



ABSTRACT

Learning English has always been a difficult task for foreign learners, especially when referring to the improvement of the listening and speaking skills. This study is the research work carried out in María Auxiliadora High School with the students of Science Classes.

This research analyzed the use of films in the development of listening and speaking skills, the use of activities related to them and the gains in proficiency. It investigated as well students' motivations and achievements during this process. Even though some studies in the field have been achieved, this research shows the experiences of the students of this school in Cuenca, Ecuador.

Fifty-eight students were involved in the project during nine months. Participants gave a Pretest Score and answered Surveys on the use of the target language (TLS), and the incidence of its use (FS). Additionally to those surveys, there were Trimester Tests and a final questionnaire on the results of the study (LS). The data achieved from the surveys provided more information to be compared with the pretest and the trimester test III results to verify the proficiency gains attained by the students. The outcomes propose that the use of activities based on films help acquire listening and speaking skills. Furthermore, this study supplies information on the activities students favor to improve the aural and oral skills.

KEY WORDS:

Learning, English, Listening, Speaking, Film, Activities, Improve, Develop aural and oral skills

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INTRODUCTION

The present study has been accomplished to help students learning English, especially when referring to the improvement of the listening and speaking skills. This research work was carried out in María Auxiliadora High School with the students of Science Classes and analyzed the use of films in the development of the aural and oral skills to enhance English, the use of activities related to films and the gains in proficiency. The research has quantitative and qualitative information. Additionally, it investigated students' enthusiasm and achievements during the process.

This research work has been developed in five chapters. Thus, the First Chapter is mostly a vision of the study. The reasons for this study are stated, as well as a reflection on the purpose of using films in the classroom to improve listening and speaking abilities. The objectives, a definition of the parameters, the research questions to be answered, the delimitations and an outline of the study are mentioned. Moreover, even though the reader might consider some methodological topics in this chapter, it is only an attempt to introduce the next chapters while summarizing the research to become clearer on some important factors to consider during the study.

The Second Chapter is a review of the Learning Theories which were relevant to support the study. From Cognitivism to Constructivism, there were important elements to consider when teaching English while developing listening and speaking skills through the use of films. Additionally, there is an analysis on important studies on films to improve English learning, as well as significant studies on activities to develop listening and speaking skills.

In the Third Chapter, the research design includes antecedents, context, participants, the language contact profile through film activities, and the instruments design overview, from surveys to tests, to indicate the improvement students achieved. This chapter has relevance to the methodology used for the present study. The surveys are presented as well as the trimester exams to illustrate the challenges students and teacher had to overcome the results obtained at the end of the study.

Chapter Four, on the other hand, includes the design activities from films, the movies, and the manner in which class activities based on movies were developed.



This particular chapter contains the movies and an outline of the activities carried out during the classes. The reader will find, as well, certain examples of the activities performed by the students to validate the study while presenting the values and opinions students have about the use of films during the academic year to improve their listening and speaking skills. The movies presented are “Sense and Sensibility”, “A Christmas Carol”, “Emma”, “The Blind Side”, and “The Young Victoria”. The process followed during the first movie is as well detailed and illustrated with examples of all the activities. Nevertheless, in the other movies, the examples provided are only the ones which could contribute to elucidate the answers presented in the last chapter.

In Chapter Five, there are comments and results concerning the study. The last survey, trimester tests results, and research question findings as well as the limitations are shown in detail to validate this work. The study ends with the conclusions drawn by the researcher.



CHAPTER 1

I. REASONS FOR THIS RESEARCH

As a learner of other languages, the author has already experienced the difficulty of developing listening and speaking performance and knowledge of a foreign language. In this city, there are no facilities for communicating with native speakers in English due to the fact that the only real available language is Spanish. Even though the number of tourists and native English speakers has increased in the population, not all the people from Cuenca try to communicate with foreigners in their mother tongue, English.

The author has had the opportunity to study other languages, English as a foreign language at school and French. The researcher's point of view as a student is that no matter how hard teachers work, the results are undeniably better when an individual visits a foreign country to practice and to learn how to use the language in an appropriate environment where he/she is forced to use the foreign language without being tempted to use his/her mother tongue. It would be in fact the best option. The author had the occasion to be on both sides, in a foreign country and hometown as a tourist and a student. The possibilities to practice the language in a native atmosphere are idyllic. Nonetheless, not all the students have these kinds of experiences and fortune.

Learning English as a foreign language in a Spanish speaking country, where there are not enough opportunities to practice and acquire proficient listening and speaking skills, is an important issue that has been on the author's mind for a long time.

The researcher always wondered about the best manner to improve listening and speaking skills to benefit students. According to the author, films can create an adequate atmosphere in order to motivate students to learn. If students cannot study in a natural environment, the teacher can at least bring the natural environment to the classroom. In this way, their listening practice will conduct them to express their opinions on topics related to life. Thus, speaking will be enhanced as well.



In the classroom, the researcher has already noticed how students reacted when they had the opportunity to go to the movies and to find amusement while learning new interesting things. During vacation the author found time to watch movies in English and French with English and French subtitles. The only opinion the researcher can honestly state is that it became a valuable experience for the reason that it helped in the improvement of listening and speaking skills. After considering this situation, the author started to bring movies to class and to prepare activities to entertain students. But it was only an occasional way to make English more exciting and more attractive for students during the teaching learning process.

When the time to look for a topic for the thesis proposal began, there were various ideas floating all over the researcher's mind, but the author did not find the right one. The process was not simple. There were thoughts about technology, but the topic was not quite interesting enough. Then suddenly the idea of movies sounded tempting. It involved technology and entertainment at the same time. It was an appealing topic on which to carry out an investigation. Afterwards, the pieces started to fit the puzzle regarding the proposal; and finally, the thoughts began to flow.

After considering the lack of reinforcement of the English language students have in their homes in their listening and speaking skills, due to the fact that they are always enclosed in a Spanish speaking environment, as a teacher, the author found it convenient to accede to the possibility of using films in the classroom to provide students with certain tools to enhance listening and speaking as part of their daily learning experience.

Studies presented in Chapter Two created a center of focus on the interesting activities films could provide in the teaching learning process. The studies also indicate the motivation for learning that films could naturally offer. For that reason, activities were designed based on films to improve listening and speaking skills for Maria Auxiliadora High School students of Science Classes.

As expressed subsequently in Chapter Two, students would be able to create their own language improvement while enjoying the natural environment that target language films certainly supply.



I.1 RATIONALE FOR THE STUDY

After reading and studying about the use of films in the classroom and their incidence in the learning process, the author found that even if that proposal is interesting, films are only used as part of a lesson when teaching English. Nevertheless, there were not enough studies on them as part of the listening and speaking practice itself.

Colwell, Katchen, Ryan, Seferoglu, Tafani, Tomalin, and Wang, among others, all agree to the fact that films are a useful tool to be implemented in the lesson plan as part of the teaching learning process, when possible. In spite of all those important views, there are some difficulties in the use of movies to practice and enhance the listening and speaking skills and the use of activities based on films to promote the development of those important abilities.

The studies made by the authors above mentioned are going to be part of this research to support it.

I.2.. PURPOSE OF THE STUDY

The purpose of this study was to cover the missing part in the research work by conducting a nine-month study to discover if the use of activities based on films improved Maria Auxiliadora High School students' Listening and Speaking skills in the Science Classes. The study is based mostly on thirty percent of the students of the Science Classes, 58 students. If the research found a positive response, the study aimed to fulfill future expectations students would have to augment their English performance and accuracy. The benefits would serve to determine the possibility of the use of films not only with the science classes, but with all the other classes to reinforce students' knowledge.

In this country, teachers must face the cruel reality of investing a lot of time teaching English as a foreign language and feeling discouraged when good results as the product of their efforts are not always attained. In a certain way, it is due to the fact that communicating in Spanish is more frequent than speaking and practicing English with others daily. As a result, this study could provide reliable sources for other teachers who face the same situation in the classroom, and at the same time, it



could bring more entertaining hours of class with students while educators observe the language development of their pupils.

In addition to the ideas presented above, if the study proves to be profitable, it could be used for other researchers to design a more precise and deeper study to generate new awareness in the same field.

I.3. OBJECTIVES

This study has a general objective and five specific ones. The general aim is to develop students' listening and speaking competence through multi - skill activities based on films.

The specific aims are the following:

- ✚ To provide a natural communication setting through films with different native speaker accents, dialects and pronunciation.
- ✚ To strengthen students' communicative proficiency.
- ✚ To reinforce pronunciation and listening skills.
- ✚ To introduce culture, slang, and values.
- ✚ To design multi-skill activities based on films to facilitate students' listening and speaking competence through films containing natural language and settings through lively stories.

I.4. DEFINITION OF PARAMETERS

It is important to define the following parameters in this research:

I.4.1. Target Language Survey (TLS). A questionnaire designed to measure the use of the target language by students when they are doing other activities that involve English out of the classroom.

I.4.2. Frequency Survey (FS). A survey to show the habits of students in the use of English in their daily lives.

I.4.3. Pretest Score (PS). An evaluation made at the beginning of the school year 2010-2011 to diagnose the accuracy of listening and speaking skills to begin the study. This test is the point of departure of the present research.

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I.4.4. Trimester Tests I – II – III. Evaluation that scored listening and speaking abilities which had been administered by the teachers normally at the end of each trimester to measure progress. Therefore, there will be a test in December 2010, another in March 2011, and another in May 2011 to prove the study results statistically.

I.4.5. Last Survey (LS). A survey on students' opinions of the listening and speaking improvements at the end of the study.

I.4.6. Proficiency gain. It will be established by calculating the difference between aural and oral proficiency scores in the pretest and the trimester test III. In addition, the last survey will be presented as well to include the students' perception of the improvement they acquired at the end of the study.

I.5. RESEARCH QUESTIONS

The questions to be answered during this research consider the levels of the students and their ages. Consequently, the thesis will make an attempt to answer the following questions:

1. How do films affect the acquisition of listening – speaking skills?
2. How can classroom film activities help my students speak freely?
3. Do films help my students to improve listening comprehension and communicative performance?
4. Do students find that using films in English, with English subtitles or not, is helpful in gaining fluency?

I. 6. DELIMITATIONS

I.6.1. Self Reported Data. Even though observation possibly would be made subjectively, it is a good resource to measure the development of the learners. It is applied in this research to show the improvement students obtained from the study. For the purposes required, the data was collected from the surveys and observations teachers gathered during the procedure of viewing films and carrying out the



activities. Moreover, there is another source for gathering data which is the trimester evaluations students had in listening and speaking skills.

I.6.2. Sources of Proficiency Gain. An important factor to be taken into account is the fact that the proficiency gains students could obtain from this study could also be attributed to other important factors, such as motivation, personal background of the participants, aptitude, knowledge of the language, teachers' influence and even personal characteristics; for example, shyness and/or open-mindedness. This study has attempted to control some of these factors, whenever possible; however, these kinds of influences are undeniably present in a specific time framed research such as this one.

I.6.3. Measure of Proficiency Gain. The proficiency gains measured here refer mostly to the aural and oral level of expertise due to the fact that these were the focus of this research.

I.7. OUTLINE

After seeking more information in books and other sources to plan the research in a better way, it was necessary to obtain a pretest score to have a starting point for this study. Then according to the results multi-skills activities were designed to improve students' listening - speaking proficiency. After that, the film activities were used with the students to practice and collect data to verify results. Finally, a report of the study was prepared.

The activities include seeing the whole movie or just some scenes in order to focus on listening and speaking practice. There were some activities in which the scenes were in mute mode in order to make students talk about the video. The activities carried out were designed to be interesting and inspiring. The exercises were focused on vocabulary, reading, writing, listening and speaking skills. It is important to mention that in spite of the aim of this work, to design activities to improve listening and speaking skills, all the skills were integrated into each class in order to make the activities and the study worthwhile. There were completion exercises, true or false exercises, scrambled sentences, matching words with pictures, numbering pictures in the correct order, discussions, role plays, drawings, listening for specific and general information, listening for comprehension, and asking and answering questions, among other exercises. Each film had listening and



speaking skills activities. The activities were performed individually, in pairs, trios, or groups.

The exercises were carried out through five films with each Science Class and were selected according to students' values, ages, interests, and needs; for example, there were comedies, drama and historical, or literary - based films. Originally, the goal was to present nine films. However, due to the fact that science classes did not have enough hours to accomplish the project only five films were shown.

The research was done with Science Classes for the reason that these students had only three hours a week for listening and speaking, and they needed to improve these skills.



CHAPTER 2

II. A REVIEW OF SOME LEARNING THEORIES; THE USE OF FILMS

This study is related to the correlation between the development of English listening and speaking skills and the improvements students would acquire through the use of films in the class. The possible proficiency and gains obtained by learners is presented throughout the research. This chapter contains first a review of the theories involved in the learning process as a foundation of the idea to be developed. Subsequently, it considers recent studies concerning the use of films followed by significant studies on activities to improve the oral and aural skills. The review attempts to provide a basis for this study in order to make it reliable and valid.

II.1. REVIEW OF LEARNING THEORIES

Undeniably, knowledge would never have been gained as it has been during the last years without the considerations that Cognitivism and Constructivism have implemented in the complex educational process. Their importance is evident from the observation of the enlightenment they have provided as tools in improving the learner's performance during the learning process, and consequently, the improvement of methodologies and teaching resources.

II.1.1. COGNITIVISM

At the end of the 1950's, behaviorism faced a new concept of learning, Cognitivism. To understand better cognitive ideology, it is crucial to clarify that it appears as an alternative model of studying the learner's development during the teaching-learning process. Behaviorism is concerned with the behavior while cognitive psychology is centered on the mental processes humans use to learn; recapitulating, Behaviorism is related to human thinking. Ertmer and Newby state that although up to that moment students were supposed to act according to the manipulation of stimulus material, cognitive theories emphasized the role of the learner as a conscious individual capable of thinking, solving problems, using the language, forming concepts and processing information (57). In sum, the learner's emphasis is based on processing own mental capacities to use materials in order to acquire a personal view of the world.

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In their book, Psychology for Language Teachers, Williams and Burden explain that the cognitive theory influenced language teaching methods by providing the learner with active participation in the process and the use of diverse intellectual strategies to improve language learning (13). An important feature of this theory is to teach selected key aspects of the language; as a result of this methodology, students will be relaxed and feel comfortable, while participating actively. Films could be used, for example, for acquiring significant knowledge while students use their own mental capacities to the utmost.

The most important feature of the cognitive theory is its view of the acquisition of knowledge and memory and the way they are related to the learning process. This premise influenced language teaching methods because of the active participation of the learner during the process and the use of diverse intellectual strategies to improve language learning. Through this approach, books became more interesting and contained more activities, encouraging the students to observe, think, and categorize, and to operate using the language actively (Williams and Burden 13). As seen, feature films will be an excellent resource to develop learners' thinking and knowledge by using listening and speaking skills through different activities due to the fact that this process involves active participation on the part of the students.

There are two different extremes to describe the cognitive theory. The first one was conducted by the information theorists who promoted the idea that the brain is like a computer with complex rules and models to produce language learning. The second one was Constructivism, mainly developed by Jean Piaget. As a result, it could be stated that this theory illustrates how human beings see the world and its development. Films could provide students with the material to experience more diverse features of humankind and the world in which humans interact. Therefore, films could be a tool to bring about active learning and student participation in the learning process.

According to Williams and Burden, information processing is concerned with "the way in which people take in information, process it and act upon it" (15). The authors above cited state that the main aspects studied were attention, perception and memory. Atkinson and Shiffrin built up models, while Schank and Abelson constructed scripts with the sole idea of understanding the way intellect works. These



four last mentioned theorists attempted to understand the function of the human mind by predicting if a learning process would be successful or not, and later on how and where the difficulties in the process had taken place.

In this approach, attention was the core of the studies because of the difficulties presented to students when learning a language. Klatzy suggested “attention should be seen as a process of filtering out an overwhelming range of incoming stimuli and selecting out only those stimuli which are important for further processing” (Williams and Burden 15). Children’s attention increases with age. It is crucial to motivate students in order to gain and keep their attention, especially the youngest ones. Learning a foreign language could be confusing. Thus, the learner’s attention must be drawn to selective key aspects of the language instead of teaching everything at the same time. In this way, students can differentiate relevant from irrelevant information and become more efficient learners. In addition, using films in the classroom could stimulate their listening and speaking skills by helping them to see different situations and to share opinions on how to react when facing the same circumstances.

Memory is, as well, an important field to be studied in Cognitivism. Atkinson and Shiffrin developed the best known model, sensory register. According to these authors, memory could be of short-term or long-term. There is approximately a period of thirty seconds to remember anything one has in mind before it is erased. The human mind can store about seven items at a time. Therefore, it is indispensable to divide information into chunks to save it in the long-term memory. Rehearsal is the most common way to retain information. As a result, the learner’s attention and long term memory will certainly increase by the use of audio visual aids given through student centered film activities to reinforce listening and speaking skills.

In addition, it is a fact that memory is particularly important in the language learning process. Vocabulary needs to be memorized. Nevertheless it is not pedagogical to teach learners a large amount of items without these items being rehearsed in any way; instead, teachers need to use mnemonic strategies and activities involving the senses. Thus, learners will be encouraged to associate new words within a context by using their own senses, such as sight and hearing, simultaneously, while watching a film.



Language learning has been provided with two useful memory methods to facilitate knowledge learning. First, the Linkword method by Gruneberg allows learners to link the mother tongue and the target language vocabulary, and it has had wide acceptance when learning a foreign language. The second method is the advanced organizers method designed by David Ausubel (Williams and Burden 17).

Ausubel's meaningful learning theory consists of the introduction of a topic associated with the lesson in order to orient the learner to the subject by relating the new learning to what the learners know in advance. Brown contends "that learning takes place in the human organism through a meaningful process of relating new events or items to already existing cognitive concepts" (83). The use of films in the classroom could benefit students along these lines. According to this theory, learners could relate their own experiences to film situations and visual elements presented in a vivid way.

Williams and Burden state that Ausubel set the concept of meaning at the heart of cognitive processes (17). Students could undoubtedly have the opportunity to increase concepts and relate them to their mother tongue, while they build up their long-term memory through the activities developed for them based on feature films.

Intelligence is one of the most difficult cognitive processes to be defined, measured, and employed according to Williams and Burden. Teachers continue to be confused with respect to it. Some definitions about intelligence tend to believe that a person who succeeds in studies is an intelligent individual and the one who fails lacks intelligence. Those definitions also promote the idea that there are people that are more intelligent than others. Segregation and streaming into special schools was the result of that premise. From the eugenics movement, which supported the idea of improving the human race through genetic engineering, to psychometrics, which sought how to measure general intelligence; IQ tests were, up to the 1950s, the most important tool to establish the ability of a person to accomplish any activity. Even the treatment of learners was influenced by such tests.

Regarding language learning, Howard Gardner's study of the multiple intelligences was a relief from such narrow-minded ideas. Intelligence then was regarded as the ability to solve problems. Nevertheless, it was stated that not all people had the same kind of intelligence. Some individuals could resolve



mathematical problems better than others; some others could be excellent orators; and others could play instruments outstandingly well without implying that they were not intelligent because they could perform some activities better than others. In spite of these ideas, teachers continued asking themselves concerning the best way to teach according to the variety of intelligences among the students in the classroom.

Howard Gardner's study of the multiple intelligences states that there are eight, even nine kinds of intelligences. The concept of intelligence has become wider to respect the inherent capacities of people without classifying them in a negative way. In this work, film activities will be designed in order to include as many kinds of intelligences as possible to improve listening and speaking aptitudes.

Gardner defines intelligence as "a psychobiological potential to solve problems or to fashion products that are valued in at least one cultural context" (20). His definition differed from previous studies on intellect from as early as the 1930's. These studies used tests to measure intelligence. Gardner disapproved of those procedures because he learnt from his own experience that human intelligence was more than "having a certain amount of intellectual horsepower" (20). His studies guided him to develop a criterion of intelligences. The sources for his criteria are based on psychology, case studies of learners, anthropology, cultural studies, and biological sciences.

According to Gardner, the eight criteria regarding intelligence are the following: potential isolation by brain damage; the existence of prodigies, savants and other exceptional individuals; an identifiable core operation or set of operations; a distinctive developmental history within an individual, along with a definable nature of expert performance; an evolutionary history and evolutionary plausibility; support from tests in experimental psychology; support from psychometric findings; and susceptibility to encoding in a symbol system. Thus, a candidate's ability to meet most of the criteria above mentioned was regarded as intelligence. In consequence, there were seven different kinds of intelligences in 1983. They were linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal and intrapersonal. Film activities will be prepared regarding some multiple intelligence features to help students learn in a better way how to communicate with each other in English while enjoying the educational process.



It is important to state the features of each kind of intelligence to better understand the MI Theory, as it has been called. To Gardner, these characteristics are crucial to a better understanding of an individual. A person with a certain linguistic intelligence is able to master and love language and words and even to desire to explore words further. A logical-mathematical person will confront and assess objects and abstractions in order to discern the relations and principles related to them. A musical intellect may compose and perform pieces with an appropriate rhythm, including listening and discernment of abilities. A spatial person can have the ability to perceive the world in a visual way, with or without physical stimuli. A person with bodily-kinesthetic intellect may control and orchestrate body motions and handle objects appropriately. An individual with personal abilities may determine his/her own or others' moods, feelings and other mental states to guide behavior. In 1995, Gardner found that the naturalist intelligence recognized and categorized natural objects. Even a ninth intelligence was added, the existential. For these people, it is necessary to capture and ponder the fundamental questions of existence. As mentioned, students will carry out various film activities related to these intelligences.

The impact of this theory is mostly based on the idea that there are different profiles of intelligences as long as there are individual personalities and temperaments. Even though Gardner's concept of intellect has been used by educators, it is crucial to apply this theory as a means of helping students develop their own skills for their instruction and assessment rather than for a mere educational goal. There are interesting misconceptions concerning the use of this theory which are related to the idea that a teacher must prepare lessons in eight different ways. Moreover, Gardner's theory not only attempted to compile information about people and the way they act, but to promote the MI theory as a tool to help educators to improve the learning of students and to help students master their competences in a proper manner. Film activities will be prepared to enhance listening and speaking confidence of students and to improve student's own abilities.

According to Robert Stenberg, intelligence was seen as adaptation to the real world. In other words, what seems to be intelligent behavior in one cultural context may be seen as unintelligent in another. Stenberg suggested the triarchic theory composed of metacomponents, cognitive skills employed in planning and decision



making; performance components, basic operations which solve any task; and knowledge acquisition components, the processes used in acquiring new knowledge. This approach was based on the notion that intelligence is the appropriate use of cognitive skills and strategies within specific contexts (Williams and Burden 20). In that way, teachers could free themselves from the pressure of measuring learners through approaches that diminish their capacity to learn a language. It challenges teachers to develop better methods to teach a foreign language in a better way. Using films in the classroom is an excellent resource to enhance learners' attention and develop learning in an entertaining way.

II.1.2. CONSTRUCTIVISM

The last approach to be studied is Constructivism. The Constructivist theory promotes learning as an active process to allow students to build their understanding instead of acquiring it passively. Piaget, Brunner and Kelly were representative figures in the constructivist movement. Constructivism, cited by the Learning Theories site, explains it as "A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of the knowledge process. The learner is not a blank slate, *tabula rasa*, but rather, a learner brings past experiences and cultural factors to a situation"

Piaget emphasized the constructive nature of the learning process. According to Williams and Burden, Piaget argues that "people are actively involved in the construction of personal meaning through their own experiences" (21). Piaget's theory was the result of years of study and was founded on learning stages from infancy to adolescence. He affirmed there was a gradual acquisition of the most basic internal operations and conceptions of the environment to more difficult ones according to the age and development of the person.

According to the Learning Theories site, Piaget's stages of cognitive development are the following: The **Sensorial-motor stage**, from birth to 2 years old;



the infant builds an understanding of himself, reality, and how things work through interaction with the environment. Learning takes place via assimilation and accommodation. The **Preoperational stage**, from 2 to 7; the child classifies objects in simple ways, especially by important features. **Concrete operations**, from 7 to 11; the child begins to think abstractly and to conceptualize, creating logical structures that explain his physical experiences. **Formal operations**; before the adolescent years, the teenager no longer requires concrete objects to make rational judgments. He is capable of deductive and hypothetical reasoning. His ability for abstract thinking is very similar to that of an adult. Constructivism site Thirteen, states that “Piaget concluded that the logic of children and their ways of thinking are entirely distinct from those of adults”. The use of films could be advantageous for students to back up their learning abilities according to their age.

