

LIGHTS, CAMERA.... ENGLISH!! MATERIAL DESIGN FOR AN ENGLISH TEACHING
MODULE BASED ON FILM

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RESEARCH PROJECT

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PONTIFICIA UNIVERSIDAD JAVERIANA

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ABSTRACT

This research project used film to develop an English teaching material that focuses on fostering the students' speaking skill for the Low Advanced level in the BA in Modern Languages major at the Javeriana University. Film can be a valuable tool in the language teaching classroom, as a motivator, as authentic material, as a promoter of critical thinking, as a new field in education and as a language teaching tool. However, there is still a lot of potential in film left to explore. This project focuses on a specific aspect of that potential: its capacity to foster the speaking skill. Its main objective was to determine how a material based on film can foster this skill in a communicative way, in the context of the Low Advanced English class in the Javeriana University. The specific objectives were to identify the appropriate communicative activities that foster students' speaking skill, to establish the benefits of using film as a language learning material with that purpose, to develop communicative speaking learning activities that use film and to determine the effectiveness of those activities. We used theory on the communicative approach, the speaking skill, the field of materials development, and the use of film as a learning tool in language learning. We decided to use the communicative approach, and for materials development we used the guidelines proposed by Howard and Major (2010) and the framework proposed by Jolly and Bolitho (2011). Afterwards, we developed an audiovisual material to be used in three classroom sessions, two hours each, and each around a different movie. We then tested this material in a low advanced classroom, using a class to show them the movie before testing the actual material, and found that the students were satisfied with the material and that the material did manage to foster their speaking skill.

Key words: English language teaching, speaking, materials development, film.

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1. INTRODUCTION

To be teachers of modern languages, the field of knowledge must extend to all of the various elements of language teaching. Materials development is one of these elements where creating new materials to help students and teachers learn the processes of new languages and is a vital part of teaching. Accordingly, when developing materials we must create them in such a way that they have the ability to motivate the student. This can be done using objects that attract them as pieces of entertainment. One of these elements is film (Whatley, 2012). Motivation is a very important part of learning a second language. Furthermore, when students are engaged and interested in the learning activity, the learning process becomes more efficient and pleasant. Besides incorporating the most recent innovations of technological communication, film is a useful tool to develop linguistic competence (Hayati & Mohmedi, 2011). It can be a resource to learn vocabulary and grammar, and it allows the students to approach different cultures, thus allowing them to have a well-rounded language education. (Zoreda, 2005)

This paper wished to take advantage of the available resources for language education. The technology available in all classrooms of the Pontifical Javeriana University are a great example of these resources. They make possible the use of a medium that is already being explored in the field of ELT: film (Alvarez, 2008). Taking all this into account, the purpose of this paper was the development of a material for a module of ELT through film, aimed at students from the Low Advanced English course of the BA in Modern Languages major in the Javeriana University. The material was intended to foster the speaking skill of these students. Throughout two months and a half we applied our material during three different sessions. Students watched a movie during one session, and one week later we applied our material. After we applied the material we applied surveys and questionnaires to the students, and we recorded them so later we were able to analyze their speaking skill and through comparing each session, we were able to see if their speaking was fostered.

2. STATEMENT OF THE PROBLEM

Film is currently a valuable tool for EFL teaching. According to Hayati & Mohmedi (2011), with the increased access to new technologies, teachers have found more opportunities to use audiovisual materials in all levels of EFL. As a medium, video allows students to use visual information to improve their comprehension, observe gestures, facial expressions and other aspects of body language which complements discourse. In addition, it presents authentic language and cultural information about English users (Richards & Gordon, 2004, p.2). Furthermore, we must value film's entertainment potential, which helps keep students engaged: students often show a great interest when watching film in English. A teacher's job is to take advantage of that enthusiasm in such a way that it has a positive effect in language teaching (Whatley 2012).

In order to research the interest of students from the Low Advanced English level in the University, we had 46 students of that level answer a survey during the early stages of this project. The survey aimed to identify students' needs in regard to how they prefer to learn English in class, English related activities they performed outside of class, their preference for academic activities, preference for materials, the book they used in class, and the skills that they worked on in the classroom. Judging from the results of this survey, a new material as the one proposed in this paper was not uncalled for. Even though some students did like the required book that was used at the time, there was an equal amount that did not. Many of the students were not interested in the book's topics, and many of them did not believe it had the appropriate level of difficulty (see Annex 2). The choice of film as a medium also seemed appropriate to extended learning. A majority of the students declared that they enjoyed learning through film, and others said they also liked learning through television. In addition, all of them stated that they enjoyed learning through an activity or hobby different from the class, such as film. Thus, we were able to see that film is an engaging tool for student learning, and that we could use it as a resource. Also, we were able to see film is as an useful tool for listening skills where some students declare that they like learning through this medium by listening to it. Lastly, we must mention that most of them declared that they went to the movies regularly (see Annex 2).

