

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



TOPIC:

“A PROPOSAL FOR USING SOME SHORT FILMS AS AUTHENTIC MATERIAL TO IMPROVE ORAL SKILL OF B1 LEVEL STUDENTS DURING THE ENGLISH LEARNING PROCESS IN EFL CLASSES THROUGH VIDEO GUIDES AT THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR IN SEMESTER I-2016”

FINAL THESIS PROJECT TO OBTAIN THE DEGREE OF:
BACHELOR OF MODERN LANGUAGES: SPECIALIZATION IN FRENCH AND ENGLISH

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INTRODUCTION

This research study presents valuable information about a proposal for using short films as authentic material to improve oral skill of B1 level students during the English learning process in EFL classes through video guides at the Foreign Language Department at the University of El Salvador in semester I-2016. At the same time, it encompasses information about important findings of previous studies related to the importance of the use of short films activities in English as a foreign language (EFL) courses. It also presents the information about how to improve such skills.

This work is divided into eight chapters: Chapter number one includes with the research design, and it features sections in which the researchers clearly demonstrate the different issues students are having regarding the oral skill which is, in this case, the description of the problem and also the objectives that the research team agreed to accomplish. Finally, the justification demonstrates why this research study is worth carrying it out and the research questions stated by the team.

Chapter number two presents the theoretical framework which makes this work reliable and trustful. It provides grounded information about the usage of short films and how it can be helpful to improve oral skills. Besides, this part reveals that English students from the Foreign Language Department at the University of El Salvador, hardly ever have speaking and listening activities in their classes, it also states the importance of using authentic material during the English learning process.

Chapter three includes about the Methodological Design which features the methodology and type of study; it also presents the research design used to carry out the research and the different data collection instruments and techniques that were used to obtain consistent information of the sample of study; finally, the operationalization of data.

Chapter number four shows the data analysis. It is based on all the observation process to obtain information about the use of short films during an English class at Instituto Técnico Centroamericano, ITCA; the data, which was obtained by having interviewed some teachers to later analyze all the information that was gathered and compared with the grounded theory presented by the research team.

Finally, Chapter five and Chapter number six, provides valuable conclusions and recommendations of the phenomenon of study. In addition, Chapter VII presents the grounded information and reliable collected by the research team in order to accomplish this investigation. Chapter VIII includes the appendices in which readers will find the questionnaires and some other documents that were very valuable to succeed with this investigation.

CHAPTER I

RESEARCH DESIGN

1.1 Statement of the problem

The Foreign Language Department at the University of El Salvador began its educational work as a Language Academy, which is retained until 1955, year in which it began a restructuring of the School of Arts and Sciences, under the supervision at that time of the Dean, Napoleón Rodríguez Ruiz.

The Department was part of the School of Psychology, History and Social Sciences. It had as one of its objectives, to manage the career of Technical Translation / English – Spanish. Also, as part of that same school, in the year of 1956 begins the Foreign Language Department, which functioned as an Academy of Foreign Languages, where both English and French languages were taught.

Beginning of the year 1991, the FLD began its curricular reform, having as a primary objective to give the Salvadoran society professionals, academics, and technically prepared people with a critical and positive mindset. In the year of 2002, the FLD began to offer a new career, the Modern Languages Major specialty in French and English, this major increased the students population in the department since there was a necessity to innovate the teaching process in order to give students a good education.

According to opinions of students at the Foreign Language Department and personal opinions, oral skill acquisition is one of the most difficult abilities that students face during their learning process. Regarding to this, the use of new strategies for improving the oral skill of students has become an important resource that could be the difference in the success or failure of students. Taking into account that oral skill is fundamental to establish communication in real life situations, Hymes (1972) referred to as “communicative competence”. Hymes held that such a view of linguistic theory was sterile, that linguistic theory

needed to be seen as part of a more general theory incorporating communication and culture. The theory of Hymes of communicative competence was a definition of what a speaker needs to know in order to be communicative competent in a speech community. According to the view of Hymes, a person who acquires communicative competence acquires both knowledge and ability. In other hand, Krashen and Terrel (1983) suggested: “if the teacher is not a native or near native speaker, appropriate materials such as audiotapes or videotapes must be available to provide the appropriate input for the learners”. Based on that, short films might be used as a strategy that teachers can apply in English Foreign Language class, so that students can acquire a better oral proficiency skill in the language and become more competent in real life situations.

In order to know if short films are used or not in the learning process of students at the FLD, a diagnostic test was designed and administered to fifteen people of the fourth and fifth academic year. This diagnostic test contained a set of 5 closed questions focused exclusively on the use of this tool in EFL class. The obtained results showed that short films are very little or never used.

Knowing that the oral skill is one of the most basic abilities in order to have a successful communication, the use of authentic material such as short films becomes a necessity which will facilitate oral skill acquisition. Rodgers (1988) held that authentic materials are appropriate and good in terms of goals, objectives, learner needs and interest, as well as natural in terms of real life and meaningful communication. Taking into account the gathered results and with the intention to improve oral skill of students, the researchers want to focus on the use of short films in English Foreign Language classes at the Foreign Language Department that will lead students to be more competent in this ability if this tool is exploited by the English teachers through the proposal for using some short films as authentic material to improve the oral skill of B1 level students during the English learning process in EFL classes through video guides at the Foreign Language Department at the University of El Salvador in semester 0I-2016.

1.2 RESEARCH QUESTIONS

Main Research Question:

“What is the proposal for using some short films as authentic material to improve oral skill of B1 level students during the English learning process in EFL classes through video guides at the Foreign Language Department at the University of El Salvador in semester I-2016 about?”

Subsidiary Research Questions:

- Which are the advantages and disadvantages of using short films as authentic material to improve student’s oral skills in EFL classes at the Foreign Language Department at the University of El Salvador?
- Which are some of the most appropriate short films to use in EFL class that improve student’s oral skill according with the specialists?
- Which are the video guides that teachers can develop when using these short films in EFL classes?

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

- To describe the proposal of using some short films as authentic material to improve oral skill of B1 level students during the English learning process in EFL classes at the Foreign Language Department at the University of El Salvador in semester I-2016.

1.3.2 SPECIFIC OBJECTIVES

- To mention the main advantages and disadvantages of using short films for improving students' oral skill in EFL class at the Foreign Language Department.
- To list the most appropriated short films to use in EFL classes to improve students' oral skill according with the specialists.
- To explain how video guides can be developed in EFL class when using short films for improving students' oral skill at the Foreign Language Department of the University of El Salvador.

1.4 JUSTIFICATION

The digital revolution has become an important tool in the development of EFL skills and competences of students. It facilitates the acquisition process when learning English as a foreign language. One very interesting development from all these technological advances has been the renaissance of the short films. They have traditionally been seen as the poor cousins of feature films at film festivals. However, the demand for short films has increased since their brevity makes them ideally a tool for teaching. The rise of short films can be exploited in language teaching. Due to given time constraints, traditional techniques such as audio recording or Power Point presentations do not offer the same characteristics that a short film does. In contrast, a short film can be shown in its completely within one class session and they can have a great learning impact on students by having activities before, during and after watching the short film. Because of their accessibility, brevity, innovation, and creativity, short films are the perfect vehicle for using authentic material in the language learning classroom and for promoting oral communication.

The goal of this research is that short films as authentic material can be used in EFL classes at the Foreign Language Department during the learning process of students. Furthermore, the legacy of this research project is that teachers could keep this project that includes physical material of using short films in class and how they can be exploited through video guides, as a successful model that has been tested for oral skill development which can be applied in the English classes at FLD in the next semesters.

1.5 LIMITATIONS

- Most of the literature was taken from online resources, since there were not enough books at the Foreign Language Department about the topic.
- Some of the experts did not complete the interview even when they promised to do it, therefore, the team had to look for other experts involved in the field.
- It was difficult to arrange a meeting due to the schedule conflicts of all people involved.
- Due of the nature of the topic, it was not possible to take into account more teachers from English courses staff since only few people have already certain experience with short films in EFL classroom.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter provides, on its first instance, the definition of Meaningful Learning according to John Dewey and the Meaningful Learning theory of David Ausubel which are presented to back up the base of this research. Also, the elements involved in the learning process, learning stages and meaningful learning types are given, as well as the way in which individuals must relate new knowledge to relevant concepts they already know is presented. Moreover, the elements involved about how learning occurs are explained and after that, the description of the Communicative Approach and its Authentic Material Principle are given, as well as some characteristics of the communicative approach. Finally, a background of short films, its use in EFL classes and its importance of improving oral skill in B1 level students are explained.

2.1 Meaningful Learning Theory

According to John Dewey (*Democracy and Education*, 1916, p.76) “meaningful learning is a reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.” That means that learners are involved in a process that lead new meaning in their mental contents or concepts, ideas, insights, attitudes, positions etc... that they have learned in the past but it opens paths for learning more complex content.

David Ausubel¹ was a cognitive learning theorist who focused on the learning of school subjects and who placed considerable interest on what the student already knows as being the primary determiner of whether and what he/she learns next. Ausubel viewed learning as



Figure 1. David Ausubel,

¹ An American was a cognitive learning theorist who focused on the learning of school.

an active process, not simply responding to their environment. Learners seek to make sense of their surroundings by integrating new knowledge with that which they have already learned.

According to the theory of Ausubel, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner's knowledge structure. Because meaningful learning involves recognition of the links between concepts, it has the privilege of being transferred to long-term memory.

2.1.1 Elements involved in the learning process

The first and the most crucial element in meaningful learning is how the new information is integrated into the old knowledge structure. Accordingly, Ausubel believes that knowledge is hierarchically organized; that new information is meaningful to the extent that it can be related (attached, anchored) to what is already known.

Second, according to David Ausubel, students have to be active, and teachers have to reinforce new learning by underlining, completing missing words, restructuring sentences, or by giving additional examples. Third, students are able to analyze the concepts that they learn in different stages during their second language acquisition in a nontrivial way using meaningful material. It means that students construct significant concepts and propositions, which must be relevant to the knowledge to be obtained and, finally, the learners must consciously and deliberately choose to relate new knowledge with the knowledge learners already process.

2.1.2 Learning stages

The theory of Ausubel classifies learning process in two stages:

The first stage is called *derivate subsumption*. In this moment, the new information that pupils acquired is now related to a concept. For example, a child knows the basic concept of a tree (it has branches, leaves, etc) then he learns about a kind of tree that he hasn't seen before, a persimmon tree. Now the knowledge of this tree is attached to the concept of tree that he had learned before without any alternation of the concept.