In this way, teaching a language must not be seen as a complex method to be applied from infancy. It is important to respect and accommodate the teaching learning process to the stage the individual passes through. A teacher should not try to give a complicated structure to a four-year-old child because he/she will not be able to apply those kinds of processes in his/her mind. Piaget’s cognitive development view was principally a maturation, equilibration, assimilation, and accommodation process. Following his philosophy, teenagers could feel encouraged to employ their thinking talents to solve the different film activities prepared by the teacher.

Consequently, language teachers should motivate learners to be the constructors of their own learning instead of being passive receivers. Memorization does not lead to understanding a second language. Thus, it is necessary to give students activities according to their competence rather than difficult ones which could frustrate them. Accommodation of the new information to the previous one, which process is called assimilation, helps learners to build up second language knowledge and re-shape it, producing better results. Designing interesting film activities to improve listening and speaking skills could provide students with the incentive to construct their own knowledge.

Williams and Burden state that for Jerome Bruner teachers must seek a balance between the teaching aspects and the four skills of the foreign language and



the development of the learner's ability to analyze and make guesses about rule operations and language use. Teachers should encourage guesswork and intuitive thinking in learners (26). Learners must discover principles, concepts, and facts for themselves when learning a foreign language.

Bruner stated, as well, the need to learn how to learn. To him, it was important that any act of learning serve in the future, take students somewhere, and allow learners to go further more easily. He proposed the spiral curriculum based on teaching basic ideas about any topic, and then revisiting and building upon these repeatedly. This idea has been included in second language learning processes. In accordance with his theory, teachers must seek a balance between teaching skills of the foreign language and the development of the learner's ability to analyze, to make guesses about rule operations, and to use the language with or without errors in order to learn from their mistakes. Teachers should encourage guesswork and intuitive thinking in learners. Learners must discover principles, concepts and facts for themselves when learning a foreign language. "Bruner initiated curriculum change based on the notion that learning is an active, social process in which students construct new ideas or concepts based on their current knowledge", according to site Thirteen.

Through the film activities designed, learners could participate actively in their foreign language development by inferring information and sharing opinions with their partners.

Bruner implemented three levels of representation in education. First, enactive: direct manipulation of objects and materials. Second, iconic: objects are represented by visual images one step from the real thing. Third, symbolic: symbols are manipulated instead of objects and mental images. Therefore, the use of these characterizations provides an enormous help to second language acquisition teachers. In this way, teachers should use drama, play-acting, total physical response and handling of real objects in the enactive stage; in the iconic level, teachers must use pictures or words in color; and in the symbolic mode, learners use the foreign language, including the paralanguage, to express their ideas in context (Williams and Burden 26). As a result, the film activities designed could lead students



to use the language creatively and to perform diverse tasks to communicate appropriately.

The last constructivist premise to be analyzed is the personal-constructive theory by George Kelly. Williams and Burden express that Kelly's theory was based on the idea that each individual carries out his own personal experiments, constructs hypotheses, and actively seeks to confirm or disconfirm them. In other words, he stated that each person has his/her personal background and way of discovering and acquiring knowledge. According to Kelly, learning involves a personal understanding of things and the opportunity to decide how to act according to his/her personal point of view. Films could contribute to give students new concepts to be analyzed and to increase their learning by combining their own experiences with those of their partners.

According to Williams and Burden, Kelly affirms that "learning must include the construction of new personal interpretations and assimilations. Learning is the active process that makes sense through the understanding of the world that surrounds learners" (28). Through the listening and speaking activities used with films, students could practice English and develop their own knowledge of the target language.

The application of his ideas into language learning was mostly related to a clear distinction between meaningful and meaningless learning activities. In consequence, learning must include the construction of new personal meanings and understandings. Learning is no longer seen as an act of memorization of grammar, discourse, function or other. On the contrary, learning is the active process that makes sense through the understanding of the world that surrounds learners. Salmon states that learning involves teachers and students, the reality of teachers and learners acting out together, constructing the learning process through subjective realities and mutual understanding (Williams and Burden 28).



II.2. IMPORTANT STUDIES ON FILMS AS AN AID TO IMPROVE ENGLISH LEARNING

During the last years English has become a widely important language to be used in business and technology. It has been studied around the world, especially as a tool to improve communication. This significant language has acquired relevance in the economical, medical, technological, motivational, and educational fields. As a result of this, some new ideas about using different ways to teach English have taken place. Asian countries have contributed mainly in this area as a way to develop students' attention, motivation, creativity, and participation in the construction of their own learning. Subsequently, some proposals on the use of technology, essentially feature films, will be presented below.

Seferoglu studied the use of feature films in language classes. He states that learners do not have many natural opportunities to be exposed to the language or to use it in authentic interaction. As a matter of fact, the use of films gives students the occasion to see diverse life situations and listen to genuine communication, different accents and pronunciation. According to Seferoglu "Feature films, along with other authentic materials, are contextually rich sources of authentic material which can be exploited in the language classroom" (1). Activities based on films could bring more opportunities to develop the language listening and speaking skills.

To Seferoglu, the use of films provides highly useful resources in English teaching for a number of purposes. Agreeing with Seferoglu's study, Eken suggested that films could increase critical thinking skills; while King affirmed that films grant awareness of pragmatic usage. Swaffar and Vlaten have mentioned that films promote comprehension-based learning. These studies have proved that the use of films in English language teaching-learning is motivational and conducive to fluency, as well (1).

Tomalin states that films "help bring the outside world into the classroom" (9). Surrounded by a Spanish speaking environment, not all the students in Cuenca, Ecuador, have the possibility of traveling to English speaking countries to learn the language with native speakers. Films bring the viewers the option of embracing various emotions, cultures, customs and values. People improve their language when interacting with others on the street and in different circumstances. Students



avoid speaking because they are afraid of making mistakes. Moreover, some of them lack motivation. Films could bring learners the opportunity to see people's reactions in different situations and learn how to manage the use of language without traveling. In other words, students could have enough new vocabulary stored in their long term memory to be used for communicating with others.

Furthermore, there have been studies related to the use of films in the classroom as an instrument to improve foreign language learning. In one of these investigations called, Teaching a Listening and Speaking Course with DVD Films: Can it be Done?, Katchen declares that video, and in particular video films, offers some advantages for enhancing listening skills. Although films are edited, they are made to sound natural to the native speaker and thus they do represent authentic language.

In her study about teaching a listening and speaking course with the use of films made in Taiwan, Johanna Katchen proved the importance of using films in the educational field. Her studies led her to a satisfactory experience that teachers and students shared during the study. The results were interesting because, due to the activities planned by the teacher, the students gained more confidence in their listening and speaking proficiency. The main point is to choose the films appropriately according to the needs of the students, to prepare the activities, and to pay attention to the time the classes will take to cover the teacher's and students' expectations. For this reason, the activities should be programmed to cover these relevant issues and the listening and speaking sub-skills, such as preview activities, during the film activities and post-view activities.

In her study, Katchen expresses the variety of conversational interactions people have used to share with others. She also states the lack of opportunity students have to practice and achieve good listening skills. Parting from the most natural and common sounds heard every day; students do not tend to differentiate them. Transactional and interactional listening are not the only relevant ones. People also listen for information without interacting with others. Furthermore, students do not totally pay attention to a conventional English tape or disc filled with different conversations and listening exercises when learning. These two tools are sometimes seen as non-motivational. Films provide audio visual dialogues that are amusing and



interesting. Thus, students can see who the speaker is and who the listener is while watching a movie.

According to Katchen, Brown and Yule affirm that “the aim of a listening comprehension exercise should be for the student to arrive successfully at a reasonable interpretation, and not process every word, and not to try to work out all that is involved in the literal meaning of the utterance” (2). The visual effects directly allow students to increase their understanding of the plot without trying to comprehend every single expression. In addition, meaning is the core of listening. “All listening involves a bit of intelligent guessing and occasionally dealing with the unexpected” (Katchen 4).

Katchen affirms that “In teaching, listening is often the neglected skill, presumed to improve along with work on the other skills” (2). It is true that during the learning process students are expected to read, write and speak without much emphasis on listening exercises because listening is supposed to be part of the other skills while practicing the language. Nevertheless, film activities could lead students to develop their listening skill as well as their speaking, reading and writing abilities.

Background knowledge is relevant when developing listening and speaking skills. Personal experience allows students to understand specific situations. Katchen states that when learning a language, people need to study at some point something related to cultural and pragmatic norms. Films give students the cues to better understand other people and their reactions.

Additionally, it is important to remember that when speaking with others in real life situations, there are always people who will mumble from a different voice quality. Texts are not designed to show students the variations of tones, accents, or regional, formal and even ethnic variations in the use of language. Through films, learners could have the opportunity to explore “issues of appropriateness and pragmatics while observing linguistic, paralinguistic, and nonverbal behavior” (Katchen 4).

In addition, the use of films in the classroom offers the students a motivating and relaxing way to increase their listening skill. Adolescents apparently love to manage new ways of learning if these imply diversion. Films can transform a difficult skill, such as listening, into an amusing way to develop understanding and criticism.



Vilma Tafani asserts that teaching English could be backed up by the use of mass media, such as newspapers, magazines, books, radio, television, movies, and Internet. Regarding the use of movies, movies can be a significant resource to be used by teachers to enhance the student's learning.

According to Tafani, it is worthwhile to encourage students to see as many films as possible in the classroom or at home. She believes "watching films is very important as it increases their visual and critical awareness" (88). She expresses the role of the student to be an active one. The activities based on films should be participative and integrative. In her opinion, the role of the teacher must be a supportive one.

Nowadays, teachers must bring technology into the classroom to offer a new dimension to the learning process of the students. It is important to realize that this new generation demands interaction through globalization, desires and deserves more than what was expected from the teacher many years ago. Tafani says that the role of the teacher is dependent upon the development and implementation of new technology in the classroom (94).

Motivation is a must that all teachers have to consider if they want their students to learn appropriately and to enjoy working in the classroom. Stephen Ryan made a study related to films in order to demonstrate the relevance of this factor when learning English as a foreign language. His study was developed in Japan. It was based on observations and experiments with the participation of the tertiary sector, and it considered the main aspects related to motivation in the learning process.

Ryan confirmed that, in spite of the high educational demands in Japan, mostly related to the international business system, people did not have true concern for learning English. He found through many years of study that Japanese people attended classes without eagerness to learn. He also discovered the possible frustration students feel due to the lack of communication competence and the complexity students have to face when learning English when the teacher's concern is centered on the curriculum demands.



When facing such a situation, the only option for the teacher is to find a new way to teach English by encouraging learning through motivation. The methodology proposed is the use of films as a solution to the problems stated above. Students become more comfortable. In Ryan's opinion, the challenge for the teachers is to develop materials and tasks which consider both high expectations and low motivation. The "challenge is to foster and develop motivation by providing clear goals and achievable tasks using raw materials which might otherwise be beyond the linguistic capacity of our learners" (Ryan 4).

Colwell and Ipince, lecturers in the English Language Intensive Courses for Overseas Students, ELICOS in Perth, Australia, found that integrating films into a program and viewing them with mixed level classes was a rewarding experience for both teachers and students. Their study was made during a winter term with different classes and students. The English levels were three: pre-intermediate to intermediate, upper-intermediate, and advanced.

While using films in the classroom as a tool to help students to understand more perfectly through practice of their listening and speaking skills, teachers had the opportunity to work with different levels of students without being concerned with their levels. In their study, Colwell and Ipince believe that "advanced students can develop their own ideas through spoken language by checking comprehension and explaining particular scenes to lower level students. In turn, lower level students can receive personalized attention and gain a better understanding through discussions with higher level students" (1). As a result, students are immersed in an English setting where they can receive or give support to their classmates without restriction. The results of Colwell and Ipince's study were interesting. Students shared knowledge among themselves and helped each other when the occasion allowed. Films were presented in a variety of activities. One such activity was to show a movie with English subtitles to ensure students' comprehension and attention.

According to Malcolm Keene there is evidence to support the use of visual stimuli as a pedagogical aid. In his study, he cites White, who promotes the idea that "The visual channel can be seen as having a supportive and contextualizing function. It also provides a range of retrieval paths (visual, aural, contextual) to enhance learning effectiveness" (222). In other words, certain authors have already



established the importance of using visual materials to increase the students' knowledge of a language, in this case English.

Moreover, Keene states that the use of films in the classroom is a visual mode which augments the possibility of providing other approaches for communication, such as a visual mode, a verbal form, and sounds, which also can convey meaning in films. In addition, films offer a written mode when using subtitles that is also motivating for the development of the aural, oral and even the reading abilities. Thus, the use of movies is a benefit for the students because they can see what is happening on the screen while improving their language skills.

To Ling Li, the use of films in the classroom brings three important functions: first, it helps learners improve comprehension and aids in the retention of information; second, it helps learners be aware of the English intonation; and third, it stimulates and motivates interest in the target language.

As previously mentioned, Li's ideas are not different from the ones stated above. Nevertheless, there are interesting features which make Li's ideas important. Regarding the first function, Li states that "visual elements of films do seem to assist with comprehension since viewers have access to the paralinguistic cues that form an integral part of most communicative acts" (18). It refers not only to the fact that students visualize words, but meanings as well. Those meanings could be expressed through speech or body language. In this way, learners could be able to predict, speculate and use their background knowledge to clarify their ideas when seeing a movie. The second function refers mostly to the understanding of English intonation stress patterns, and tones. The speed of speech becomes important to help learners use the language appropriately since the language offered in movies is authentic. The third function emphasizes the enormous cross-cultural value and linguistic diversity films provide. Additionally, the author affirms that students and teachers enjoy seeing movies because of the reasons already mentioned. As a result, movies become an excellent option to be used while teaching English. In this way, students could use the language to express their thoughts about the movie and to relate the situations seen to their own lives.

Youming Wang expresses a similar point of view to that of Li. Moreover, the author establishes that films produce more vivid perceptions which strengthen



students' long memory and improve their comprehension (180). To explain this opinion, when seeing movies, many words and images remain in the memory; thus, these could be used later when the learner faces the same circumstances as seen in the film bringing the notions back to life to be used in the learner's own speech.

Hui-juan Sui and Fang Huang present certain crucial factors to be considered when creating a program based on films. They propose a variety of questions to be answered before planning a lesson with films. Those questions mainly refer to frequency, teaching content, students' interest, the extent of the film to be shown, the extension and the intention of the film, the incorporation of other subjects in the class, and opinions on how to solve a situation. All of them are set forth to ensure teaching quality and to give guidelines to follow when preparing a program involving learning through movies. These authors emphasize the idea of using films to improve knowledge of typical linguistic elements, such as syntax, morphology, semantics, pragmatics, standard accents, and natural pace (5).

Nevertheless, according to Renee Hobbs, teachers should avoid the following patterns when using a movie as a teaching resource: 1. no clearly identified instructional purpose, 2. no use of pause, rewind, or review, 3. large-group viewing experiences to give teachers a 'break', 4. teacher mentally disengages during viewing experiences, 5. teacher uses TV viewing as a reward, 6. teacher uses media only as an attained hook, and 7. teacher uses video to control student behavior. Teachers must use movies with clear goals to help learners develop the language (41).

As presented above, there are many reasons to use movies, especially to promote listening and speaking abilities. Through movies, students not only learn, but also have an entertaining class which helps them to increase their knowledge of English.



II.3. SIGNIFICANT STUDIES ON ACTIVITIES TO IMPROVE LISTENING - SPEAKING SKILLS

When learning a language, in this case English, there are some skills which must be mastered in order to use the target language appropriately. The main ones are always referred to as listening, speaking, reading and writing. According to Shi Fangzhi, it is a fact that the four skills are indispensable to become proficient in the correct use of the language (64). For this reason, the activities presented in this study were created with the goal of improving the four skills. Special attention has been given to the aural and oral skills.

Teaching listening and speaking skills in any language is important if we remember the fact that since the beginning of humanity, people have learned to listen and speak before reading and writing. Therefore, these skills are the most important when teaching a foreign language. Although as simple as it may seem, these two skills have always been the most difficult to acquire by students all over the world. Many studies suggest that a language is acquired better with the introduction of sounds and speech first.

Dealing with listening first, it is crucial to understand that there can be no processing of this skill if students do not manage the top-down and bottom up models. Nevertheless, what is listening about? It is important to state that listening is seen as an input or receptive skill which was for a long time neglected because it was considered to be a passive ability.

To answer the question raised above, among all the material read, regarding listening, the one proposed by Joan Rubin is acceptable. To Rubin, the definition of listening, which is based on the thoughts of Richards, Clark and Clark, consists of processing information which the listener gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express (309).

Sui and Huang gave an acceptable explanation to explain this skill better. These authors state that Nunan has said that listening is a process of decoding the sounds which range from the smallest unit to a complete sentence. It is also known as a bottom up process. The authors agreed as well with the definition of Cook about the same topic. Cook has affirmed that the process involves "Interpreting the lowest-level units first, then proceeding to an interpretation of the rank above, and so on



upwards” (2). To understand better these definitions, when listening, it is crucial to distinguish the simplest sounds from the most complex ones in the basic linguistic elements in the whole text. Therefore, the listener’s task is to accept the message to be decoded and stored in the memory about what he/she has heard.

Sui and Huang, also enlighten the top down process concept. To them, it is the one that gives the meaning to the sounds expressed by the speaker. The meaning is related to the background knowledge the person has, according to previous experience the individual possesses. Therefore, the language will be processed and interpreted by the hearer. In this way, the “top-down view suggests the hearer exploits both his internal linguistic knowledge (including phonology, vocabulary, grammar, syntax, and even text knowledge of the target language) and non-linguistic knowledge (such as cultural background information and world experience) to interpret the received message” (2).

Nevertheless, listening does not only include the two views presented above. It also considers comprehension. To state this better, there is no real listening if there is no comprehension of the message received by the hearer. Sui and Huang also concentrate on developing the comprehensive ability. They state that films also provide an immense variety of input into the classroom (3). It is logical to add this new quality to the benefits films can grant to learners while watching a movie.

Fang Xu cites that “listening is the Cinderella skill in second language learning” (21). Like the other authors mentioned before, she believes that “the learner should be encouraged to concentrate on an active process of listening for meanings” (21). Films could bring this opportunity to students because their concentration would be on the action in each scene. Therefore, the meaning is going to be related to their understanding of the realities of the world. As said before, this author is also concerned about listening comprehension. She expresses that “Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge” (22). Thus, listening is seen now as an active participation of the brain and its structures to decipher the message the hearer receives and to give a real sense to it considering all the previous knowledge.

Van Dozer stressed the critical element of listening in language execution. To



provide proficient communication wherever the individual is, it is a matter of concern to develop language with activities and technique regarding the relevance and the authenticity and to encourage the development of listening strategies. It is also necessary to offer opportunities to develop top-down and bottom up activities. The author suggests engaging listeners in the process of pre-listening, listening and post-listening activities to improve the important skill of listening. Moreover, she suggests some tasks to be taken into consideration, such as carrying out activities, choosing material, transferring messages, answering questions, condensing information, extending information with own ideas, duplicating messages, modeling conversations and conversing with partners.

Shi Fangzhi comments that a great number of students possess their own listening habits. The author expresses the fact that some learners try to understand each word or each sentence; subsequently, they find it hard to understand when the difficulty of the words or sentences increases. These kinds of students are the ones who translate the target language into their mother tongue (64). As a result, she also mentions that to remedy that situation, teachers “should try to let the students be in a language environment” (65). Movies offer learners the possibility of combining the two factors above mentioned into a positive feature. By showing movies to the class, the visual images generated do not need to change from one language into another. Maybe students will be lost at the beginning, but after some minutes, the concentration and the use of the target language prepares students mentally to understand better the target language used in the film. Only by repeating these steps will a student be prepared to improve his/her listening ability. After all, as Fangzhi believes, practice makes perfect.

Even though some researchers have attempted to clarify the notion of speaking, it remains a skill to be studied. What is speaking about? As stated before, listening and speaking are “partners in crime”; without the one the other is simply lost. As read in some material previously, an individual who does not hear is not able to produce any sounds. Hence, a person who does not practice listening enough is unable to speak the target language.

Speaking is seen as the complement of listening. It is the output, the productive and creative oral skill. To Nancy Mead, in her article, “Assessing Listening



and Speaking Skills at ERIC Digest”, oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components. Thus, Speaking could be stated as the ability of an individual to produce an oral language to express his/her thoughts in order to communicate with other people.

According to Jack Richards “listening came to be seen as an interpretive process” in which the role of the listener, is that of an active participant in this process; this role is emphasized (1). On the contrary, according to Richards, speaking became a more studied skill from the earlier assumptions of the 1970’s in which speaking was merely based on drill-based or repetition methods, passing the 1980’s emergence of communicative language to the nowadays approaches for teaching oral abilities. Grammar acquisition as a goal became replaced by fluency. The new conceptions of communicating a language are about notions, functions, skills, and tasks, among other non-grammatical units of organization (1). The use of films in the classroom is in accord with the use of the language for communication mostly.

To improve speaking skills, Fangzhi suggests the use of conversations, pair work, role plays, group work and whole class activities to enhance better results in fluency (65).

In addition, listening and speaking have other aspects to take into consideration. These skills, as well as the others, reading and writing, have subskills. This study will not attempt to provide or use all of the subskills detailed by Richards in his previous studies, but rather to consider the ones which will help students to produce the language according to their levels and ages. There are mainly three types of listening: listening for the main idea, listening for specific information, and listening between the lines, also called inference; the three types are always used with foreign students to enhance better the listening skill. Regarding speaking, the following particular aspects of speaking are the main ones to be considered: fluency, pronunciation, grammatical accuracy, vocabulary, body language, functions, and appropriateness. When using films as a resource to improve listening and speaking skills, these aspects will be taken into account to design the activities and for evaluation purposes as well.



CONCLUSION

After considering these theories and studies to support this study, it is evident that listening and speaking skills are not easily acquired by learners. Nevertheless, films can be an interesting way to enhance these important skills through the use of designed activities based on films to increase listening and speaking abilities. Furthermore, it is expected that the outcomes of the present study will provide more important tools to be analyzed and used as reference for further information regarding this field.

The research design in Chapter Three will include the antecedents, context, participants, survey and test methodology, and data analysis of the present study.



CHAPTER 3

III. RESEARCH DESIGN

First of all, considering Cognitive and Constructivism theories, the present study attempts to cover their most important features concerning learning while using activities based on films as a different way to enhance listening and speaking skills, mainly. This study covers a nine month class time based on three hours a week of English as a foreign language with science classes at Maria Auxiliadora High School.

Even though former studies presented the importance of the use of films in the classroom, few reports have been produced concerning activities to increase the listening and speaking skills based solely on the idea of reinforcing these aural and oral abilities through movies. Many ideas have been stated; nevertheless, the outline presented in this study is different from former studies due to the fact that the participants, audience, and reality are poles apart from the previous researches. Those were mostly conducted in Asia and the authenticity of that setting is totally different from the experiences teachers face in Ecuador, especially in the city of Cuenca.

III.1. ANTECEDENTS

In order to start this study, after the approval of the university concerning this thesis research, the next step was to review the literature and start developing the research questions. During this time, from April to May 2010, it became essential to ask for permission from the authorities of the institution where the researcher works to continue with the necessary requirements to conduct the study.

At the end of the second trimester of that school year, by the middle of April, in a meeting held by the authorities and the English department, it was stated that the use of movies could be considered as an important resource to be used during classes to obtain better results in the English teaching-learning process. The authorities agreed with this point of view and gave the English teachers permission to develop activities related to films to obtain the goals presented at the beginning of the year as part of the English curriculum. Nevertheless, because of multiple activities related to the Salesianas education, this gender of activities had to be postponed to



the next year. As a result, this project was delayed at the beginning of September 2010.

The next logical step was to ask for formal permission from the high school authorities. This time the permission was official, through written solicitude to the Principal of Maria Auxiliadora High School. The proposal was accepted immediately due to the fact that this authority is a person who always supports the teachers in their projects as long as they promote knowledge development among the students. Next, the researcher had a meeting with the school colleagues to ask for their support while doing this research work. They accepted and became eager to help. Then the work started to progress by September 2010.