Learning a language is not only about knowing its formal structure (meaning, it is not only about knowing its grammar, morphology, syntax, etc.) but culture also plays a role. The U.S. National

Standards in Foreign Language Education Project (1996) conceives language learning as inherently linked to culture. The critical activities that should be considered are both language and culture for such formal structures as stated. Therefore, the real content of a foreign language course is not the grammar and vocabulary of a language, but the cultural aspects that the chosen language expresses. Through film, several objectives of linguistic competence can be achieved, such as vocabulary acquisition and oral comprehension (Lomnel et al, 2006; Hayati & Mohmedi, 2011). The combination of images and sounds can have a significant positive influence in the achievement of pedagogical objectives of written comprehension, written production, oral comprehension, and oral production in English. The presence of film and video can change the learning atmosphere of the class, since students are listening to authentic English in real life scenes and scenarios (Li, as cited by Whatley, 2012). Moreover, film is an object with great cultural content and it is useful for student's reflection not only about language, but also about culture (Zoreda, 2005). Film is then a valuable tool for formal language teaching. Its capacity to explore cultures and themes make it appropriate for an advanced course with a syllabus that intends to develop students' skills through different topics and subjects. This does not mean a course without a grammatical component, but rather a course that focuses on the development of the students' skills.

This description fits the Low Advanced English level for the BA in Modern Languages at Javeriana University. According to the course description, at the end of the Low Advanced level, students are expected to have a proficiency level of C1 as stated by the Common European reference framework. The course intends to enhance the students' English ability in a meaningful way while enriching the students' understanding of how cultures shape and interact. The objectives established in the course description include having students overcome their difficulties concerning English language use, become critical language users, understand and produce academic texts, develop self-development skills, refine their understanding of the relationships between language and meaning, use language communicatively and be more culturally aware.

They are supposed to have opportunities to enjoy a wide variety of subjects which they can approach through the target language. Accordingly, films incite critical thinking considering that it allows individuals to reflect upon its themes. Throughout the course, students work on a variety of materials covering the topics. These include the definition of culture, English speaking cultures, urban cultures, food and etiquette, stereotypes, taboos, national culture, family values, faith and superstition.

The grammatical components of the course include a review and expansion of the tenses, conditionals, subjunctive, direct and indirect speech, verb inversion and subject verb-agreement. They should enhance their vocabulary according to the topics of the syllabus. As for the speaking skills, students should be able to give clear and detailed descriptions of complex subjects developing particular points and rounding off with an appropriate conclusion, as well as being able to support points of view with relevant arguments and examples. Regarding the listening skill, students must be able to understand enough to follow extended speech about complex issues, recognize a wide range of colloquialisms, appreciate register shifts, and follow complex interactions. In relation to the reading skill, they should be able to understand in detail a wide variety lengthy and complex texts while being able to identify implied and stated opinions and attitudes. Finally, students should be able to write clear, well-structured texts on complex subjects in a natural and personal style appropriate to the reader in mind.

The fact is that the skills in this course are developed much more through content than they are through grammar. Whereas being students of the final level, they have already acquired several skills which means that they can focus on refining their skills by writing essays, discussing knowledge, finding information in a text, etc. Again, this is not a course without a grammatical component, but it is a course with a focus on content. Therefore, film is an appropriate tool that perfectly adjusts the current syllabus so it can be used to develop all the abilities here mentioned and include value with meaningful content. Film can entertain and keep students engaged. We just had to find a way to make this engagement useful for language learning. Thus, film cannot only be used as a debate topic or a starting point for student's essays, but as a material that helps students improve their skills and acquire advanced vocabulary as described herein.

3. STATE OF THE ART

Different studies have been made that inquire about the use of audiovisual material in English teaching where these studies are developed for material development to enhance language learning. Next, we have summarized some of these studies. We begin our state of the art with studies made inside our own university. The first research project that we will mention is by Luisa Fernanda Álvarez Prieto in 2008 from Bogotá titled “El cine como herramienta pedagógica en los procesos de enseñanza de aprendizaje de inglés de la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana” or “Film as a pedagogical tool in the process of teaching and learning in English courses in the Bachelor of Arts in the Teaching of Modern Languages in the Javeriana University”. Her research question was the following: “How are we using film as an audiovisual material for the teaching of English in the Bachelor of Arts in the Teaching of Modern Languages in the Javeriana University?” (Alvarez, 2008, p.22)

Alvarez's general objective was to show how the use of film was being carried out as an audiovisual tool for the teaching of English within the University. Moreover, it looks into investigations and papers about the use of audiovisual material in the teaching of foreign languages. Lastly, it can be used as a tool for analysis about audiovisuals within our major by showing a solid foundation used by these methods. The first of the authors that Álvarez uses to support her investigation is Christian Metz (1967), a film theorist who warns that separating the meaning of the significant subject in the analysis of a film is problematic because in a movie the significant can have a content of its own and the meaning can have a form. As for the spectator, only through his sight the character and the situations become alive. Metz's also mentions the importance of education, he advises that it is different to talk about teaching an image than talking about teaching through an image. Álvarez also mentions Carlos Alberto Martínez (2003), who states the influence of film in the teaching of humanities in which the teaching of a language is included. Martínez also states that film is the own expression of our way of life. This is a qualitative research, based on systematic observations recorded in field journals as well as interviews with some class groups of the Pre Intermediate, Intermediate, and Low Advanced levels of English. The goal was to gain access to the general knowledge of the groups to clear out some doubts about the way film was being exploited in EFL classrooms within the major. Lastly, this research found that it is necessary to train teachers in analysis and interpretation of the language of film as well as methods to take full advantage of it and learning about film theory. The relevance of this paper to our work is that it shows that film is a tool that is already being used in the proposed context, but that it is not being used to its full

potential. Previous research allowed us to know the context a little better and observe what would be necessary to optimize the material.