The second stage is called *correlative subsumption* where the knowledge is more valuable because it is here where pupils enrich the concept of what they have learned. Taking into account the previous example, now the child encounters a new kind of tree that has red leaves, rather than green ones, so the new information is accommodated to extend the concept of “tree” that has previously learned. The third stage is called *superordinate learning* where pupils now that they know a lot of examples of the concept, they don’t know the concept itself until it is taught to them, for example “deciduous tree”. The last stage is known as *combinatorial learning*, here ideas are derived from another idea that comes from their previous knowledge, for example how “papyrus tree used to produce paper”.

2.1.3 Differences between rote learning and meaningful learning

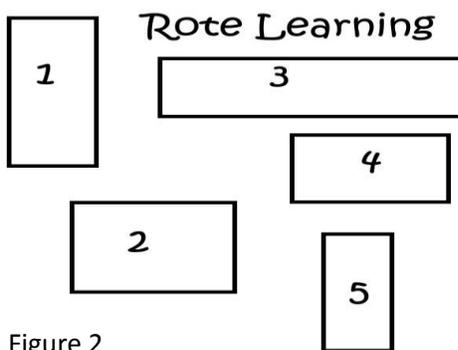


Figure 2

Another important fact of the contribution of Ausubel about developing learning is taking into account the difference between Rote and Meaningful Learning. For Ausubel, in Meaningful Learning the new information is analyzed and there exists the separation of a whole into the parts for study. On the other hand, Rote Learning occurs when the learner memorizes new

information without relating it to previous knowledge. Rote Learning has one important aspect over Meaningful Learning; it is useful to memorize information like phone numbers, for example.

Contrariety to this, Meaningful Learning has three important advantages over Rote Learning. One of them is the knowledge students acquired meaningfully, because it is retained much longer. The information is not memorized. So it is said that facilitates the

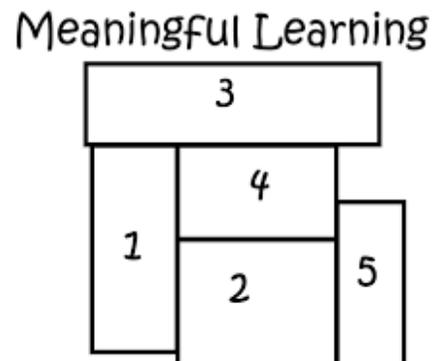


Figure 3

acquisition of new knowledge which is related to previously acquire. And then, when the cognitive structure is clear, it facilitates the retention of new content. The information which was learned meaningfully can be applied in a variety of ways to solve new problems or contexts and students can interchange knowledge.

Some students have learned by Rote Learning in schools since they were kids but it is time consuming, that means that teachers can take up to 5 to 10 weeks. As a result, teachers recognize that their students most of the time have forgotten much of the information presented earlier. However, teachers have said that when meaningful learning occurs, the brains of students store the information because it is related to other information. Now, when one fact is memorized, the other facts are also recalled at the moment that students need to relate it. The quality of Meaningful Learning is also dependent of the conceptual richness of the new material that has to be learned.

2.1.4 Meaningful Learning types

There are also different types of Meaningful Learning according to the theory of Ausubel. The first one is the Representation learning: It is when students acquire vocabulary. They learn words that represent real objects such as “cat “which have meaning for them with no categories. Then, Concept learning: It is defined as objects, events, and situations that possess common attributes that are designated through a sign or symbol, the Stop symbol, for example. It also exists the Proposition learning: When students know the concept meaning, they can form structures that contain two or more concepts to affirm or deny something. A new concept is similar to a structure when it is integrated into new learning with previous ideas that the learner knows.

Another important aspect of the theory of Ausubel is the advance organizer, it can be described as: a tool or a mental learning aid that helps students to integrate new information with their existing knowledge, leading to ‘Meaningful Learning’ as opposed to rote memorization. It prepares the cognitive structure of students for the learning experience about to take place through schema or conceptual patterns so that new information can be more

immerse into the learner's existing cognitive structures. He distinguishes two types of advance organizer: Comparative Organizers, used with information in which the student already is somewhat familiar with. They act as reminders, the organizer activates the existing schemas, and build the prior knowledge of the students. Then, the Expository Organizers, often used when the new learning material is unfamiliar to the learner and he or she requires some scaffolding to link the new concepts to what he or she already knows.

As mentioned before, Ausubel believed in processes that occur during the reception of information. A primary process in learning is to start with a "Big Picture" of the content that will be taught, and link new ideas, concepts, vocabulary, to the existing mental concepts. According to Ausubel, it is important for teachers to: provide a brief introduction about the way that information that is going to be presented and link old information to something new that will be taught, which will help students to recognize that the topic they are beginning to learn is not totally new, but can be related to a previous concept that has already been learned. That can be possible through the use of different materials linked with didactic methods and principles such as the Communicative Approach to promote fluent and further communication in students, especially when learning a foreign language in an advanced level.

2.2 Communicative Approach

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The purpose of language is communication. This approach stresses the need of teaching communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students always work with authentic material in small groups on communicative activities, during which they receive practice in negotiating An insight to the most common communicative approach principles applied by teachers to enhance the students speaking skill of the advanced intensive English I of the bachelor of arts in

English with emphasis in teaching at the Foreign Language Department, University of El Salvador, year 2015

Oral skill is one of the most important macro skills to develop in order to have an effective communication when learning a new language, as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the target language", so English speaking skills should be developed with the other skills so that these integrated skills enhance communication with other people in a real life situation. Because of the significant role of speaking, it is necessary to point out that without the use of authentic materials while exposing learners to EFL situations, it is difficult to anticipate how the learner will perform in the real situations.

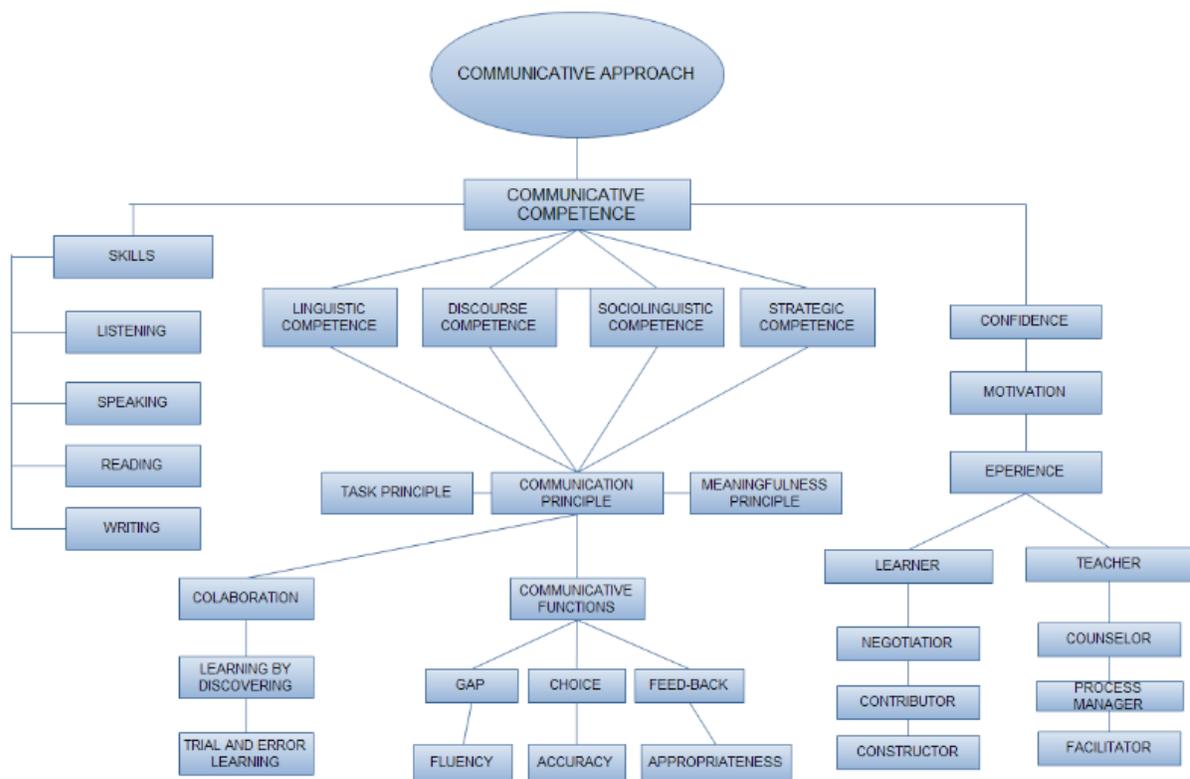


Figure 4

The communicative approach, also known as Communicative Language Teaching (CLT), emphasizes interaction and problem solving as both the means and the ultimate goal of learning English or any language, communication. As such, it tends to emphasize activities such as role plays, pair work and group work. It switched traditional emphasis of language teaching on grammar, and the teacher centered classroom, to that of the active use of authentic language in learning and acquisition.

Hymes (1972) and Holliday (1973), viewed language first and foremost as a system for communication. CLT is interested in giving students the skills to be able to communicate under various circumstances. As such, it places less emphasis on the learning of specific grammatical rules and more on obtaining native-speaker-like fluency and pronunciation. Students are assessed on their level of communicative competence rather than on their explicit knowledge.

Over the years, Communicative Language Teaching has generated discussion according with Savignon & Berns (1984). It had become clear to its proponents that mastering grammatical forms and structures did not prepare the learners well enough to use the language they are learning effectively when communicating with others. The Communicative Approach pursues two main goals: The first one is “to make communicative competence the goal of language teaching” and the second one, “to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards & Rodgers, 2001, p.155).

Howatt differentiates between a “strong” and a “weak” version of communicative language teaching. He states that “a strong version is the development of a language through communication” doesn’t mean reactivating existing knowledge of the language but rather prompting the development of the language system itself. However, the “weak” version focuses on providing the learner with sufficient opportunities to speak the language and to put that in the center of language teaching (Howatt, 1984, p.279).

As the name implies, the central concept in communicative language teaching is “Communicative Competence” (Richards & Rodgers, 2001, p.159). This covers both the spoken and written language and all four language skills. As Oxford stated, the development of

communicative competence requires realistic interaction among learners using meaningful, contextualized language.

2.2.1 The role of the didactic material used in Communicative Language Teaching

Materials play an important role in Communicative Language Teaching. They provide the basis for communication among the learners. According to Richards & Rodgers (2001, p.168), there are three basic types of material. These are text-based materials, task-based materials and *realia*. *Text-based material*² like textbooks will, if designed on CLT principles, offer the learners many kinds of prompts on which they can build up conversations. They will typically contain visual cues, pictures and sentence fragments which the learners can use as a starting point for conversation; *Task-based material* consists of exercise handbooks, cue cards, activity cards, pair-communication practice materials and student-interaction practice booklets and using *realia* in communicative language teaching means using authentic material, for example newspaper articles, photos, maps, symbols, and many more, material which can be touched and held makes speaking and learning more concrete and meaningful.

