidad de escuchar de los estudiantes antes y después de la aplicación de este proyecto. Este proyecto se aplicó durante 6 sesiones de 40 minutos cada una, durante dos semanas. De acuerdo con los resultados de esta investigación, las habilidades de escuchar han mejorado a través del uso de películas seleccionadas.

Palabras claves: escuchar, destreza, lengua extranjera, niños, películas



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ABSTRACT

This research paper examines the use of movies to reinforce listening skills in fifth level students at Luis Belisario Medina Elementary School, in Cuenca, Ecuador. This project has been developed taking into consideration that, according to research that has been done, in the EFL classroom listening skills are one of the most difficult skills to develop among students. This work describes the necessity for students to improve their listening skills through stimulating methods such as watching movies to encourage their participation in class. In this research paper, the process and results of the application of movies in the classroom will be analyzed. A pre-test and post-test were applied in order to measure the changes in students' listening skills before and after the application of this study. The material that was used for this project was applied during 6 sessions of 40 minutes each, during two weeks. According to the results of this research, the listening skills were enhanced through the use of selected movies.

Key words: listening, skills, foreign language, children, movies



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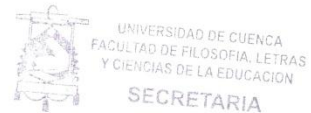
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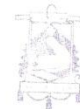
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AUTHORSHIP

The thoughts, ideas, opinions, and information obtained through this research are the only responsibility of the authors.

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DEDICATION

I dedicate this project to my family. I want to express a special feeling of gratitude to my parents, Rosa and Juan, for their love, endless support and encouragement. And to my siblings who supported me throughout my career.

Elizabeth Pintado



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DEDICATION

To God

First, I would like to thank God for allowing me to finish this major and to give me health and strength to achieve my goals.

To my family

My Project is dedicated to my husband, Remigio and my children, Marcela and Ricardo who have given me their help, patience, advice, comprehension and love.

Isabel Vera



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INTRODUCTION

This project is designed for elementary school English teachers in order to encourage students' concentration and motivation. This project also aims to introduce diverse contexts of the language and at the same time, support learning of English as a foreign language. In addition, it focuses on beginner level students, who need creative teachers and more upgraded methods. This paper includes lesson plans with activities based on using short movies to reinforce listening skills in the EFL classroom.

Listening skills are as important as the other ones (reading, speaking and writing). For this reason, effective practice of this skill in the classroom is fundamental today. According to Judy Gilbert, a person needs to develop listening skills because he or she needs to understand the language; "If they are not able to understand spoken English well, or if they cannot be understood easily, they are cut off from the language, except from the written form" (97).

The teaching-learning process aims to present and develop skills in which teachers have an important role. Teachers must find appropriate materials for their students. Nowadays, in all levels, there are many materials to help teachers to teach their classes. These materials have to be attractive and interesting to help students develop listening skills and teachers should find the opportunity to expose them to different speakers' voices, dialect, etc.

For this reason, in this research project the benefits of using movies as a tool to reinforce listening skills in fifth graders at Luis Belisario Medina Elementary School will be analyzed. The material that was created for this project was applied during six sessions of 40 minutes each. The results obtained will be analyzed to demonstrate that students attained a better comprehension of the English language.

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CHAPTER I

THE PROBLEM

1.1 TOPIC

The Use of Movies as a Tool to Reinforce the Listening Skills in the EFL Classroom: A study of Fifth Graders at Luis Belisario Medina Elementary School.

1.2 PURPOSE

The principal goal of this research project is to expose students to real language situations in order to develop their listening skills through movies.

1.3 PROBLEM

Many students have problems these days with understanding a second language. This problem may be caused by several reasons, such as teachers not being quite prepared to teach English, lack of didactic resources, traditional methods, poorly motivated students, etc. Therefore, students' poor listening skills create complications for them to completely learn English language as a whole because if a student is not able to listen to and understand the new language appropriately, he/she will not be able to speak it correctly.

The situation described above leads to difficulties in second language learning in general. However, this problem can be overcome by implementing different methods, strategies, and activities in order to engage students while practicing the new language. So an effective and attractive method is the use of



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movies in an EFL classroom. This is a technique through which students can be engaged with English in real-life situations.

1.4 JUSTIFICATION

The fact that students from the fifth level at Luis Belisario Medina Elementary School have just begun learning English and therefore have not been exposed to authentic language means that they cannot be expected to understand things other than what the teachers say. Consequently, teachers have the opportunity to use new methods in order to satisfy the students' learning needs. Thus, we consider movies to be a useful tool to reinforce listening skills. According to Marc Helgesen and Steven Brown, some of the obvious advantages are that "movies allow students to hear various dialects, accents, and tones of speech" (75).

In addition, nowadays, English is one of the most important languages in the world. For this reason, it is very important to create different activities and strategies in which the students can develop the four basic skills. The correct use of strategies and activities will give students many opportunities to communicate with other people by using authentic context. Learning English by watching movies is entertaining and provides authentic listening material. We can assume that the use of this technique in an EFL classroom could help students to acquire natural accents, stress and intonation.

1.5 OBJECTIVES

General Objective

- To use movies as a tool to reinforce listening skills in the EFL classroom.

Specific Objectives



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- To help children from Luis B. Medina Elementary School overcome their difficulties with understanding English language.
- To elaborate and apply listening activities through movies in the EFL classroom.
- To analyze the results of the activities applied in the EFL classroom.



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CHAPTER II

LITERATURE REVIEW

This Literature review involves scientific data which will be helpful and important to the topic “The Use of Movies as a Tool to Reinforce the Listening Skills in the EFL Classroom: A study of Fifth Graders at Luis Belisario Medina Elementary School.” This topic will emphasize foreign language learning, especially in the development of listening skills through movies, authentic material, which hopefully will help students when communicating authentically. This is what Stephen Krashen says about acquisition:

Acquisition requires meaningful interaction in the target language -
-natural communication-- in which speakers are concerned not
with the form of their utterances but with the messages they are
conveying and understanding (1).

In movies, many situations of “meaningful interaction” can be found.

2.1 REASONS TO TEACH ENGLISH TO CHILDREN IN PRIMARY SCHOOLS.

The teaching of English as a foreign language in primary schools is gaining importance throughout the world. English is used as the vehicular language for all or part of the general curriculum.

Brewster and Ellis Gail also suggest that there are some reasons children need to learn English in low levels of education. The first reason is that governments want their country’s to have economic benefits. Also, parents think that English is a tool that will help their kids by giving them more economic and educational advantages. Furthermore, English is introduced in schools because of the belief that children learn more easily than older kids or adults. Finally,

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educationalists around the world indicate that learning English is necessary since primary school because it constitutes the bases for the next levels (1-3).

In order to understand why it is necessary to learn English as a second or foreign language at an early stage of human development, let us take a brief look at the theories of first and second language acquisition.