Another investigation is "Diseño de actividades comunicativas a partir de un material audiovisual auténtico para la clase de ELE (español como lengua extranjera) 2008" or "communicative activities design with a basis on authentic audiovisual material for the SFL (Spanish Foreign Language) class", written by Nora Milena Yanes Orozco in 2008, in Bogota. The research question is: how can you design communicative activities based on an audiovisual material to teach SFL while following the parameters of the pedagogical phase of Tomlinson's methodology (1999). The general objective is to "design communicative activities based on an audiovisual material for the SFL advanced class" (p. 17). The importance of this study, according to its author, is based on the use of the communicative approach in class, which has brought good results for students and teachers. Moreover, the integration of video in the design of communicative activities allowed students to face real and authentic situations, generate debate, conversations and not to mention being a very useful tool to complement the classwork. Another reason why it is important is that video allows student to develop the ability to interpret images and non-oral language, contributing to the contextualization of the topic. Also, the activities proposed are a contribution to SFL students and to the Centro Latino-Americano of the Javeriana University. The activities contribute to the development of practical and social levels of language. Lastly, the study is important because the design of the communicative lesson based on audiovisual materials allows for an integration of two very important aspects of language teaching: the communicative approach and the use of authentic material.

Yanes uses several authors to support her work. Firstly, the study "Integration of a supplementary audiovisual material to the basic level of Spanish for foreigners at the Centro Lationamericano" (1996), by Sonia Yolima Jaimes and Catalina Montenegro. Their research aimed to improve the knowledge of vocabulary and to give an authentic model of communication based on a different material. Jaimes and Montenegro state the importance of the use of audiovisual material in the teaching of a foreign language. Secondly, authors also mentions Dale, who explains the advantages of audiovisual material in the classroom. Dale (1962) says that images have more meaning for the students, it develops the continuity of thought, it generates interest, it is a real experience and it helps to improve the vocabulary. Thirdly, the author mentions Tomlinson (1999), which proposes a model for material design for language teaching whose main purpose is to improve the quality of materials so that they are useful. Following a series of steps make the task of designing a lesson plan, no matter of its purpose, more easy to grasp and understand. Yanes' investigation is

qualitative and descriptive. It was based on the carrying out of communicative activities based on authentic material. The elaboration of the activities are built from a communicative approach, skills integration, Tomlinson's model and a video. The chosen group was Spanish students of the advanced level, and the chosen material was the first episode of the TV series *Desperate Housewives*. This study found that the development of a language is possible thanks to the use of different resources. In addition, the data showed that the communicative activities based on authentic audiovisual material can enrich the previously existent material for SFL teaching. This research paper is relevant because it touched on topics like the creation of communicative activities based on authentic audiovisual material. Our study attempted to use different film around which we were able to create communicative activities.

Another investigation is "Implementación del closed caption y/o subtítulos para desarrollar la habilidad de comprensión auditiva en inglés como lengua extranjera" or "The implementation of closed caption to develop the listening skills in EFL" made in 2008 in Bogota by Sergio Esteban Osejo Fonseca. This pedagogical proposal is based on the use of close caption to improve the development of the listening skills, and it was carried out with students of seventh and ninth grade levels at San Bartolome La Merced School in Bogota. Its objectives are to implement listening activities that used close caption and evaluate the results. This proposal was carried out with two groups of 18 students each, one in seventh grade and the other in ninth grade. According to Fonseca, students presented difficulties in the development of their listening skills. Surveys showed that students believe the problem is caused by their lack of attention and interest. This affects their academic performance and their English communicative competence. Taking this problem into account, the author attempted to improve the student's listening skills by watching subtitled videos, belonging to the show *Friends*. Each group watched seventeen videos with Closed Caption through five and a half weeks of viewing at three days a week intervals. At the conclusion of each session, students took an exam to determine their progression. Results showed that the television program did engage the students of the ninth grade, but not the students of the seventh grade where 50 % of the students improved their listening skills, 17% kept the same level, and 33% lowered their level. However, 77% of the students enjoyed the activity and 68% thought it was useful. Besides, the acquisitions made throughout the activity, like vocabulary, can be used in all the skills. This study is relevant because it touched on two vital topics: listening comprehension and the use of subtitles.

Another investigation carried out by Ángela Pinto García and Yuri Zambrano Ortiz is "Diseño de una unidad didáctica modelo para enseñar lenguaje académico a los estudiantes del centro latinoamericano de la PUJ, a partir de material audiovisual", or "Design of a didactic model unit to

teach academic language to students from the Latin American Centre of the PUJ, using audiovisual material” was used for their relevancy of this paper (2009). The research question of this investigation was “What could be a good didactic model unit with a basis on audiovisual material to teach academic language to students of the Centro Latinoamericano of the Javeriana University? “ The main objective of this study was to design a didactic unit model to teach academic language to students from the Centro Latinoamericano of the University using audiovisual material. The specific objectives were: first, to identify the needs and interests of the Latin American Centre students in relationship with different types of language learning and with the materials they considered more useful for learning. The second specific objective was to establish the relevant criteria to use when selecting the didactic material design for the learning of Spanish as a foreign language. The third and last specific objective was the physical production of the model unit that illustrated the carried out process.