In recent decades numerous methodologies have been developed for improving classroom teaching of foreign languages. The evaluation of these has, of course, in recent years, led to eclecticism choose different approaches in order to improve the quality of teaching and learning. This syncretism, is also reflected in the use of materials. In order to expose students of real-life language, it has been incorporated in the EFL classroom materials obtained from the most varied sources: magazines, brochures promotional, newspapers, comics, radio. For this, the Internet, without any doubt, has become a tool of language teaching. Similarly has occurred with certain audiovisual materials such as films, series television newscast or fragments of stories.

² any written **material** that it is used for your assignment.

Also, other types of teaching materials are used such as: cards, photos, and dices- authentic -newspapers, advertising, restaurant menus, etc... The teacher is no longer the center of the classroom. His function has been expanded: analyze the needs of students, create communication situations, organize activities, advise, participate as an equal partner, observe the development of the tasks in the classroom, drawing materials, etc. The teacher becomes a guide that facilitates learning and encourages cooperation among students. Now, students are the real protagonists. We are facing a student-centered approach.

On the other hand, it has claimed that the material offered motivates the student and it puts in place various learning strategies while all skills are practiced. Surely, one of the tools that helps to achieve such goals is the use of audiovisual materials and, more specifically, cinema. In a large number of occasions, students ask teachers about the possibility of watching movies in class; others are interested in knowing titles in order to watch them at home.

As Pezdek, Lehrer, & Simon, movie fragments help enhance memory and recovery of information in reading and listening. Using the same pattern, film may help to develop writing skills through providing interesting and motivating clues to accompany audio or written inputs, in that way it assists comprehension and production of foreign language input/output as Hanley, et al said.

2.2.2 Some characteristics of the Communicative Approach are listed below.

In a research work carried out with specialists called: “An insight to the most common communicative approach principles applied by teachers to enhance the students speaking skill of the advanced intensive English I of the bachelor of arts in English with emphasis in teaching at the Foreign Language Department, University of El Salvador, year 2015”, students found some characteristics about the Communicative Approach which need to be considered in this study and the most relevant of them are extracted and following mentioned:

Communicative Language focuses on language as a medium of communication. Recognizes that all communication has a social purpose – learner has something to say or found

out. Communication embraces a whole spectrum of function (e.g. seeking information/ apologizing/ expressing likes and dislikes, etc.) and notions (e.g. apologizing for being late/ asking where the nearest post office is, etc.)

New syllabuses based on communicative method offered some communicative ability from early stage. Graded Objectives in Modern Languages – movement which flourished in 1970's and 80's – raised pupils' motivation through short-term objectives and through teaching language appropriate to a range of relevant topics and situations (e.g. shopping/ hobbies' exchanges). For the Communicative Approach, classroom activities maximize opportunities for learners to use target language in a communicative way for meaningful activities. Emphasis on meaning (messages they are creating or task they are completing) rather than form (correctness of language and language structure) – as in first language acquisition; also the use of target language as normal medium for classroom management and instruction – reflects naturalistic language acquisition.

Communicative Approach is much more pupil-orientated, because dictated by the need of pupils and interests. Classrooms should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ play lets – all produce spontaneity and improvisation – not just repetition drills.

There are many different types of activities. They provide speaking, listening, writing and reading practice as well as aiding production.

Types of communicative activities

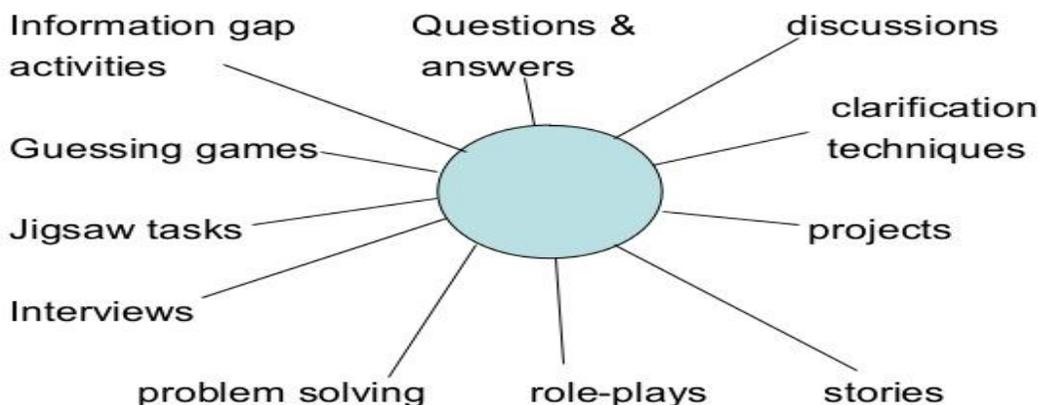


Figure 5

More emphasis on active modes of learning including pair work and group-work often are not exploited enough by teachers fearful of noisy class.

Primary of oral work emphasizes on oral and listening skills in the classroom. Errors are a natural part of leaning a foreign language. Learners try their best to use the language creatively and spontaneously, they are bound to make errors. Constant correction is unnecessary and even counter-productive. Correction should be discreet/ noted by teacher – let them talk and express themselves – form of language becomes secondary.

Communicative Approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas, also grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches recognized that communication depends on grammar. Disregard of grammatical form will virtually guarantee breakdown in communication. The language analysis and grammar explanation may help some learners, but extensive experience of target language helps everyone. The need of pupils is to hear about the topic in the foreign language at regular and recurrent intervals.

In other hand, Communicative Approach seeks to personalize and localize language and adapt it to interest of pupils. Meaningful language is always easily retained by learners. CA

stands that the use of topical items in with which learners are already familiar in their own language – motivates them and arises their interest and leads to more active participation.

Avoid age-old texts³– materials must relate to pupils’ own lives. Changing texts and materials regularly keeps teacher on toes and pupils interested. Another important characteristic is that spontaneous and improvised practice helps to make minds more flexible and inspire confidence in coping with unforeseen, unanticipated situations. Need to go off at tangents/ use different registers/ develop alternative ways of saying things.

Communicative Approach seeks to use authentic resources, more interesting and motivating. In a Foreign language classroom, authentic texts serve as partial substitute for community of native speakers. Newspapers, magazine articles, poems, manuals, recipes, telephone directories, videos, news bulletins, discussion programs – all can be exploited in variety of ways. It is important not to be restricted to the network, never feel that text books must be used from cover to cover. Only a tool starting point.

2.3 Authentic Material Principle

A study taken place at the University of El Salvador in 2015, researchers found ten principles of the Communicative Approach and, between those principles, one of the most important to take into account in this paper, is the authentic material principle. Communicative language teaching or communicative approach suggests that authentic language should be used in instruction whenever possible.

According to Nunan, authentic material is ‘any material which has not been specifically produced for the purpose of language teaching’ and this easily differentiates it from course book materials. Nunan’s definition could cover many different types of authentic materials; one possible type is authentic text which shall be used in this writing.

Martinez defined *that* Authentic would be the type of material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. The

³ Material that has exists for ages; from a very long time.

conception of Rogers was that authentic materials are appropriate and good in terms of goals, objectives, learner need and interest as well as natural in terms of real life and meaningful communication.

Nowadays each individual is facing fiercer competition in this century than ever before, for that reason it is a need to equip the learners with the modern qualifications, today it makes it compulsory to increase the quality and standard of education instructed to students. To achieve this necessity, teachers should be more creative with teaching their classes by implementing different and effective teaching-learning strategies in and out of class, and for doing the above and accomplish better understanding, teachers should establish an authentic learning environment and use authentic materials in class.

It is said that the more there is a relationship with real world where students live, the more a lesson gains authenticity, which is stated by Numan and Wehlage (1993). Besides, there are listed some reasons further elaborated by Tirth (n.d.) Peacock (1997) cited in Richards (2001), who mention several reasons for using authentic materials in the classroom. These are: (1) they prepare learners for real life, (2) they meet learners' needs, (3) they affect learners' motivation positively, (4) they encourage teachers to adopt effective teaching methods and (5) they present authentic information about culture. Authentic materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations.

2.3.1 Some authors who suggest the use of authentic material in class

There are many references to authentic material in the language teaching literature (Martinez, 2000; Nunan, 1999; Spelleri, 2002; Widdowson, 1990). Those authors who support the use of authentic materials share a common idea which is "exposure". By using authentic materials in the classroom, even when it is not in an authentic situation, it still provides the learners with many significant advantages. Martinez summarized several benefits of using authentic materials.

By using authentic material according to Martinez, students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea, also the authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value and the language change is reflected in the materials so that students and teachers can keep abreast of such changes.

Students tend to focus more on content and meaning rather than the language itself, This type of implementation offers students a valuable source of language input and they are not being exposed only to language presented by the text and the teacher. Different authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling. Lastly, according to Brinton (1991), these materials and media can reinforce for students the direct relationship between the language classroom and the outside world. As a result, learners will keep high motivation and interest in language teaching through these meaningful interactions with the materials.

Nunan also supported the use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful, and, ultimately, easily for students.

2.3.2 Is it adequate or not the use of authentic material in the classroom?

Numerous writings have been made regarding the pros and cons that teachers will find in the use of such materials in the language classroom. One of the first issues corresponds to the eternal debate of whether it is adequate or not the use of authentic material in the classroom. Due to the spread of the Communicative Approach, it seems that the balance has opted for the use of such materials, besides that, many learning methodologies of English Foreign Language have been introduced such as: texts and listening exercises with "authentic"

target language, sometimes adapted to suit the level, in order to promote learning by the student so when the student faces a situation of speaking with native speaker, the impact is minimum.

Although, in theory, most teachers agree with these ideas, in practice many are reluctant to use audiovisual materials in the classroom because they believe that students can find numerous language difficulties by the level of language used in this type of instruments. Thus, if the level of language is not the adequate it can cause misunderstanding, which will lead in demotivation of students.

However, as researchers, it is believed that it is sufficient to note a number of factors for this not to happen: for example, the situation is easily recognizable by the student (which will help him/her to complete and understand the message content, regardless of that message he/she has not been able to understand from all of those terms that shaped the linguistic statement); equally, if the pictures that accompany the language are significant the global understanding will be facilitated.

2.4 Authentic learning environment

Nowadays each individual is facing fiercer competition in this century than ever before, for that reason it is necessary to equip students with the modern qualifications. Today makes it compulsory to increase the quality and standard of education instructed to students. To achieve this necessity, teachers should be more creative with teaching their classes by implementing different and effective teaching-learning strategies in and out of class, and for doing the above and accomplish better understanding, teachers should establish an authentic learning environment and use authentic materials in class.