2.2 THEORIES OF FIRST LANGUAGE ACQUISITION

Childhood is not only a period of physical growth; it is a period of important development like the acquisition of language. Researchers have proposed different theories that explain how and why this development occurs. Among all, there are three major theories: the behaviorist, the innatist, and the interactionist.

The author of the first theory, the behaviorist, is Burrhus Frederic Skinner, an American psychologist. Skinner indicates that the development of language is the result of “imitation and reinforcement” (qtd. In Lopez and Gallo 162), that is, children learn language as a response to verbal stimulus. Skinner’s theory stresses that development of language begins at children’s conception. Development of language is gradually reinforced through interaction with the environment.

Noam Chomsky in his innatist theory argues against Skinner. Chomsky suggests that language is a natural human quality and that “children are born with a language acquisition device that allows them to produce language once they have learned the necessary vocabulary” (qtd. In Lopez and Gallo 162). Chomsky does not believe the environment is an important feature during the acquisition of language. Susana Lopez and Pilar Gallo in their work indicate:



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The term acquisition began with Chomskian, linguistic roots, and it emphasized the notion that grammar is triggered by the environment rather than learned. Also, grammatical development would be independent of other kinds of developments, linguistic or otherwise: semantic, pragmatic, cognitive. (162)

Moreover, David Ingram focuses on characteristics of grammatical developments. Ingram explains that Stern divides the acquisition of language into a preliminary stage and four periods where children develop language. In the preliminary stage, kids have three behaviors: “babbling, unintelligible imitation, and preliminary understanding.” In the first period, some sounds with special meaning are acquired by children that are used to express the idea of a complete sentence. In the next period, kids feel the necessity to know the name of everything. Thus the acquisition of vocabulary begins. The main characteristic of the third period is that sentences and questions are well built. The grammatical structure is learnt. Finally, the acquisition of language continues developing. In the fourth period complex sentences and questions are used by children (qtd. In Ingram 39).

Finally, Jean Piaget, a Swiss psychologist and philosopher, and Lev Vygotsky, a Russian and Soviet psychologist, are the precursors of the interactionist theory. Both Piaget and Vygotsk establish that before its apparition, “language is characterized by a more complex organization of means and ends in sensorimotor activity” (qtd. In Fletcher and Garman 10). However, these authors differ in some aspects.

Vigotsky explains his theory of development on the basic notions in which children construct knowledge, and development cannot be separated from its social context, and an important role in this development is language. Vygotsky's theory does not depend on time. Vygotsky's theory concentrates



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more on social interactions and aid given to a child while he/she grows up. For example, a child will learn by interacting and communicating with older peers and adults who are more knowledgeable. On the other hand, Piaget separated development in four stages: “sensorimotor, preoperational, operational, and concrete operational.” The stages are hierarchical; they must be completed before moving on to the next. Also, Piaget's stages imply that children cognitively develop on their own; a child does not necessarily need outside help (qtd. In Fletcher and Garman 10-11).

2.3 ACQUISITION OF SECOND LANGUAGE

Judith Kroll and Rossi E. in their article *Psycholinguistic Perspectives on Second Language Acquisition and Bilingualism*, analyze the influence of three basic theories of first language acquisition on second language acquisition.

Behaviorist theory influences second language acquisition. In the classrooms where the audio-lingual method is used, students first listen to taped dialogues. Then a number of activities are presented in order to reinforce the topic. Foreign language learning consists of imitation, repetition, and reinforcement of grammatical structures. The main idea of this method is that students have to learn to listen and speak and then to read and write in the first language. Also, errors are corrected to avoid forming bad habits (20).

The innatist perspective also influences second language acquisition. In order to explain clearly this influence, Kroll and E. refer to Dulay and Burt's study which was carried out in a school where Spanish and Chinese children learnt English, it was possible to demonstrate that children acquire language in the same way that they learned their mother tongue. In this study cartoon pictures were presented to children. Then children had to answer some questions. Children's grammatical mistakes were analyzed and it was



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concluded that English native speakers and secondary speakers made the same errors (qtd. In Kroll and E. 21-23).

Finally, the main idea of the interactionist perspective in second language acquisition is comprehensible input. “Interactionists view the communicative give and take of natural conversations between native and non-native speakers as the crucial element of the language acquisition process” (Kroll and E. 24).

2.4 HOW TO TEACH ENGLISH TO CHILDREN

Teaching English to children is a hard task; however, teachers are conscious that teaching is a complete process in which many aspects need to be clearly specified.

In the article, *Creating Positive Attitude Towards English as a Foreign Language*, Selma Elyildirim and Sally Aston indicate that motivation is an essential factor in the English classroom. Many teachers realize that students' interest to learn English increases when they have positive attitudes and high motivation. Also, it is important to be conscious that all students are different, in other words, teachers have to understand that “there are many variables that are involved such as social and psychological aspects of human behavior” (2). For instance, students' ability to learn a second language can be influenced by attitudes about things such as target language speakers or the culture. Moreover, in all classrooms there are students that present positive and negative attitudes in different degrees, but the negative attitudes can be changed with the correct use of methodologies, materials, and activities (3).

In addition, Jean Brewster and Ellis Gail agree with Selma Elyildirim and Sally Ashton in the sense that motivation is one of the most important aspects in



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the teaching-learning process. For this reason, they explain that teachers need to create a balance between supporting students and providing a challenge. In other words, if the educator creates tasks that are too difficult, children can become discouraged. On the contrary, if a teacher presents tasks that are too easy, the activities can become insignificant. Furthermore, there are other resources that have to be present in the teaching process. The teacher has to choose and supply the correct material for each students' ages and correctly assess it too (99-101).

Moreover, Garvie indicates that during the English teaching process there are stages that are useful to know in order to understand the way that children learn. The first stage is identification where children begin to name things. The second step is qualification; in this stage kids are able to describe things. At this stage students will be able to compare and contrast, and this is the stage of relation. The next step is classification; students will put articles into categories. Finally, students will be able to use many tools like tenses, vocabulary, and so on. This is the stage of manipulation (116).

Finally, it can be noted that if students learn in a comfortable and unconscious manner, results of the learning process will be satisfactory. This is the reason why teachers need to motivate their students and search for new methods and strategies that can help to reinforce skills in an EFL classroom in order to teach English appropriately.



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2.5 LISTENING SKILL

2.5.1 Definition of listening

Listening is one of the language skills. There is more than one definition of listening; some of the meanings are cited here:

1. In Brown's words:

Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet—the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, but that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and effective mechanisms (69).

2. *Oxford Advanced Learner's Dictionary* explains the next meaning:

- “To pay attention to somebody/something that you can hear.”
- “To take notice of what somebody says to you so that you follow their advice or believe them.”

3. Jeremy Harmer states that “What a good listener is able to do is to process what he hears on the basis of the context it occurs in” (15).