According to the authors, the relevance of this project in the institutional field was that it contributed to solving the lack of didactic material for the learning of SFL in the Latin American Centre of the PUJ. Moreover, teachers in the social field will have a didactic unit model that will allow them to develop other units so that resources in SFL teaching courses are being used. In addition, future graduates of the major will be able to find in the project a reference regarding the theoretical-practical process that must be followed to design didactic material. In the theoretical framework, we found authors like D.M Lee who states that one of the main functions of any audiovisual media is to put in movement the adequate class and amount of perceptions so that learning can take place. Garcia and Ortiz also quoted Rosales (2003) who says that video is considered a didactic instrument and its functions as a didactic tool depend on the use we give it. As for the methodology used in this research project, first the authors established the students’ needs and interests, the characteristics of academic language, afterwards they defined the criteria for the selection of audiovisual material and for the materials design for the teaching and learning of foreign languages. The conclusion was that there is a need to produce more materials that deal with the teaching and learning of SFL. Another conclusion was the importance of including the teaching of academic language in the courses of the Centro Latinoamericano. This study is relevant to our project because a lesson plan using audiovisual material was designed. We too chose a set of steps as the ones that the authors followed when designing a materials plan.

Research into the use of film and audiovisual material in the language classroom has also been made internationally recognized. The Master of Arts dissertation "L’*utilisation du film dans l’enseignement du français langue étrangère au niveau débutant à l’Université du KwaZulu-Natal,*

Pietermaritzburg: une étude de cas" or "The use of film in the teaching of French as a foreign language at beginner level in the university of KwaZulu-Natal, Pietermaritzburg: a case study", by Marie Françoise Ghyslaine Dye, explored the use of a socially and culturally relevant movie as an authentic material in language teaching in some university in South Africa.

The author felt a certain discomfort with the manual used in the beginner level, since it seemed too "Eurocentric", even though the university wanted to promote an African identity and to represent the majority of the students. Ghyslaine Dye believed that the manual, written by Europeans in Europe, did not answer to the needs and context of the students. Instead, Dye found a feature film named *Kirikou et la sorcière*, which she finds culturally and linguistically relevant. Ghyslaine Dye attempted to answer three questions: 1: who are the beginner students at UKZN, and what are their needs? 2: What is the material being used and 3: is the material appropriate? Is a feature film an appropriate material for teaching, and if so, how can it be used so that students will profit the most from it? Her hypothesis was that, if well-chosen and well used, a feature film would be useful for learning at the beginner level. The main objective was to evaluate the effectiveness of a feature film based on a tale from western Africa, *Kirikou et la sorcière* in the teaching program, and to propose activities to exploit that film.

The author examined the historical, economic and political background of the country to understand the reasons why the study of French as a Foreign Language is important. Ghyslaine Dye also takes a brief look at the evolution of language teaching, to arrive to the communicative approach and the authentic materials that arise from this transformation, specifically film. She presents the specific context of the university, its specific objectives, the profile of the students and their needs. In order to develop the students' profiles and to discover their needs, the author made surveys. Dye also analyzes the objectives of the course in the context of the university. After analyzing the *Alter Ego I* and the reaction that the students have to it, Dye realized that the book is socio-culturally irrelevant and confusing to the students. Seeing that the students feel undermined by this, she states that what is needed is to put the language in a familiar context that stimulates and makes the students feel their worth.

Dye then chose the film *Kirikou el la sorcière*, whose story is easy to follow, and thus easier to approach. It is also closer to their cultural context and it presents an accent different to the European French, closer to African French. Throughout the first part of the study, once a week, a class of forty five minutes was devoted to the movie. Each sequence of the film was first watched with English subtitles so the students knew the story, and later it was watched without subtitles. Viewings were accompanied by activities like exercises of oral and written comprehension,

grammar work, written production and role-plays. These activities intended for the students to employ the language they were learning, so as to reinforce themes or grammatical concept, and also to work on listening and speaking. The last six scenes were watched without subtitles. Afterwards, they re-watched the whole film in French without subtitles. However, the students did not manage to understand the last six fragments that were shown to them without subtitles. Some of the most capable, however, enjoyed the challenge.

Thus, she had to refine the way she used the movie, and created a cd rom with activities, along with some pedagogical worksheets. Thus, she designed material around a movie to improve language learning. Dye kept the subtitles, seeing as they were beginner students. But then, at the end, she played the movie once more with French subtitles. She evaluated the results using surveys and interviews. Some students were not comfortable with the nudity of the film. That nudity is a normal part of some African cultures, and the author believes elements like this can be used to fuel intercultural discussion. Nonetheless, the film was a good motivator to improve the students' language skills and proved to be a great compliment for the manual. This study is relevant to our project because it showed material design using a film to improve language learning in an academic context. It showed us how someone had achieved this task in the past and provided us with valuable theory and bibliography.