It is necessary to mention that because the project had the high school authorities' permission, only the results of the study were taken as part of the research. For this reason, the students' names are not mentioned during the development of it. Students agreed to be part of the study; nevertheless, it is crucial to maintain their names anonymously to preserve their security intact. Besides, there was also permission to take photographs during the process.

To accomplish this study, the most important features were how to conduct the study and the best way to analyze the results. After careful observation and discussion with the school colleagues, it was suggested the researcher apply questionnaires at the beginning and at the end of the school year 2010 - 2011 in order to obtain the best results. It was as well stated that at the end of each trimester there would be a listening and speaking test, the results of which were going to be considered for the purpose of this study. The tests were going to be administered by two teachers, the class teacher and a teacher who would be a delegate to certify the validity of the process. Interviews were considered, but time and all the activities that the school is always facing did not allow the completion of them. Interviews required more than the allowed time; moreover, the students did not have the time in the afternoons for interviews due to their extra-curricular activities. Nevertheless, at the end of the year, some of the students were filmed while they took their final speaking test. It is important to mention that some of them became really anxious and nervous while the others, who only had the delegate and the class teacher to evaluate them, felt more relaxed and at ease.



III.2. CONTEXT

María Auxiliadora High School has always worked hard on teaching English as a second language. There have been interesting plans and good results. In spite of these factors, the demanding changes that have occurred in technology and business have urged authorities to increase new methods and techniques to be implemented in the curriculum. The changes have always been challenging for the teachers and students because using English as a second language is not only important, it is a must, an incredible tool to facilitate a better future in this changing world.

In 2000, the author started to work at Maria Auxiliadora High School as a laboratory teacher. At that time, the classes used to be divided into two groups. The school had discarded the traditional methods while implementing the new technique of offering students the option to be grouped in smaller classes to satisfy other needs, such as speaking practice and listening skills while focusing on vocabulary. Both teachers and students used the Interchange textbook. The teacher in charge of the class specifically worked on grammar points and reading and writing exercises while the lab teacher presented the pronunciation, listening, conversations and video activities from the same series to students, which made the learning more profitable and enjoyable. It is important to notice that the groups were divided not only because the classes were big, but because with fewer students in the classroom, better results could be achieved. Thus, classes from 46 to 60 students were grouped at the same time in two different places. It was an interesting experience regarding the learning process. The lab and the class teachers had to repeat the same class to the first and the second groups for the reason that the groups changed places when the class hour ended. Each class consisted of two hours of English. That is why the authorities changed the procedure.

Additionally, in 2002, the author became the class teacher while other people were in charge of the lab. Since then, the class group that could be called A had two hours with the same teacher without changing places, but the next sessions with group B changed when the next English classes were attended. There were five hours of English in total. The class teacher was in charge of all of them and the lab teacher only shared four hours with the class teacher. The remaining hour was held



by the class teacher alone with the whole group of students. There was a considerable change, nevertheless, when the textbook New Interchange was introduced.

In 2003, there were five hours of English in the curriculum for Elementary classes A and B: Eighth, Ninth and Tenth. The six classes had two different teachers who worked with groups A and B sharing the hours and the students as previously explained. The Fourth, Fifth and Sixth Science and Bilingual Secretarial Classes had other schedules. Science Classes had only five English hours while in Secretarial Classes English was regarded as a very important subject with ten hours in Fourth and twelve hours in Fifth and Sixth Classes. It is necessary to mention that only Bilingual students had other subjects in English such as Technical English and Business. All the high school classes studied English as a foreign language, as well.

By 2004, the situation had changed even more. The new project was to separate the class into three levels. Level A was established for the best students, while Level B grouped the average girls, and Level C was attended by the learners with more difficulties in using the language. Obviously, this procedure was not done without following certain parameters. There were placement tests that helped students to be assigned to the correct levels. Thus three teachers worked at the same time with smaller groups, from 16 to 20 students which resulted in improvements in the students' learning development. The procedure which was followed changed; the activities were designed according to the level of aptitude of the students who were being taught the same topics, but related to their own learning pace. It was a great time to work. Students who improved their level were promoted to the next level while the ones who had troubles in the process could be changed to a lower level. Fortunately, from both options, the first one was the most used because students made more effort to work under pressure. As explained, there were three teachers in charge per class, but they only considered Elementary Classes A and B: Eighth, Ninth and Tenth with six hours of English per week; while Science Classes were divided into two groups with five hours. Secretarial Classes were also separated; nonetheless, their schedules continued to be the same.

Then the Science Classes were more numerous, and there was no longer availability of three free classrooms to be used for leveling purposes. Therefore all



the classes were divided into two groups again, but with the most prepared students in class A and with the ones who had more troubles when learning in class B; all of this took place in 2007. The new textbook used was the New Interchange version number three. All the classes were divided according to the same criteria.

The next year, there were more changes to be faced. The first one was the presence of new school authorities. They brought other projects and even thought the classes should continue to be divided into groups A and B. The new expectations made the English Area look for another book. The textbook chosen was English in Mind. The English hours changed to five in the elementary classes and to four for the Science Classes, while the Administration Classes had ten English hours. The results were better; nevertheless, the English teachers were informed that the new step for the high school was to become a Bilingual school for the next years according to an agreement signed with the Ministry of Education. Therefore, the school was entering a new process that would take years. The primary school initiated the process by increasing English hours, which consisted of six hours a week with divided classes. The high school, from eighth to sixth classes, was going to attend English skill classes the next school period.

In 2009, it was established that the students would not be divided in groups anymore. English as a foreign language included the four skills grouped into two subjects, Reading and Writing and Listening and Speaking. Moreover, Language was a third subject to teach grammar points. Thus, even though English was separated in skills, the teachers included the other skills to continue their teaching process. It naturally brought all, students and teachers, to a new concept of the curriculum and a new vision of the school.

The books changed to make the process more attainable. Elementary Classes designated four hours for Reading and Writing, four for Listening and Speaking and two hours for Language, ten hours in Total. Science Classes had a variation; there were only seven hours of English, two for Reading and Writing, two for Language and three for Listening and Speaking. Finally, Administration had ten hours, four for Listening and Speaking, four for Reading and Writing and two for Language.

Since then, teachers are divided in skills. There is a teacher for Listening and Speaking classes; whereas Reading and Writing and Language are under the charge



of another teacher. It is important to notice that the textbooks have continued a process gradually since last year. As a result, the classes could use the same book, but they are covering different units of the language to follow the sequence of the textbook.

Thus, the books used during this period are the ones presented on Tables 3.1, 3.2 and 3.3 to illustrate better the material used until now and the classes where it is applied, as well as the number of hours each class has.

As could be seen from these tables, Science Classes do not have the same amount of hours as the other classes. As a result, it was convenient to apply this study to the students of this specialization with the purpose of improving their listening and speaking skills in accord with their number of hours and needs.

Listening and Speaking		
Class	Book	Hours per week
Eighth A – B	Talk Time 1	4
Ninth A – B	Talk Time 1	4
Tenth A- B	Talk Time 2	4
Fourth Science	Talk Time 3	3
Fifth Science	FCE 1	3
Sixth Science	FCE 1	3
Fourth Administration	Talk Time 3	4
Fifth Administration	FCE 1	4
Sixth Administration	FCE 1	4

Table 3.1

Reading and Writing		
Class	Book	Hours per week
Eighth A – B	Target 1	4
Ninth A – B	Target 1	4
Tenth A- B	Target 1	4
Fourth Science	Target 2	3
Fifth Science	Target 2	3
Sixth Science	Target 3	3
Fourth Administration	Target 2	4
Fifth Administration	Target 2	4
Sixth Administration	Successful Writing	4

Table 3.2

Language		
Class	Book	Hours per week



Eighth A – B	Access Grammar 2	2
Ninth A – B	Access Grammar 2	2
Tenth A- B	Access Grammar 2	2
Fourth Science	Access Grammar 2	1
Fourth Administration	Access Grammar 2	2
Fifth Science	Access Grammar 3	1
Fifth Administration	Access Grammar 3	2
Sixth Science	Access Grammar 4	1
Fourth Administration	Access Grammar 4	2

Table 3.3

In spite of the lack of time, the outcomes of this project that the institution has obtained up to the moment have been really satisfactory. Students have developed better skills. Furthermore, it is motivating for the teachers to continue this process while students benefit from this project.

Maria Auxiliadora High School is permanently trying to improve education to obtain better results; and it will constantly continue doing this in order to have Bilingual Education. To clarify this notion, this institution is working step by step to accomplish this goal. During the next years there is going to be an implementation of hours and subjects in English. Nevertheless, the process requires time. As a result, the subjects will start at the basic levels one at a time. The most important element is the development of the English language first.

III.3. PARTICIPANTS

In the previous lines, a summary of the context of the background where this study has taken place was introduced. It stated the different processes English has gone through during the last decade in Maria Auxiliadora High School. The results have been adequate for the changes students and teachers have experienced. In spite of this, there is always a search for better options to improve the teaching-learning process.

It was appealing to look for more response to satisfy the needs of the students. Elementary and Administration Classes had more English hours of class per week and the use of the language was more proficient for those students who benefited from that situation; in contrast, the Science Classes were not so fortunate.



As soon as it was considered that Science Classes only had three hours for listening and speaking skills, it became a challenge to find a better option to provide students with enough tools to benefit from those classes as long as the method was interesting and amusing. Thus, the idea of bringing some daily situations through movies, even if they were not real, seemed appropriate. In this way, students could take advantage of listening and speaking while the class became more participative.

The classes designated were Fourth, Fifth and Sixth Science Classes, A and B. There are approximately thirty students per class. Therefore, the number of students is a hundred and eighty. As could be noticed, there was a large number of students to participate in the project. Though it was designed for all the students of Science Classes, and all of them benefited from the project with the activities based on movies, I had to take a sample from all of them. The ones taken for the results were sixty students from Fourth Science classes because they were the ones with more deficiencies in the listening and speaking skills. It is important to mention that the sample ended with 58 students because two students moved to other cities.



Fourth Science A



Fourth Science B

III.4. THE LANGUAGE CONTACT PROFILE THROUGH FILM ACTIVITIES

This chapter started illustrating the motivations students could have regarding new strategies to learn English in order to make it more attractive. It was stated that not all the students have the opportunity to consider traveling to an English speaking country to learn how to use the language appropriately. Through the studies found in Chapter Two, in fact, the researcher realized how important the interaction with the language is in order to listen, understand and employ the target language suitably.



The idea is to introduce the language without any kind of limitations, to use the real language as it is used by people with diverse accents in normal life; even if this life is an artificial circumstance created by the film industry. What students will see is the language used in different situations; and the way people react when facing special occasions in which they have to employ certain expressions, including body language.

The language is discovered in another way. As we all know, when learning a language there are different methods to be used to increase the knowledge of speech; possibilities are reading newspapers, stories, comics and books, listening to music, the radio and the news on TV., and watching movies and videos on TV or through the Internet. The researcher knows this is not a new suggestion. There have already been certain ideas on the use of films to learn English, though there are few studies on the use of activities to be used to enhance better performance through movies concerning the listening and speaking skills. Thus, the use of movies became an appealing topic for the present study.

Although language is learnt through the use, how can students be aware of the accurate use of words or the proper pronunciation of words if students are not used to hearing them? It is important to face the fact that even if a small number of students are dealing with English through the net, not all of them have the opportunity to obtain the necessary information to develop their familiarity with English because it is not their mother tongue. A striking way to captivate attention is to bring the language in the most innocent way to the class and to introduce students to the habit of listening to natural language and to benefit from it.

Speaking is not an easy ability to develop. Nevertheless, it is important to discern that being an output talent it needs an input skill, in this case, listening. Therefore, exploiting the language through these two flanks will make students become more precise in the use of the target language without the pressure they have in a regular class.

The problems of speaking can be seen in a typical class. There is shyness, apprehension, anxiety, and nervousness on the part of the students. There are people who avoid speaking because they are not confident in the use of the language; they are afraid of making mistakes or frightened of being laughed at by



their classmates when their expressions are not correct. As a result, confronting such situations makes students believe that speaking is not an easy proficiency; and they give up before even starting.

A relief from those kinds of problems is when the teacher brings a movie to the class and students start to infer diverse situations. The movie increases their curiosity in the language and they start to ask questions when they do not understand certain parts of the film. Even the shy girls start to ask for words and expressions they do not understand without feeling pressure from the others. Thus, the language acquisition becomes more natural and attractive. Students feel at ease.

An appealing side of using films is that student motivation not only increases, but also promotes the idea that learning is not as difficult as it seems. It becomes a natural process in which the students immerse themselves without noticing the importance of their knowledge acquisition.

As entertaining as it is, watching movies requires total concentration from the students. When the speech is not clear, the body language becomes the real helper and the action that accompanies the dialogues makes the situation more understandable. Moreover, the amount of input students obtain through the listening is almost similar to the one students could face in a native country because during the time the movie takes place, no other distracting sound disturbs their attention; and students are finally surrounded by the ambiance of the English language, at least for two hours; benefits acquired are no doubt part of their memory. Chunks of language, certain sentences and expressions, new vocabulary and images remain in their long term memory, and as innocent as the activity is, it becomes a real practice for the receptive and productive abilities.

III.5. INSTRUMENTS DESIGN OVERVIEW

The present study contains surveys and tests. The Target Language Survey (TLS) and the Frequency Survey (FS) were given in September 2010 measuring students' aspirations on English learning and their habits on the use of the target language. The participants were given a Pretest Score (PS) in September 2010, as a basis for the Listening and Speaking proficiency to be considered in this study. At the end of each Trimester, by the end of December, March and May, there was a test to



verify the improvements on the Listening and Speaking since the beginning of the year. In addition, at the end of May, there was a Last Survey (LS) to better understand the progress of the students concerning aural and oral skills and triangulate the results of the surveys and tests.

III.5.1. SURVEYS

At the beginning of the school year, by September 2010, the students of science classes answered a questionnaire about their expectations on developing English skills, the TLS - target language survey, and a survey on the use of English in their daily practice, the FS - frequency survey. There was a last survey, the LS, as well, which helped the researcher to clarify the notions students had about this experience concerning their learning progress regarding the use of activities based on movies. The answers of those surveys provided the necessary information to define the guidelines and reasons to carry out this research, and to obtain the results of the present study.

It is important to mention that the sample taken for this study was of 58 students because it is a good number for analyzing results and represents 30% of the population of Maria Auxiliadora High School Science classes. Thus, the questionnaire provided a good source for understanding better why movies were a good option for this research. It reinforced that premise. Moreover, it revealed students' needs and their kinds of intelligences, according to Gardner, in order to design activities which will be in accordance with their aptitudes to obtain better results. The answers to these two surveys confirmed the idea that students were not always using English in their lives as a communication resource for the obvious reason that Spanish is their mother tongue, and they prefer to use it instead of the other language to transmit their feelings and thoughts.

The questions provided a guide to reflect on the way in which students considered English learning with respect to the importance it has for their future.

III.5.1.1. TARGET LANGUAGE SURVEY

The first survey, the TLS, was a questionnaire based on the likes and preferences students had regarding language skills. The questions asked are



presented in the annexes. Nevertheless, it is important to analyze the results of this survey to understand how students learn the language and to explain the reasons why this study was carried out.

It is necessary to explain the following figures; they are based on a population of 58 students. The questions asked were open and students had the opportunity to choose more than one answer to consider their response to the questions raised. Some students even gave reasons to clarify their selected options. Those explanations are given after each graphic representation and are not part of a new graph. This was to avoid the use of many charts and to make this study fully clear concerning the motives for the election of this project. Moreover, the first eight figures correspond to a survey based on skills to verify if listening and speaking are the most difficult skills to acquire along with grammar and vocabulary, which are also important in the development of the accuracy in the target language.

One more feature of the figures to take into account is that the number of students is written before the percentage and separated by a comma. Otherwise, there are figures which show tables where the number of students and percentages are clearly shown.

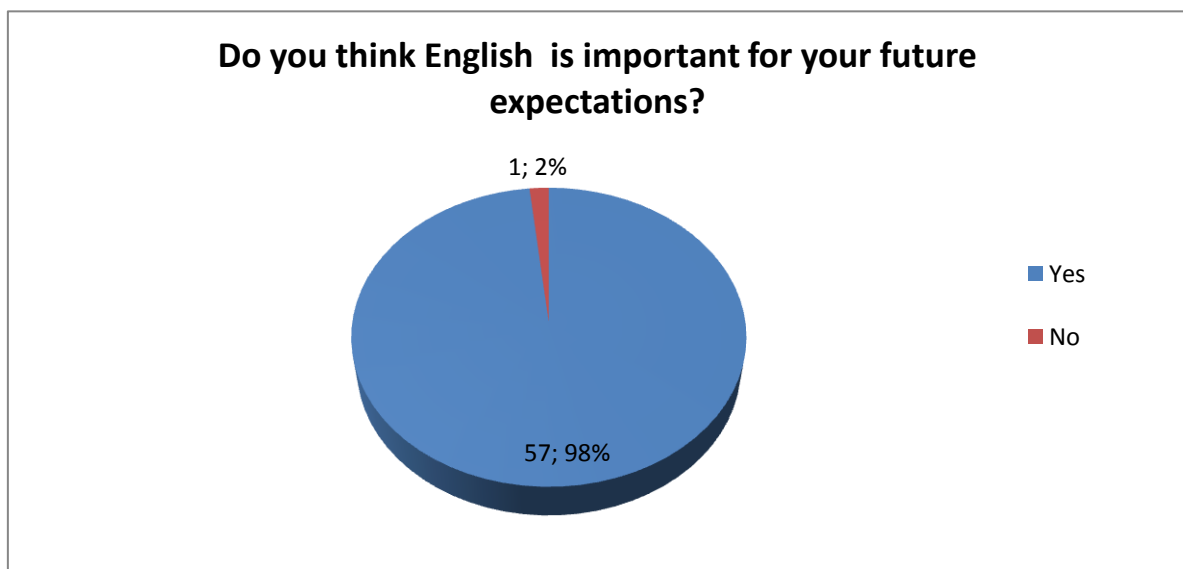


FIG. 3.1

Thus, in Fig. 3.1, it is evident that students are aware of the importance English has in their future lives. From 58 students only one disagreed on the usefulness of this important language. When asked why, her honest answer was that



she did not like English, and did not want to study abroad. On the contrary, the other students were eager to express their concern in specializing in the U.S. or in other countries where the target language is required by travelling to other places, communicating with natives, speaking at least two languages, dealing with better economic and career opportunities, and speaking the language since it is an international language which is necessary to be learned.

Which of the following aspects is more difficult for you to learn English?	Students	Percentage
Writing	18	19%
Reading	4	4%
Listening	9	10%
Speaking	27	28%
Grammar	28	30%
Vocabulary	9	9%

FIG. 3.2

Which of the following aspects is more difficult for you to learn English?	Students	Percentage
Reading and Writing	22	23%
Listening and Speaking, Vocabulary	45	47%
Grammar	28	30%

FIG. 3.2.1

As shown in Fig. 3.2 and 3.2.1 regarding skills, from the 58 students asked, 45 of them were concerned with listening, speaking and vocabulary, even though grammar was considered more complex than the other skills. This gives the readers the idea that the main difficulties lie in the productive skills. Speaking became a more voted output skill with problems in its learning, while listening was considered, as well, more complex to acquire in contrast with reading.

Students' apprehension was mainly cited as follows when asked the reasons why they believed that:

- ✚ Regarding writing, 2 students expressed that they tend to confuse ideas, one of them found herself having trouble because of making mistakes, and 9 found difficulties in writing due to lack of vocabulary. One needed more practice in this skill, while another one totally disliked writing.
- ✚ Grammar became an anxiety because 13 students found it difficult to remember the rules when listening, speaking or reading. From the 58 students, 2 could not understand the rules, one did not like them, one



needed to know more words, one needed more practice, while the remaining students found the rules confusing.

- ✚ When talking about reading, one student identified her problem as confusing ideas.
- ✚ Vocabulary was difficult for 2 students, while another wanted more practice; another tended to make spelling mistakes. One student even mentioned her confusion with American and British spelling.
- ✚ For 3 students, it was evident that listening was the most difficult and confusing skill, while another found she could not listen very well.
- ✚ Finally, when referring to speaking, 8 students felt unable to speak, 5 were worried about pronunciation; another 5 tended to be nervous when speaking, one thought it was the most difficult skill, one was not fluent, one did not like to practice, and another one found it confusing.

When answering this question, as seen in Fig. 3.3, students had again the possibility of choosing from six options. Consequently, they were required to answer according to their likes and could give their opinions on the reasons for the selection. The results were interesting because aside from the fact that 27% of students enjoyed listening to music, 34% agreed that watching movies was a better option for learning English. The reason for this choice could be attributed to the fact that students have previously had the opportunity to see a movie during their English classes when they were younger. It is important to state that the activities formerly used were mostly writing activities. Thus experiences students had regarding movies were good; therefore, students had a good attitude towards the idea of learning English through movies.



Which activities do you enjoy more when learning English?

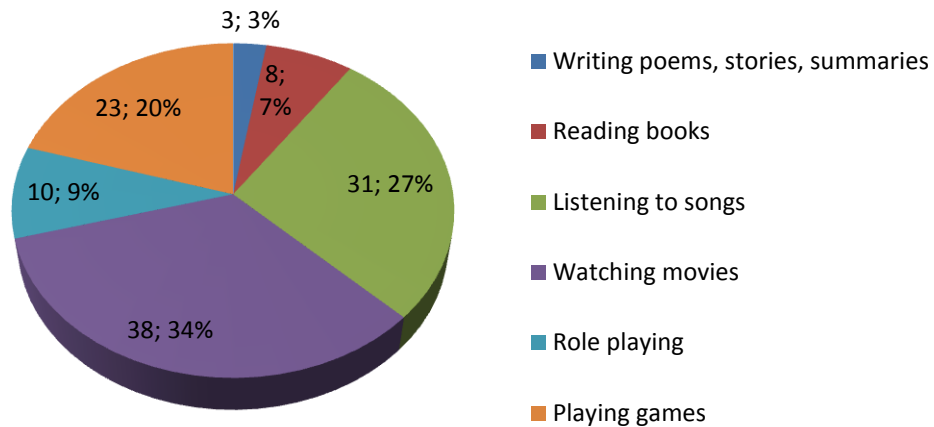


FIG 3.3

From the answers given, students provided their reasons as follows:

- ✚ When referring to writing, only 2 students thought the kind of activities proposed were good for improving this skill.
- ✚ Books were taken by 3 students as a good tool to provide information about people's lives, to give them more interesting expressions, and to become an acceptable way to learn English more. In addition, 4 students preferred them because they found books were fun.
- ✚ Songs were accepted by 18 students to be a fun and exciting way to learn. One believed pronunciation was an important factor in practicing English, while 5 of them loved songs because they were an easier and more relaxing manner of acquiring English. 6 more students expressed that songs were good for learning more English and a good option for correcting mistakes.
- ✚ Regarding games, even though 23 students chose them as an enjoyable way to learn English, only 11 agreed on the amusement and fun they obtained from games. 4 students thought games were an easier, more interesting and more creative way to learn the target language than other methodology. Nevertheless, only one of them said games helped her to learn more.
- ✚ Concerning movies, the panorama was better. From the 38 students, 15 agreed they had fun when learning English. 15 expressed it was a good



way to learn more about pronunciation, vocabulary and new expressions. 3 learners affirmed that watching movies was good for enhancing listening and speaking abilities, while the remaining 5 students agreed on the benefits of movies regarding motivation, facility, interest, and sharing with friends as other reasons to use them in the classroom.