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2.5 The importance of improving Oral Skill

Speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students have to learn in their language development. The ability to converse is highly valued by learners, but teachers often find it as a skill which is hard to develop. Students often feel a great deal of anxiety around speaking. In this section we will discuss the importance of developing excellent oral skills and how teachers can go about promoting this development.

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. Knowing speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

Speaking is, undoubtedly important in a second language acquisition process:

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to

listen in a L2 because grammar has a long written tradition (Bueno, Madrid and McLaren, 2006: 321).

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It is the goal of learning a new language: communication, which refers to speak in a language context, is to promote communicative efficiency. Speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997) that is why is always necessary to find the way to improve it. While watching short films a full visual context is created. Thus, when people watch a film, not only watch the gestures and expressions but they also listen to the phrases and sentences that are being used. EFL learners listen to authentic speech and come to grips with the reality of everyday speech in the foreign language.

The necessity to communicate with other people to share feelings, thoughts or ideas, demand of people the oral skill in order to establish an effective communication which lead up to people to learn another language. Nowadays, languages and specially English has become a language many people concern and thousands of people want to learn. During that learning process, one of the problems that non-native English language learners face is the lack of interaction at home, school, or neighborhood; which is generally understood to boost language learning through providing the necessary language input for spoken language learning (Bahrani & Tam, 2011; Bahrani & Tam, 2012; Li, 2009).

In this context, it is necessary to consider new ways to teach languages which will help to improve oral skill of student and take apart the traditional way to teach. "Students do not like classes in which they sit passively, reading or translating. They do not like classes where the teachers control everything. They do not like reading English literature much, even if they are literature majors..." (Widdows and Voller, 1991).

2.5.1 Spoken Interaction and Spoken Production level according to the Common European Framework of Reference for Languages

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. There are some language policies, which provide a way to specify what learners are able to do at certain levels with regard to The Common European Framework of Reference for Languages (CEFR)⁴, the Portfolio or inside the Curriculum. Teachers should follow them as a way of providing a guideline for their lessons. The CEFR describes in detail the different levels that a student can obtain in speaking activities and strategies (A1, A2, B1, B2, C1, C2), these levels refer to things that students can do.

The following table (CEF:2001) shows these levels in Spoken Interaction and Spoken Production B1 level according to The Common European Framework of Reference for Languages (CEF or CEFR):

S P E A K I N G	Spoken Interaction	<ul style="list-style-type: none"> • I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. • I can ask and answer simple questions in areas of immediate need or on very familiar topics. 	<ul style="list-style-type: none"> • I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. • I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. 	<ul style="list-style-type: none"> • I can deal with most situations likely to arise while traveling in an area where the language is spoken. • I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	<ul style="list-style-type: none"> • I can use simple phrases and sentences to describe where I live and people I know. 	<ul style="list-style-type: none"> • I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. 	<ul style="list-style-type: none"> • I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. • I can briefly give reasons and explanations for opinions and plans. • I can narrate a story or relate the plot of a book or film and describe my reactions.

Figure 6

⁴ European guideline used to describe achievements of learners of foreign languages.

However, within the education program, teachers usually do not have enough time to teach this skill as it is required because they only have three hours per week. Taking into account the typical setbacks in the classroom and the great majority of the time used to go into grammar because it is considered the base of the language. Furthermore, the student is in a social, cultural and linguistic context where the English language is not often present and he or she does not need it to interact and survive in his or her life. In short, these are not the most suitable conditions to develop the desired or required level.

2.5.2 Speaking as a synonymous of interaction

For most people, the ability to speak a language is synonymous with knowing that language. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (Bailey and Savage 1994: 7). What specifically makes speaking in a second or foreign language difficult? Brown (1994) labels speaking as the most challenging skill for students because of the set of features that characterize oral discourse: - Contractions, vowel reductions and elision; - The use of slang and idioms: - Stress, rhythm and intonation; - The need to interact with at least one other speaker.

A difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: We had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands. Speaking is an “activity requiring the integration of many subsystems...all these factors combine to make speaking a second or foreign language a formidable task for language learners...yet for many people, speaking is seen as the central skill” (Bailey and Savage 1994: 6-7). There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to

name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment.

2.5.3 Reasons to acquire speaking ability

We speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay and Knight, 2006: 58). However, human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something.

They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication. (Harmer, 2007: 46). Harmer. J. also explains that: When speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings (2007: 29). This skill is the most complicated due to the fact that speakers have to interpret not only the message that other speakers try to express, but also take into account other possibilities explained in the following quotation:

Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too; they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously.

At any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down. This will often be done in response to the feedback they are getting

from their listeners who will show through a variety of gestures, expressions and interruptions that they do not understand. And in a face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message (Harmer, 2007: 53).

2.5.4 Mechanisms to facilitate speaking ability

Apart from the formerly mentioned expressive possibilities, L1 speakers use some mechanisms to facilitate their speech. These mechanisms are not too easy for L2 speakers and consist of *simplifying the language* making simple structures: they usually omit parts of a sentence and *use idiomatic expressions to facilitate the oral fluency* and *fillers and hesitation devices* are also frequent. In order to compensate their difficulties, L1 speakers can correct themselves, reformulate or rephrase sentences, a frequent kind of alteration accepted by the community of speakers according with Madrid and McLaren (2006:325).

Spoken English cannot usually be planned or organized, unless it is prepared to give a speech or a presentation, there is not much time for reflection so; it is frequently full of repetitions, pauses, incomplete sentences, hesitations or fillers. It needs the response of another speaker or listener, it usually comes into the form of turns and when speakers are talking, they must also pay attention to gestures, intonation, stress or even pauses that other speakers are doing because are clues to understanding the meaning of what they are trying to say. In relation to the activities in order to develop the speaking skill, there are many ways to promote oral skills in the classroom.

As mentioned above, oral skill is one of the important language branches students need to develop for effective communication when learning a new language. For Bailey and Savage (1994), “speaking in a second/foreign language has often viewed as the most demanding of the four oral skills” and the ability to speak a language is now knowing that language as the most basic means of human communication. The ability to talk with other people is highly valued by

students, but teachers often find it hard to develop particularly when speakers are not using their mother tongue.

According to Zaremba of all the four macro English skills, speaking seems to be the most important skill required for communication, he also pointed out a study indicating that oral skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Learners who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

2.5.5 Speaking functions and activities to enhance oral skill

The functions of spoken language are interactional and transactional. The primary intention of the former is to maintain social relationships, whereas that of the latter is to convey information and ideas. In fact, much of people daily communication remains interactional. Being able to interact in a language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using short films which allow learner-learner interaction as the key to teaching language for communication because according with (Rivers, 1987, p. xiii), “communication derives essentially from interaction”.

In this paper, researchers make a proposal for using some short films in order to help students to improve oral skill through video work guides that will enhance the oral production of students and will encourage them to practice the target language during their English learning process.

In relation to the activities in order to develop the speaking skill, there are many ways to promote oral skills in the classroom: discussions, speeches and role-plays, among others. Those

are the most typical speaking activities. Discussions are probably the most commonly activity in the oral skill class. A selected topic is given to the students through a short film, then, in pairs or groups, they work with the video guide and discuss the chosen topic in order to come up with a solution. Students will be more involved with and motivated to participate in discussions if they choose the topics in relation to their likes and dislikes.

2.6 Use of Short Films in the English Foreign Language classes

According to the Academy of Motion Picture Arts and Sciences a short film is "an original motion picture that has a running time of forty minutes or less, including all credits". It is usually low of budget and it is shown in film festivals not only to make people laugh but also to give a message. It began in 1910 in the United States where animated and comedy short films were presented for people pleasure.

In the early years of film production, all films were short. Length production was developed after the cinema industry got established, with the purpose of creating complete film programs. The first films were presented to the public in 1894 through the Kinetoscope⁵ of Thomas Edison, a peepshow-like device for individual viewing. These projected films that succeeded were usually "actuality" or "interest" films for celebrities based on royal processions, travelogues, current affairs and scenes from everyday life. One of the short films from that time is the Arrival of a Train at La Ciotat (1895) of Lumière brothers with a length of 50 seconds, which produced terror in the audiences.

During the 1900's, some editing technology led film-makers to produce improved film and much longer for example the case of A Trip to the Moon (1902) by Georges Méliès and The Great Train Robbery (1903) by Edwin S Porter, often celebrated as the first Western. From about 1910, studio competition and audience demanded film-makers to make even longer, multi-reel films and the first features were born. While DW Griffith's controversial Ku Klux epic The Birth of a Nation (1915) has gone down in the memory of people as the first feature film, it

⁵ A forerunner of the motion-picture film projector, invented by Thomas A. Edison.

was in fact preceded by several feature-length multi-reelers from Italy, France, Denmark and the United States, including *Traffic in Souls* (1913) by George Loane Tucker equally controversial, which dealt with white slavery and prostitution.

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact, so that it is difficult for EFL learners to speak the target language. Therefore, speaking is known as one of the linguistic branches; it is related to oral production and is one of the skills students find difficult to learn in their language development.

The ability to keep a conversation is very valued by students, but it is hard to develop according to the experiences of teachers during the class due to the anxiety students feel when speaking. In this section, the importance of developing excellent oral skills and how teachers can go about promoting this development through the use of short films in EFL classes will be discussed; but first of all, it is necessary to highlight why speaking is so important.

2.6.1 Contribution of short films in the learning process

Films are a shift from the conventional and offer students realistic learning environments (Sherman, 2003). A single film-clip can be employed as the foundation for English skills practice: listening, speaking, vocabulary, pronunciation (Sommer, 2001). By making use of films in the English classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better (Curtis, 2007)

Taking into account the aspects mentioned before, short films will be considered as a real help to enhance the oral skills of students at the Foreign Language Department. Short films are considered as authentic material because they can provide: a) “The motivation achieved by basing lessons on attractively informative content material; b) Exposure to a varied range of authentic speech, with different registers, accents, intonation, rhythms, and stresses; and c)

Language used in the context of real situations, which adds relevance and interest to the learning process” (Carrasquillo, 1994, p. 140).

According to Kieran Donaghy (*October, 2014*) language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool such as: short films are full of sounds and images that help students to understand better a specific topic achieving a meaningful learning; they can be played several times if it is necessary, their use can break up the monotony in class, aloud to work in linguistic aspects based on context, promote phonetic improvement, their use can build knowledge, there is no cost, easy to handle, they are based on real life situations, they can be used not only in small groups but also in the bigger ones and the like.