Next, we have the article “The effect of films with and without subtitles on listening comprehension of EFL learners”, by Abdolmajid Hayati & Firooz Mohmedi (2011). These authors made an experiment in order to determine the effects that watching a subtitled movie can have in the listening comprehension of intermediate level students of EFL. Taking into account the increased access to technologies like TV, computers and video equipment, as well as the advantages that these objects hold, the researchers planned to investigate the use of subtitles in EFL learning. They use three yes / no research questions. Do films with English subtitles help EFL students improve their listening comprehension more than films with Persian subtitles or without subtitles? Do films with Persian subtitles help EFL students improve their listening comprehension more than films with English subtitles or without subtitles? And do films without subtitles help EFL students improve their listening comprehension more than films with Persian or English subtitles? The experiment was made by selecting 90 students of the intermediate level of the Islamic Azad University of Masjed Soleyman, in south east Iran. The students, all with a similar English competence, were divided in three groups. One group was shown the movie without subtitles, the other with Persian subtitles, and the last one with English subtitles. The chosen film was the documentary *Wild weather*, about natural disasters. It is divided in several parts, which is why you can show it in

different sessions. The study lasted for six weeks. After each viewing session, the students were given a multiple choice comprehension test. After the last session they were asked to give their opinion on the use of subtitles. An analysis showed that the group with the English subtitles had a better development than the one with Persian subtitles, who was better than the one with no subtitles.

The students in the English subtitles group stated that the subtitles helped them understand the video better and questions of the exam. This is consistent with the studies of Borrás & Lafayette (1994), who argued that subtitles help not only to understand input but also to produce a better output. The authors explained that the level of the students was intermediate, meaning that they had enough competence in terms of vocabulary and listening. Therefore, they understood what was being spoken and relied less on the subtitles, using them only when they did not understand the word. The students of Persian subtitles, however, said that subtitles tended to distract them from what was being said. The conclusion is that they were forced to use one more procedure: translation--that way, the researchers were able to answer their question: English subtitles offer a double input which seems to enhance comprehension more than the other options, and the input is thus processed with more depth. However, watching films with subtitles in L1 is better for beginners, while a film without subtitles might be better for advanced students. It is important to point out that this study only works in context, and the results can only be applied to formal education in schools and universities that have students in intermediate levels. A suggestion for future research is to determine if the long term use of subtitles could prevent students from developing their oral comprehension to the fullest by having them become too dependent on them. Also, rather than viewing the same rendition, they could also try different types of film. The presented research is relevant to our current investigation because it provides an empirical study that examines the benefits of the use of subtitles when film are shown in the classroom. The data being investigated is important to our study because we needed to know if we would use subtitled material or not. The article also provided bibliography of similar studies. Lastly it supports the use of film to augment oral comprehension, an essential aspect of this project.

Another relevant research study is Foreign-grammar acquisition by Sven Van Lommel, Annouschka Laenen and Géry d'Ydewalle (2006). The objective of foreign-grammar acquisition was to obtain evidence for the acquisition of grammatical rules in watching subtitled foreign film. Research had shown that watching a subtitled foreign movie led to considerable foreign-language vocabulary acquisition, but grammar had not been obtained. Two experiments had been conducted, one using sixth graders from elementary, and two, six graders from secondary school, to be able to take age

into account. The first study examined the acquisition of grammar as implicit knowledge when no reference is made to an upcoming language test. A better performance from kids was expected following theory on language acquisition. The second experiment examined intentional, explicit learning, where the students were instructed to pay attention to certain elements. Older children were expected to do better in the second experiment. Before the two experiments began, selected children received some explicit foreign grammatical rules. In the first experiment, reverse subtitling was used (native language audio and foreign language subtitles). The foreign language selected was Esperanto and a *Lucky Luke* cartoon was the material that was used. The experiment barely showed any grammar acquisition in the movie. Experiment 2 used a 40-minute Esperanto movie, called *En Somera Vilao* with native language subtitles and in it they were given specific instructions. The results for both experiments were the same: no rule acquisition through the movie only, and a strong effect of advance rule presentation, particularly among the older children. In experiment 1, some interesting findings were observed. Performance of the primary school children improved slightly after having watched the movie when the rules were presented in advance, but only marginally. Either way, not much acquisition was made during the examination, though there was a strong effect of advance rule presentation, but only on the items of presented rules particularly among the older participants. The conclusion was that unlike with vocabulary, grammar may be too complex to infer from a single presentation. This study is relevant by providing interesting theories and sources for us to use, even though the actual experiment holds little meaning for our investigation.

Finally, we have the article written by Margaret Lee Zoreda titled “Teaching Film, Culture, and Language: An advanced English course in Mexico (2005). The objective of her investigation was to demonstrate how film can serve as a focus for intercultural reflection in language learning. It includes a rationale for the course and the selection of its film and a description of activities and evaluation procedures. This study was carried out in the Universidad Autónoma Metropolitana and more specifically it was applied in the Classic U.S films course.