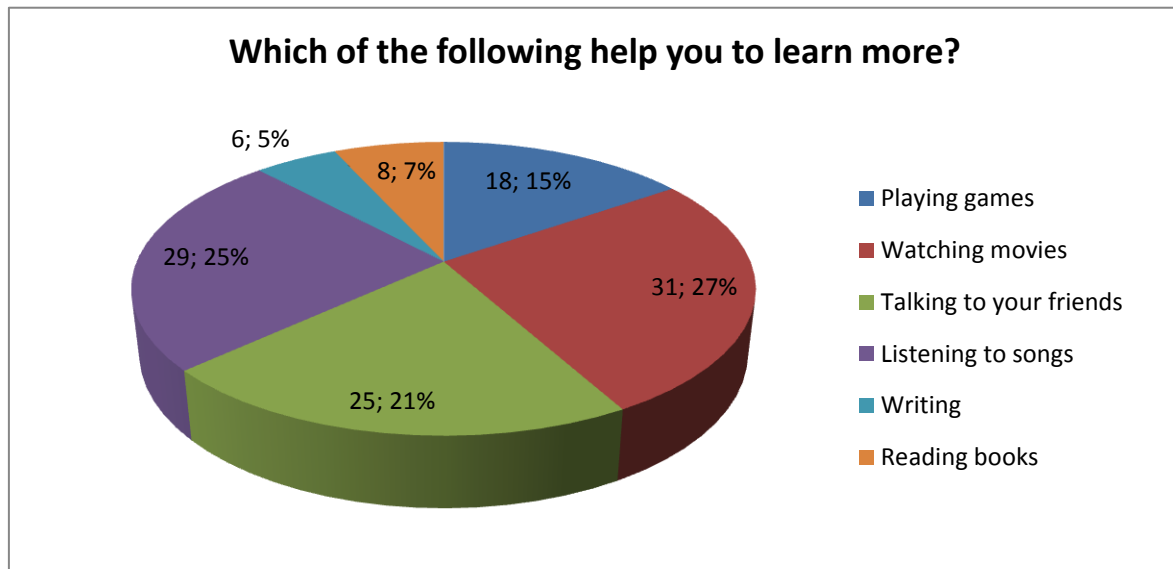


FIG 3.4

The question represented in Fig. 3.4 was the last in which students gave particular opinions on the kind of activities which helped them to learn more. From 58 students, 25 agreed on talking with friends as a good strategy to enhance English accuracy, while 29 affirmed songs were a better option. Nevertheless, 31 were of the same mind about movies to be used as a first-rate way to learn the target language.

Their answers were based on the following reasons:

- ✚ Games were interesting, fun, easy and easy to remember for 4 students, but only four of them agreed on the fun they got from the use of them in the classroom. Only 2 students thought that learning through games helped them to understand more.
- ✚ Regarding movies, 9 students thought it would be a motivating way to learn more. 4 students considered that films help them with pronunciation, while three agreed on the fun films would bring them. 3 students believed films could be interesting and make English easier to be understood; moreover,



2 more students stated that films included real situations to help language learning development.

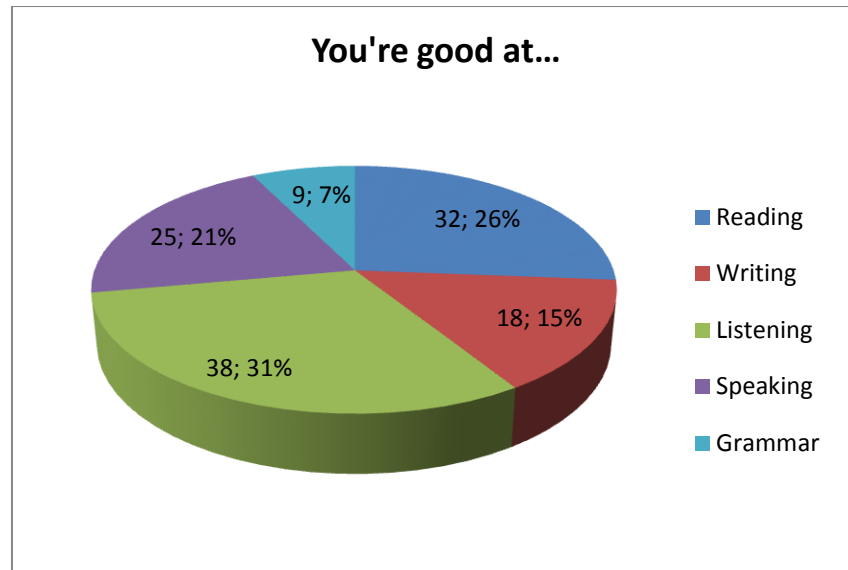


FIG. 3. 5

In Fig. 3.5, from 58 students, again the input skills proved not to be a major problem according to students, while they considered output skills to be more difficult to accomplish. 32 students found themselves good at reading, 18 at writing, 38 at listening, 25 at speaking and 9 at grammar. This question was formulated to obtain students' perception of their capacities regarding skills. It is helpful to remember that this questionnaire searched for reflection on their abilities, but it was mostly their point of view which was taken as a point of departure for this study.

Apart from grammar, Fig. 3.6 shows that students believed that the receptive skills, reading and listening, did not need much practice, while writing and speaking were regarded as important features of the language to be specially taken into account.

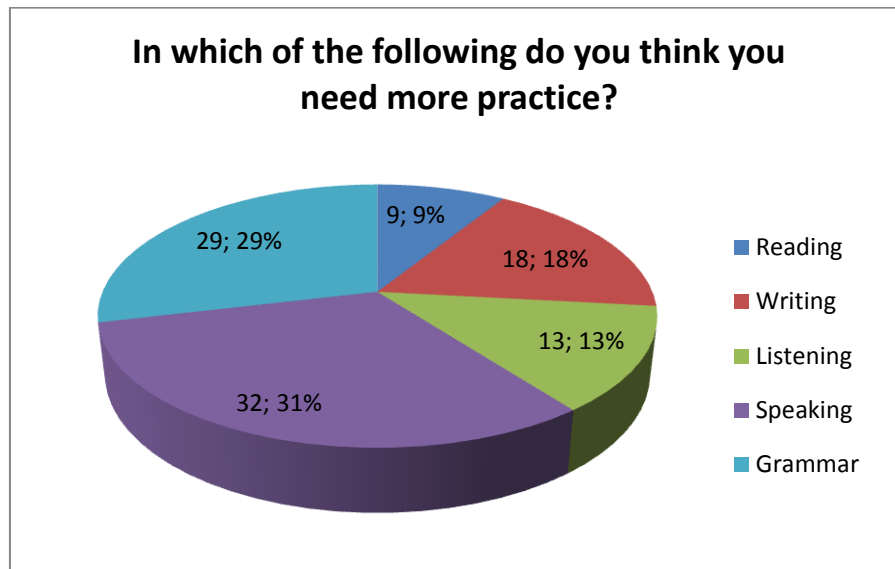


FIG. 3.6

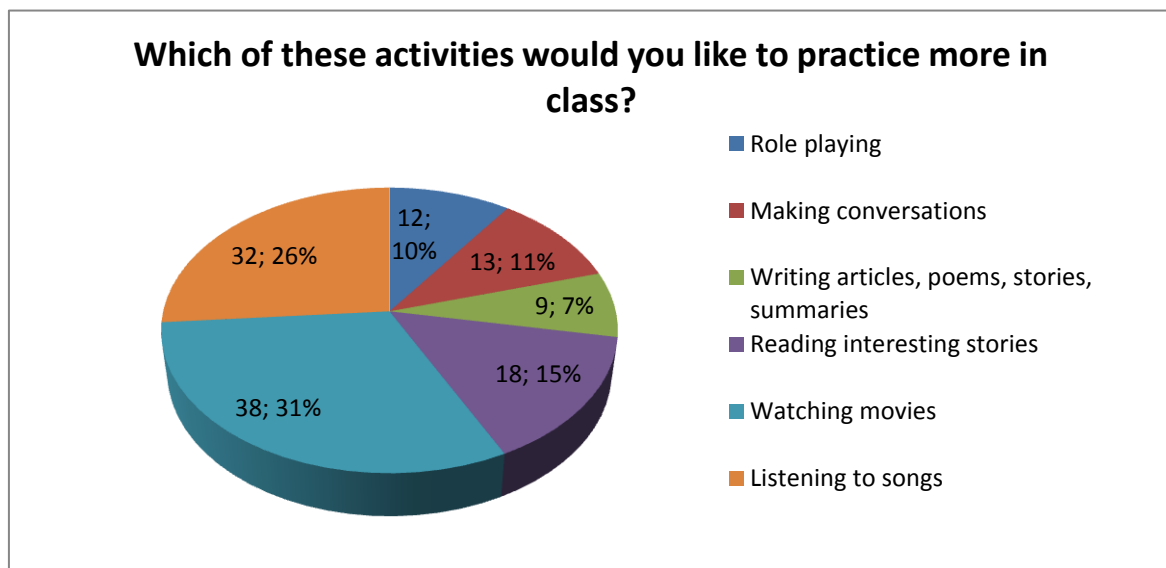
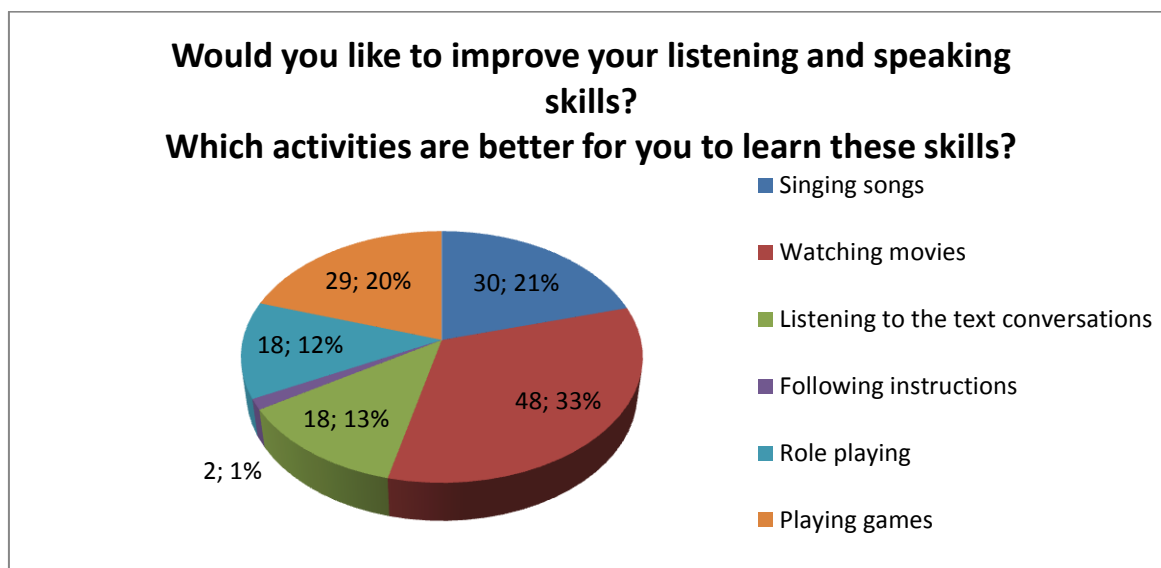


FIG. 3. 7

The main activities voted to be used in the classroom for the development of the target language were watching movies and listening to songs. According to the students, these two types of activities were crucial for them to practice more English. From 58 students, 38 agreed on watching movies as an appealing way to increase their knowledge of the foreign language, as seen in Fig. 3.7.

**FIG. 3.8**

In Fig. 3.8, students showed their agreement concerning the use of movies more than any other activity; from 58 students, 48 voted for this option. Nevertheless, all their opinions were carefully taken into account when developing the activities.

III.5.1.2. FREQUENCY SURVEY

The second survey, the FS, considered the kind of activities involving English students used to do per week or month, and the frequency with which these activities were performed in their daily lives. Table 3.4 shows the criteria for the frequency questions asked.

Frequency	
Always:	4 times a week or more
Often:	2 or 3 times a week
Sometimes:	twice a month
Rarely:	once a month
Never:	doing nothing at all

Table 3.4

In Table 3.5 the frequency with which students used English language in their daily schedules was another basis for the use of movies as a starting point in the present study.



Activities	Never	Rarely	Sometimes	Often	Always
1. Speaking with natives in English (friends, relatives, teachers, etc.)	7	17	18	9	7
2. Playing games in English	10	20	17	7	4
3. Watching movies or TV in English	19	18	16	4	1
4. Watching movies in English with English subtitles	17	16	12	10	3
5. Listening to music in English	3	5	8	13	29
6. Surfing the Internet in English	12	10	17	9	10
7. Reading and writing letters and/or email in English	16	20	15	5	2
8. Watching movies in Spanish with English subtitles	14	13	15	10	6
9. Chatting on the Internet in English	11	19	14	9	5
10. Reading magazines or newspapers in English	15	18	13	9	3
11. Going to a movie theater to watch movies in English	20	15	7	8	8
12. Listening to the radio in English	6	9	18	14	11
13. Talking to my classmates in English	6	17	16	14	5
14. Reading aloud in English	10	16	17	14	1
15. Writing down new vocabulary in English	10	12	20	12	4
16. Watching movies in English with Spanish subtitles	2	6	22	11	17
17. Interpreting for someone who doesn't speak English	8	21	12	13	4
18. Singing English songs	0	3	20	15	20

Table 3.5

Activities	Less Frequent	More Frequent
	Never - Rarely - Sometimes	Often - Always
1. Speaking with natives in English (friends, relatives, teachers, etc.)	42	16
2. Playing games in English	47	11
3. Watching movies or TV in English	53	5
4. Watching movies in English with English subtitles	45	13
5. Listening to music in English	16	42
6. Surfing the Internet in English	39	19
7. Reading and writing letters and/or email in English	51	7
8. Watching movies in Spanish with English subtitles	42	16
9. Chatting on the Internet in English	44	14
10. Reading magazines or newspapers in English	46	12
11. Going to a movie theater to watch movies in English	42	16
12. Listening to the radio in English	33	25
13. Talking to my classmates in English	39	19
14. Reading aloud in English	43	15
15. Writing down new vocabulary in English	42	16
16. Watching movies in English with Spanish subtitles	30	28
17. Interpreting for someone who doesn't speak English	41	17
18. Singing English songs	23	35

Table 3.6

In Table 3.6, the information shown in Table 3.5 is summarized by the combination of the answers of never, rarely and sometimes under a less frequent criterion due to the fact that students carried out those activities not at all or up to



twice a month while the criterion of more frequent globalized the idea of performing the activities from twice to four times a week or more.

III.5.1.3. LAST SURVEY.

This survey was based mostly on students' opinions on the listening and speaking improvements regarding the activities they had accomplished during the year at the end of this study.

It was carried out after the last trimester tests, by the end of May, because at that moment students felt relaxed and had no more pressure regarding their academic grades. Thus, the time chosen was appropriate to ask students about their points of view on the use of movies to learn English and the advantages they could obtain from the activities used in the classroom.

The responses to this survey are considered as an important factor to be analyzed in Chapter Five because they provided enough information to answer the questions of this study.

III.5.2. TESTS

During this study, two kinds of tests were considered for measuring the proficiency gain of students. The diagnose test or PS, and the Trimester Tests.

The school year is divided into three trimesters. Therefore, it is necessary to give a test at the end of each trimester, in December, March, and May.

According to the school evaluation criteria, it is required to evaluate students all the time. It means that most of the activities carried out in the classroom must be scored. The activities are always graded over 20 points. Even though students obtained grades for other activities performed in the class during this year; nonetheless, those grades have been ignored because they do not contribute to this project.



III.5.2.1. PRETEST SCORE

At the beginning of the school year 2010-2011, in September, students were evaluated to diagnose their accuracy on listening and speaking skills. It was done during the first two weeks in Science classes. It became the starting point of this study to have an overview of the situation in which students had the opportunity to listen to certain dialogues and fulfill activities related to this important skill.

Regarding speaking, students worked in pairs, groups and a class activity with the teacher to express themselves about the conversations they had previously listened to. Students were evaluated on a scale from one to twenty. This grade was not part of the academic reports students receive. It was just a vision for the teacher to reinforce the target language deficiencies and to plan the activities which best fitted the students to enhance listening and speaking skills.

The diagnosis in Fourth Class A and B established that there were about eight students in total who had a very good performance in the listening and speaking skills; others were able to communicate, and the remaining students preferred not to speak because of diverse personal circumstances like anxiousness, shyness or fear of making mistakes, among other reasons. Regarding listening, the level of the students was acceptable according to previous knowledge, but it clearly proved the need of practice to enhance a better understanding of the target language. As stated before, teachers obtained those results from observation, asking and answering questions and through the listening activity.

In Table 3.7, the diagnosis test, the PS, for the 58 students of Fourth Science classes established a parameter of performance which varied from 10 to 20 points. Although students of Maria Auxiliadora High School are always known for their effort and goodwill to learn more, the number of students with a low performance in English Listening and Speaking was not a surprise because students were on summer vacation. It is known that students are surrounded by their native language in every activity they carry out. Nevertheless, the study covered the expectations by showing how eager students were to improve listening and speaking skills.



Grades	Students
10	9
11	2
12	6
13	8
14	6
15	9
16	8
17	2
18	7
19	0
20	1
Total	58

Table 3.7**III.5.2.2. TRIMESTER TESTS I – II – III.**

During the year, there were as well three trimester tests, which showed the progression of the students during this study. Trimester tests were applied at the end of each trimester with the support of another teacher, a delegate.

To prove the study results statistically, it was necessary to take into consideration the development of students during the trimesters. Nevertheless, the results of these tests concerning Fourth Classes will be presented afterwards in Chapter Five for the general analysis and the comparison with the results of the PS and the Trimester tests to answer the questions stated in this study. The issues asked gave the researcher enough data to complete this study. Students were the primary source of the information given. Students' judgments added more information to the statistics presented in this research.

Nonetheless, it is important to mention that those tests are not included in this study because they contain reserved information for the institution. As stated previously, the authorities of the high school allowed this researcher to use only the results for the present study. The results were taken mostly from those tests to demonstrate the research had a reliable source.



III.5.2.2.1. TRIMESTER TESTS EVALUATION PARAMETERS

The process and production of Listening and Speaking skills cannot be observed directly by the teacher according to H. Douglas Brown (118). Nevertheless, although as complicated and subjective as assessing could be seen, teachers were absolutely clear about the fact that the students involved in this study were not either native speakers or experts in the use of the target language.

Evaluation was taken as a serious issue which needed to be applied with prudence, respect and objectiveness. Consequently, the tests and evaluations were prepared according to students' levels and ages. Grading students was not a complicated issue because tests were graded over 20. Speaking and Listening were over 10 points each skill.

The school schedules an hour per exam during the evaluation week. Listening and speaking skills are considered as one subject. For that reason, it was necessary to evaluate the skills separately because of the time and the number of students involved. Thus, the Listening evaluation was done during the evaluation time programmed by the school, while the Speaking evaluation was taken previously during the class time because it was required to coordinate the presence of a delegate.

The Listening and Speaking teacher was the one who graded the listening exercises. The delegate and the teacher evaluated the students' speaking performance in accordance to a set of parameters established by both of the teachers involved before taking the test.

Assessing Listening was mostly based on multiple choice exercises varying from True – False, choose the correct option, completion, matching to number the options given, among others. Listening exercises were based on conversations from movies and tapes. Moreover, tests focused on listening for the main idea, listening for specific information and listening between the lines or inferring information.

Speaking grades obtained by the students were based on the opinions of both teachers. Thus the score of the students during the oral tests was an agreement of two points of view. The answers given were acceptable as long as students expressed correctly; respect for students' personal points of view was also a



consideration. The core of the speaking evaluation was comprehension of the language and communication.

Students' evaluation was individual, even though students worked in pairs or groups according to the topic. Students were called voluntarily or randomly, according to their preference. At the end of the speaking evaluation, they were asked to leave the classroom and the teachers graded them. Both evaluation criteria were carefully taken into consideration, and the final decision was set in the school evaluation sheet for the record.

The Speaking assessment parameters considered mostly students' performance on the issues of pronunciation, fluency, presentation, and accuracy. To clarify this idea, it is important to mention the extent and considerations teachers had regarding these parameters as shown in Table 3.8.

Table 3.9 shows the evaluation sheet. Each teacher had an evaluation paper in which they set the most suitable options for the student's performance regarding the parameters already mentioned.

Pronunciation	It referred to how well the language was pronounced.
Presentation	The performance of the students while expressing their thoughts regarding their body language, attitude, creativity, confidence and naturalness when speaking.
Fluency	The ability of the students to speak well without much hesitation and in normal speech.
Accuracy	The correct use of the language according to students' knowledge and coherence regarding content, grammar, expressions and vocabulary.

Table 3.8

No.	NAME	PRONUNCIATION 2	PRESENTATION 2	FLUENCY 3	ACCURACY 3	TOTAL 10
1		0 0.5 1 1.5 2	0 0.5 1 1.5 2	0 0.5 1 1.5 2 2.5 3	0 0.5 1 1.5 2 2.5 3	
2		0 0.5 1 1.5 2	0 0.5 1 1.5 2	0 0.5 1 1.5 2 2.5 3	0 0.5 1 1.5 2 2.5 3	
3		0 0.5 1 1.5 2	0 0.5 1 1.5 2	0 0.5 1 1.5 2 2.5 3	0 0.5 1 1.5 2 2.5 3	
4		0 0.5 1 1.5 2	0 0.5 1 1.5 2	0 0.5 1 1.5 2 2.5 3	0 0.5 1 1.5 2 2.5 3	

Table 3.9

It was established to give a grade which represented the performance of the student. Pronunciation and Presentation covered these points: Unacceptable = 0, Poor = 0.5, Good = 1, Very Good = 1.5, and Excellent = 2; while Fluency and



Accuracy had two more points of view: Unacceptable = 0, Poor = 0.5, Acceptable = 1, Good = 1.5, Very Good = 2, Excellent = 2.5, and Outstanding = 3.

The reason why pronunciation and presentation were graded over 2 points is mostly due to the fact that even though there is a certain complexity in the performance of these parameters, they are not as difficult as Fluency and Accuracy because these last two issues denote more exertion and knowledge of the language in their execution.

CONCLUSION

This chapter stated all the considerations for the research design. The methodology used was explained in detail to elucidate the development of this study, as well. Surveys and tests were an appropriate source of information to verify results.

Consequently, the most appealing features for students according to the TLS and the FS at the beginning of this project were the ones related to music and movies. For that reason, the present study took into consideration the carrying out of a research mostly based on movies because there have already been studies related to music and songs in our city. Nevertheless, a study built on movies had not been considered in Cuenca.

The number of times teachers in Cuenca and Ecuador have previously used films as part of their planned classes have been many. However, no one had achieved a review on that particular subject; and it became an interesting topic to develop in Maria Auxiliadora High School of Cuenca.

Aside from those facts, the motivation, fun and improvement of the English listening and speaking skills that students could acquire through the development of this study encouraged this researcher to complete this difficult task.



CHAPTER 4

IV. DESIGN ACTIVITIES FROM FILMS

Even though designing the following activities was not easy, there were more activities prepared for each movie. Nevertheless, the ones presented here are those which became the most appealing to students due to the fact that they were more attractive to them. These activities are completely shown in the annexes. Nonetheless, each movie activity will be described and explained in this part of the study.

The movie activities were presented in each class. However, the experiences mentioned here are the ones with Fourth Science Classes. This chapter will certainly show how the activities were carried out in the process and the reactions of some of the students of science classes with each one of the movies. It will consider as well certain answers from the students. It will show the progress of the process.

The movies and the activities took approximately six hours of class per film, two hours and a half for watching the movie, and the rest of the time to do the activities. As stated, the amount of time invested in the project was not easy to arrange, but because of the effect it could bring to the students, it was carefully considered and accomplished. The activities took place from October 2010 to May 2011.

To better understand the procedure and the dates, the following chart, Table 4.1, will show the schedule of the students during the week. As stated previously in chapter three, students had only three hours of Listening and Speaking.

Listening and Speaking Schedule				
Fourth Science A				
Monday	Tuesday	Wednesday	Thursday	Friday
13:00 – 13:45	07:15 – 08:00			
	08:00 – 08:45			
Fourth Science B				
			09:30 -10:15	07:15 – 08:00
			10:45 – 11:30	

Table 4.1



The following photos were taken while students of Fourth Science Classes A and B worked with some of the activities presented below.



Fourth Science A



Fourth Science B

IV. 1. MOVIE CHOICE

Although many movies were considered to be shown in the classroom, students watched five interesting movies. The criteria for choosing them was related to two important issues.

The first one was the fact that students read the book and worked on Reading and Writing activities. Thus, teachers of these skills thought listening and speaking skills could be, as well, reinforced by watching the movie. Moreover, it was stated that because students knew the story already, it was not going to be difficult for them to understand better the book because there was a visual representation available. It was imperative to take advantage of this circumstance; and at the same time, the four skills were integrated entirely.

The second criterion was to choose movies which included different contexts, accents, contents, values, and traditions. As teenagers, students were consulted on the kind of movie they could prefer to watch. The options given were adventure, science fiction, comedy, horror films, romantic films and drama. Ten movies that took into account the students' preferences were offered, but a representative number of students had already seen those films. Because the opinions varied, and there was no agreement among the students, the teachers had to decide on the movies for the students.