Videos provide interesting and motivating clues to accompany audio or written inputs, therefore it supports comprehension and production of foreign language input/output (Hanley, et al., 1995; Herron, et al., 1995; Wen, 1989; Weyers, 1999). Furthermore, movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings (Herron, et al., 1995; Lonergan, 1992; Kerridge, 1982; Singer & Singer, 1998; Swaffar & Vlatten, 1997; Wellman, Keniston & Westby, 1978; Coniam, 2001).

Basically short films are considered as a very motivating, entertaining, suggestive image material. Short duration allows teachers to work with agility and speed, varying activities and practicing various skills. Moreover, as an authentic material, it includes social, cultural, political, pragmatic, etc. topics in the target language. This motivation guarantees participation of the whole class and it allows students to know about culture or social topics through art, a creative and interesting way.

The main component of using the movies in the class is actually enabling students to picture or to visualize the events, characters, narration, story and words in the context. Draper (2012) has characterized visualization as a very important prerequisite for a good student.

Specialists stated that this attempt to reality and veracity that students have in certain audiovisual materials. Precisely for this reason, teachers can help students to complete most of the time, the linguistic information presented from his own knowledge of the world. The image will help sometimes as much as the same language to complete the meaning of the message while it is developed. Besides, it is very recurrent the surprise factor, in the narrative climax the audience receives information which makes them reinterpret everything previously seen. For this reason, short films have a strong suggestive capacity, which teachers should take advantage of.

Esther Gisbert in his book: *Film, fiction and education* (2009: 89) states that: "Contrary to what has often been said or thought, the viewer is not a passive student, to the imperatives that dictate the media and processes prisoner identification with the characters. The viewer is an active being projecting their experiences and process the information acquired."

According to the article "Cortos y sin Cortes"⁶(Soriano, 2009), some teachers have resisted using audiovisual material in the class because it was thought that students became passive learners. But if we adopt the action-centered approach, tasks before, during and after the viewing these tasks give as a result a motivating material and an approach of students to short films. So the researchers' proposal is based on an "active" viewing, in which the teacher is the "guide" of the group and the short film is a mean to foster language learning.

Due to the authenticity, short films can increase students listening comprehension and enhance their oral production. Joseph R. Weyers (1999). This kind of materials provides a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept. Movies and W-R-W-R (Hibbing & Rankin-Erickson, 2003) (the watch-write-watch-write method)

In some cases, Curtis stated that even English teachers are the available source of language input in formal classroom setting and there is a lack of sufficient knowledge in the second language. Considering this issue, various audiovisual technologies could be employed in non-native EFL learning contexts that can provide opportunities for communicative English through

⁶ A didactic proposal by Sandra Soreano from Spain about the use of short films in ESL classroom.

different authentic materials, which may not have been initially produced or used for language learning purpose (Yuksel, 2009).

2.6.2 Objective of the learning process

Wen Wu stated that English is not considered anymore as a bunch of rules, the objective of the learning-teaching process is to guide and help students to be communicative competent by means of speaking activities that will push them to use the target language. According to Wen Wu one of the fundamental principles of Communicative Language Teaching is that learners are required to be involved in significant communication to accomplish communicative fluency in ESL settings.

Wright and Haleem also stated that one of the most important aspects of language teaching is the role of visual material: the importance of using visual media to make teaching more effective, communicative and interesting is well-known. However, many teachers -even experienced teachers; do not exploit the potential of visual materials to the full. In addition, deciding which techniques to use, for which language teaching purpose is often problematical.

2.6.3 Vocabulary acquisition

Human-beings use language to communicate with others, their ideas, opinions, feelings, likes and dislikes. Effective communication can be performed based on the overall communicative competence of the learners through the use of appropriate words for intelligible interaction. Many scholars also pointed out that vocabulary is the backbone of communication. For instance, McCarthy (1990: viii) underlines the importance of vocabulary by saying: “No matter how well the students learn grammar no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.” This shows that, having good knowledge of vocabulary of a language is mandatory in order to understand or convey a message in communication and to pursue and succeed in one’s learning.

Harmer also stated the importance of vocabulary by saying, "If language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh." Harmer further states that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Moreover, in order to improve the word power of students, vocabulary has to be taught as the most essential aspect of language. It is easier to witness that students have been exposed to vocabulary items at some stages but cannot remember them when they need for interaction. In this situation, either communication breaks down or the teacher has to apply some appropriate strategy. Porter and Margaret (1992) assert that using visual materials not only make what teachers have to say more comprehensive to their students, they can make it more interesting as well.

According to the article "Cortos y sin Cortes" (Soriano, 2009) states that when using short films, the presentation of grammar and vocabulary is usually inductive, but also give some brief grammar explanations when deemed appropriate. The textbook is the support material, but not the focus of teaching.

Thus, watching short films will be a good option to show authentic material in the classroom since students will be learning new vocabulary that will be helpful for them at the moment of speaking since they will gain fluidity, at the same time they will learn expressions and colloquial language that could help them whenever they speak with a native speaker. Besides that, the multiple meanings that the image presents, along with the active attitude of the spectator, should be exploited in education. The action of playing either images, and words, or both, it is synonymous of production of meaning, in Bordwell words is:

[...] A conscious act of reading [...] to seek relationships, cultural connections and establishing a series of classifications that allow us elucidate the possible hidden meanings or its interconnections with other texts. During the interpretive process, it is put into practice a psychological activity and social essentially analogous to other cognitive processes. (In Gispert, 2009: 91)

The interpretation will cause a series of feelings and opinions in students who, through a series of activities, the teacher should steer with in order to avoid dispersion and clearly favor

the process of acquisition and learning. The student will receive new information with the viewing, which he or she should add to the one they already had. Thus, teachers will seek a meaningful learning so that learners can apply the knowledge and vocabulary acquired in different contexts of those where he/she has learned. According to Gispert:

The motivating capacity of cinema and presentation of stories that have to do with the real world, they can facilitate understanding of certain events. [...] In the film, the story is real, always acts as a metaphor for the world. For ensure meaningful learning teachers should propitiate that what comes from the film is transferred to other areas. (Gispert, 2009: 86-87)

Nowadays, it is obvious that learning to speak a language is to learn how the culture of that language works, the communication between the native speakers of the target language. There is no doubt on the fact that teachers cannot teach a language unlinking cultural components that it includes, and video is one of the best medias more reliable to show them to students. (Corpas Viñals, 2004: 791).

2.7 Video Guides

The Common European Framework of Reference (CEFR) speaks of an approach of teaching / learning that focuses on the action to the extent that considers users and students that are learning a language primarily as social agents. Learning and use of language in a social context wider in which tasks, that do not involve only written activities, activate general skills, especially communication and require the use of strategies.

One of these strategies is the use of video guides in class when employing short films as authentic material. Stempleski (1987) states, “a rich and exciting source of video software for EFL/ESL classes is authentic material.” Authentic video material, especially the one that represents what goes on in a non EFL environment, is a rich and exciting source for instruction in English as a foreign language classroom.

This involves a more comprehensive and dynamic learning; aspect that is very important for the use of authentic materials in the classroom. In regards of this aspect, it is important to point out that, by seeing a short film, spectators perform an activity that sets in motion series of mechanisms, personal assimilation and interpretation of the content showed in the story and how that story is being told, in the same way that we would do if we saw a movie out of the classroom. We are taking into the classroom a real life language activity that is frequent in the real life of any of our students. That is why the use of video guides are important when watching a short film in the EFL class.

2.7.1 Important Aspects of using video guides in class

Assessment for learning takes place during learning. This means that the teacher employs various methods to assess the progress of students as it takes place. Video Guides can be used successfully to this end. Instead of the teacher collecting those sheets at the end of lesson in order to mark them and give students their scores. Teachers can assess the learning of students as they work in the classroom. Video Guides provide the teacher with the opportunity to move around the classroom checking the work of students, verify if their level of comprehension, and re-teaching any misunderstood concepts as students are working.

This strategy also gives students an active and responsible role in the learning and assessment process. As Harrison said, students can work with the teacher to determine what is being learned and to identify what the next steps should be (Harrison 2013:225). Video Guides can be effective in this way. Work can be easily monitored to see whether students are keeping up and are engaged with the task at hand. Video Guides can also be tangible evidence of the comprehension of students especially when showing short films in the classroom or undertaking practical activities.

2.7.2 Video Guide Structure

Milli Fanzly of Kentucky Educational Television (KET, 1999) suggests that teachers think of using as a three-part lesson, including pre-viewing, viewing, and post-viewing activities. The first part of the video guide includes a “pre-viewing activity” where students get familiar with the material that is going to be seen with a general discussion with the students to check their knowledge about the topic that is going to be presented. Before presenting the video, the teacher must engage the learners to generate interest in what they will be doing and prepare them to do it successfully.

Then the next one is called “viewing activity” that involves answering multiple questions like filling in the blanks, drawing or taking notes about what they understand. While learners watch the video, the teacher should observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them, so they can discuss those points later. The last one is the “post-viewing” where students have the chance to express their feelings or objections. The teacher should also take time to review and clarify complex points, encourage discussion, explain, and assign follow-up activities.

2.7.3 Video Guide Activities

It exists a variety of activities teachers can use in their video guides. Some of the activities for the “pre-viewing activity” are: Elicit predictions, brainstorming, warm-up questions, close-ups, gap-filling exercises, quizzes and games. For the section number two which is “viewing activity” teachers can choose from: close-ups open/close questions, true/false statements, multiple-choice questions, example situations, comparing and contrasting, giving reasons, descriptions, interviews, role plays and acting out scenes.

In this part, teachers can include activities such as: taking notes, matching sentences, put sentences or paragraphs in order and expression of opinions, emotions and beliefs based on their experience. And for the last one, which is “post-viewing activity”, activities like written assignments, self-reflection exercises, reading assignment, memory exercises, web search, script transformation, drawing, schemas and discussion about the unnoticed points of the short films can be applied.

2.8 Previous studies in the field of using Short Films.

During the realization of this research project three studies related with the topic were found. The first study by Katarzyna Chmielowiec, Lublin 2009, *“Integrating Authentic Visual Materials in Developing Speaking Skills within Communicative Language Teaching”*, University Marii Curie-Skłodowskiej, mentioned that over the last three decades, the approaches to foreign language teaching have radically changed. The study also states that, recently, video has been appreciated as an important resource for language studying as it is able to present a total communicative situation (Stempleski, 1990). As Cowlig (1999 p.262, after Tatsuki, 2006) implies, films contain dialogues which are “clear, and understandable the first time you hear it, yet also create the illusion of real conversation.” Tatsuki (2006, p.5) claims that the dialogues appearing in films “resemble naturally occurring data”, thereby it seems evident to call audio-visual aids authentic sources of foreign language.