4. John Willis states that “Students need to learn how to listen and to get the chance to listen to different types of English, so they will be able to listen with understanding to spoken outside the classroom” (135).



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2.5.2 Definition of Skill

1. According to the *Business Dictionary*, skill is

An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

2. The American Heritage Dictionary gives the following definitions:

- a. "Facility, or dexterity that is acquired or developed through training or experience."

- b. "An art, trade, or technique, particularly one requiring use of the hands or body."

2.5.3 The Listening Process

Listening involves a process when somebody wants to understand the message. It is more than just hearing. "The listening process has three steps: receiving, attending, and assigning meaning" (Wolvin and Gwynn 6). The first stage of receiving involves the basic need of hearing what the other person wants to say or express. Next, listeners are conscious and alert concerning the most important information in the message. In the third step, listeners comprehend the message about the exact situation. However, responding to the message is not a considerable part of the listening process because this process occurs afterward. Also, according to Andrew Wolvin and Carolyn Gwynn, the second step can be called "paying attention" because teachers spend a lot of time reminding students to pay attention; however, children often do not understand this suggestion. The intensity of students' desire to attend to the speaker's message varies with their purpose for listening. Some types of



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listening require more attentiveness than others (7). Therefore, the teacher has the responsibility to teach their students to pay attention to what they hear.

2.5.4 Listening Stages

It is necessary to remember that understanding a new language is a long and complex process that students in an EFL classroom face. It requires the use of diverse strategies, techniques, or activities that allow students to reinforce their listening skills. Paul Davies and Eric Pearse suggest the application of three stages of these skills: pre listening, while listening, and post listening.

1. *Pre listening.* The first stage is carried out to prepare students; the teacher must make a short introduction to help them to understand what they are going to hear. Making a short discussion or asking some questions will help students to know about the topic. In other words, this stage serves as preparation for listeners to avoid frightening students during activities.

2. *While listening.* In this stage, the most important thing is to confirm that students understand what they are listening to. A teacher does not have to expect students to comprehend the whole listening activity, but students should understand the main ideas. Activities like filling in the blank, matching, marking true or false, etc. can be used for this activity; hence, this is the best way that the teacher can assess the listening activity.

3. *Post listening.* Post listening offers feedback on the teaching-learning process. Teachers have the opportunity to analyze the achievement or weakness of the students. Students will be able to identify new expressions, conversations, words, etc. according to their ages and aptitudes (77-78).



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These stages explain the development that listeners need to follow to develop their listening skills and learn English effectively.

2.5.5 Developing Listening Skill in Children

According to Brewster and Gail, listening to a foreign language is difficult work, especially for children who are beginning to learn a new language. However, children are conscious that if they receive a message or hear something, they need to respond. In an English classroom, children need to spend a lot of time listening to what the teacher says, singing songs, saying rhymes, and so on. Obviously, students won't understand everything, so the teacher has to be able to assist students to understand the new language by using visual materials. Moreover, the teacher will decide how much listening of a foreign language the students will receive, and she/he has to keep the listening activity from becoming a passive one. The teacher needs to make sure that his/her students interact by answering short questions, repeating short rhymes, completing sentences, etc., so that the teacher can check if students are developing their listening skill (98).

In addition, Brewster and Gail give 5 specific guidelines for teachers to use them when they want their students to practice their listening skills. The first guideline is to give children confidence. The teacher has to remember that voice, tone, or gesture can help students to understand and feel confidence in the classroom. Explaining why children have to listen is another principle. It is useful for students to understand what the purpose of the activity is in order to avoid anxiety during the activity. Also, the teacher has to help students to develop specific strategies for listening. For example, the teacher can encourage his/her students by asking what they think they will hear; also, the teacher can prepare students by explaining new vocabulary that they will hear, etc. Another guideline is setting up a specific listening task, which means using



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pre, during, and after listening activities presented to students. The last listening guideline is to organize listening. It refers to recorded material that can be used in the classroom. It is useful because it provides authentic listening. However, the teacher is the person who provides the most important listening in class because the students are always listening to him/her (99-101).

2.6 USING MOVIES TO TEACH ENGLISH

The use of movies may be more interesting than other techniques. A great advantage of it is that this method provides authentic language input because the teacher can select sequences from the programs and students can concentrate on some details and visual clues help procure to meaning such as expressions, clothing, gesture, or maybe the environment. These give students a general idea about the culture of the target language. Videos are an entertainment medium and they have many benefits.

When movies are shown, it is indispensable to have a good quality equipment such as a good projector or screen and good audio equipment. According to Yagang, "Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension (17)." These tools are important in order to keep students motivated during class.

The teacher has an obligation to supply the classroom with appropriate equipment and material for the students.

2.7 STUDIES WHERE MOVIES WERE USED

Listening is an important skill which helps students to learn English. When students learn a foreign language, teachers have to find accessible ways



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to help students complete their learning. The language learning process contains challenges for non-native speakers which can only be solved with practice. The next paragraphs show the results obtained from studies in which movies were used as a tool to reinforce listening skills.

In Merita Ismaili's study, carried out at the South East European University in the academic year 2011-2012 with 60 students from pre and intermediate level, aged 18-25, and 6 teachers, there were significant results about the use of movies in an EFL classroom. First, it demonstrated that most of the teachers had positive attitudes towards using this strategy because movies help students to become active participants in classroom activities by improving learners' communicative competence and providing students the opportunity to use more English. Also, some teachers indicated that watching movies in the classroom presents some difficulties in the area of selecting appropriate movies for different levels of students. Finally, all teachers agreed that watching movies might be very time consuming. Second, students' questionnaire indicated that 92% of them were interested in learning English if the teacher uses English films as teaching materials. Also, 68% of students expressed that they enjoy movies and can improve their English because they are exposed to English native speakers. 72% of students think English movies with subtitles are a good material in their learning because movies offer visual context aids that help them understand the new language and improve their skills (124-126).

Moreover, the results in Metinee Thanajaro's work, *Listening Comprehension in the English as a Second Language Classroom*, where seven students and a teacher from High Intermediate Academic Listening and Vocabulary Development at the language institute, participated for five weeks, indicate that the use of authentic material, videos, films, television programs and radio broadcasts in the classroom increase students' self-confidence to listen to



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another language and consequently, students` listening comprehension is improved because students pay attention and participate actively. The results from the interviews with students revealed that 86% of students found the listening practice they had in class assisted their listening outside the classroom by lessening the nervousness and heightening the self-confidence. On the other hand, teacher perceived that 57% of the students (4) had made a progress, and the three other students had not demonstrated a listening progress (63).