The movies presented in this study were the ones students had not watched before. Moreover, the researcher attempted to avoid violence and inappropriate content. At the same time, the movies had good messages for students. The movies chosen were *Sense and Sensibility*, *A Christmas Carol*, *Emma*, *The Blind Side* and *The Young Victoria*. The reader will find a summary of the movies in the annexes.

The procedure was to give students handouts with the activities and to invite them to see the movie. It is important to express that the teacher helped students when they had any doubts. Movies were presented with or without English subtitles when needed. Nevertheless, students looked for meanings in their dictionaries when necessary. Aside from this, because students had the material, a few of them bought the film and watched it at home when we did not finish the movie in the classroom. Others surfed the Internet to obtain information about the movie, while other students preferred to prepare their answers at home and brought their answers written in their notebooks or printed, even though it was not required. After seeing students' interest and work, the researcher collected those written works, especially from Fourth Science Classes. Students agreed on presenting them because they wanted these papers to be scored. As said before, students at this school are interested in improving and becoming motivated with extra grades. The participants allowed, as well, the researcher to use the information given in those papers by preserving their integrity and anonymity. Thus, this data became a useful tool to provide the examples given in this research.

The movies could be watched either in the classroom or in the school theater, when it was available. On certain occasions the teacher paused the movie to answer questions or to give further information required by the students to make them better understand the plot of the movie. Certain students used to take notes on the vocabulary to ask the teacher for the meanings when they were not found in their dictionaries.

IV. 2. DEVELOPING CLASS ACTIVITIES BASED ON MOVIES

Students developed varied tasks according to the school curriculum during the school year 2010-2011. Nevertheless, the activities based on movies, which are the



base of this project, provided a more interesting learning experience for both, the students and the teachers involved.

Even though this study was built with the results of Fourth Science Classes, the activities done with the movie *Emma* mentioned here were achieved with Sixth Class A. The criteria for this particular class was different from the process followed by the teacher before. Moreover, the examples exposed in the present study are the ones the researcher considered the most representative. Certain activities based on movies will be explained in detail according to the movie and level in which it was carried out, and a selection of students' answers will be given, while in other cases only the process will be mentioned.

IV. 2.1. SENSE AND SENSIBILITY

Aside from the fact that the activities were designed for Science classes, the following are the ones carried out with Fourth Science Class A. Students saw the movie from October 11 to October 18 and the activities were accomplished from the same date to October 26. The number of students during these class activities was thirty-one at the beginning of the year.

The appealing side of showing this movie was that students from both classes had never seen the film or read the book by Jane Austen. It was a surprise for them. Fourth Science Class A saw the film in the classroom. No doubt students wanted to see it in the school theater; nevertheless, during the hours when it was required to see the movie, the place was not available. In spite of this fact, the class became a nice place to see the movie even though it was necessary to see it through the computer and with the In Focus. In fact it became more helpful because whenever there was a doubt, it was possible to stop the movie to explain any difficult word or confusing situation, to continue with the film as soon as the misunderstanding was clarified.

The process followed with the Fourth Science Class A was simple. The teacher gave the students handouts with the activities to be done during the class. The first task to be accomplished was oral. It was to describe certain scenes of the movie to their partner before students saw the film. Even though students had their own copies, because they were in black and white, the teacher showed them the



images with the computer to help them see the pictures better. Thus, students had to talk about the images one at a time and take turns explaining what happened in each one. Later, the teacher asked about the twelve pictures and the whole class gave ideas regarding the images.

Some of the answers were the following. The names of the students are not given, but represented with a capital S, and the number next to it shows the same or a different person. It was preferable to choose diverse students and answers, although some learners enjoyed speaking more than others. The answers were taken randomly.

Activity 1. Describe the scenes.

S1: The first picture has two people. There is a man and a woman and they are smiling.

S2: In picture two, there are four women with sad faces.

S3: Picture three shows a girl and two young women. One woman on the couch is surprised and the others are smiling.

S4: Picture four presents a woman crying and a man in front of her. They are next to a door.

The second activity was to see the film and to listen and number the pictures given from the movie from one to twelve. It was not a difficult activity. However, they had to see the whole movie to finish that task. It was an individual activity and they carried it out without any trouble.

The third task was used to make students remember certain words explained during the movie. It was a vocabulary guessing game. Students had to guess the meaning of a selection of words. The teacher gave the students strips of paper with the following words and their meanings. Students worked in pairs. The idea was to match the concepts with their meanings. Students had to work on the activity for five minutes. The majority of the students finished in less time than that, but three pairs needed more minutes to finish the task. At the end, the teacher checked each pair and gave a prize to those students who finished first. It was a chocolate bar. The words and the meanings were the ones represented in Table 4.2.



a. acquaintance	personal knowledge: familiarity. Someone who is known but who is not a close friend
b. bachelor	a man who is not married ; <i>especially</i> , a man who has never been married
c. barouche	a fashionable type of horse-drawn <u>carriage</u> in the 19 th century; it was a four-wheeled, shallow <u>vehicle</u> with two double seats inside
d. attachment	strong feelings of affection or loyalty for someone or something
e. adamant	not willing to change an opinion or decision : very determined
f. dowry	money or property that a wife or wife's family gives to her husband when the wife and husband marry, in some cultures
g. understanding	an informal agreement
h. connection	a relationship between people who are part of the same family, who do business together, etc.
i. parcel	a box or large envelope that is usually given, sent, or delivered to a person

Table 4.2

When the activity was finished, students were required to answer certain questions related to the movie in groups of four. Because the class had thirty-one students, there were four groups of four students and three with five students. The questions answered were the following which additionally are provided with three different responses from diverse students. Students were asked to take turns in the group to ask the questions and the others answered them. Next, the teacher (T) asked the questions and all the students gave different answers.

Activity 4. Ask and answer the questions.

T: Who are the main characters? Describe them briefly.

S5: The main characters are:

- + Elinor, she expresses the sense of things. She fell in love with Edward.
- + Marianne. She always expresses her feelings. She was in love with Willoughby.
- + Edward Ferrars is Fanny's brother. He is a charming person.
- + Colonel Brandon is older than Marianne and he is in love with her.
- + Willoughby helps Marianne and is interested in her.
- + Mrs. Dashwood is Elinor's, Marianne's and Margaret's mother.
- + Margaret is the young girl. She always hides from other people. She is a nice girl.



T: What's Marianne like?

S6: She has light brown and curly hair. She has beautiful eyes. She likes to read romantic poems and books. She likes singing and playing the piano.

S18: She likes to play the piano. She is spontaneous, cute, friendly and lovely. She likes to read William Shakespeare's books. She expresses all that she feels, and she doesn't think of consequences. She is the most sensitive of the Dashwood sisters.

T: What's Elinor like?

S7: Elinor is very careful, thoughtful, responsible and brave. She prefers to be quiet and doesn't follow her feelings.

S8: She likes to help with household chores, and she likes to read books, too. She is the counselor of the family, and she is more mature than her sisters.

She is very pretty, generous, a little serious and very kind.

T: What kind of relationship do the sisters have with their mother?

S9: The sisters had a very good relationship with their mother because they had confidence in each other, and they always were talking about everything that happened to them.

S10: A good relation because their father died, and they only had their mother. They always relied on their mother.

T: Compare Marianne's reaction towards Colonel Brandon and Willoughby. Have you ever acted in the same way?

S11: Marianne loved Willoughby very much, but she wasn't interested in Colonel

Brandon who was polite and nice to her. She didn't care about his feelings. On the other hand, Willoughby disappointed her. Sometimes I think I have acted in that way, like Marianne.

S12: The reaction of Marianne towards Colonel Brandon was always rude and impolite because she didn't love him; whereas with Willoughby, she had a different reaction. She was polite, happy, funny, and extroverted because she was falling in love with him. Yes, I have acted in that way with two guys.

T: What happened to Edward Ferrars and Elinor? Talk about their relationship.

S13: They were falling in love, but they couldn't be together because Edward



was engaged for five years with Lucy Steele in secret. Elinor was sad, but Edward didn't love Lucy. Then Lucy fell in love with Edward's brother, Robert. Finally, Edward and Elinor could be together and were happy.

S14: Edward Ferrars and Elinor were in love, but they were afraid to admit it because they thought that they didn't feel the same thing for each other. That is why they didn't say anything about their love. But later, they realized that they could not live without each other.

T: What is the end of the story?

S15: Elinor and Edward Ferrars were engaged and Marianne got married to Colonel Brandon. They were happy. Willoughby got married to Miss Grey because of her money. He loved Marianne and at the last scene, he saw her marriage. He was very sad, but Marianne was really happy.

S16: At the end of the story, Marianne was in love with Colonel Brandon because he helped her when she was sick. Edward Ferrars and Elinor admitted their feelings. Finally, Marianne got married to Colonel Brandon and Elinor got married to Edward Ferrars. Everybody lived happily ever after.

T: Tell a different ending to the story.

S17: Willoughby went to visit Marianne because she was very sick. When he arrived at Marianne's house, he analyzed that love is more important than money, and he decided to propose marriage to Marianne. Finally, Marianne got married to Willoughby and Elinor to Edward Ferrars. After two years, Marianne had a beautiful little baby and Elinor was pregnant. Everybody was happy.

S18: Marianne realizes that she loves Colonel Brandon and Willoughby. She is confused and travels to another country in order to clarify her feelings, while Edward married Elinor.

T: Did you find some values in the movie? Which ones? Explain.

S19: Yes, I found some values like true love and respect. I learnt that a person can love very much and is able to let that person go like Colonel Brandon. He let Marianne be in love with Willoughby. I liked the respect the Dashwood's daughters had for their mother. I learnt the value of humility. This movie taught me that being humble can ensure great things, and that love is necessary to be more human and simple.

S20: I found many values in this movie, such as dignity, honesty, kindness,



solidarity, prudence, respect and true love. I will explain this with examples. Marianne and Elinor always kept their dignity in front of gentlemen. The characters were very honest about their feelings, in special Marianne. The Dashwood sisters' mother was a kind person to everybody. Elinor always was prudent when she met Edward Ferrars. The Dashwood sisters always were respectful to their mother. Finally, Colonel Brandon showed me the meaning of true love with his patience and care.

S21: I learnt about love, responsibility and sincerity.

- ✚ Love is the most humble and wonderful feeling of this world; without it there would be nothing.
- ✚ Responsibility means to assume the consequences of all actions performed in a conscious and intentional way. It is one of the most important values.
- ✚ Sincerity is not something we expect from others, it is a value that we should have to make friends. To be honest we must try to tell the truth.

After verifying these answers in class, students had to write some ideas below the pictures given. Here are some answers about those twelve pictures.

Activity 5. Write about the pictures.

S22: In picture 1, Elinor was crying because her sister Marianne was playing on the pianoforte their father's favorite song. He died, and she was sad. So, Edward gave her his handkerchief like a gentleman.

S23: In picture 9, Colonel Brandon rescued Marianne because she was standing in front of Willoughby's house when it started to rain hard; so she got terribly sick.

In the next activity, students had to tell the story in their own words. Participants were grouped and started to share their ideas in order to build up their version of the story. The following example illustrates students' imagination, and their use of the language. The secretary of the group, S24 told the class this:



Activity 6. Tell your own story in groups.

The Dashwood family was the most popular family in London. The Dashwood sisters, Elinor, Marianne and Margaret were vain, smug and bad people. They only thought about money and nothing else. Their father had died in a traffic accident, so they inherited from him almost everything.

In Sir Dashwood's will, it was stipulated that Barton Cottage was going to be for their stepbrother, John and his wife Fanny, but the bad sisters and their mean mother didn't want that. So their stepbrother and his wife came with his two best friends, Colonel Brandon and Willoughby that came with his wife Lucy Steele, and his brother-in-law Robert Ferrars. They came to request Elinor to please give John the cottage. At first, she didn't accept, but when she saw Colonel Brandon, she fell in love with him and they got married immediately.

Then Marianne travelled to France and there she met a friend she hadn't seen for a long time. His name was Edward Ferrars. They went to a restaurant and they talked and talked for a long time. When she had to come back to London because she was working on a project, she was sad because she didn't want to return home, but she did.

A month later, Edward came to visit Marianne and he proposed to her marriage. She accepted and they got married.

After that, the sisters changed their attitudes, and they became good women.

The following activity was to read a dialogue between Colonel Brandon and Elinor Dashwood concerning Willoughby's actions and attitude towards Marianne. In addition, there was a short conversation between the two Dashwood sisters about that. Students were asked to give opinions on these exchanges. Here are two opinions chosen randomly.



Activity 7. Read the dialogue and talk about it.

S25: I think that Willoughby really loved Marianne, but he cared more about the money he would have. And he lost his true love.

To me, money doesn't matter if you don't have love. It isn't good to feel love if you don't show it. People should know that the most important thing is love, not money.

S26: I think money is important because we need it to buy food, clothes and education, but it is not everything in life because we can't buy happiness or love with money. Willoughby was wrong when he decided to get married to another woman only for money. He was never going to find true love because he didn't love his wife. He loved Marianne, and now he couldn't change the past.

The next discussion was carried out in class with the participation of all the students. They had to compare past and modern traditions about love, relationships and values. Two answers were interesting and chosen to be shown as examples.

Activity 8. Compare past and modern traditions about love, relationships, and values.

About Love:

S26: Well, I think love will never change. What has changed is the treatment of other persons and therefore respect. In the past, men used to greet ladies in a special way, and to open the door to let a lady pass. Now, they have changed and don't care about being disrespectful.

S27: In the past, people expressed their feelings face to face or through written love letters. Now, teenagers do it using facebook, their cell phones or on-line messengers.

About Relationships:

S28: Relations in the past were very honest and respectful. People used to show their feelings in different ways. Men used to be more considerate, reserved and gentle. It was out of the question to touch a person. Even greetings were formal. There were different courtesy greetings from bowing to shaking hands. Now, people don't care about



being like that. It is not improper for a couple to take their hands and kiss each other when greeting. It is common to be more expressive than before.

S29: In the past, the best present for a woman was flowers, but now, flowers are not considered like that. Relationships were more serious, but now people do not care about them.

About Values:

S30: In the past, children used to respect their parents, but now some children don't know the meaning of this word because they are rude and exigent. People used to be more prudent and honest.

S1: In the past, people used to show their values more than now.

Young people used to be more respectful and polite. Values, such as honesty, sincerity, dignity, loyalty, respect and politeness are needed now.

The next activity was part of the oral evaluation. Students were asked to make a role play by choosing their favorite scene from the movie. They had the option to write their own dialogues, which could be done in the same past context or in a modern one. These presentations were full of creativity. The participants were allowed to wear costumes, and they prepared this activity carefully. Nevertheless, there were no photos taken because they did not want them. Students felt more at ease when there was no pressure and totally enjoyed the activity.

Finally, there was a listening activity. The task was to fill in the blanks with the words from the scene where Elinor Dashwood and Colonel Brandon talk about Willoughby. Nevertheless, even though the activity was based on the same scene presented before, the dialogues were different. The results of this listening activity were satisfying.

IV. 2.2. A CHRISTMAS CAROL

The next movie considered was *A Christmas Carol*. The process explained here was done with the students of Fourth Science Class B. Students of this class had already read the book and worked with some activities as part of the reading and



writing program. To reinforce the listening and speaking practice, the teachers thought it interesting to make students see the film because it was available. From all the adaptations this movie has had, the chosen version was the last animated Disney movie where Jim Carrey is the main character. Moreover, it is important to mention that the students saw the movie from November 4 to November 5, and the activities were carried out from the same date to November 12. There were 29 students in this class.

In order to make students feel comfortable with the new activity to be worked on, a preview task was presented. The task was to remember some important events about the book. Students gave their opinions and summarized orally the story as a class activity. Students took turns telling their ideas as they evoked the story. As a teacher, the researcher asked some details about the book and the answers were satisfactory. Nevertheless, there was not a proper use of the language. There were some important communication mistakes and the students showed a certain lack of confidence when speaking. The ideas were expressed individually and the story was undoubtedly a little confusing.

The activities designed were created with the consideration that students have to express their thoughts and conceptions according to their age and level. The purpose is to give students the opportunity to make them feel comfortable with the target language rather than frustrated and upset because of the misuse of the foreign language.

Describing the main character was the next step. Therefore, a vocabulary task was designed. The activity consisted of circling the words that best described Scrooge. Each of the students received one of the handouts with the activities. The activities were time limited. The responses were elicited in the class. Students and teacher verified the answers together.

After trying this, the students had the opportunity to watch the film in the school theater and enjoyed the motion picture. The story was definitely a source for listening to new vocabulary and matching previous ideas with images. It is important to mention that several abstract concepts in the book, found a visual representation. Pronunciation and intonation became, as well, part of the class environment. The movie took three class periods of 45 minutes to see it entirely. During the movie



students were supposed to ask any questions related to the movie if they had any question to be sure their answers would be more reliable and precise after seeing the film. There were no activities to do while viewing the video.

After seeing the film, students were required to work in pairs in a role play. They were asked to be Ebenezer Scrooge and Jacob Marley. They decided on their role and asked some questions of each other. They took turns. The questions provided were not the same as the ones requested in the reading and writing stage. These questions were related to personal likes with students imagining they were Ebenezer Scrooge dealing with the students' points of view towards a specific character. Students were facing Scrooge's personality in a different way. Students worked eagerly to express themselves.

The next activity was to represent Jacob Marley as a ghost and to discover the students' own ideas about death and ghosts. It was a motivating subject where students were directed to play the role of a dead character's perspective. Students accepted the challenge and prepared questions to be answered while taking turns. The teacher was monitoring and helping them with the questions. After they wrote the questions, they took the roles of Scrooge and Marley and performed them. Communication was the goal, and it worked better than expected.

Afterwards, students were asked to form groups of four. The task was to continue the story by changing certain details. The teacher gave students the beginning of the story and they continued it with more interesting elements while working in groups. The built up stories were creative, the activity was oral and students gave appropriate answers. It is necessary to mention that there were certain mistakes while reconstructing the story; fortunately the group corrected the students' problems and the activity continued without many problems. Next students were asked to build up the story within the class. Again, the teacher provided the beginning of the story, but students felt free to continue it.

The next step was to make them work again in pairs. They were asked to choose two characters from a list and to invent a conversation between them. The activity was to reinforce imagination and communication practice. What the teacher found was interesting because each pair prepared a different topic of dialogue. It is true that a few students just took the same kind of conversations they saw in the



movie. The difference was that the students who did that tried to use their own vocabulary and improved those conversations. Nevertheless, other students were more imaginative and created dialogues between characters that were not part of the same scene in the movie.

The next step for the students was to imagine that they were a character of the movie, but that they wanted to be another character. They had to choose the one they were and the one they wanted to be and explain why from a list of characters. The answers were creative and enthusiastic.

As a last experience with this movie, students worked on answering a question. They were expected to describe their favorite scene from the movie and the reason of their choice. The most important feature of this activity was to discover the great expectations students have and the values they keep in their hearts. One of the purposes of this thesis was to share opinions on values and beliefs students have. The following is an example of this question.

Activity 7. Talk about your favorite part of the movie and why you like it.

S: My favorite scene is when Scrooge falls into the grave and then suddenly he appears in his room tangled in his sheets. He is so grateful for being alive that he starts to shout happily, "Merry Christmas", and his housekeeper becomes afraid. Then he leaves the house and keeps saying the same thing. But after that he uses the carriage to slide on the ice and then he goes to his nephew's house and everyone greets him with love and care. I really like this scene particularly for the idea that everyone has an opportunity to start over and change.

It is necessary to indicate that students were tested on the activities due to the fact that trimester evaluations took place immediately after they had accomplished the activities. The decision made was to have students work on the activities and ask them to follow the parameters for the listening and speaking skills mentioned previously. The questions were open and students had the opportunity to express themselves freely. Their answers were accepted as proper as long as they were well structured.



IV. 2.3. EMMA

The activity samples of this movie were obtained from Sixth Science Class A. Students had already read the book as a task for the Reading and Writing teacher. Thus, they watched the movie in the classroom and carried out the activities from March 10 to March 18. The reason for choosing this class was because the Listening Teacher of that class managed the tasks to be considered as the Speaking evaluation for the Trimester Test II. The teachers gave the Speaking Test a week before the school evaluation week.

The procedure followed was simple; students had watched the movie and they were told by the teacher that the activities of that movie would be part of the Speaking evaluation due to the fact that they had already read the book. Nevertheless, even though it was not a difficult task for them, students were concerned and anxious about taking the test.

After watching the movie, a week before the evaluation week, the teachers gave students the handouts for the activities. The teachers were careful and did not mention anything about the test. Students saw both teachers and reacted naturally because they were already used to working with both of them. The delegate acted as a supporting teacher by helping the teacher provide the material for students.

As a first activity, students were asked to listen and match some sentences with the pictures given. Next, they were required to work in pairs to check their answers, and later work with the teacher. By this time, students were more relaxed.

Then, students were given an envelope with pictures of the movie. They were asked to choose five of them to build up a story and talk in pairs about the movie in their own words. Then the teacher asked ten students to tell the class their answers. The delegate and the teacher graded students without the students noticing.

The next activity was to correct the mistakes of a number of sentences and to rewrite them. Again, this activity was done in pairs. The procedure was the same, students worked with a partner. Then the teachers asked certain students to give their answers.



The following task involved choosing a scene in order to talk about it. Students worked in groups taking turns asking and answering the questions given. Because students were working in pairs and groups, students seemed to have forgotten that they were going to take a test. Their answers were interesting and based on criteria.

For the next activity, students had to choose a character of the movie, the one they were attracted to from a list. They worked in groups of five in a role play in which one student was a reporter and the others took the parts of different characters of the movie. They were asked to tell the story from their point of view as the character. They were given questions to be answered. One of the groups created a talk show with a host. Students showed their imagination and creativity. During this time, teachers were monitoring the students and giving help when needed.

The last activity was to make students tell in two minutes all they could say about the movie regarding characters, values, time, customs, and traditions. Students worked in pairs again and they shared their opinions in groups later, as a class activity. The time involved three hours in which students forgot they had to take a test. At the end of the activities, they asked the teachers when they were going to give the test, and felt stress-free when told the evaluation was already done. Their comments were that they would like to have more Speaking evaluation trimester tests like this one.

IV. 2.4. THE BLIND SIDE

This movie was seen with students from Fourth Science Class A from May 10 to May 23. Nevertheless, because of the time, the activities were prepared in the class and evaluated in the Trimester Test III. At this time, two students moved to another city and were no longer considered in the statistics of this study.

Before seeing the movie, the teacher asked questions about sports preferences. Then she showed the beginning of the movie off sound. Students were immediately asked about the first scene to introduce them to the movie. Then they saw the movie with English subtitles in the classroom. The teacher paused the movie every time she considered students needed further information about vocabulary or content. Then she wrote the words students asked her at the right side of the board to be used by students when required during the activities. When the movie ended,



students and teacher started developing the activities. Students were monitored and given help any time they needed, but were not graded then.

After being given the handouts, students started to do the activities in pairs. The first one was to write as many words as they could relate to the picture without using the words already written on the board. This activity was focused on the use of the vocabulary to describe the scenes. Teacher and students checked that information together later.

The next task was to choose the activity, and decide whether to do it individually, in pairs or in trios regarding their interests and abilities. They had the opportunity to draw, write a summary, make a poem, a song, or a conversation about their favorite part of the movie, and to explain it. The choices preferred were the conversations, the drawings and the writings. This activity had to be finished at home. The following example was taken from a group:

Activity 2. Choose the activity you like best and do it.

S: My favorite part of the movie was when Mike was playing an important football game. First, he wasn't playing well, but after his coach defended him from another football player, who pushed Michael and made him fall, he said "don't worry coach I got your back". Then he started playing better than before. He even carried the other player out of the field and everyone started laughing. Then Mike was really happy and led his team to win the game. I loved this part because I know the words a person says can have a strong emotional different meaning for another person; so we should make sure to say the right thing we want to say every time.

The third task was a pair work. Students were asked to make a conversation between Leigh Ann or Sean Tuohy and Michael Oher. Students had to take the role of Leigh Ann or Sean, talk about their lives and invite Michael to live with them. Students worked hard and practiced the conversations while inventing them.

The fourth activity was to imagine they were SJ or Collins Tuohy at school surrounded by friends. Friends did not accept Michael, thus students had to make a conversation defending their new brother. This was a pair or trio activity.