This article is based on the belief that culture is a fundamental part of learning a foreign language. Zoreda supports this idea by quoting the U.S National Standards in Foreign Language Education Project and by saying that in this project the Communication Standard states that students must be able to participate appropriately in face-to-face interaction with members of other societies, and they must also be able to intercept the concepts, ideas and opinions expressed by members of these societies through their media and literatures. On the other hand, in cultural standards, the national policy states that in reality the true content of a foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language. Moreover, the article

shows the objectives of the course, and with this, Zoreda selects the film and then she divides the times when students will be watching the film and what they will be doing with them through the syllabus. The syllabus lasts for ten weeks, she choose five films and each of them will be studied for two weeks. The activities done with the film included essays, comparisons, critiques, considering which film was the most emotionally powerful by saying why, and considering which film is best and why. Zoreda concludes the article by saying that, in her position, film offers an attractive and challenging medium to fulfill those National Standards guidelines for the teaching of foreign language. Then she says that since “movie-going” is already part of our students’ everyday culture, the integration of film in ESL/EFL course would aid them to become both more critically knowledgeable about American culture and their own culture as they grow more literate about the mass media. We can see that this article nurtures our research paper since we wanted to design a material using film, and we did not only want students to work on their skills, but also go deeper and learn about different subjects such as culture, society and history. Zoreda's article supports our idea that we can do different types of activities with film that students are interested in. Also it is a different way to have an EFL course, since it is not the “traditional” way of following a course book, but instead we incorporated a tool that students like and it is not being used in their classes.

4. RESEARCH QUESTION

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

4.1 General Objective

To determine how a material based on film can foster students speaking skills in a communicative way, in the context of the Low Advanced English class in the Javeriana University.

4.2 Specific objectives

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

5. THEORETICAL FRAMEWORK

The purpose of our project was to develop a material based on film that could develop the student's speaking skills in a communicative way. In order to elaborate this material successfully, we needed to have a strong theoretical basis that would uphold the project. In this chapter we defined the main concepts that served as theoretical foundation of our project. We made use of several concepts of applied linguistics and education, as well as the discipline of material development and concepts related to the specific use of cinema as a tool in language teaching. This theoretical framework provided a better understanding of our starting point to develop the material, in terms of theoretical background.

We start by placing our project under the domain of applied linguistics, which is our major's central field of knowledge. We explain the concept of applied linguistics. We present its historical origins and summarize its domains. We pay special attention to the domain that is relevant to us: language education. Afterwards, as an aspect of language education that is relevant to us, we describe the communicative approach, which we have decided is the most appropriate for our project. We start by describing the method used, as well as an approach and a procedure. Afterwards, we present five different approaches established by Richards and Rodgers. Consequently, we present the history of the communicative approach. Through the use of various authors we establish a working definition of what the communicative approach is. We also explore the speaking skills, which is the skills we aim to focus our material. Firstly, we focus on various authors to define speaking. Then, we focus on the difficulties students may have when speaking. Thereafter, followed by a section where we exhibit a variety of speaking activities that can be done during the class. Then, we go into one of the aspects of the language education domain, the aspect in which this project is centered: materials development. Around this aspect we explain the categories pertaining to that area that we find most important for our project: material, material evaluation, material adaptation and authentic material. Lastly, we see the place of film as a tool in language learning. We see its condition of authentic material, its value as a motivator, its role as a promoter of critical thinking, and its potential as a new field in education. Each term furnishes a theoretical support that contributed to the elaboration of this material, making it more viable.

5.1. Applied linguistics

As undergrads of the BA in Modern Languages, our project exists within the field of study of applied linguistics. As Luque states, while the discipline of applied linguistics is relatively recent,

there have always been efforts similar to applied linguistics throughout the history of formal language teaching (2005). In fact, McCarthy (as quoted by Luque, 2005), dates the use of the word 'applied' to the seventeenth century. However, according to Howatt (as quoted by Luque, 2005) public use of the word came in 1948, with the inauguration of the magazine *Language learning: A Journal of Applied Linguistics*. It came to be due to the lack of a scientific discipline that gave foundations to the teaching and learning of languages. According to Luque, applied linguistics came to be for both internal and external causes. External causes include World War 2 and the independence of many African, Asian and American countries (2005). Internal motives include the development of the theory versus application notion that came from the duality of Pure Linguistics versus Applied Linguistics, caused in great deal by the discussion in psychology between behaviorism and mentalism. Applied linguistics came from the need to mediate between theoretical models and real world data. Since its arrival, there has been some controversy about the scope and limits of applied linguistics. As Cook and Seidlhofer (1996) pointed out, defining 'applied linguistics' has always been difficult. Without a doubt, language teaching has been the area where applied linguistics is primarily concerned. But it is not its only area of application. As Grebe & Kaplan (1992) explain, the purpose of applied linguistics is to solve real-world language-based problems. Though this may seem like a simple concept, the scope and defining criteria of applied linguistics is debatable. For starters, applied linguistics does not restrict its knowledge to linguistics theory; it is far more than just "linguistic theory applied". Applied Linguistics is not simply a subset of linguistics, but a discipline on its own whose ties are not restricted to linguistics alone. Since it is the application of this knowledge to real life situations, it may draw on knowledge from several other fields, depending on the situation, such as anthropology, pedagogy, psychology and sociology. Applied Linguistics is a trans-disciplinary field of study.