In addition, Rolando Guzman in his monographic, "Effects on Teaching Listening Skills through Videos to Advanced Students from the Foreign Language Department at the University of El Salvador during the first semester 2010," reveals that students` listening ability was increased by using videos in the classroom. "The results of the post test (34,425) indicated a significant increased in relation the mean of the pre test (30,175), the difference is 4, 25" (33). According to the author, videos present visual elements that help students to understand information quickly and easily. Also, movies provide authentic material and enjoyable listening. However, it is necessary to be clear that watching movies in the classroom requires much time (29-36).

As we can see, all of these authors agree on three aspects. First, the use of movies in the classroom helps students to reinforce listening skills. Second, movies are authentic material, and for this reason they can enhance listening skills in a better, natural way. Finally, the use of movies has a negative aspect, which is time consuming. Teachers can not apply this strategy in just one hour of class because they need two or more hours.

2.8 RESEARCH QUESTION

Is the use of movies an effective tool to reinforce listening skills in the EFL classroom?

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CHAPTER III

METHODOLOGY

3.1 BASIC METHODOLOGY

The methodology that is used in this project is based on the deductive/descriptive method because bibliography material was collected and analyzed to explore and justify the use of movies in an EFL classroom. Also, qualitative exploratory research was used by using a survey which was administered to students in the fifth level in a primary school. The objective of this survey was to discover the students' interests, likes, and dislikes with regard to movies. The information gathered was the basis for the choosing of appropriate materials (movies) for classroom presentation.

3.2 SETTINGS AND PARTICIPANTS

This project was applied in Cuenca at Luis Belisario Elementary School. The total of students was 14, male and female, between the ages of 8-9. The material was applied during two weeks where six short movies were shown. These movies were accompanied with listening activities before, during, and after each one.

3.3 DATA-GATHERING TECHNIQUES

In order to collect information, two techniques of data gathering were used. There were a questionnaire and an interview.



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Questionnaire

A questionnaire with five questions was applied to the kids (see appendix 1). The purpose of it was to know what they thought about movies, their likes and dislikes, and if they would like to watch movies in their English class. This was the guide to introduce movies in this classroom, so that the best movies and preparatory material could be chosen.

Interview

An interview was applied to Lcda. Nelly Cadme, a High School English teacher (see appendix 2). She had a lot of experience working with children. She agreed with the use of movies in an EFL classroom. Also, she gave recommendations when the project was applied in the school.

Pre-test

At the beginning of the project a pre-test was given to students in order to know the level of the students' listening skills. It was composed of five questions (see appendix 3). The questions were taken from the students' book *Enterprise*. The selected questions had already been taught. Also, American English was used in the test because this book uses this dialect. In this test, only vocabulary and short structures were tested.

Post-test

At the end of the application, a post-test was applied (see appendix 10). The objective was to know if the use of movies in the classroom helped to reinforce students' listening skills. During the application of this project, students could practice their English. This test had the same level of difficulty as



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the pretest. As in the pretest, it was composed of 5 questions; American dialect was used again. Furthermore, the test contained new expressions and vocabulary taught through the movies.



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CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter describes the procedures of collecting the data, development of the questionnaires, interview, and lesson plans, and analysis of the data.

4.1 RESULTS OF THE QUESTIONNAIRE

The first stage was to know the students' likes about movies in the English classroom. A questionnaire was given. The following figures show the results of five questions asked to the fourteen students from fifth level.

Figures about students' likes

Figure 1.

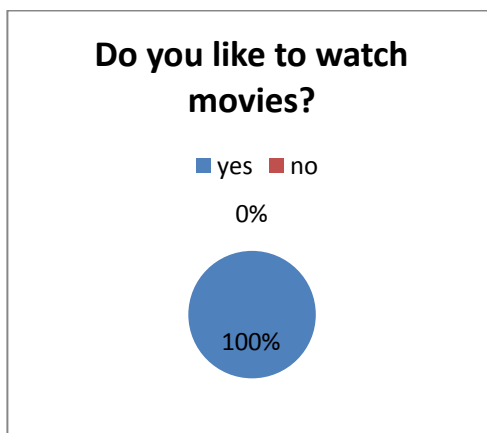
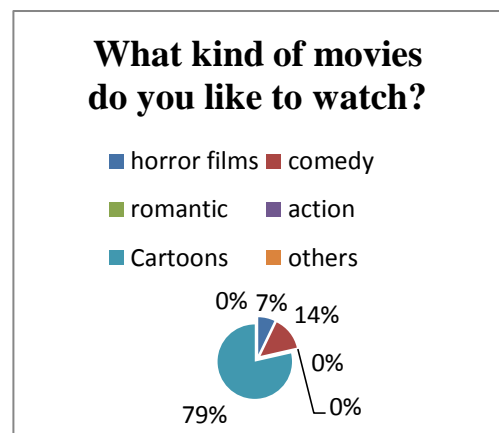


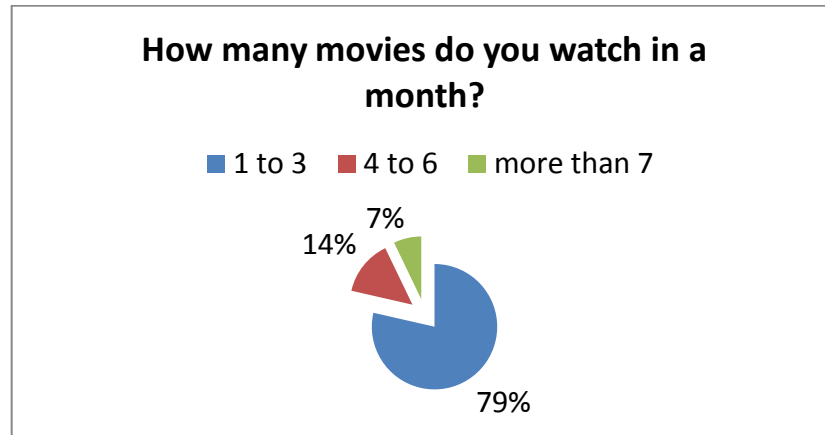
Figure 2.





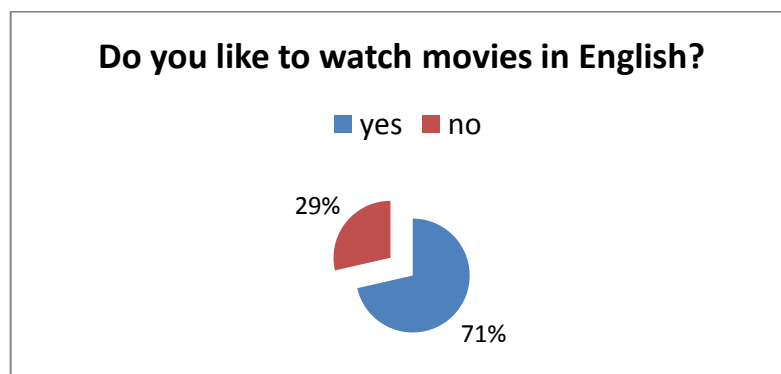
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Figure 3



These figures demonstrate students` preferences about movies in general. Figure 1 shows that 100 % of students (14 children) like watching movies. The second graphic illustrates that most of the students prefer cartoons because they identify themselves with one of the characters. Also, 14% of children (2 out of 14 students) like watching comedy movies, and 7% (one kid) prefer to watch horror films. Finally, figure 3 describes the frequency that children watch movies. This demonstrates that 79% of kids (12 kids) watch from 1 to 3 movies per month. So it can be said that children really enjoy watching movies.