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The next activity done was a discussion in pairs about given questions. Students asked and answered a selection of given questions and were involved in the process happily. Because they enjoyed the movie, it was not a difficult task for them.

The next task involved a role play. Students were supposed to be a film star and to describe the character they had in the movie for their fans on a television program. They had to choose one character of the movie and tell as much as they could about him or her. The characters were chosen from a list of names.

Aside from that, students were invited to talk in pairs about their experiences by choosing one scene from the movie and telling what it was about in a few words. They were also asked to relate that situation to a similar one they had lived. The following was an opinion from one of the students.

Activity 7. Talk about experiences. Choose the scene and talk about it. Then talk about a similar situation you lived.

S: I chose the scene when Mike enters the classroom and everybody looked at him in a weird form, including the teacher. I think I have lived through a similar experience when I was in school. A poor boy, Shingri, came into the class. He was shy, silent and looked scruffy to me. For those reasons, my friends and I started to make jokes about him, but later I understood I was wrong because he was an excellent person and a good friend. Sometimes, we discriminate against people only for their appearance and do not pay attention to their feelings or virtues.

The next step was to choose a chapter, listen to it, and tell in their own words what they understood from it.

As a final exercise, students were asked about their opinions in pairs about a set of questions given, including preferences and improvement in English. The researcher found the answers not only satisfying, but worthwhile for this study. The graphs that are shown in the next chapter back up this opinion.



All the activities were prepared and done in the class. The teacher set time for each assignment, and students carried out the activities with motivation and originality. After performing each activity, the teacher asked students to do the task voluntarily in front of the class.

When the time of the test came, the teacher made students choose a paper with the number of the question to be evaluated and accomplished in the task. Students were filmed because this time there was no delegate. According to the school authorities, when there is only one teacher taking Listening and Speaking evaluation, it must be recorded or filmed for further documentation, if needed.

IV. 2.5. THE YOUNG VICTORIA

The last movie presented to students was *The Young Victoria*. The procedure mentioned here is the one carried out with the students of the Fourth Science Class B. The activities based on the film were achieved from May 5 to May 19.



Fourth Science B students

Again, because of the scheduled time, students achieved the tasks and practiced in pairs or groups. Students were told that this was going to be part of their Listening and Speaking Trimester III evaluation because the school year was about to end.

Before students saw the movie, the teacher gave them the handouts and students were asked to do some activities. Students were requested to work in pairs. They had to see a set of pictures, recognize the people there and ask and answer



the questions given. The discussion was interesting because there were some people that they did not recognize at first. After talking with their partners, certain students were questioned by the teacher.

The next activity was to describe the people in the pictures with a partner. They had to say as much as they could about that person in a minute by taking turns. They were motivated and very strict with the time, which was set with the aid of their watches.

A third task asked students to listen to a chapter of the movie to carry out a listening exercise. The exercise was to number the sentences from 1 to 9. Nevertheless, this activity was not done in the classroom at that time. Instead, it became part of the Listening evaluation, as well as the next activity. The fourth task was to listen and match the sentences.

The following activity performed by the students was the description of the personality and appearance of certain characters in the movie. The names of the characters were given; and students had the opportunity to choose the ones they liked the most. This activity was related to the topic students had seen in the textbook in which they had to learn new vocabulary and structures to be used for describing people, and to make use of them in this speaking exercise. Moreover, this task was supposed to be done individually, but students preferred to accomplish it in pairs or trios for better practice.

As a next step, students discussed in pairs about Victoria and the people given on a list. Students were asked to talk about the life this woman used to have before she became a queen. Students had to consider their lives and talk as much as they could about their own experiences. At this time, the class members were completely concentrated on the work.

The seventh activity was a pair task. The participants had to make a conversation between two of the characters of the movie, mentioned on a given list, and to take the role of those people. Students were asked to talk about the likes and dislikes of their lives, as characters of the movie, in the time of Queen Victoria.

The next activity was to work in pairs, then in groups of four. They had to ask and answer questions about royal life. Through this activity, students were supposed



to discuss the advantages and disadvantages of being part of the royalty. They considered the roles of certain characters in the movie and gave opinions on their decisions.

For task nine, students were required to work in trios in order to choose a scene and describe it in their own words. Students showed no pressure or anxiety in the accomplishment of this exercise. Furthermore, they were eager to express themselves.

As a final task, students answered a set of questions about their learning process through movies. They gave opinions on the advantages or disadvantages of using the language through activities based on movies orally. Their points of view were respected and taken into account for the conclusions of this study shown in the graphs in the next chapter. Students were pleased to have used movies in their classes to learn the language. Here are some examples to take into consideration.

Activity 10. Answer the questions.

S1: Have you learned anything interesting from this movie? What?

S2: Yes, I learnt a lot of interesting things. I learnt about the life of a queen and how hard it is to be a queen. It is difficult because you have to make the right decisions for your people, and it is not always good to trust everyone. Most of the people want to take advantage of you. I also learnt that we have to fight for the things we want.

S3: Yes, because I always wanted to be a princess or a queen, but that life is not easy. You have to be careful of everything; if you make a mistake, all the people talk about it. You must be neat, confident and almost perfect. You could have all the material things you want, but you will never be happy if you don't have love.

S4: Yes, I have also learned something from this movie. Victoria was a strong woman. She never gave up in difficult times. Everybody was against her, but she fought for her rights and dreams.

S1: What about the language? Was it difficult to understand? Why? Why not?

S5: The language was not difficult, but there were some words that the people used in that time, and they were different. It's like when we read a book in



Spanish, but the writer expresses his ideas differently from what we're used to. We know the language, but we don't know some expressions used.

S6: Well, at first it was difficult to understand the British accent because their English is so much more sophisticated than in American movies. Not only in this movie, but in general it's always different. But I love the British accent because it sounds more exciting than the American way. Actually, I always liked England and everything about that country: the accent, traditions and culture.

S7: There were some words I didn't understand because we don't use them commonly, but in general, the movie was easy to understand.

S1: Do you like seeing movies to learn English? Why?

S8: Yes, I love movies because I can learn more words, expressions and also the pronunciation.

S9: I prefer seeing movies in English not only for the language, but I like hearing the actors' actual voices.

S10: Yes, I do like to see movies, especially in English. I learn a lot about the language and the pronunciation of the words. In my personal opinion, I love the accent that the British people have, and it's amazing that we can do these kinds of activities in school to learn more English.

S11: Well, I like to learn English with movies. But I didn't like this movie very much. To me it was not really interesting because I prefer other kinds of movies; but I like to see movies in the classroom to learn. It is fun.

The evaluation took place in the classroom as scheduled. This time the test was the only one for this day and was given at the first hour. Therefore, the authorities allowed the teacher and the delegate to set required time to give the test for both listening and speaking skills.

Students were asked to do the Listening test first, then the Speaking test. They were called in pairs or groups according to their preference. They were invited to choose a paper in which the number of the question was noted and to answer the questions. The evaluation was done as previously stated in Chapter Three. To illustrate, the following picture shows the oral evaluation.



A group of students during their Speaking test.

CONCLUSION

Even though the participants gave diverse answers to the activities done in the classroom, it is not possible to mention all of the tasks. Therefore, it is essential to express that students never stopped amazing the researcher with their responses and ideas. Students showed a remarkable interest in performing all the tasks given even though they had other activities or assignments. Time used to fly when the activities were developed with students. It was certainly an amusing time for the teachers and students involved.

As presented it could be seen that even if it looks excessively fervent, the process showed students eager to communicate and express themselves. The ideas created and presented were a lesson for the teacher. The process showed that there are preconceived ideas about students which have to be erased. To clarify this notion, it is important to take into consideration that as teachers, it is usual to believe students do not want to speak, but their answers astonish the audience when they seem motivated enough to cooperate. From a personal point of view of the author, films are a good quality source for motivation and communication practice.



CHAPTER 5

V. DISCUSSION

This research attempted to discover the benefits of using movies for students when learning English as a target language. This chapter shows the findings of the study and investigates its limitations.

To sum up, this investigation was carried out with the purpose of determining if it is possible to improve aural and oral abilities with the aid of activities based on movies. As stated in the previous chapters, it is imperative for a teacher to find an entertaining way to teach English nowadays. Thus, qualitative and quantitative measures were used to answer the following research questions:

1. How do films affect the acquisition of listening – speaking skills?
2. How can classroom film activities help my students speak freely?
3. Do films help my students to improve listening comprehension and communicative performance?
4. Do students find that using films in English, with English subtitles or not, is helpful in gaining fluency?

V.1. FINDINGS

To have an appropriate response to those questions, it is necessary to take into consideration the PS, the LS and the Trimester Tests III results to confirm if there was an improvement in the listening and speaking skills for students of Science Classes at María Auxiliadora High School. In Chapter Three, the TLS and the FS outcomes were already presented. Thus it was necessary to discover the findings of the LS and the Trimester Tests to better understand the results of the present study.

V.2. LAST SURVEY

As a first step to find out if the objectives of this study were accomplished, it was important to reflect on the use of the following charts to show the participants' opinions on the use of movies in the classroom to improve listening and speaking

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skills. The questions were open and students had the opportunity to choose the options they preferred to express themselves. The following nine figures set forth the issues to be analyzed to validate this project.

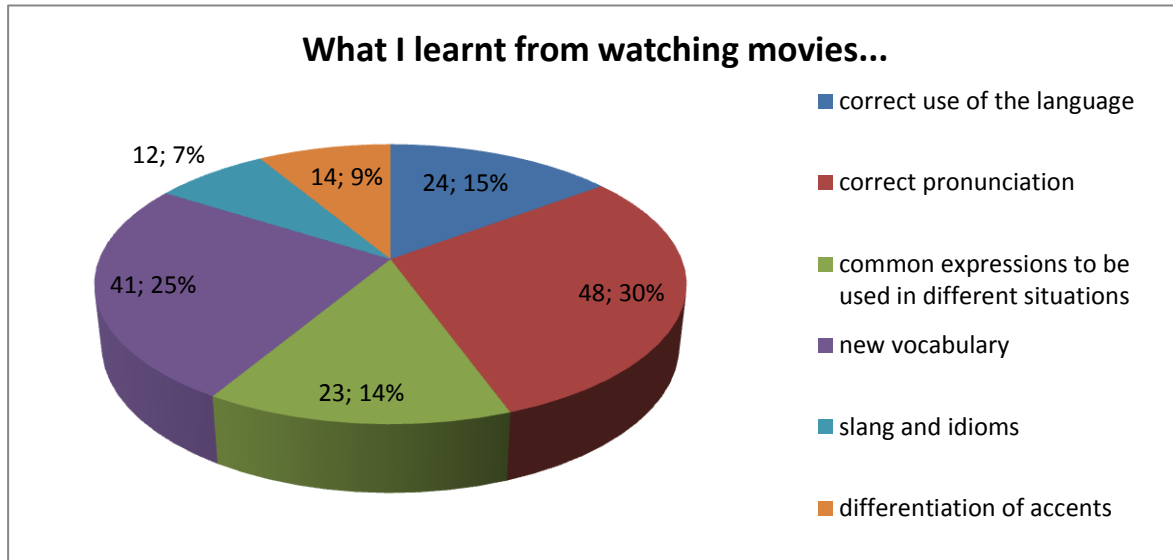


FIG. 5.1

In Fig. 5.1, students were asked about their learning improvement through the use of movies. Their answers stated that there were gains in different areas. Students were asked to choose the options that best fit their beliefs. From the 58 students involved in this study, 24 students expressed their improvement in the use of the language, 48 of the participants agreed on their progress regarding pronunciation, 23 students mentioned that they had learned expressions to be used in different situations, 41 of them stated that they gained knowledge of new vocabulary, 12 were of the same opinion regarding slang and idioms improvement, and finally, 14 expressed their gains in differentiating accents.

In Fig. 5.2, 57 students showed their agreement on enjoying learning English through the use of movies. Only 1 of the students left a blank space in this question of the survey. It means that 98% of the students found amusing their learning process with the aid of this technology resource.

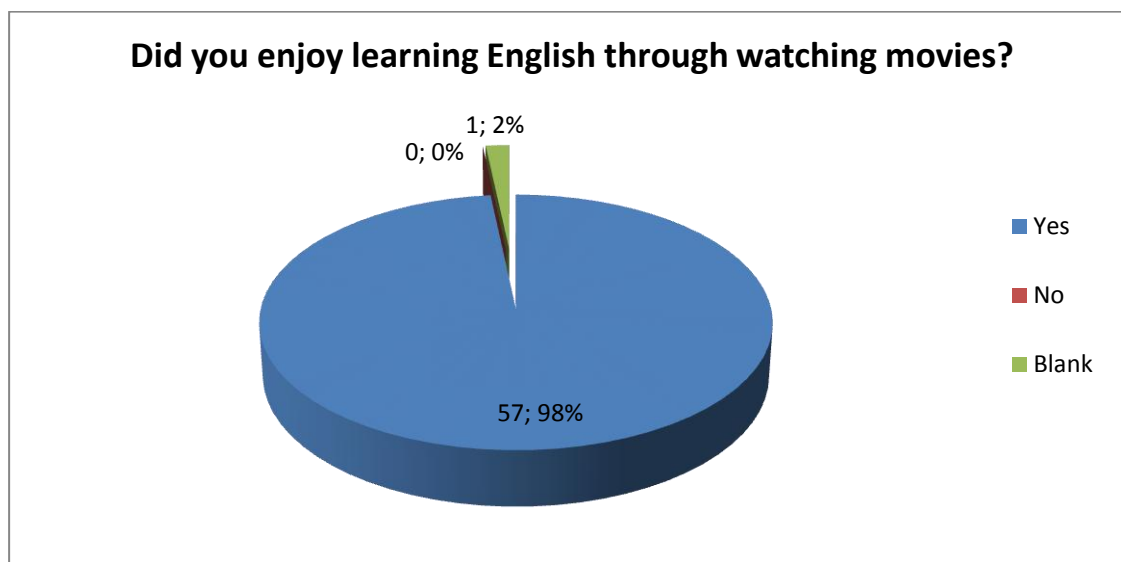


FIG. 5.2

Because question two was an open question, Fig. 5.3 shows the answers students gave and the reasons why they enjoyed learning English through watching movies. The answers given were the ones below the chart while the numbers mention the students who agreed on those opinions.

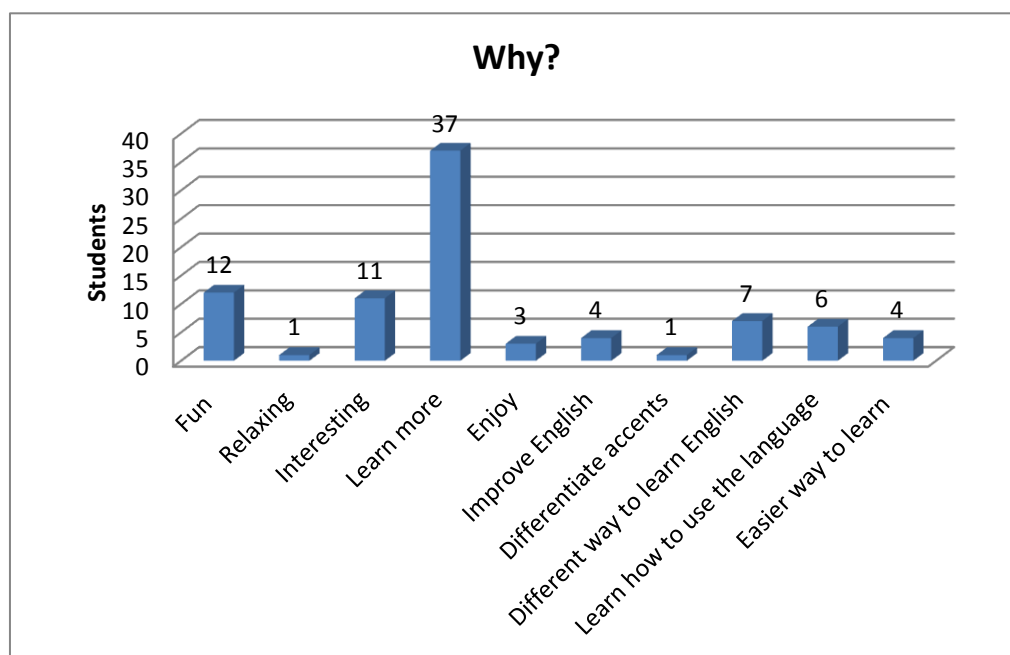


FIG. 5.3

Fig. 5.4 shows students' points of view about what they like from movies: 27 students liked learning how to use the language, 25 agreed on their motivation to



learn more about the target language, while 16 preferred to see a movie to back up their learning process.

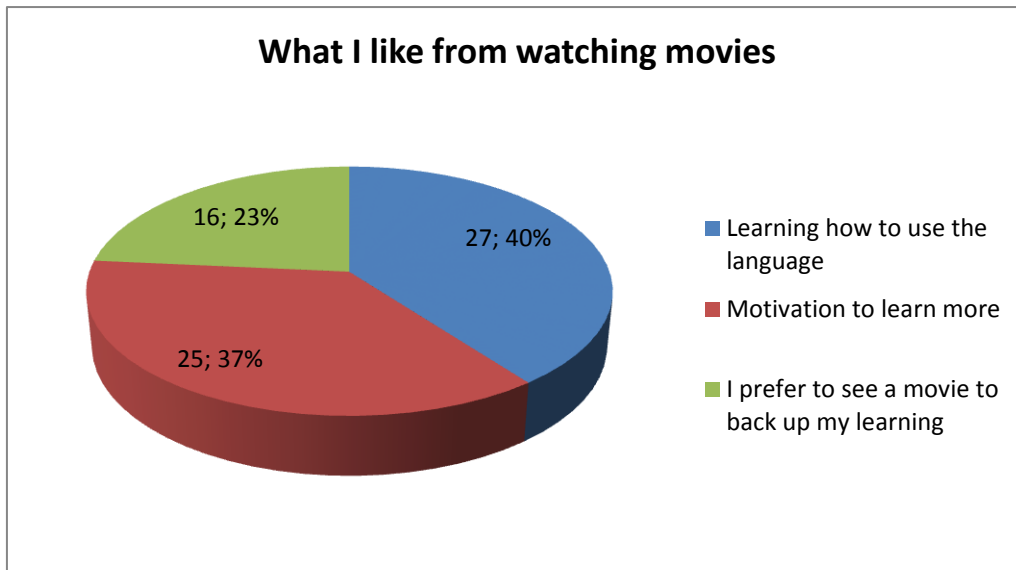


FIG. 5.4

Fig. 5.5 shows students' thoughts about watching movies: 26 thought it was a good way to learn English, 15 thought this process could be achieved with other classes, not only with the Science ones, 10 agreed on the idea that it helped them to improve their target language understanding, and finally, 38 thought it helped to improve their aural and oral abilities.

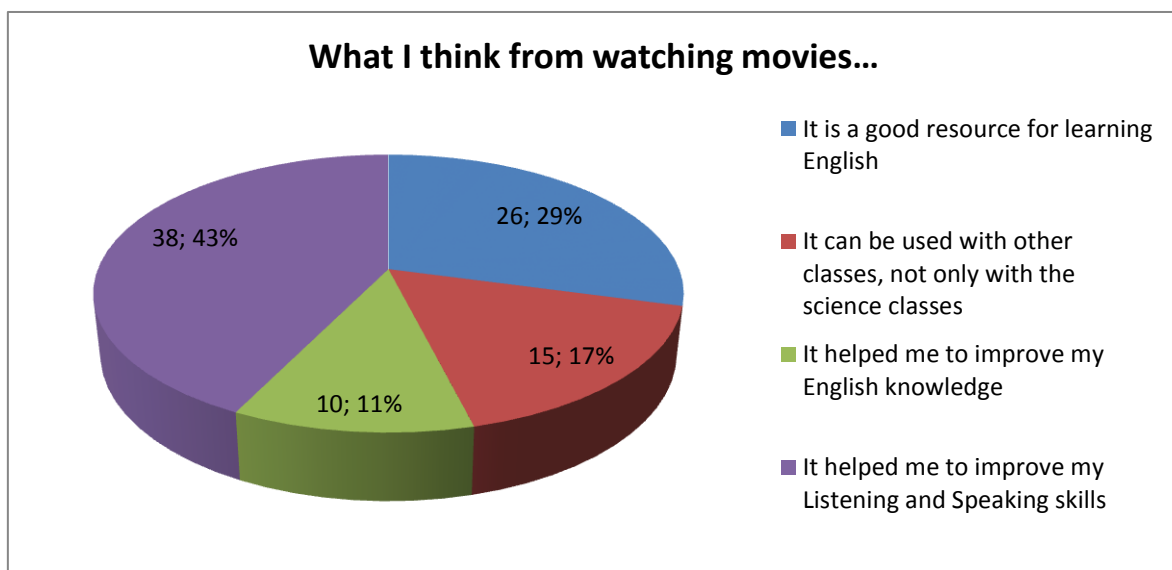


FIG. 5.5

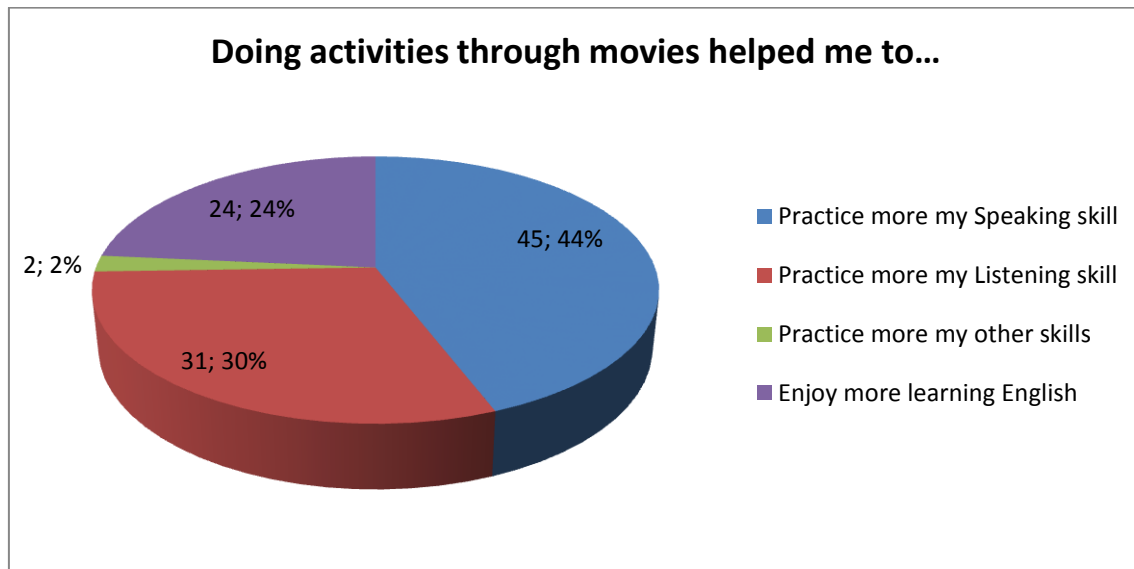


FIG. 5.6

In Fig. 5.6, 45 students thought accomplishing activities based on movies helped them to practice more their speaking skill, while 31 thought it was a good way to carry out their listening ability. Only 2 students agreed that the activities helped them to put into practice more the other skills, and 24 enjoyed more learning English through the use of movies.