According to Stevens (1992), the definition of applied linguistics rests on six fundamental propositions:

1. Applied linguistics is based in intellectual inquiry, it gives rise to and makes use of research, and is discipline-related
2. Linguistics is essential to applied linguistics, but is not the only discipline that contributes to it
3. The choice of which disciplines are involved in particular applied-linguistics circumstances, and which parts of those disciplines, depends on what the circumstances are

4. The multidisciplinary nature of applied linguistics requires that its practical operations be realized in a number of different domains of human activity
5. Applied linguistics is typically concerned with achieving an end, with improving existing language-related operations, and with solving language-related problems
6. Linguists are not exempt from being socially accountable, from displaying a social conscience, and therefore, when possible, they should use their knowledge and understanding in the service of humanity

He concludes by summarizing in a short definition: Applied linguistics is a multidisciplinary approach to the solution of language-related problems. In that regard, the number of disciplines that applied linguistics may engage is large. It can include linguistics, psycholinguistics, psychology, semantics, semiotics, lexicography, sociolinguistics, social theory, mathematics, education, computing, statistics, logic, philosophy, rhetoric, discourse analysis, philosophy of science, neurology, anatomy, physiology, speech communication, language pathology, literature and literary criticism, translation and interpretation, toponomy, artificial intelligence, information transfer and storage, jurisprudence and public administration, etc. Any discipline useful for an applied linguistics study can be utilized. According to Cook and Seidlhofer (1996) the basis of applied linguistics comes from the reconnection of language, not only to the contents of the situation in which it occurs, but also, more generally, to the many social practices including an understanding of language. It is a dynamic interaction in which theories of language will be complemented by insights of practical activities. Taking this into account, we can say that applied linguistics does not allow the separation of theory and practice.

5.1.1. Domains of applied linguistics

Having such a broad definition as “applying linguistic theory to real-life situations”, applied linguistics can have, as we have mentioned, a rather large scope. Also, due to its trans-disciplinarily, sometimes it may mix with other sciences in its actual application. Because of this, the full scope of applied linguistics may remain a bit vague (Cook, 2003, p.7). In practice, some of the domains of applied linguistics can be more independent than others. Translation and clinical linguistics act as independent disciplines, while second language learning is a more active field of study for applied linguistics (Cook, 2003, p.8). Nonetheless, when we take into account all the different disciplines that take advantage of linguistic theory in real world applications, the domains of applied linguistics can be organized as follows:

5.1.1.1. Language education

Language education has been a major component of applied linguistics. It was the area around which the tag name ‘applied linguistics’ first started being used. Many works on applied linguistics are concerned on language teaching and learning, and particularly English language and teaching (Cook and Seidhofer, 1996). However, the area of language education is not restricted to second language teaching and learning, nor to ESL, even if that is the domain where research has been more fruitful. We prefer to use the term language education with the purpose of not restricting it to either language teaching or language learning, but to encompass them both in the process. The area of language education includes first language education, the area that deals with the way a child studies and acquires their home language or languages; additional language education, the area that deals with the way a child learns additional languages, and which can itself be divided between second language education, where a person studies a second language that is spoken by the majority of the society in which they live, and foreign language education, when a person studies a second language that is not primarily spoken in their context; language testing, the area that studies the different ways to assess a person’s domain of a language; clinical linguistics, which is the area that deals with communication and speech impairments, whether they be hereditary, developmental, or acquired. Clinical linguistics tends to act as an independent discipline, which is why we have given it its own space in this list of domains (Cook, 2003, p.7-8). Obviously, these divisions are not clear-cut. Language assessment is used in all aspects of language education, and the knowledge used in second language education and foreign language education is often common to both of them. Some educational models try to have additional language education be like first language education, by having the students acquire the second language the same way they acquired the first one. We are only stating some of the areas of language education, not that they are singular and independent.

This research project is part of the area of additional language education, specifically foreign language education. It also deals with a particular area of language education, which is materials development, the area that deals with the creation of use of materials to teach and learn a language. In this research project we set out to make a material which could be used for the teaching of English. For this reason, we elaborate on the main concepts of materials development further down in this theoretical framework.

Since language education is derived from applied linguistics, there is a successful connection between theory and practice. There is also a successful operation of different aspects of language knowledge in content and in knowledge. Language education is an area in need of the principles to

mediate between linguistic theory and pedagogic practices, and it must look to applied linguistics to provide them. The relationship of applied linguistics and language teaching is symbiotic. However, we must remember that the real context in which language education happens can be a restrictive one. As language teaching is a social and often institutional activity it conveys theories of language and of language learning into contact with practical constraints. It is important that we do not forget the context and the institutional restraints the context has within it.