Figure 4. Movies in English



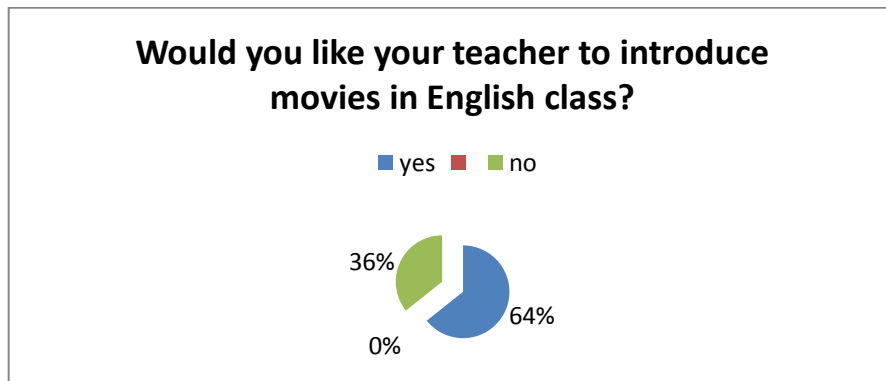
Graphic 4 indicates that children like to watch movies in English because they think movies are funny. On the other hand, because kids do not understand



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English, 29% of them (5 students) said that they would not like to watch movies in English.

Figure 5. Movies in English classroom



Finally, this graphic indicates that 64% of kids (9 out of 14 kids) would like their teacher to introduce movies in their classroom because they enjoy them and think movies can help them to improve their English; 36% of students (6 students) would not like to watch movies because they do not understand them.

4.2 ANALYSIS OF THE RESULTS OBTAINED FROM THE QUESTIONNAIRE

From the information that was obtained, analyzed and tabulated in the figures above, it can be said that movies catch more students' attention. Therefore, movies can be used as a useful tool in an English classroom because, according to what the figures demonstrate, films may be an effective way to improve the student's listening ability. As a result, children learn more vocabulary and new expressions.

However, some children may express negative attitudes toward movies because they do not understand movies in English. It is necessary to prepare students with activities to help them to familiarize themselves with the topics beforehand. Also, it is necessary that during the movie, teacher checks if



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students understand the movie. The teacher may engage students in listening activities through sounds and moving images at the same time. This will help them associate images with concepts, avoiding in this way translation.

Finally, a variety of activities can be done with students before, during and after they watch the movie. The objective is to contribute to their learning process to acquire a new language.

4.3 ANALYSIS OF RESULTS OBTAINED FROM THE INTERVIEW

The interview represented a process of collecting information directly from an experienced teacher, Lcda. Nelly Cadme, who had used movies in his classes when she was an Elementary English teacher. The interview was conducted to obtain information about how listening skills can be reinforced and also the positive and negative aspects concerning the use of movies in an EFL classroom.

The first question was related to the reasons why listening skills have to be taught. She answered that the main objective for teaching listening skills is for students to understand the language in order to interact in real life situations so that students can communicate.

The second question if movies are beneficial for use in the classroom. Lcda. Cadme said that it is an excellent strategy because children like them; however, this material has to be selected according to students' age.

The third question was about how the teacher can improve listening skills through movies. She believed that movies are the best way to improve listening because students can listen to new words, phrases, and expressions, with correct pronunciation.

The next question asked about what kind of movies are appropriate for children. She answered the teacher must know the student's likes. However, she recommended educational movies.



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Finally, Lcda. Nelly Cadme was asked about strategies the teacher can use to encourage students to watch movies in English. There are many activities that can be used in the classroom, she said.

As a final recommendation, Lcda. Cadme said that it will be useful to know the students' interest through a questionnaire.

This interview can be seen in Appendix No. 2

4.4 RESULTS OF THE PRE-TEST

At the beginning of the project a pre-test was given to measure the children's knowledge. The general score was 4,4/10. The students showed a low level of comprehension. The next table shows the results obtained from each student. Assigning a number to each student was considered in order to protect the student's identity. Also, the table indicates how many problems the students could correctly solve. Next, the complete results obtained are shown.

Figure 6. Results of pre-test.

PRE-TEST	Parts of the house	Ages/numbers	Verbs	Objects of the classroom	The Alphabet	
Students	Question No.1/4	Question No.2/5	Question No.3/7	Question No.4/3	Question No.5/6	SCORE
1	3	2	3	3	3	5,6
2	2	1	1	2	3	3,6
3	3	3	1	3	2	4,8
4	1	2	1	3	3	4,0
5	2	1	2	2	4	4,4
6	2	2	3	2	3	4,8
7	1	0	1	2	4	3,2
8	0	4	1	3	2	4,0
9	4	2	2	3	1	4,8
10	3	5	3	2	3	6,4



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11	2	2	2	2	2	4,0
12	1	2	3	3	1	4,0
13	0	3	2	3	3	4,4
14	0	3	1	2	4	4,0
TOTAL AVERAGE	24/65	32/70	26/98	35/42	38/84	4,4

This table represents the scores obtained the kids. Each question has a different number of problems. However, in order to explain the results more easily, the total average of each question will be referred.

- ✓ The average of question No. 1 is 24/65. It can be seen that only one kid completed the 4 problems.
- ✓ Question No. 2 shows an average of 32/70; just one kid completed the task correctly again.
- ✓ The next exercise about verbs shows a mayor problem for the students; most of them only complete the exercise with 1, 2 or 3 correct answers. The average is 26/98.
- ✓ Question No. 4 about objects in the classroom was the easiest question. Almost all children did the exercise correctly. For this question the average was 35/42.
- ✓ Finally, the average of the last question was 38/84. This question was about the alphabet where students show some problems doing this task.

4.5 APPLICATION OF MOVIES IN CLASSROOM

The application of this project, the use of movies in English classroom was carried out for two weeks and six movies were shown, that is, three movies each week.

The selected movies were short, between 10 to 25 minutes duration each one, because the English class was only 40 minutes. It is important to indicate that the school did not have the necessary equipment, so a projector and a



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computer were brought to the classroom. Through the results of the questionnaire given to children where they expressed that they liked cartoons movies, these kinds of movies were used.

In the first week, knowing that children have a low level of comprehension, movies with subtitles were the best because students can hear them, read them, and see them, and this reinforced new English vocabulary in their brains much faster than if they only heard or read. After students were exposed to movies with subtitles, it was believed that they were ready to only see and hear movies without subtitles. This occurred during the second week.