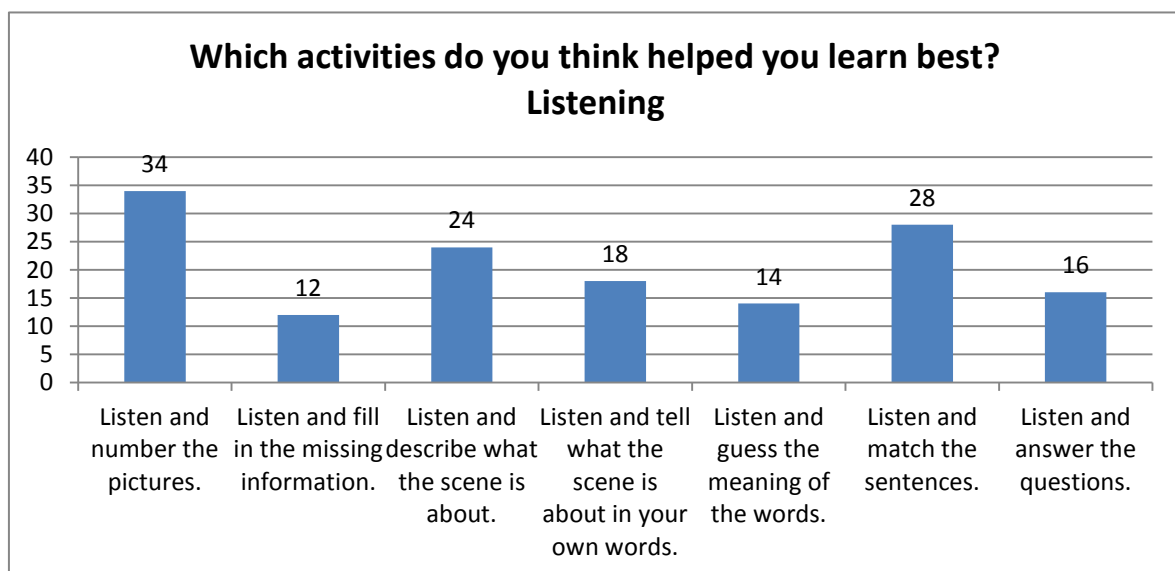


FIG. 5.7

Fig. 5.7 describes the development of the Listening skill and students' fondness for certain activities which helped them to improve this skill. Their favorite



activities were numbering the pictures, matching the sentences with what they had heard, and describing the scenes according to what they heard.

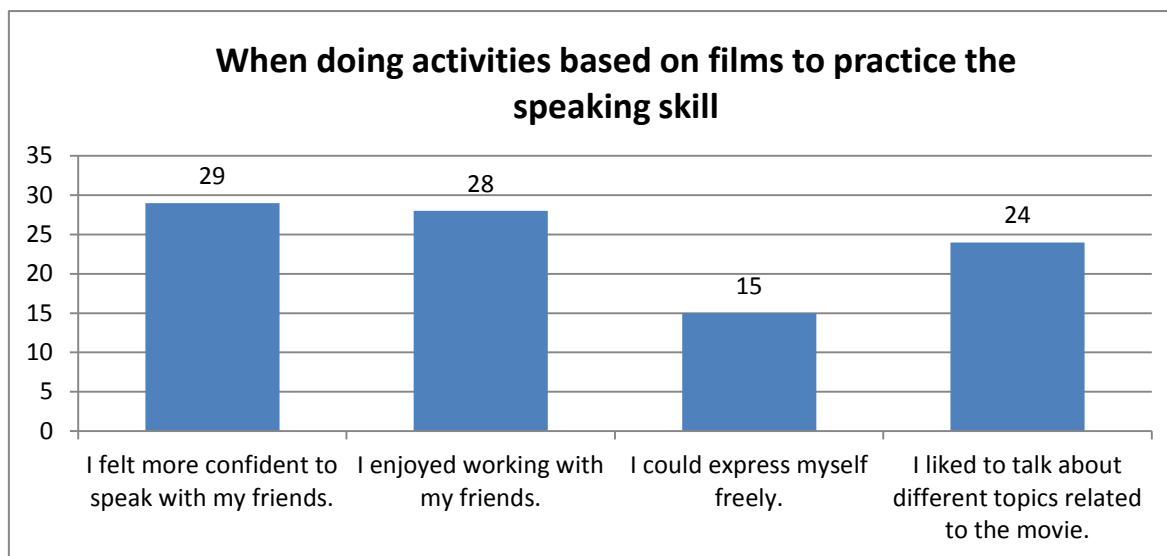


FIG. 5.8

In fig. 5.8, students showed their insights on the use of activities regarding the speaking skill. From the 58 students, 29 felt more confidence in speaking, 28 enjoyed working with friends, 15 thought they could express themselves freely, while 24 liked to talk about diverse topics related to movies.

In Fig. 5.9, students were asked to express their reflections on the use of activities and the way in which they facilitated their Speaking. Again, this graph clearly shows the number of students and their preferences in learning. From these options, the most voted were related to making conversations, choosing the activity according to their inclinations, giving opinions, and role playing.

As seen, the LS questions were a source to offer more elements to the analysis of the findings of this study.

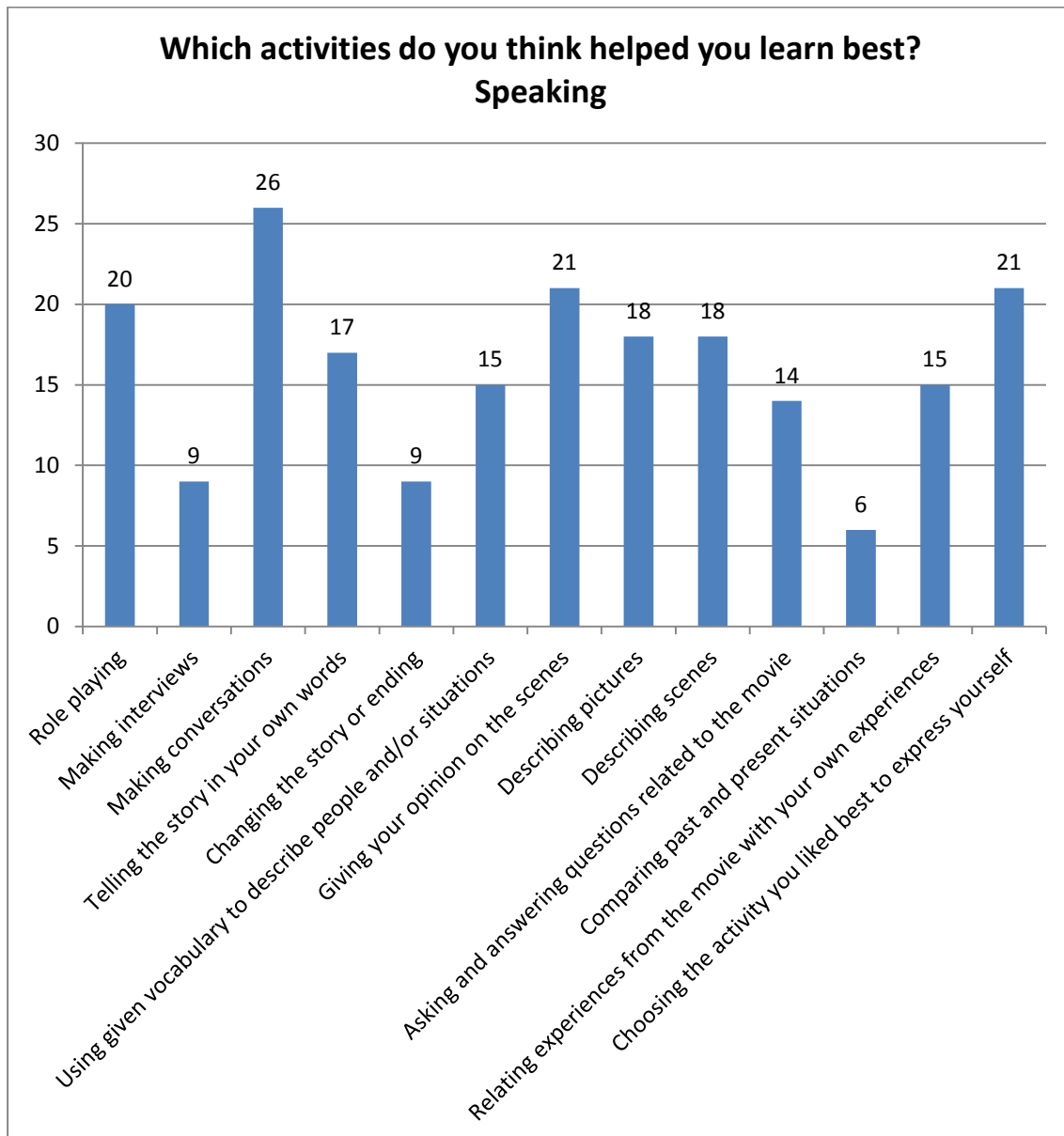


FIG. 5.9

V.3. TRIMESTER TESTS RESULTS

As stated in Chapter Three, students took tests at the end of the trimesters. Those results were considered to provide the information required to support this study. The outcomes are presented in the following charts to show the evolution the participants had achieved during the school year 2010 – 2011.

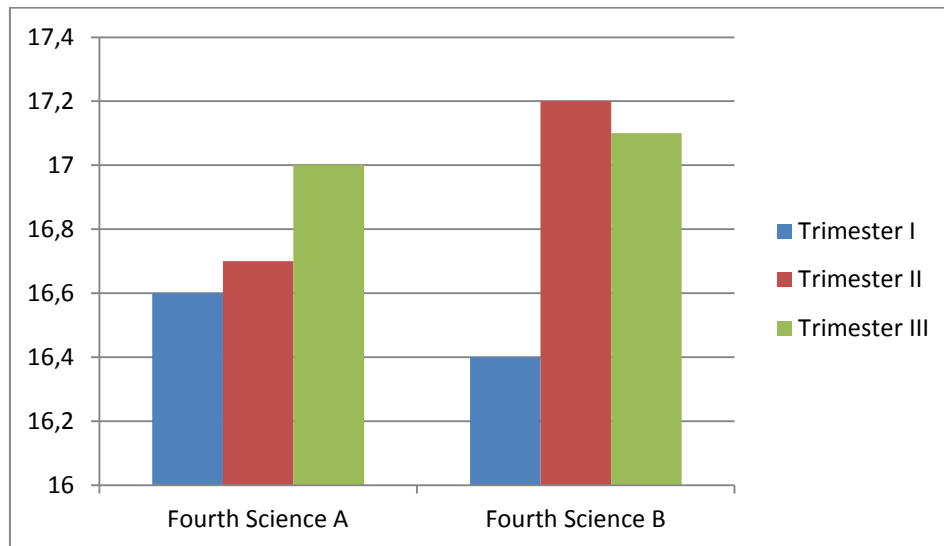


FIG. 5.10

Fig. 5.10 shows the general development Fourth Science Classes achieved during the Trimester Tests. To consider these results, the tests were based on the movie activities students carried out during the trimesters. The numbers at the left margin show the average grade of the classes during those tests. This graph clearly presents the advance of students from the first to the last test. The level of accuracy during the tests is as well demonstrated. Both classes enhanced their performance in a suitable manner.

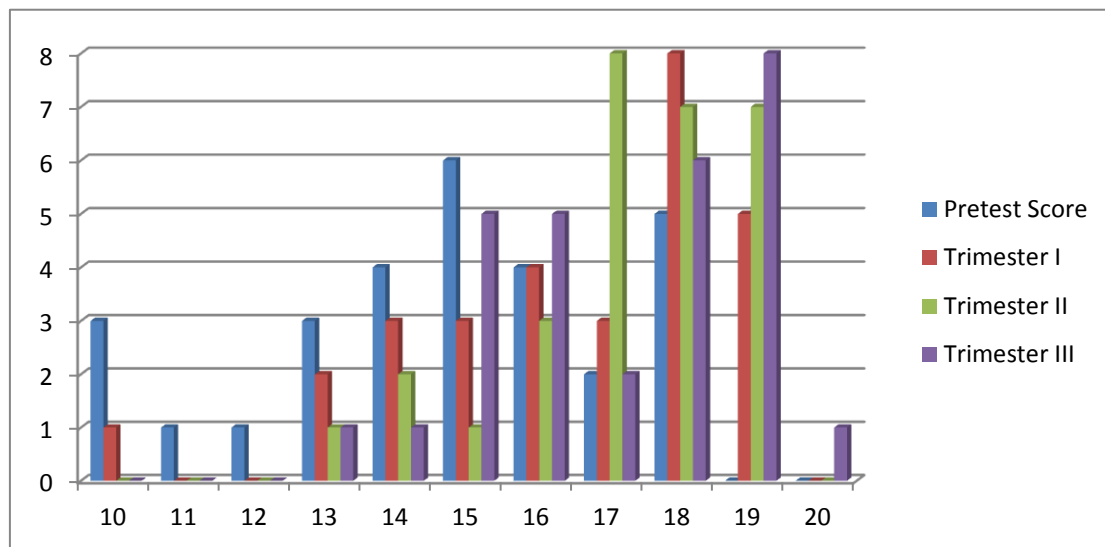


FIG. 5.11

In Fig. 5.11, the results show the improvement students of Fourth Science Class A had accomplished from the pretest score to the Trimester Test III. The



number at the left represents the students who obtained the grades from 10 to 20. This visual interpretation shows an interesting progress of the students from the beginning of the year to the end of it. Additionally, Fig. 5.12 presents the number of students who achieved the grades, and it clearly shows advancement in the last test.

Grades	Pretest Score	Trimester I	Trimester II	Trimester III
10	3	1	0	0
11	1	0	0	0
12	1	0	0	0
13	3	2	1	1
14	4	3	2	1
15	6	3	1	5
16	4	4	3	5
17	2	3	8	2
18	5	8	7	6
19	0	5	7	8
20	0	0	0	1

FIG. 5.12

Fig. 5.13 and Fig. 5.14 provide the information about the improvement of students of Fourth Science Class B.

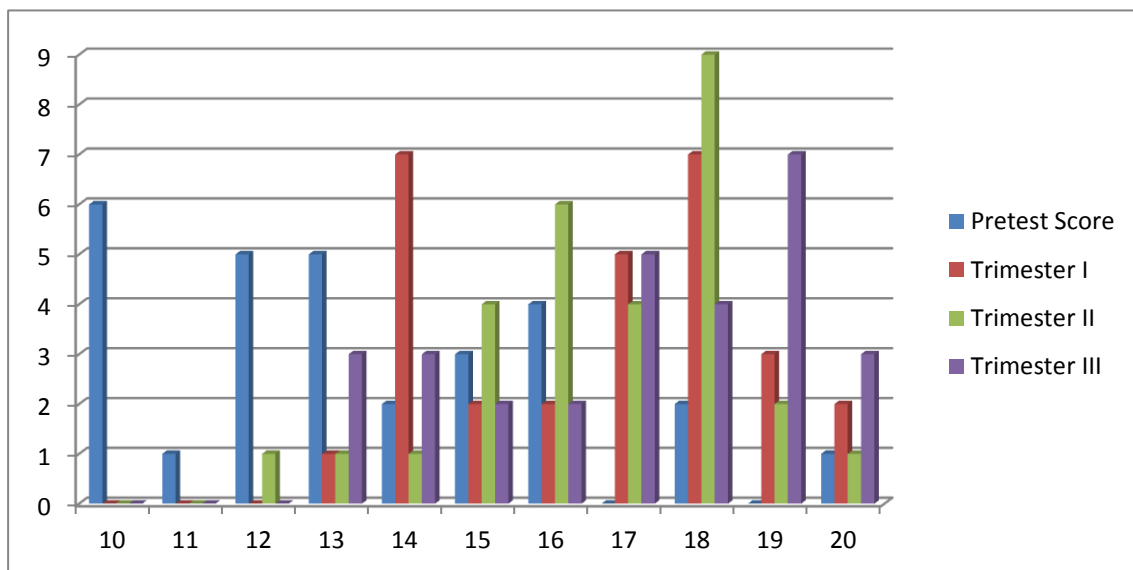


FIG. 5.13



Grades	Pretest Score	Trimester I	Trimester II	Trimester III
10	6	0	0	0
11	1	0	0	0
12	5	0	1	0
13	5	1	1	3
14	2	7	1	3
15	3	2	4	2
16	4	2	6	2
17	0	5	4	5
18	2	7	9	4
19	0	3	2	7
20	1	2	1	3

FIG. 5.14

Fig. 5.15 and Fig. 5.16 show the advance of both, Fourth Science Class A and B considering only the PS and the Trimester Test III results. There is certainly an advance. Students are represented with the numbers at the left, while the grades from 10 to 20 are at the bottom of the chart.

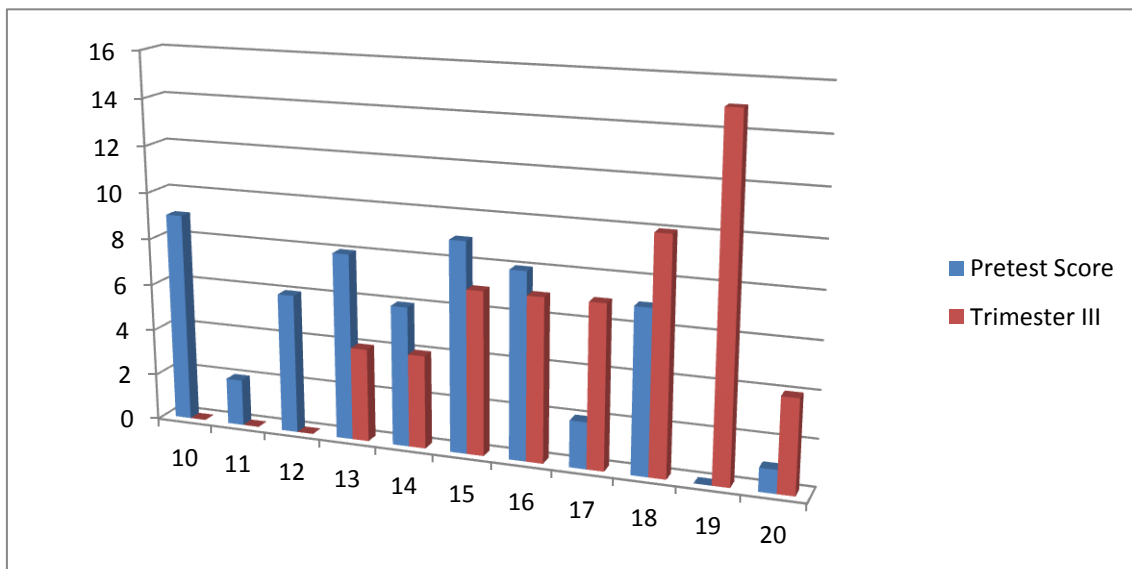


FIG. 5.15



Grades	Pretest Score	Trimester III
10	9	0
11	2	0
12	6	0
13	8	4
14	6	4
15	9	7
16	8	7
17	2	7
18	7	10
19	0	15
20	1	4

FIG. 5.16

Moreover, the benefits students obtained from the use of activities based on movies to improve their aural and oral abilities are clearly demonstrated.

V.4. RESEARCH QUESTIONS FINDINGS

The first question explored the effects of films in the acquisition of listening and speaking skills. As stated before, it was demonstrated that films provide a natural setting to motivate students in the target language learning. The PS and the Trimester Tests proved films to be an important source to acquire the results searched for in the objectives of this study.

Regarding question two, classroom film activities truly helped students to speak freely without taking into consideration whether they made mistakes or not. The participants were eager to communicate during the performance of the tasks in the classes. The researcher found students' motivation increased when students did not have to perform the same kinds of activities they face in everyday classes. To students, the activities were attractive; and they had the opportunity to express their opinions. They seemed at ease and felt respected because their answers were accepted by all the participants without a feeling of being pressed.

Concerning question three at the beginning of this chapter, it was, as well, demonstrated that students had the opportunity to explore and exploit their



communication comprehension and communicative performance. Working with partners reinforced their idea that even though listening and speaking are complex abilities to acquire, they could manage to use them without stress.

Question four required a response on the students' insights of the use of films in English. The results presented in the LS showed the impact films have in the listening and speaking abilities acquisition. It showed the criteria of students and their preferences. It is important to mention that certain students preferred to use English subtitles to gain more confidence when speaking.

V.5. LIMITATIONS

Although as attractive as the use of films could seem, it is important to mention that the study has flaws. Time involved is not enough to discover fully the impact of this project. The study undoubtedly shows students' progress, but it has to be considered that the development of these skills requires more than nine months. Learning English is a process that involves a number of considerations in an ongoing process.

Moreover, it is important to mention that the school had its own schedule for other kinds of activities. The education given in this school is integral and the development of the girls in their spiritual side is considered, as well. Thus, the researcher found herself facing the fact that there were other religious tasks to be done with the students when there were some movie activities scheduled. Nevertheless, the authorities, students and teachers were absolutely considerate, participative, helpful and supportive. It was, as well, considered necessary to present all the recordings and many examples of the tests. Unfortunately, due to the respect for and ethics concerning the school and the participants, the researcher was unable to use them.



CONCLUSION

The study accomplished the aims presented and answered the questions formulated at the beginning of this important project. It is hoped that the achievements shown in the current study will provide other teachers with the initiative to use films in the classroom whenever possible. Students will not only feel motivated, but the teacher will also feel rewarded by the results of the progress the students will certainly obtain. The goal is to help students to increase their listening and speaking knowledge and to transform their experience into a valuable, interesting and amusing manner of learning.

The study presented the necessary information to document the development of the students during this time and explained in detail the parameters considered to verify the results in the last chapter. As seen, the results were very satisfactory, but they could not be obtained without the effort of the participants.

Films and activities based on movies are a suitable combination to change student perception of learning English. The advance in the progress of students and the advantages they can obtain in the improvement of the aural and oral talents, when a teacher attempts to change routine with other interesting activities, has certainly been demonstrated.

It is advisable to continue with this kind of research. With more study and understanding on the subject, the goal of improving listening and speaking skills with the aid of films will be much easier to accomplish. It is important to state that the last word on this field has not been expressed yet.



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Annexes



EFL QUESTIONNAIRE TO TEST THE DEVELOPMENT OF ENGLISH SKILLS

Dear Student,

The responses that you give in this questionnaire will be kept confidential. The information that you provide will help to better understand to improve the development of the skills when learning English as a foreign language. Your honest and detailed responses will be greatly appreciated. Thank you. Good luck and thank you for helping us with our research.

Instructions: Read each statement carefully and answer the questions with complete sentences.

1. Do you think English is important for your future expectations?

Yes _____ No _____

2. Which of the following aspects is more difficult for you to learn English?

- a. _____ Writing
- b. _____ Reading
- c. _____ Listening
- d. _____ Speaking
- e. _____ Grammar
- f. _____ Vocabulary

3. Which activities do you enjoy more when learning English?

- a. _____ Writing poems, stories, summaries
- b. _____ Reading books
- c. _____ Listening to songs
- d. _____ Watching movies
- e. _____ Role playing
- f. _____ Playing games

4. Which of the following help you to learn more?

- a. _____ Playing games
- b. _____ Watching movies
- c. _____ Talking to your friends
- d. _____ Listening to songs
- e. _____ Writing
- f. _____ Reading books

5. You are good at ...

- a. _____ Reading
- b. _____ Writing
- c. _____ Listening
- d. _____ Speaking
- e. _____ Grammar

6. In which of the following do you think you need more practice?

- a. _____ Reading
- b. _____ Writing
- c. _____ Listening
- d. _____ Speaking
- e. _____ Grammar

7. Which of these activities would you like to practice more in class?

- a. _____ Role playing
- b. _____ Making conversations
- c. _____ Writing articles, poems, stories, summaries
- d. _____ Reading interesting stories
- e. _____ Watching movies
- f. _____ Listening to songs

8. Would you like to improve your listening and speaking skills? Which activities are better for you to learn these skills?

- a. _____ Singing songs
- b. _____ Watching movies
- c. _____ Listening to the text conversations
- d. _____ Following instructions
- e. _____ Role playing
- f. _____ Playing games



SURVEY TO TEST THE ACTIVITIES STUDENTS ENJOY DOING TO PRACTICE AND/OR IMPROVE ENGLISH

Dear Student,

The responses that you give in this survey will be kept confidential. The information that you provide will help to better understand the frequency of the activities you use to learn, practice or improve English language. Your honest and detailed responses will be greatly appreciated. Thank you. Good luck and thank you for helping us with our research.