Figure 7 Alan Park,
founder of FLUENTU

The second study is based on the importance of using authentic material in class to enhance all language skills as mentioned before is **FluentU**. It is a platform not only for learners but also for teachers that promote the language immersion as the key to learn a foreign language through real-world videos. It was created by Alan Park from New York during the XXI century. He started to learn Chinese, Japanese, and Korean for over a decade, and used those

languages as a management consultant in Asia. FluentU came out of that experience of learning those languages to enhance fluency. While learning, Alan found that he learned best from authentic content like movies. But the process of learning from authentic content was painful. It meant he had to look up words, write them down, create flashcards, and manage his learning so FluentU makes it possible to learn from authentic content without all of the pain.

Traditional tools like textbooks have been essential for learners but due to the evolution of technology this has led to everyone the opportunity to have such a big language content easily through this page that includes blogs, YouTube videos with the possibility to listen to each individual word of a video as many times as needed ,bilingual subtitles that can be enable or disable , and the Loop Button option that allows people to infinitely loop individual parts of a video giving the time to really study the difficult passages providing experiences to an early exposure to engaging content.

Finally, the last study about the use of short films in EFL classrooms is by Susan Stempleski, 1987, *Using Authentic Video in the English Class*, Hunter College of the City University of New York was presented at the Annual meeting of the International Association of Teachers of English as a Second Language, (Belgium, April 1987) pointing out that authentic videos are intrinsically motivating to students, presents real language, provides an authentic look at the culture, aids comprehension, and gives student practice in dealing with a medium.

The presentation of this study took a look at one kind of authentic material available for using it in the classroom and suggests appropriate activities accompanying their use. The main points developed in the study are: sources of authentic video material, the reasons to use authentic video material, what teachers should look for when choosing authentic material, how the authentic video material can be used and the kind of activities used when watching videos. The techniques presented in this paper, according to Susan Stempleski, are lead to be exciting and motivating for both, students and teachers.

CHAPTER III

METHODOLOGY

3.1 Research Approach

This study will be carried out by the Qualitative Approach. In this sense, researchers look for the most valuable trends about the subject through a direct interaction with the individuals involved. By the use of individual interviews, researchers will gather important information like behaviors, needs, desires, points of view, routines and a variety of other information that is essential for responding the purposes of this research paper.

3.2 Type of Study

The present study is Descriptive since researchers, without changing or manipulating the environment, will describe and show what specialists think about the use of short films as authentic material for developing the oral skill in students with an English B1 level through video guides based on their existing records and experiences in the field.

3.3 Research Design

Since any of the elements involved was not controlled or manipulated, this research was based on both: Non-experimental and Cross-sectional Design where the information was gathered during a particular point of time, this means during the semester II-2016 to present the most important data that answered the research questions of this paper. Researchers gathered data from the University of El Salvador, Tecnologica University and Don Bosco University. The purpose to visit these universities was to have a face to face interview with teachers from B1 English level courses who are the experts in the field of using short films in class and including different instrument and techniques necessities to obtain the most important information about the topic.

3.4 Population and Sample

Another substantial point of this paper is the people involved during this investigation. As the universe, researchers included all the English teachers from the following universities of San Salvador:

- University of Technology of El Salvador
- Don Bosco Univeristy
- University of El Salvador

From that information, the population was reduced to all English teachers from the advance English classes. Finally, the researchers took a sample of four advanced English teachers who have already experienced in their classes the use of short films. This group of teachers have been interviewed by the researchers in order to gather the most significant information about their knowledge and experience in the field.

3.5 Techniques

As Bonilla Castro (1997)⁷ pointed out, the gathering of data has to do with qualifiable dimensions due to the particularities that has determined the employment of the appropriate recollection instruments in order to produce textual data based on the narration and the description.

As technique, researchers used interviews and bibliographical search. The purpose of was to expand the obtained data not only in what the specialists knows about the field but also what is already said, that mean theory related to the research. As mentioned in (Macintyre, 2000) "The interviewer is hoping to be able to give explanations of why people's views are as they are..." (p.84).The qualitative interview is an exchange of ideas, meanings and feelings about the world and events, whose main means are words (Bonilla-Castro, 1997). It is

⁷ The quote taken from Bonilla-Castro is a translation of the Spanish written text, translated to the best of our ability.

important to mention that each interview the research team made to the specialists was recorded, transcript and analyzed as well.

3.6 Instruments

According to Macintyre (2000) a questionnaire is a “...survey of different opinions from (usually) a large number of people who provide anonymous replies. The questions are standardized, i.e. each respondent receives the same number and kind” (p.74).

A questionnaire served as the instrument that was implemented to four different specialists. They gave their opinion and shared with the research team their experiences using short films in their classes. Researchers also used check list to get more details during the gathering process to provide descriptions, definitions and other information related to the use of this material in English class. (See appendices A and B for questionnaires.)

3.7 Data Analysis

The second important point of this research method is to mention how data was analyzed. The method used to analyze the data is called Grounded Theory which led researchers to conceptualize patterns and structures through comparison to generate codes from the data, so that they could later present an explanation of the main concerns about the questions involved.

In first place, after recording all interviews, these were transcribed. Then, by reading carefully what it was said researchers used the exploratory-guide technique which means that transcriptions were verified if there were some answers related to the research questions. After identifying those and some other points of interest, the research team used codification. That means, they did not only underline those important parts of the transcriptions but also they ranged the responses into categories identifying current or common themes and their

relationship within them and other previous theories already studied. And finally, a description of the results was developed based on the findings to answer the research questions.

CHAPTER IV

DATA ANALYSIS

The following chapter presents the analysis of the data obtained by English teachers from B1 level about the use of short films as authentic material to improve oral skill at the Foreign Language Department.

4.1 Research Questions

- 1. Which are the advantages and disadvantages of using short films as authentic material to improve student's oral skills in EFL classes at the Foreign Language Department?**

There are different definitions for the authentic materials, but they do have something in common. All the definitions highlight the fact that authentic materials mean “exposure to real language and its use in its own community” (Widdowson, 1990). “Authentic materials are materials that we can use in the classroom and that have not been changed in any way for EFL students” (Sanderson, 1999). Based on the information obtained through the interviews specialists mentioned some advantages and disadvantages to use short films in EFL classes which are presented in the next lines.

Advantages:

There are a number of good reasons to use short films in adult classrooms. Short films combine visual and audio stimulation, they are accessible to those who have not yet learned to read and write well, and provides context for learning (Fazey, 1999; Johnston, 1999). For English language learners, video has the added benefit of providing real language and cultural information (Bello, 1999; Stempleski, 1992). Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999).

Short films can be stimulating to adult learners. Many videos are based on stories, which are enjoyed by almost everyone and particularly favored in some cultures (Johnston, 1999). Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read.

Additionally, using authentic videos in the classroom can provide opportunities for learners to evaluate a medium that they use in their daily life (Stempleski, 1992). This is important because, just as learners need to develop critical literacy skills in order to analyze what they read to distinguish fact from fiction or to identify an author's position on a topic and compare it to their own (Florez, 1998), they also need to be able to do this with what they see and hear, i.e., with films and television programs. They are visually attractive, besides this, they provide visual context like gestures and expressions. They can be used for several topics and we can take fully advantages from them to develop a variety of activities. Also they can motivate

students to learn by watching them. Videos are a universe of new things to learn a language. They not limited regarding the content because they provide many ways to develop a topic.

Disadvantages:

The use of authentic videos is challenging. Often they do not provide the best means of explaining complex concepts or practicing particular grammar or writing skills (Johnston, 1999).

It takes time for the teacher to preview and select authentic videos and then to prepare activities for learners. As the language use and the context of authentic videos are not controlled, teachers will need to take time to explain these.

The disadvantages are related to the use we want to create with the short films. If we do not choose the correct video the results are not going to be the expected.

All short films are good, but depending on our lesson objectives. They have very useful information but if they are used in the incorrect way they will produce negative outcomes and they can be distracting if we do not focus in the topic we want to develop in class.

If these short films are used with lower levels they can cause frustration in the students. If we want them to understand a vocabulary they do not know, it is necessary to prepare them. So, short films need to be selected wisely according to their language level and ages.

Authentic videos may contain language, content, or themes that are controversial, or even inappropriate in the adult EFL classroom. It takes time, thought, and careful planning on the part of the teacher to prepare learners to watch and discuss these videos. On the other

hand, selecting only *Rated films*⁸ or family programs may not be advisable, as their content and language may be of little interest and relevance to adult learners. Furthermore, if an authentic video meets instructional objectives and is motivating to the learners, it may serve as a springboard for discussing differing cultural norms as well as the issue of censorship. These discussions can serve to enhance critical thinking of learners skills while increasing their acquisition of language and cultural information (Gareis, 1997).

2. Which are some of the most appropriate short films to use in EFL class that improve student's oral skill according with the specialists?

When using authentic short films, there are criteria to be followed in their selection. Arcario (1992), Johnston (1999), and Stempleski (1992) suggest that teachers ask themselves the following questions before choosing a video or video series:

Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn? For example, a scene from *Joy Luck Club*, a movie about conflicts between first- and second-generation Chinese American women, may be of limited interest to a class of construction workers from El Salvador.

Content: Does the content match my instructional goals? Is it culturally appropriate for my learners? On the other hand, *My Family/Mi Familia*, a film about an Hispanic family in East Los Angeles, may be of great interest to the class of construction workers as they live and raise families in the United States.

⁸ movies that are intended for General Audiences, with all ages admitted.

Clarity of message: Is the instructional message clear to my students? Here the teacher is vital. Preparing the learners to understand what they are going to watch makes the difference between time wasted and time well spent.

Pacing: Is the rate of the language or instruction too fast for my students? Many authentic videos move at a very fast pace for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults who have just started learning English.

Graphics: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learner? In some instructional videos, graphics, charts, and even language patterns may be on the screen too briefly to be fully comprehended.

Length of sequence: Is the sequence to be shown short enough? With second language learners, segments that are less than five minutes are often sufficient. A two- to three-minute segment can easily furnish enough material for a one-hour lesson (Stempleski, 1992).

Independence of sequence: Can this segment be understood without lengthy explanations of the plot, setting, and character motivation preceding and following it? Teachers need to decide whether it is worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions. For example, the context of a vignette from a television situation comedy such as "*Friends*",⁹ which explores the relationships among

⁹ is an American television sitcom, created by David Crane and Marta Kauffman. Ranked no. 21 on TV Guide's 50 Greatest TV Shows

six white twenty-something New Yorkers, is much more complex than a scene from a film such as *“Mississippi Masala”*,¹⁰ which explores an interracial relationship.