For each class, a lesson plan was elaborated where the objective was for students to improve their listening skills, understand the plot of the movie, identify the main characters, and learn new vocabulary with correct pronunciation and intonation.

During the application, students seemed to have fear of English in the class. They expressed that they did not like English. However, when new methodology, the use of movies, was introduced, students' motivation increased. Another important fact was that when a movie was going to be used, it was necessary to have a lot of activities where both boys and girls wanted to participate instead of teachers creating activities where only girls enjoyed them. Also, time was the main problem in applying this strategy because it was very short and children were forced to work quickly causing negatives attitudes in some cases.

See lesson plans in appendices 4-9.

4.6 RESULTS OF THE POST TEST

After the two weeks of the project being performed, a post test was applied. In this case, the class obtained a general score of 6,1/10. The post test was similar to the pre test. It had 5 questions with the new vocabulary and



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expressions that were taught during the application of the movies in class. The next table presents all the results obtained.

Figure No. 7. Result of the Post test.

POST TEST						
	Characters of beauty sleeping tale	Things of sea	Expressions	animals	Members of the family and expressions	Score
Students	Question No. 1/4	Question No. 2/5	Question No. 3/5	Question No. 4/5	Question No. 5/4	
1	3	3	4	4	4	6,2
2	1	3	3	3	2	4,1
3	3	4	4	4	4	6,6
4	4	4	5	5	4	7,6
5	3	5	4	4	3	6,6
6	2	3	5	4	4	6,2
7	2	2	2	3	2	3,8
8	3	4	4	5	2	6,2
9	3	3	5	4	2	5,9
10	4	2	3	4	4	5,9
11	3	5	5	5	4	7,6
12	2	3	3	4	4	5,5
13	3	4	4	3	3	5,9
14	4	5	4	4	3	6,9
Total Average	40/56	50/70	55/70	56/70	45/56	6,1

Source: authors

Students showed positives attitudes toward the use of movies. They enjoyed the classes. All the results indicate that the level of students` listening skills increased. However, the table also shows that the two students who have learning problems achieved low scores on their test. But if the results of the pre test are compared, they have a little increment in their scores.



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4.7 ANALYSIS OF THE PRE AND POST TEST.

It can be seen that there was a significant increase in the mean of post test 6.1 in relation to the mean of the pre test 4.4. The difference is 17% approximately. This means that the use of movies affects students' listening skills and also students' attitudes towards English changed.

The pre test demonstrated that students have problems understanding listening activities although the content of these activities was recently learned. When students listen to basic content like objects in the classroom (question No. 4), they can do the task easily. It may occur because students listen to the names of these things continually and associate with the objects that there are in class. However, other contents which are not listened constantly to present a problem for kids. For example, parts of the house (question No. 1), short sentences where verbs are emphasized (question No. 3), and the alphabet (question No. 5) become a challenge for children

On the other hand, students learnt new vocabulary through the use of movies, and the post test showed better scores. This happened first because students like watching movies; it motivates them to pay attention in classes. As a result, students work correctly. Also, students learn vocabulary by associating the meaning with the image and at the same time they learn the correct pronunciation of the words (questions No. 1, 2 and 4) or the intonation of short expressions (questions No. 3 and 5).



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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Since the objective of teaching English to elementary school pupils is to enable the learners to use it as a means of communication, it is necessary to develop and reinforce the four skills. These skills are the bases of the learning process. However, in many cases, teachers forget to reinforce listening skills because of lack of material or lack of new strategies.

In an EFL classroom, it is important that listening skills be emphasized in the early phase of learning this language. Therefore, implementing authentic materials in the language classroom exposes students to real language use from the beginning of language study. As we know, authentic material reflects a naturalness of form and an appropriateness of cultural and situational context.

Discussion in this paper encourages the use of movies in an EFL classroom. Showing movies is a stimulating method that helps to reinforce listening skills. Movies catch students' attention and increase students' motivation achieving better comprehension of the English language. For this reason, it can be said that the use of movies in the EFL classroom can reinforce listening skills in an enjoyable way for children.

However, the use of movies in an English classroom requires hard work from the teachers who have an important role in the process.



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First, teachers have to create an appropriate atmosphere for the students. Some students may not want to watch movies in English because they do not understand and they can become bored quickly. Teachers have to motivate students through activities before the movie. Teachers should not expect students to understand all the words; it is enough if students understand the main idea and recognize some expressions and words.

At the moment that teachers choose a movie for the students, they have to bear in mind the students` ages, the students` level, and the objective of the class, in other words, what they want to achieve in the students. A good tactic in choosing a movie is to know the students` preferences.

Moreover, teachers have to develop a lesson plan where pre, while and post listening activities can be active and motivating in order to get the desired goal. An essential factor that the teacher has to take into account is time. A class is just 40 minutes in nearly all schools.

5.2 RECOMMENDATIONS

This research study was conducted with only a small group of elementary school children. As a result, the interpretations of the findings were limited. For the next investigation, the project may be administered to a large group of students at different levels so the use of movies as a tool to reinforce listening skills can better be interpreted.

Also, the next investigation may consider an investigative study using a longer period of time. For instance, it can be for an entire “quimestre” where researchers may expose students to watching movies two or three times per week.



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It may also be interesting to investigate the effects of the use of long movies in an EFL classroom with teenagers because this group of students has different preferences and they can concentrate for more time than children.



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APPENDICES

APPENDIX 1: Questionnaire for kids

The following survey intends to collect information related to “the use of movies as a tool to reinforce listening skill in an EFL classroom.

Age..... Sex: female male

1. Do you like to watch movies?

Yes No

Why.....

2. How many movies do you watch in a month?

1 to 3 4 to 6 More than 7

3. What kind of movies do you like to watch?

Horror films Romantic stories Cartoons

Comedy Action Other:

4. Do you like to watch movies in English?

Yes No

Why

5. Would you like your teacher to introduce movies in class?

Yes No

Why



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APPENDIX 2: Interview

INTERVIEW TRANSCRIPTION

Good afternoon!

Good afternoon!

Would you like to help us answering some questions?

Sure!

Interviewer: What is the main objective when teaching listening skills?

Nelly: "I think that the main objective for teaching listening skills is that students need to understand oral messages in English and improve their pronunciation, intonation and accent. For example, face-to-face, on the radio, on TV or videos, or some other audio material."

Interviewer: What do you think about the use of movies in the classroom?

Nelly: "mmm I think that movies are a good resource in the classroom because learners have the opportunity to listen to a great variety of voices which could belong to native and non-native speakers as well as connect images with language."

Interviewer: Do you think that a teacher can improve listening skills in students through movies?