Instructions: Read each statement carefully and circle the options that best describe your habits. Consider the following frequency parameters when doing the following activities:

Always: **4 times a week or more**

Often: **2 or 3 times a week**

Sometimes: **twice a month**

Rarely: **once a month**

Never: **doing nothing at all**

Which activities do you use to learn, practice and improve English?	How often do you do this activity?				
	Never	Rarely	Sometimes	Often	Always
1. Speaking with natives in English (friends, relatives, teachers, etc.)	1	2	3	4	5
2. Playing games in English	1	2	3	4	5
3. Watching movies or TV in English	1	2	3	4	5
4. Watching movies in English with English subtitles	1	2	3	4	5
5. Listening to music in English	1	2	3	4	5
6. Surfing the Internet in English	1	2	3	4	5
7. Reading and writing letters and/or email in English	1	2	3	4	5
8. Watching movies in Spanish with English subtitles	1	2	3	4	5
9. Chatting on the Internet in English	1	2	3	4	5
10. Reading magazines or newspapers in English	1	2	3	4	5
11. Going to a movie theater to watch movies in English	1	2	3	4	5
12. Listening to the radio in English	1	2	3	4	5
13. Talking to my classmates in English	1	2	3	4	5
14. Reading aloud in English	1	2	3	4	5
15. Writing down new vocabulary in English	1	2	3	4	5
16. Watching movies in English with Spanish subtitles	1	2	3	4	5
17. Interpreting for someone who doesn't speak English	1	2	3	4	5
18. Singing English songs	1	2	3	4	5



**QUESTIONNAIRE AFTER THE PROCESS TO TEST THE ACTIVITIES STUDENTS ENJOYED DOING
TO IMPROVE LISTENING AND SPEAKING SKILLS FOR STUDENTS OF FOURTH SCIENCE CLASSES**

Dear Student,

The responses that you give in this survey will be kept confidential. The information that you provide will help to improve the activities students used to improve listening and speaking skills in English language. Your honest and detailed responses will be greatly appreciated. Thank you. Good luck and thank you for helping us with our research.

Instructions: Read each statement carefully. Check (/) the options that best describe your interests. Give complete answers to the questions when required.

1. What I learnt from watching movies...

- a. _____ correct use of the language
- b. _____ correct pronunciation
- c. _____ common expressions to be used in different situations
- d. _____ new vocabulary
- e. _____ slang and idioms
- f. _____ differentiation of accents

2. Did you enjoy learning English through watching movies? Yes _____ No _____ Why?

3. What I like from watching movies...

- a. _____ learning how to use the language
- b. _____ motivation to learn more
- c. _____ I prefer to see a movie to back up my learning

4. What I think from watching movies...

- a. _____ it is a good resource for learning English
- b. _____ it can be used with other classes, not only with the science classes
- c. _____ it helped me to improve my English knowledge
- d. _____ it helped me to improve my listening and speaking skills

5. Doing activities through movies helped me to...

- a. _____ practice more my speaking skill
- b. _____ practice more my listening skill
- c. _____ practice more my other skills
- d. _____ enjoy more learning English

6. When doing activities based on films to practice the speaking skill,

- a. _____ I felt more confident to speak with my friends.
- b. _____ I enjoyed working with partners.
- c. _____ I could express myself freely.
- d. _____ I liked to talk about different topics related to the movie.

7. Which activities do you think helped you learn best?

Speaking

- a. _____ Role playing
- b. _____ Making interviews
- c. _____ Making conversations
- d. _____ Telling the story in your own words
- e. _____ Changing the story or ending
- f. _____ Using given vocabulary to describe people and/or situations
- g. _____ Giving your opinion on the scenes
- h. _____ Describing pictures
- i. _____ Describing scenes
- j. _____ Asking and answering questions related to the movie
- k. _____ Comparing past and present situations
- l. _____ Relating experiences from the movie with your own experiences
- m. _____ Choosing the activity you liked best to express yourself

Listening

- a. _____ Listen and number the pictures
- b. _____ Listen and fill in the missing information
- c. _____ Listen and describe what the scene is about
- d. _____ Listen and tell what the scene is about in your own words
- e. _____ Listen and guess the meaning of the words
- f. _____ Listen and match the sentences
- g. _____ Listen and answer the questions



Movies Summary

Sense and Sensibility

Rich Mr. Dashwood dies, leaving his second wife and her daughters poor by the rules of inheritance. Two daughters are the opposites. Marianne is a romantic woman, while Elinor is a practical person.

When Mr. Dashwood dies, he must leave his estate to his son, John, by his first marriage, which leaves his second wife and three daughters, Elinor, Marianne, and Margaret, in terrible economic circumstances. They are taken in by a kindly cousin, but their lack of fortune affects the marriage ability of both sisters. When Elinor forms an attachment for the wealthy Edward Ferrars, John's brother-in-law, his family disapproves and separates them. And despite the fact that Mrs. Jennings tries to match the worthy and wealthy, Colonel Brandon to her, Marianne finds the handsome Willoughby more to her taste. Both relationships are tried. There are hardships and heartbreaks. Nevertheless, true love and a happy ending will finally find their way for both the sisters, the one who is all sense, and the one who is all sensibility.

A Christmas Carol

Mister Ebenezer Scrooge is awakened on Christmas Eve by spirits who reveal to him his own miserable existence, what opportunities he wasted in his youth, his current cruelties, and the dire fate that awaits him if he does not change his ways. Scrooge is faced with his own story of growing bitterness and meanness, and must decide what his own future will hold: death or redemption.

Emma

This movie is about Emma Woodhouse, an affable young lady who enjoys interfering in other people's relationships. She is a romantic woman who lives in a small community in early nineteenth century in England.

The story begins with her tutor, Miss Taylor, gets married and goes to live with her husband, Mr. Weston, leaving Emma and her father alone. When Mr. Woodhouse, her father and a very good friend, George Knightly, talk about the



Weston's wedding, Emma takes credit for their matching. However, her father and Mr. Knightly, ask her not to continue with this kind of intrusion in other people's lives.

Emma does not take into account their opinions and tries to match Mr. Elton, the minister, with Harriet Smith, an unsophisticated young woman. Emma misunderstands Mr. Elton's interest when drawing Harriet. Thus, she persuades Harriet not to marry Robert Martin, a farmer. Mr. Elton is not interested in Harriet, but in Emma, and declares his love. Emma rejects him, and Mr. Elton marries a vain socialite who becomes an undesirable friend.

Then Emma is temporarily attracted to a charming young man called Frank Churchill, Mr. Weston's son, who lives in London. Emma decides shortly to set him up with Harriet. Frank has a secret engagement with a shy, pretty woman, Jane Fairfax. Harriet prefers Mr. Knightley, but Mr. Knightley danced with Harriet only out of politeness, and is starting to fall in love with Emma.

After that, during a picnic, Emma laughs at a poor woman named Miss Bates. Mr. Knightley angrily reproaches Emma for her bad behavior and leaves town. Emma finds herself thinking about him while he's away, but doesn't realize she is in love with him until Harriet tells Emma about her interest in him. When Mr. Knightley comes back, he and Emma meet at a meadow. They talk awkwardly, but end with him asking her to marry him and her willingly accepting. Harriet is upset when she knows about their engagement, but becomes happy after being engaged to Mr. Martin. The film ends with Emma and Mr. Knightley's wedding.

The Blind Side

The story of Michael Oher, a homeless and traumatized boy who became an All American football player and first round NFL draft pick with the help of a caring woman and her family.

Based on the true story of Leigh Anne and Sean Tuohy who take in a homeless teenage African-American, Michael "Big Mike" Oher. Michael has no idea who his father is and his mother is a drug addict. Michael has had little formal education and few skills to help him learn. Leigh Anne soon takes charge; however, as is her nature, ensuring that the young man has every opportunity to succeed.



When he expresses an interest in football, she goes all out to help him, including giving the coach a few ideas on how best to use Michael's skills. They not only provide him with a loving home, but hire a tutor to help him improve his grades to the point where he will qualify for an NCAA Division I athletic scholarship.

The Young Victoria

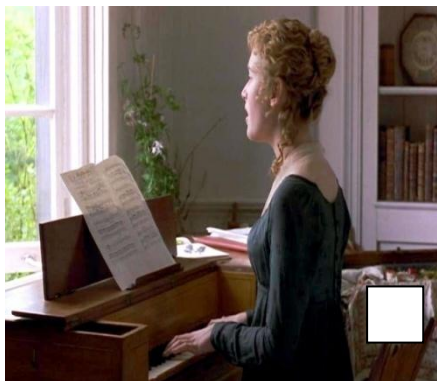
Dominated by her possessive mother and her bullying consort, Conroy, since childhood, teen-aged Victoria refuses to allow them the power of acting as her regent in the last days of her uncle, William IV's, rule. Her German cousin Albert is encouraged to court her for solely political motives; but, following her accession the throne at age eighteen, finds he is falling in love with her and is dismayed at her reliance on trusty premier Melbourne. Victoria is impressed by Albert's philanthropy which is similar to her own desire to help her subjects. However her loyalty to Melbourne, perceived as a self-seeker, almost causes a constitutional crisis and it is Albert who helps restore her self-confidence. She proposes and they marry, Albert proving himself not only a devoted spouse, prepared to take an assassin's bullet for her, but an agent of much-needed reform, finally endorsed by an admiring Melbourne.



Activities

Sense and Sensibility

1. Listen and number the pictures.



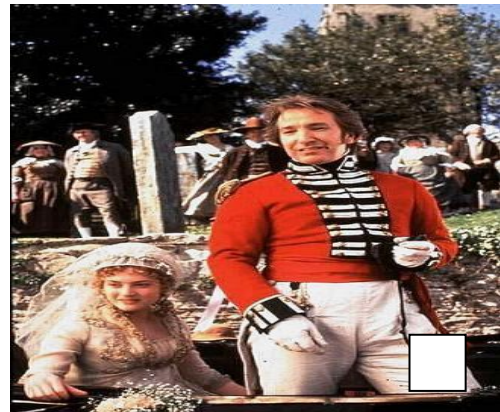














2. Vocabulary guessing. Guess the meaning of the following words. Teacher gives students strips of paper with the following words and their meanings. Students work in pairs.

a. acquaintance		personal knowledge: familiarity. Someone who is known but who is not a close friend
b. bachelor		a man who is not married ; <i>especially</i> , a man who has never been married
c. barouche		a fashionable type of horse-drawn carriage in the 19 th century; it was a four-wheeled, shallow vehicle with two double seats inside
d. attachment		strong feelings of affection or loyalty for someone or something
e. adamant		not willing to change an opinion or decision : very determined
f. dowry		money or property that a wife or wife's family gives to her husband when the wife and husband marry, in some cultures
g. understanding		an informal agreement
h. connection		a relationship between people who are part of the same family, who do business together, etc.
i. parcel		a box or large envelope that is usually given, sent, or delivered to a person

3. Describe the scenes to your partner.

4. Ask and answer the following questions in groups.

- Who are the main characters? Describe them briefly.
- What's Marianne like?
- What's Elinor like?
- What kind of relationship do the sisters have with their mother?
- Compare Marianne's reaction towards Colonel Brandon and Willoughby.
Have you ever acted in the same way?
- What happened with Edward Ferrars and Elinor? Talk about their relationship.
- What is the end of the story?
- Tell a different ending for the story.
- Did you find some values in the movie? Which ones? Explain.

5. Write some ideas below the pictures.



6. Tell your own story about the movie in groups.

7. Read the following dialogue and talk in trios about it.

CB: Lady Allen had annulled his legacy. He was left with next to nothing... and in danger of losing Combe Magna... and all the money that remained to his debtors.

ED: So he abandoned Marianne... for Miss Grey and her 50,000 pounds. Is Beth still in town?

CB: She has chosen to return to the country for her confinement. I would not have burdened you, Miss Dashwood, had I not, from my heart, believed it might in time... lessen your sister's regrets. I have described Mr. Willoughby as the worst of libertines. But I have since learned from Lady Allen that he did mean to propose that day, and therefore I cannot deny that his intentions towards Marianne were honorable, and... I feel certain that he would have married her... had it not been...

ED: For the money.

Later, Marianne and Eleanor are in the bedroom talking.

ED: Dearest, was I right to tell you?

MD: Of course.

ED: Whatever his past actions... whatever his present course... at least you may be certain that he loved you.

MD: But not enough. Not enough...

8. General discussion. Compare past and modern traditions about love, relationships, and values.

9. Students will be grouped and will write the story in their own words to be performed in dialogues as a play. They can choose their favorite scene. As a variation, the role play could be done in a modern context.

10. Listen to the dialogue and fill in the blanks.

Maid: Colonel Brandon to _____ you. Miss Dashwood



- ED: Colonel. Thank you so much for _____.
- CB: _____ is your _____?
- ED: I must _____ her home as _____ as possible. The Palmers _____ us as far as their home at Cleveland, which is but a _____ Barton.
- CB: Then _____ me to accompany you and _____ you straight on from Cleveland to Barton _____.
- ED: I _____ that is that is precisely what I hoped for. Marianne _____ cruelly. What pains me most is how _____ she tries to _____ Mr. Willoughby, but you know her disposition.
- CB: Perhaps... I... Miss Dashwood _____ you allow me... to _____ some circumstances which _____ but an earnest desire of _____ useful...
- ED: You _____ to tell me of Mr. Willoughby?
- CB: When I quitted Barton last... No, I must _____ further _____. No doubt... No doubt... Mrs. Jennings has apprised you... of certain _____ in my past. The _____ outcome of my _____ with a young woman named Eliza. What _____ commonly known is that... _____ years ago, before she _____, Eliza bore an illegitimate _____. The _____, whoever he was, abandoned them. As Eliza lay dying, she begged me _____ the child. I had failed Eliza in every other way, I _____ refuse her now. I _____ the child... Beth is her name... and placed her with a _____ in the _____ where she I could be _____ that she would be well looked after. I saw her whenever I could. She _____ so headstrong, and God forgive me... I indulged her, I allowed her too much freedom. _____ a _____ ago, she disappeared.
- ED: _____?
- CB: I instigated a _____. But for _____ I was left to _____ the _____. At last, on the day of the Delaford picnic... I received the first news of her. She was with child. And the blackguard who had _____ with no hint of his whereabouts...
- ED: Oh, good God. _____ you _____ Willoughby?
- CB: _____ I could _____ to confront him. Lady Allen _____ of his behavior and turned him from the _____. He fled to London.
- ED: Yes he left us that _____ without any _____.



A Christmas Carol



1. Vocabulary. Circle the words that are related to Ebenezer Scrooge.

good man	cold-hearted	friendly	bitter	old
tight fisted	greedy man	happy	kind	rich
loving	caring	frightened	miserly	poor
	generous		honest	



2. Pair work. Student A: Imagine you are Ebenezer Scrooge. You are talking to Jacob Marley. Answer the questions below. Student B: Imagine you are Bob Marley. Ask the following questions to Ebenezer. Take turns.

- What do you like to do?
- Talk about your family: father, sister, and nephew.
- Do you like to help people? Why?
- What is your reaction when people call for help?
- Have you had any interesting experience? Which one? Is it frightening?
- Do you like ghosts? Do you believe in them? Why?
- Did you learn anything from those experiences? What?
- Do you think you can change your way of being?

3. Imagine you are Jacob Marley, Ebenezer wants to ask questions of you about your life as a ghost. Prepare the questions in pairs. Ask and answer them. Take turns.

4. Group work: Changing the story. Teacher tells the beginning of the story. Continue the story in groups of four taking turns building up the story. Use your imagination.

5. Pair work. Think about the following characters. Choose two. Imagine they have a conversation. Make the conversation with a partner. Use your own ideas.

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Bob Cratchit	Ebenezer Scrooge
Tiny Tim	Jacob Marley
Fred Scrooge	Fan Scrooge (sister)
Ghost of Christmas Past	Ghost of Christmas Present
Ghost of Christmas Yet to Come	Portly Gentleman (man who requests donation)
Mr. Fezziwig (warehouse businessman)	Mrs. Dilber
Belinda Cratchit (Bob's wife)	Belle (neglected fiancée)

6. Imagine you are character of the movie, but you want to be another character. Choose the one you are and the one you want to be and explain why.

Bob Cratchit	Ebenezer Scrooge
Tiny Tim	Jacob Marley
Fred Scrooge	Fan Scrooge (sister)
Ghost of Christmas Past	Ghost of Christmas Present
Ghost of Christmas Yet to Come	Portly Gentleman (man who requests donation)
Mr. Fezziwig (warehouse businessman)	Mrs. Dilber
Belinda Cratchit (Bob's wife)	Belle (neglected fiancée)

7. Describe your favorite scene from the movie. Why did you like it?



Emma

Listening and Speaking activities.

1. Listen and match the sentences with the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



2. Choose 5 scenes and talk about the story in your own words. Use the scenes to build up the story.
3. Correct the mistakes from the sentences. Rewrite the incorrect sentences with the correct information. Work in pairs.

a. Miss Weston got married to Mr. Taylor. They did not like the ceremony.	
b. Mr. Woodhouse, Emma and Mr. Knightley are talking about Miss Taylor's wedding. Mr. Woodhouse is Emma's older brother.	
c. Harriet and Emma are walking in the park collecting apples and insects.	
d. Emma and Mr. Knightley are discussing love. She's really happy. They have a bow and arrows.	
e. Emma persuades Harriet to marry Mr. Martin. Emma likes Mr. Martin so much.	
f. Mr. Elton talks to Emma and Mr. Knightley. Mr. Knightley is angry at the vicar.	
g. Emma and Harriet talk about Mr. Elton. Emma tells her friend how much he loves Harriet.	
h. Mrs. Elton, Harriet and Mr. Woodhouse take a walk. They talk about Emma.	
i. Mrs. Weston is happy to talk to Emma in Mr. Weston's house.	
j. Mr. Knightley and Emma are dancing ballet. They enjoy it.	
k. Harriet and Emma are talking about a man. Emma refers to Frank while Harriet thinks of Mr. Elton.	
l. Emma is writing in her diary about her life. Her thoughts are about Frank.	
m. Mr. Knightley tells Emma he loves her. They are in love.	
n. Mr. Knightley and Emma get married. They have a very big ceremony.	

4. Choose a scene. Talk in groups of four about the picture.
 - a. Who are there in the scene? What are they doing?
 - b. What did you like the most about the character's reaction? What's he/she like?
 - c. Describe his/her personality and appearance. How do you imagine him/her?
 - d. Which attitudes would you like to change? Why?
 - e. Express your opinion on the situation.



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5. You are a character of *Emma*. Choose the one you like. You are going to have an interview with a reporter. Answer the questions and tell your side of the story. Prepare the interview in groups of five. One of the students is the reporter.

Emma	Mrs. Weston	Miss Taylor	Mr. Knightley
Mr. Woodhouse	Miss Bates	Harriet Smith	Mr. Weston
Mr. Elton	Mr. Martin	Mrs. Elton	Jane Fairfax
John	Isabella	Frank Churchill	

Questions to be answered:

- Who are you? Are you an important character in the movie? How old are you? What do you do?
 - What is your side of the story? Tell in your own words how you see the story from your character's point of view.
 - Do you act like your character in real life? Give an example.
 - Who's your best friend in the film? What do you like about his/her way of being?
 - Who's the character you dislike the most? Why?
 - Do you believe your character acts correctly all the time? As a character, which are your best values? Which are your worst values?
6. Tell in 2 minutes all you can say about the movie: characters, values, time, customs, and traditions.



The Blind Side

1. Write under each picture as many words as you can relate to the picture. Then use these words to talk about the scene in pairs.



























2. Choose the activity that you like best. Do it individually, in pairs or in trios.
 - a. Drawing. Draw your favorite part of the movie and explain what happens there.
 - b. Poem. Make a poem of your favorite part of the movie.
 - c. Song. Make a song about the movie. Use your own ideas. Sing it.
 - d. Writing. Write a short version of your favorite part of the movie.
 - e. Role play. Make a conversation with a friend about your favorite part of the movie. Take turns.
3. Pair work. You are Leigh Anne Tuohy, Sean Tuohy and Michael Oher. Imagine you meet on the street. Talk about how you used to live your life and invite Michael to live in your house. Use your imagination.
4. Imagine you are SJ Tuohy or Collins Tuohy. You are at school with friends. They don't like Michael. Make a conversation defending your new brother. Work in pairs or trios.
5. Discuss in pairs. Use the information you got from the movie.
 - a. What happens to Mike Oher?
 - b. Who is Leigh Anne Tuohy? Sean Tuohy? What are they like? How do they live?
 - c. What does SJ Tuohy do to help Mike play football better?
 - d. Has Mike ever played football? Why?
 - e. Where did Mike use to live? What happened next?
 - f. What did Mike use to do to live? What about the Tuohys? What did they use to do before Mike came to live with them?
 - h. What did Leigh Anne do to make Mike feel happy at home?
 - i. How did the Tuohys use to celebrate Thanksgiving?
 - j. How did Mike affect the Tuohys life?
 - k. Was Mike a good football player at the beginning? Why? Why not?
 - l. What happens at the end of the movie?
6. You are a film star. You are describing the character you have in the movie to your fans in a television program. Choose one and tell as much as you can about him or her.

Leigh Anne Tuohy	Sean Tuohy
Michael Oher	SJ Tuohy
Collins Tuohy	Coach Cotton
Denise Oher	Miss Sue
7. Talking about your experiences. Choose one scene from the movie and tell what it is about in few words. Then talk about a situation that you lived which was similar to that one. Use your own ideas. Work with a partner.
8. Choose one of the following chapters. Listen to it and tell in your own words what you understood from it.
 6. Thanksgiving table
 9. Never had one before
 10. Marcus and Ferdinand
 20. Miss Sue and a coaching slew
 25. Project mode
 26. Where my family goes
9. Giving your opinion. As pairs, ask and answer the following questions.
 - a. Have you ever found someone like the Tuohys family?
 - b. What have you learnt from this movie?
 - c. Do you think you could face a difficult situation like Mike? How do you think your reaction would be?
 - d. Which character is the one that you liked best? Why? Are you alike?
 - e. Did you enjoy this movie? Why? Why not?
 - f. Was it difficult to understand? Why? Why not?
 - g. Have you improved your English through this movie? How? Why? Why not?



The Young Victoria

1. Look at the pictures and recognize the people. Discuss in pairs.



- Who are they? Do you know all of them?
- Where are they from? What kind of country is it? What language do they speak there?
- Is it a democratic country or a monarchy? What is a monarchy? Explain it in your own words.
- What about Ecuador? What kind of country is it? Would you like to live in a monarchy? Why? Why not?

2. Describe the people in the images. Talk about them in pairs. Say as much as you can of every person in a minute. Take turns.



3. Listen and put the sentences in order. Number them from 1 to 9.

- _____ But as a child, I was convinced of quite the opposite.
 _____ Mama never explained why she would have someone taste my food,
 ___1___ Some people are born more fortunate than others.
 _____ Even a palace can be a prison.
 _____ When my father died, Mama and her adviser Sir John Conroy created rules.
 _____ But some palaces are not at all what you'd think.
 _____ why I couldn't attend school with other children, or read popular books.
 _____ Such was the case with me.
 _____ What little girl does not dream of growing up as a princess?

4. Listen and match the sentences.

- | | |
|--|---|
| 1. He said they were for my protection, _____ | a. when my life would change and I might be free. |
| 2. I could not sleep in a room without Mama, _____ | b. that the king would die and there would be a Regency |
| 3. I learned the reason for all this _____ | c. to meet my destiny. |
| 4. My uncle William was the King of England, _____ | d. and he would rule my mother. |
| 5. And that was me. Sir Johns' dream was _____ | e. and he called it the Kensington System. |
| 6. where my mother would rule England, _____ | f. when I was eleven. |
| 7. So I began to dream of the day _____ | g. or even walk downstairs without holding the hand of an adult. |
| 8. And I prayed for the strength _____ | h. yet he and his three brothers could boast only one living child. |

5. Describe the character and appearance of the following people.

Queen Victoria	Sir John Conroy
Prince Albert Coburg	Prince Ernest Coburg
Uncle Leopold Coburg - King of Belgium	Duchess of Kent - Mama
Lord Melbourne	King of England
Queen of England - aunt	Sir Robert Peel

6. Talk in pairs about young Victoria and all the people above mentioned before she became a queen.

Say as much as you can about their lives. What did they use to do? How did they use to live?

7. Make a conversation between two of the people above mentioned. You take the role of that person.

Talk about your likes and dislikes about your life in that time.

8. Answer the following questions. Work in pairs.

What is royal life like?

Would you like to have a queen's life? Why? Why not?

What are some of the values of Young Victoria? Albert?



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What are the most important values you find in the following people?

Queen Victoria

Sir John Conroy

Prince Albert Coburg

Prince Ernest Coburg

Uncle Leopold Coburg - King of Belgium

Duchess of Kent - Mama

Lord Melbourne

King of England

Queen of England - aunt

Sir Robert Peel

Are all of those values good? Why do you believe that?

Do you have some of the values people have in the movie? When have you used them?

Is it important to have values nowadays? Why? Why not?

9. Choose a scene and describe it. Who are in that scene? What are they doing? What are they talking about? Tell it in your own words.

10. Answer the following questions.

a. Have you learnt anything interesting from this movie? What?

b. What about the language? Was it difficult to understand? Why? Why not?

c. Do you like seeing movies to learn English? Why?