Availability and quality of related materials: What print materials accompany the video? With videos designed to be used for English language instruction, the accompanying textbooks, resource books, and workbooks need to be examined carefully to see if they meet the instructional needs of the learners. With authentic videos, transcripts may be available. If a movie has been adapted from a short story or novel, the text can be read before or after viewing the video.

As stated before, there are some characteristics to be taken into account when selecting short films for EFL classes and based on that, experts made a selection of five from a set of short films of around three minutes presented by the research team that can be used to improve oral skill in B1 level students. The first short film is called *“Paris and New York”*, with a length of two minutes and six seconds, presented in 2014 by Franck Matellini. It shows images of Paris and New York at the same time. This short film is a helpful and an invaluable teaching tool because it enables students to understand more by interpreting language in a full visual context and make use of different grammar forms by learning new vocabulary relating both cities, describing features and comparing them.

The second short film is called *“Selfie”*. It has a length of two minutes and fifty four seconds shown in 2014 by Matthew Frost starring Kirsten Dunst. It talks about celebrity selfies and how people nowadays have been more fanatic of taking photos from themselves rather than

¹⁰ It is a 1991 romantic drama film directed by Mira Nair about an Indian family.

enjoying life. This short film promotes students discussion of a current topic and in which includes authentic and varied language from a 'real' situations outside the classroom exposing students to natural expressions and the natural flow of speech.

. The third short film of a length of three minutes and forty-three seconds is called "Choice" by Gnarly Bay from 2013. This is a different short film based on a poem about making choices in life from the same author that includes a set of images as visual clues to support the verbal message and provide a focus of attention. According to the experts, this short film is a great resource because it brings a variety and flexibility to the language classroom due to the extent language content that allow students to expand their language and develop communicative skills.

The next short film of tree minutes and thirty nine seconds is called "Seven things" by Maria Popova from 2014. It talks about the life of Maria and her reflections on living a life that fulfills her heart, mind, and spirit after facing some experiences during several years. This short film can provide students a good language experience since it motivates to make the language learning process more entertaining and enjoyable due to the content that allows students to use a variety of language functions to produce critical statements.

The last chosen short film is "The black Hole" directed by Phil Sampson and Olly Williams presented in 2008 with a length of two minutes and forty eight seconds. It talks about a sleep-deprived office worker that accidentally discovers a black hole and then greed gets the best of him. This short film was especially selected by experts due to the fantasy context because it can easily engage the attention of the students promoting thinking input due to the big language

content allowing them to use their language skill to produce communication with meaning from an unreal situation presented in class.

3. Which are the video guides that teachers can develop when using these short film in EFL class?

According to the teachers in EFL, planning a lesson is an important component of the teaching-learning process. The proper classroom planning help teachers to be organized while teaching, allowing them to teach more so that students can reach their language objectives. The better prepared the teacher is, the more likely he will be able to handle the content in the lesson. Based on that, experts suggest preparing an organized guide when using short films in EFL classes. It is known as “video guide”, very similar to a lesson plan which includes a set of activities divided in three sections related to the content of the video in order to promote the development of language skills.

In this context, specialists recommend to use the pre, while and post viewing structure for the video guide. The first section is called “Pre-viewing “, the teacher includes activities such as reading (summary, article about the video etc),class discussion or brainstorming ,vocabulary and dictionary consultation to learn necessary vocabulary, silent previewing of video, previewing questions in order to catch the attention of the students and get them interested in the content. The second part which is “ While viewing” includes activities like chart completion, note-taking, true/false questions, fill in the blanks and guessing what will happen next . In this point, learners are already motivated and focused on the content comprehension of the short film that makes them to use their own imagination, construct new ideas and have an active role during the “post-viewing” stage.

The “post-viewing” stage is the last part of the video guide structure in which students get more active and there is more language production. In this section, some of the activities suggested are: writing a summary, discussing, debating, reviewing unknown vocabulary, grammar, expressions, role plays and quizzes.

After reviewing the video guide structure suggested by the experts in the field, these are the templates of video guides they agreed with:

Short film : Paris and New York



Figure 7 short film scenes

Language level: Intermediate (B1)

Learner type: Teens and adults

Time: 60 minutes

Activity: Describing a city, comparing two cities, watching a short film, speaking and writing

Topic: Cities, Paris and New York

Language: Vocabulary related to cities and comparatives

Materials: Short film

Pre-viewing Activities

Step 1: Ask your students what adjectives spring to mind when they think of Paris. Write the most common adjectives on the board.

Step 2: Ask your students what adjectives spring to mind when they think of New York. Write the most common adjectives on the board.

Step 3: Dictate the following words: bridge, graffiti, traffic, traffic lights, inhabitants, neon signs, bikes, cars, buses, underground, statues, monuments, buildings, skyline, food, drink.

Step 4: Divide the class into two groups. Tell one group that they should think about Paris and consider what the items in Step 3 might look like in Paris. Tell the other group they should do the same, but thinking about New York.

Step 5: Each student now has to work with a member of the other group, and explain how they imagine the items in their city. They should try to compare and contrast the two cities.

Step 6: Get feedback from the whole class, and write up some sentences in which students compare Paris and New York. If necessary revise comparative forms.

While viewing Activities

Step 7: Tell your students they are going to watch a short film in which they will see images of both Paris and New York. As they watch, their task is to notice any similarities between the two cities. Show the film.

Web resource: <https://vimeo.com/108552265>

Step 8: Get feedback and ask them to talk about any similarities and differences between Paris and New York.

Post viewing Activities

Step 9: Pair your students. Ask them to imagine they are filmmakers who want to shoot a film which compares their home town with either Paris or New York. They should discuss what images they would use to represent their city or town using the items in Step 3.

Step 10: Hold a plenary session on what images the students would use to represent their city or town.

Homework

Ask your students to write a composition in which they compare their city or town with Paris or New York by using the vocabulary in Step 3.

Short film: Selfie



Figure 8 short film scenes

Language level: Intermediate (B1) – Advanced (C1)

Learner type: Teens and adults

Time: 90 minutes

Activity: Speaking, performing a roleplay, watching a short film.

Topic: Selfies, meeting famous people and modern society

Language: Wh-questions

Materials: Short film

Pre-viewing Activities

Students discuss about meeting famous people, they roleplay meeting their hero or heroine, watch a short film and discuss selfies and selfies with celebrities.

Step 1: Ask your students the following question: Have you ever met a famous person?

Ask some of the students to tell the rest of the class how they met him or her and what they

said to them.

Step 2: Pair the learners and ask them to answer the following questions:

If you could any famous person, who would you most like to meet?

What would you say to the famous person?

What questions would you like to ask?

Step 3: Get feedback from the whole class on who they would like to meet and what they would say to them.

Step 4: Ask the students to roleplay the following situation: Student A is a fan of a famous person he/she meets at a party. You want to speak to your hero/heroine. You ask the questions you prepared in Step 2. Student B is a famous person who meets a fan at a party. Your fan has a lot of questions they want to ask you. You answer their questions in as much detail as possible.

The students roleplay the situation. When they have finished they change roles.

Step 5: Get feedback from the students on their dialogues. Ask for volunteers to perform their roleplays at the front of the class.

Step 6: Write “selfie” on the board. Elicit or explain that it is a photograph a person takes of themselves with a mobile phone.

Step 7: Ask the students if they ever take selfies of him or herself. If they do, ask them to show examples of selfies they’ve taken.

Step 8: Ask your students the following questions: Why do people take selfies?

Step 9: Ask the learners if they have ever taken a selfie with a celebrity. If so, ask them to give more details about what happened.

Step 10: Do a search for “selfie with a celebrity” on Google and show some of the photos to the students.

Step 11: Show the image of Kirsten Dunst. Ask the students if they know who she is. Try to elicit that she is an actress who has appeared in films such as *The Virgin Suicides*, *Marie Antoinette* and *Melancholia*. Ask them what they would do if they met her in the street.

While viewing Activities

Step 12: Tell your students that they are going to see a short film which shows Kirsten Dunst being recognized in the street by two young women. Ask them to predict what they think happens in the film.

Step 13: Show the film and ask the students if their predictions were correct.

Web resource: <https://vimeo.com/106807552>

Step 14: Write the following questions on the board:

- How does Kirsten Dunst feel?
- Why do the two girls take their own selfies?
- Why do the two young women ask Kirsten to tag them?

- Who are random followers?

Tell the learners they are going to watch the film again. As they watch they should try to answer the four questions.

Post viewing Activities

Step 15: Put the students into small groups to discuss the following question:

- What is the message of the film?
- Do you think the film is realistic?
- Why do you think the film is titled Aspirational?

Hold a plenary session based on the questions.

Homework

Pair the students. Student A has to find out information about the childhood of Kirsten, family, career, romantic relationships and interests. Student B is a great fan of Kirsten and has to create 10 questions she would like to ask Kirsten when she meets her. In the following class, the pairs roleplay the situati

Short film: Choice



Figure 9 short film scenes

Language level: Intermediate (B1) –Upper Intermediate (B2)

Learner type: Teens and adults

Time: 60 minutes

Activity: Dictation, visualising, watching a short film, speaking and writing

Language: Collocations with 'choice'

Materials: Poem and short film, speak about choices, and write a narrative for homework.

Pre-viewing Activities:

Step 1

Dictate the following words and phrases to students: the right the wrong, a good, to make a, to be faced with, first wide.

Step 2

Pairs the students, and ask them to think of a noun which collates with all the nouns and phrases.

Step 3

Elicit or explain the noun which collocates with all of the nouns and expression is *choice*.

Step 4

Put the students into small groups and ask them to talk about the following:

A time when you had to make a difficult choice.

A time when you made a good choice.

A time when you made a bad choice.

Step 5

Hold a plenary session based on the three sentences asking the students to talk about their own experience.

While viewing Activities

Step 6

Tell your students that they are now going to listen to a poem. Their task is to write it down.

Play the film with sound only once. Then play a second time pausing for ten seconds after each sentence.

Web resource: <https://vimeo.com/72216778>

Step 7

Get your students to compare what they have written down with a partner.

Step 8

Give the learners the poem and ask them to correct anything they have wrong in their version.

Post viewing Activities

Step 9

Help the learners with any vocabulary they do not understand.

Step 10

Ask your students what they think the poem is about and what its message is.

Step 11

Tell your students that the poem is accompanied by a short film. Ask them what images they imagine they will see in the film.

Step 12

Tell them that you are going to play the film, but again without sound. As they listen they should imagine what images accompany the poem and what story it tells.

Step 13

Pair your students and ask them to discuss what images they think are in the film and what story it tells.

Step 14

Now show the film and ask your students to compare the images they see with what they have previously imagined.