Nelly: "Definitely, it is possible because students need to be prepared for listening and be engaged with the topic and tasks. When kids watch a movie, they are exposed to images and motions. So, they are able to predict what is coming next, increasing in this way their motivation and participation."

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Interviewer: What kind of movies do you think are recommended for children?

Nelly: "I think that what kids like to watch the most is cartoons because they are funny, colorful and they often have the opportunity to see their superheroes in action, fighting evil. Another kind of movies they are interested are documentaries about nature mainly. Teachers should take into account these interests when choosing a movie for kids."

Interviewer: How do you think a teacher can encourage students to watch movies in English?

Nelly: "I think that teachers should choose the movies according to the learners' age, interests and needs. They should organize introductory, main and post-listening activities that help students go through the messages and understand them as well as use the language they have heard in the movie."

Teacher thank you very much for your time and for your answers.

You're welcome

Source: Cadme, Nelly. Personal interview. July 25th, 2013.



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APPENDIX 3: Pre – Test

Listening Pre test

University of Cuenca

The following test is applied in order to know the students` level in listening skill.

1. Listen, check and write. Use the parts of the house.

Where is dad? He is in the _____			
Where is mom? She is in the _____			
Where is Lisa? She is in the _____			
Where is the baby? He is in the _____			

Taken from: My New Puppets.

2. Listen and complete.

Karen age _____	John age _____
Sarah age _____	
Paul age _____	Jane age _____



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Taken from: My New Puppets.

3. Listen, say and write their names.

Listen, say and write their names.

What are they doing?

Mark
Mary
Simon
Luis
Sarah
Angela
Peter

Taken from: My New Puppets.

4. Listen the next song and complete the words that are missing. Use objects of the classroom.

What is it?

What, what, what is it?

What, what, what is it?

Let`s say. What is it?

A, a and a

That is what it is.



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5. Listen to the spelling and check (/) the right answer.

1. a. mother b. father c. brother	2. a. dog b. book c. door	3. a. Celina b. Celena c. Silena
4. a. HXJSW4 b. MTK8W4 c. NXJ3W1	5. a. friend b. French c. Fred	6. a. AVZ489 b. EVC762 c. IVS043

Taken from: My New Puppets.



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APPENDIX 4.

LESSON PLAN No. 1

Listening Skill

Sleeping Beauty

https://www.youtube.com/watch?feature=player_embedded&v=XujMUxv76OM)

Age: 8-9 years old

Topic: Reinforcing Listening Skill through the movie “Sleeping Beauty”

Objective: At the end of the class, the students will be able to understand the plot, recognize characters, and learn new vocabulary, words and expressions, of the movie.

Vocabulary:

WORDS	PHRASES
Queen	Please forgive me!
King	Thank you so much
Prince	Do not worry
Princess	Come in
Fairies	

1. Presentation

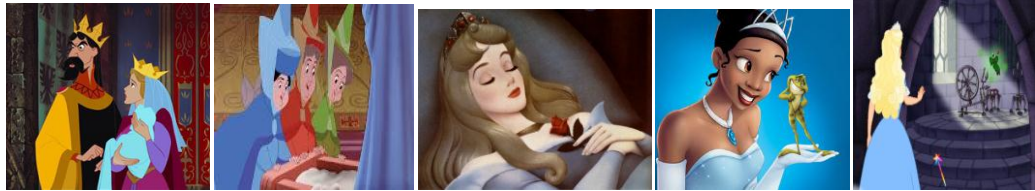
A. Pre listening

Group work

- Students will work in groups of 4.
- They will receive 7 pictures that correspond to a story.
- They will have to find the sequence of the story.



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imagenes-dibujos-animados.blogspot.com

Questions.

- Who lives in a palace?
- Are people who live in palace rich?

B. While listening

While students see the movie, they have to write the name of each character.
Students will guide with some word in a box.

Princess	Queen
King	Faires



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- If you want a chocolate ice-cream, but your mother bought an orange ice-cream. What do you say?

Production

Students discuss about what they would do in some situations.

- What would you do if your best friend does not invite you to his/her party?
- What would you do if your mother forgets your birthday?



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APPENDIX 5.

LESSON PLAN No. 2

Listening Skill

The little Mermaid

http://www.youtube.com/watch?v=FkvvDCTZ_Gw&feature=share

Age: 8-9 years old

Topic: Reinforcing Listening Skill through the movie “The Little Mermaid”

Objective: At the end of the class, the students will be able to understand the plot, recognize characters, and learn new vocabulary, words and expressions, of the movie.

Vocabulary

WORDS	PHRASES
Ocean	Tell me
Mermaid	Bad luck
Dolphin	Oh, my God
Ship	Happy birthday
Start	How wonderful
	Hurray, hurray!
	What happened?

a. Pre listening

Presentation:

Individual work

- Teacher will present a picture of the sea and ask students. The objective of this activity is to do a brainstorming activity about the things that we can find under the sea.

Questions:

- What is it?
- Who lives in a palace?



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After that, each student will receive a jigsaw. They have to join the pieces together and discover the image. Then they have to circle the things that exist under the sea.



www.fondospedia.com

B. While listening

Students have to organize some pictures according to the sequence of the movie.



dibujosdeluciayvirgi.blogspot.com

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Blanca Isabel Vera Zúñiga



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Also, teacher will stop the movie in order to repeat new expressions, after mentioned. The objective is to focus when these expressions are used and to learn the correct pronunciation of each one.

c. After listening

After the movie, the teacher will present some situations where students will use the new expressions.

- What do you say when you see an accident?
- What do you say when you see your friends fighting?
- What do you when you arrive at your friend`s birthday party?

Communicative activity

Students will choose the next answer.

- When did Sirenita go to the surface of the sea?
 - After her birthday
 - After her lunch
- Why did not Sirenita have to talk with humans?
 - Because humans bring bad luck.
 - Because humans are bad.
- What was the exchange that Sirenita did with the witch?
 - Sirenita exchanged her voice for human legs.
 - Sirenita exchanged her necklace for human legs.

Production

Students will work in groups; they have to create a short story about an imaginative trip to the deep of the sea. What did they find in that place?

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APPENDIX 6.

LESSON PLAN No. 3

Listening Skill

The Smurfs

(https://www.youtube.com/watch?feature=player_embedded&v=sxMS0CkdK8A)

Age: 8-9 years old

Topic: Reinforcing Listening Skill through movie "The Smurfs"

Objective: At the end of the class, the students will be able to understand the plot, recognize characters, and learn new vocabulary, words and expressions, of the movie.

Vocabulary:

Picnic	umbrella	weather	sun	rain	dad
smurf	it's wonderful	good bye			

b. Pre listening

Presentation:

Individual work

- Teacher asks a riddle about the smurfs.
- Students have to listen and try to guess the answer.

Riddle

What is the movie where there are many special people?

They love plants, flowers, plants, etc.

They live in the forest.

They wear in blue clothes.

Finally, they are blue and small.