Step 15

Get feedback from the whole class. Ask them what choice the director of the film is talking about the last line of the poem (he has chosen to ask his girlfriend to marry him and she has accepted).

Homework

Give your students a link to the film and ask them to watch it at home, and then write a narrative based on the images from the perspective of the filmmaker.

Short film: Seven Things



Figure 10 short film scenes

Language level: Intermediate (B1) – Upper Intermediate (B2)

Learner type: Teens and adults

Time: 90 minutes

Activity: Speculating on an image, reading an article, watching a short film, speaking and reading a transcript

Topic: Leading a creative life

Language: Abstract nouns

Materials: Article, short film and transcript

Pre viewing Activities

Step 1: Show your students the photo below and ask them to discuss the following questions:

What type of person do you think she might be?

What job do you think she does?

What does she like doing in her free time?

Step 2: Get feedback from the whole class on the questions about the person.

Step 3: Tell your students they are going to read a short article about the person. Give them the article. As they read, their task is to answer the questions they discussed in Step 1.

Step 4: Go through the answers. The answers are:

1.She would seem to be a very hardworking, intelligent and inquisitive person.

2.She is a writer, critic and blogger.

3.She would not appear to have any free time as she works so much!

Step 5: Ask your students what they think of the lifestyle of Maria.

Step 6: Dictate or write Seven Things I Have Learned in Seven Years of Reading, Writing and Living on the board.

While viewing Activities

Step 7: Tell your students they are going to watch a short film with this title in which Maria reflects on what she has learned since she set up her website “*Brain Pickings*”¹¹ seven years ago. Put them in pairs and ask them to speculate on what Maria might have learned in these seven years.

Step 8: Show these screenshots from the film one by one; go through any vocabulary your students don’t understand, and ask them what they think the images and the captions refer to and what Maria says.

Step 9: Tell your students that they are now going to watch the film in seven segments. The first time they watch they are going to watch with no sound. From the images and captions they see they should speculate on what Maria might be saying about what she has learned. Show the first point with no sound then pause. The students work in pairs for a few minutes speculating on Maria’s point and then get feedback from the whole class. Repeat the process for the other six points.

Link: <https://vimeo.com/116170558>

Step 10: Tell your students that they are now going to watch with the film with sound. As they watch and listen their task is to compare what Maria says about what she has learned with their comments in the previous step. Show the first point, pause the video and get feedback from the whole class. Repeat the process for the other six points.

¹¹ Name of the website created by the actress in the short film.

Step 11: Ask your students if they agree with the points that Maria makes.

Post viewing Activities

Step 12: Tell your students they are going to read the transcript of the video. As they read their task is to try to understand the points Maria makes and underline any vocabulary they do not understand. Give the students the article.

Web resource: www.film-english.com by Kieran Donaghy

Step 13: After the students have read the text go through any vocabulary they did not understand. Then discuss each of the seven points.

Step 14: Tell your students they are going to watch the film again, and that having read the transcript they will hopefully understand more. Show the film again.

Step 15: Ask your students if they understood more this time.

Step 16: Tell the students they are going to listen to the film and read the transcript at the same time. As they listen their task is to underline the words which are stressed in each sentence. Show the first point, pause and get feedback. Repeat the process with the other six points.

Homework

Ask the students to choose one of the reflections of Maria Popova, to listen to it several times and then record themselves saying it on a mobile device. They should send you an audio or

video file, or a link to one. You give them feedback on their pronunciation.

Short film: The Black Hole



Figure 11 short film scenes

Language level: Intermediate (B1) – Upper Intermediate (B2)

Learner type: Teens and adults

Time: 90 minutes

Activity: Speculating on an images, reading and discussion.

Topic: Supernatural powers

Language: Wh-questions

Materials: Article, short film and worksheets.

Web resource: http://www.youtube.com/watch?v=P5_Msrdg3Hk

Pre viewing Activities

In this part, teachers show a pictures to students in which there are a group of super heroes

looking for an office job. Then, students will be working in the following:

1. How many office appliances can you name? Work in teams.

- a. c.
- b. d.
- c. e.

2. Name some supernatural powers.

- a.
- b.
- c.
- d.
- e.

3. Which supernatural power would you like to have? (choose one)

- a.
- b. Explain why.
- c. Compare with other students and discuss.

While viewing Activities

While watching the short film, students will be given a work sheet which contains several questions they need to complete.

1. How does the man feel?
 - a. When he's making photocopies;
 - b. When he discovers what he can do;
 - c. At the end.
2. From where does he get the candy bar?
3. What is behind the closed door?

Post viewing Activities

After watching the short film, teacher will discuss previous questions with the students. And to finish, the students will be divided in small groups to answer the following questions and present them in front of the class. Students will use their own imagination to present their answers. They could make mimics, roleplays, tell a story, etc.

1. What would you have done differently?
2. What do you think will happen in the morning?
3. What would you do if you could put your arm through a wall or other solid surface? Can you think of any (other) possible uses of this power?

CHAPTER V

CONCLUSIONS

- It has been proved that watching this type of authentic material students could have a rich language experience rather than watching a whole film due to the range of benefits short films provide during the English learning process.

- Since the research was based on the Meaningful Learning Theory and the Communicative Approach, researchers concluded that the use of appropriate short films in class can provide the opportunity for students to learn language successfully and communicate with their classmates with real meaning.

- The team concluded that when using short films it should be combined with its video guide according to the needs of students and main objectives of the English classes. The researchers concluded that when using video guides the PDP strategy needs to be used (pre, during and post strategy).

RECOMMENDATIONS

After finishing the undergraduate project, the research team recommends the following:

- The research team strongly recommends that short films should be periodically used by teachers in the different English courses since they provide a range of benefits rather than watching a whole film.

- Researchers recommend the use of appropriate short films in EFL classes including a variety of activities which provide students the opportunity to relate previous knowledge with the new one to promote meaningful learning and communicative competence.

- It is strongly recommended to include a video guide (pre, during and post viewing structure) when using short films in class as an important tool to prepare students to be aware of what the activity is going to be about to improve language skills.

CHAPTER VII

SITE REFERENCES

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CHAPTER VIII

APPENDIXES

APPENDIX A

Questionnaire addressed to Advanced English Students at the Foreign Language Department
at the University of El Salvador Semester I-2016

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT



Name (optional): _____

Gender: 1. F 2. M 3. Other

Directions: please translate the number of your answers into the box on the right, or complete the information required.

1. Do you know what short films mean?

1 YES 2 NO

2. What kind of material use the teacher in the classroom to help you in your development of the language?

1. Short films 2. Movies 3. Audio records 4. Power Point Presentations

Others: _____

3. How often the teachers use short films in your English classes?

1. Never 2. Rarely 3. Sometimes 4. Always

4. How many times have you watched short films in your English classes I the last semester?

1. Zero 2. 1 – 5 3. 6 – 10 4. More than 10

5. Would you like your teachers will use short films in classrooms knowing it enhances your proficiency in oral skill in the target language?

1. Yes 2.No

Why? _____

APPENDIX B

Questionnaire addressed to Specialists in Didactics

UNIVERSITY OF EL SALVADOR

School of Sciences and Humanities

Foreign Language Department



“DATA GATHERING PROCESS”

Interview to Didactics’ Specialists

Objective: To gather information to carry out the research Project called “Proposal for using short films as authentic material during to improve oral skill of B1 level students during the English learning process in EFL classes through video guides at the Foreign Language Department at the University of El Salvador in Semester I-2016 ”

Instructions: Answer the following questions.

GENERAL QUESTIONS

1. Do you know what a short film is? Yes ___ No _____

2. Have you ever used short films in your English classes? Yes _____ No _____

If yes, which are the main characteristics you should look for when choosing short films for your English courses?

3. Would you like to use short films in class? Yes ___ No _____

If yes, how frequently would you use short films in your English classes?

4. If the answer was yes in question 2, what would you expect of the use of short films in your English classes?

5. Would you help us in this research project by watching a range of five selected short films to provide feedback based on your experience?

SPECIFIC QUESTIONS

After watching the short films selected and provided by the research team, we can move towards the next step of the Survey by answering the following questions:

1- From those five short films selected, what are the most relevant elements that we need to take in consideration at the moment of using them during the English classes?

2- Did you find some advantages in those five short films for using them during the English classes?

3- Did you also find disadvantages of using those short films for the English classes?

4- With your experience, how would you develop a video guide based on a short film for using it during the English classes?

5- When using short films during the English classes do you use any extra material to guide the students? If yes, please explain:

APPENDIX C

Video guide used in a English class during the data collection

Short film : Paris and New York



Figure 12 short film scenes

Language level: Intermediate (B1)

Learner type: Teens and adults

Time: 60 minutes

Activity: Describing a city, comparing two cities, watching a short film, speaking and writing

Topic: Cities, Paris and New York

Language: Vocabulary related to cities and comparatives

Materials: Short film

Pre-viewing Activities

Step 1: Ask students to write adjectives that describes Paris. Provide the following worksheet.

An illustration of a man and a woman riding a green scooter. The man is wearing a green jacket and red pants, and the woman is wearing a pink jacket and green pants. They are riding past the Eiffel Tower in Paris. To the right of the illustration are six horizontal lines for writing.

Step 2: Discuss with students about the adjectives spring to mind when they think of New York. Write the most common adjectives on the board and compare with the ones of Paris.

Step 3: Dictate the following words: bridge, graffiti, traffic, traffic lights, inhabitants, neon signs, bikes, cars, buses, underground, statues, monuments, buildings, skyline, food, drink. Practice pronunciation of those words and ask students to think about those words when thinking about Paris and New York.

Step 4: Divide the class into several groups. Tell one group that they should think about Paris and consider what the items in Step 3 might look like in Paris. Tell the other group they should do the same, but thinking about New York. Provide the following worksheet to all the groups.

Paris and New York



Step 5: Each student now has to work with a member of the other group, and explain how they imagine the items in their city. They should try to compare and contrast the two cities.

Step 6: Get feedback from the whole class, and write up some sentences in which students compare Paris and New York. If necessary revise comparative forms.

While viewing Activities

Step 7: Tell your students they are going to watch a short film in which they will see images of both Paris and New York. As they watch, their task is to notice any similarities between the two cities. Show the film.

Web resource: <https://vimeo.com/108552265>

Step 8: Get feedback and ask them to talk about any similarities and differences between Paris and New York.

Post viewing Activities

Step 9: Pair your students. Ask them to imagine they are filmmakers who want to shoot a film which compares their home town with either Paris or New York. They should discuss what images they would use to represent their city or town using the items in Step 3.

Step 10: Hold a plenary session on what images the students would use to represent their city or town. Each group will present their ideas. They can even make a role play or mimic.

APPENDIX D

“Pictures from a English class ”