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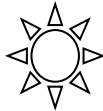
When the students guess the riddle, teacher shows a picture about the smurfs.



artycrafty.wordpress.com

Immediately, teacher creates a brainstorming activity about the picture. The objective is to introduce the vocabulary of the movie.

Weather



Picnic

umbrella

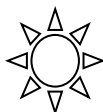
It`s wonderful.....

good bye.

B. While listening

- Students will receive the above picture.
- While students watch the movie, they have to find the word that represent the pictures, that is, rain and sun.

Weather



Picnic

umbrella

It`s wonderful.....

good bye.



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Also, teacher will stop the movie in order to repeat new expressions, and vocabulary. The objective is to focus when these expressions are used and to learn the correct pronunciation of each one and also help students to guess the words.

C. After listening

Communicative activity

After the movie, the teacher will check students` answers.

Then teacher ask students some questions about the movies.

- Why did the smurfs prefer rain?
- Why did the smurfs prefer sun?
- What did the smurfs create to control the weather?

Production

Students will talk about what their favorite weather is. They have to give some reasons.



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APPENDIX 7.

LESSON PLAN No. 4

Listening Skill

Mickey Mouse (6minutes)

<http://www.youtube.com/watch?v=5NBGwFFSXnw>

Age: 8-9 years old

Topic: Reinforcing Listening Skill through movie “Mickey Mouse”

Objective: At the end of the class, the students will be able to understand the plot of, recognize characters, and learn new vocabulary, words and expressions, of the movie.

Vocabulary:

Listen to music	play volleyball
Rest	hello
No, thank you	see you later
I`m sorry	lovely day

A. Pre listening

Presentation:

- Teacher will guide students in an imaginary trip.
- She acts out some activities that people can do at the beach.
- After that, she asks students what they are doing in the beach; half the students have to act out some activity and the other ones have to guess the activity.



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[Illustration Of Fun Family Beach Cartoon.](#)

B. While listening

- Students will receive the paper above.
- While students watch the movie, they have to complete some sentences by using the expressions that are in the box.

No, thank you	see you later
I'm sorry	lovely day

1. Um hey! It is a
2. What about a dated?
3. Ok. I am gonna go to party with you.
4. You are the most ugly mouse.

Also, teacher will stop the movie in order to repeat new expressions, and vocabulary. The objective is to focus when these expressions are used and to learn the correct pronunciation of each one and also help students to guess the words.



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C. After listening

Communicative activity

Students will receive a sheet of paper. They have to choose the correct answer. Then teacher will ask students to read their answers, and also students have to do a short explanation about the answer.

1. What was the weather look?

- It was a lovely day.
- It was an awful day.

2. What sport did Mickey and Mortimer play?

- They played basketball.
- They played volleyball.

3. Who won the game?

- Mickey
- Mortimer

After that, teacher presents some situations where the new expressions have to be used.

Production

Students will work in groups; they have to create a short dialogue in which they use the new vocabulary. For example, they can talk about activities that can do in the beach.



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APPENDIX 8.

LESSON PLAN No. 5

Listening Skill

The Greatest Treasure

<http://youtu.be/2iOIM9XdOYo>

Age: 7 to 8 years old.

Topic: The Greatest Treasure

Aim: By the end of the lesson the children will be able to recognize the animals and places.

Vocabulary:

Lion	treasure
Eagle	forest
Sheep	mountain
Camel	valley
Turtle	ocean
Owl	

1. Presentation

A. Pre-listening

- Mechanical Practice.

Teacher presents different pictures with the names of the animals.

Teacher: says: listening and repeat after me.

Teacher makes it several times.

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[YEAR 9 ARE ANIMALS DRAMA | Publish with Glogster!www.glogster.com](http://www.glogster.com)

Meaningful Practice:

Teacher forms groups of two children, and presents different pictures.

T: begins to form the question and the answer.

Do you like lion?

Yes, I like lion.

S: began to talk with the partner.

S1: Do you like eagle?

S2: Yes, I like eagle. No, I do not like eagle.

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B. While listening

VIDEO: The greatest treasure

- Teacher reinforces he/her class and arouses the children's interest and introduce the short video.

C. Posttest

- Teacher gives students some pictures.
- Students have to cut and paste the words and they will have to put in the correct picture.



- | | | | | | |
|-------|--------|--------|----------|----------|--------|
| ocean | valley | forest | mountain | treasure | desert |
|-------|--------|--------|----------|----------|--------|

Opening New Life | Better Life, Better Experienceknda.blogdetik.com

Communicative activity

After that, the students will work in group and they could express their opinion about different places where they will like to go.



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APPENDIX 9.

LESSON PLAN No. 6

Listening Skill

The Kools Family

<http://youtu.be/u05eUAE2C1g>

Age: 7 to 8 years old.

Topic: The Kools Family

Aim: By the end of the lesson the children will be able to recognize the members of the family.

Vocabulary:

Father	Mother
Daughter	Son
Baby	Dog

1. Presentation

- Teacher shows one picture about the members of the family.



[The Simpsons" will now have a home in Florida - Noticias - SanDiegoRedwww.sandiegored.com](http://www.sandiegored.com)

A. Pre-listening

Mechanical Practice.

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- Teacher presents the picture of the member of the family.
- Teacher says: listening and repeat after me.
- Teacher makes it several times.

Meaningful Practice:

- Teacher makes some questions about the member of their family,

B. While listening

VIDEO: The Kools Family

- Teacher reinforces he/her class and arouses the children's interest and introduce the short video.

C. Post listening

- Teacher gives students a piece of papers..
- Students have to draw the members of their family.
- **Communicate activities**
- Student shows his/her picture to the classroom.
- Students talk about their family.



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APPENDIX 10.

Post test

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The following test is applied in order to know the students` level in listening skill after the application of the use of movies in an EFL classroom.

1. Listen and circle the characters of the movie that you hear.



The Truth About Beauty Sleepshifmanmattresses.wordpress.com

2. Listen and draw what you hear.

In the deep of the sea, Sirenita had a lot of friends. Sirenita`s best friends were a **dolphin**, a **sea horse**, and **other mermaids**. One day, when they were in the park, they saw an old **ship**. They went to that place and found another **sea horse** who became another Sirenita`s best

3. Look, listen and complete the comic strips. Use the expressions in the box.

Happy birthday

What happened?

Hello

see you later

Thank you so much



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[Cartoon SNAP: California Raisins Comic Book - My First ...cartoonsnap.blogspot.com](http://...cartoonsnap.blogspot.com)

4. Listen the story and paste the correct animal in each square in the correct order.

--	--	--	--	--



5. Look and identify each person, write the name of each. Then listen and match the correct expression that each member of the family says.



[English Exercises: FAMILY MEMBERSwww.englishexercises.org](http://www.englishexercises.org)

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See you later	What happened?	It's wonderful	I'm sorry
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