Another aspect of language education is the different methodologies that have existed and exist through the history of language teaching and learning. These methodologies can be divided in three aspects: approach, design and procedure (Richards & Rodgers, 2001). Approach refers to the theories on what language is and how language is best learnt. Design is the aspect of a method that considers objectives, content, activities, the role of teacher, the role of the learner, and the role of the materials. Finally, the last aspect of a method, procedure, is the specific techniques used to apply a method. All of these aspects are vital parts of the process of language teaching, and we must remember it when developing our material. We must always remember questions such as: What is our idea of language? What is our idea of language learning? What are objectives? The role of the teacher? Having analyzed the context and the problem, we have settled on the communicative approach as the one we will use in this project. We elaborate on this particular method further below. But first, let us describe the other domains of applied linguistics.

5.1.1.2. Language policy and planning

There is a large number of social, economic and cultural issues that require a government or institution to make decisions related to language. This is what we refer to with the term *language policy and planning*. “Politics and administration become entwined with linguistic, social, and psychological effects” (Stevens, 1992, p. 18). Applied linguistics can shed light on these issues, and contribute ideas to avoid harmful consequences of linguistic and cultural conflicts. Often, language planning is economically driven and can increase “the social and economic value of knowing and using an international language (Stevens, 1992, p. 19).

5.1.1.3. Speech-communication research

There are several real-life applications of linguistic theory around the field of speech-communication research. Knowledge on the complexities of communication and language can have use in areas such as “automatic recognition of speech, automatic synthesis of speech, automatic

translation, man/machine communication, artificial intelligence, and similar fields” (Stevens, 1992, p. 18).

5.1.1.4. Specialized occupational language

Some occupations require the domain of a specific language or a subset of a specific language that is necessary for communication in that field. For example, airline pilots and air traffic controllers need to use English as a lingua franca to regulate air travel. Applied linguistics can be used to facilitate this process. For example, SEASPEAK, a controlled natural language used in ship-to-ship and ship-to-shore marine communication, was created by two applied linguists and two master marines (Stevens, 1992, p. 18). It is an example of linguistic theory being used in real life.

5.1.1.5. Clinical linguistics and speech therapy

This is the study and treatment of language impairments. In its origins, at least concerning Britain, speech therapy was antiquarian, and elitist, focusing on elocution, the teaching of diction, and the idea of “normal voice and speech” (Stevens, 1992, p. 21). Applied linguistics provides a better understanding of language, language acquisition, and language learning. Thus, while collaborating with other fields of knowledge that can provide useful contributions like psychology and neurology, it is used in the area of speech therapy.

5.1.1.6. Lexicography and Dictionary-making

This area, related to the planning and compiling of dictionaries, also has a use for applied linguistics. “(Lexicographer’s) affinities and allegiance, instead of being rooted in philology, as has typically been the case in the past, now lie with linguistics” (Stevens, 1992, p. 22). A recent example can be seen in the recent controversial decision of the Merriam-Webster dictionary of including the popular use of the word “literally” as “virtually”.

5.1.1.7. Translation and Interpreting

Applied linguistics can facilitate the work of the translator, as well as the training of translators and interpreters. As Stevens (1992) notes, “the task of training translators and interpreters has changed dramatically over the past two decades and now often includes training in applied linguistics” (p. 22). Furthermore, it can help with the “formulation of principles underlying the perceived equivalence between a stretch of language and its translation” (Cook, 2003, p.8)

5.1.1.8. Language and the Professions

Language research in professional domains helps improve delivery of services and resolve problems of miscommunications that might otherwise have serious consequences. “In a simple sense, one may see this domain of study as the facilitation of communication between specialist and citizen” (Stevens, 1992, p. 22). The study of workplace communication, as defined by Cook (2003, p. 7), as the study of how language is used in the workplace, may also help us understand how power relations are maintained in different types of work.

5.1.1.9. Forensic linguistics

Linguistics may also be applied in criminal and legal investigations, “for example, to establish the authorship of a document, or a profile of a speaker from a tape recording” (Cook, 2003, p. 8)

5.1.1.10. Literary stylistics

The study of the relationship between linguistic choices and its effects in literature is a common practice in literary studies. It is an example of the trans-disciplinary of applied linguistics, and so it is seen as one of its domains (Cook, 2003, p. 8)

5.1.1.11. Critical discourse analysis

We refer to the study of the relationship between linguistic choices and its persuasive effects, or how these effects work to manipulate and indoctrinate is referred to as Critical Discourse Analysis (Cook, 2003, p. 8). As a field of linguistics that concerns itself with real life language and real life consequences of its use, it is linguistics being applied in real life.

5.1.1.12. Information design

Linguistics may be applied in the way that written language is presented and arranged, issues in typography, layout, the choices of medium, and the way it is combined with other forms of graphic communication such as pictures. (Cook, 2003, p. 8).

5.2. Language education

As recently stated, our project belongs to the area of additional language education and foreign language education. Thus, having described some of the other aspects of applied linguistics, we go back to the one that is relevant to us, language education. On this section we explore the aspects of language education that we used to carry out our program. We begin by examining the communicative approach, which we decided to use as the guiding method in our project. Since our

aim was to focus on the speaking skills, we then elaborate on the theory on it. Finally, we arrive at materials development, a discipline of language education that concerns us in this project.

5.2.1. Communicative Approach

It may be useful to explain what a method is, what an approach is, and how the communicative approach falls in these categories. Following Richards & Rodgers example, we can define a method as a “theoretically consistent set of teaching procedures that define best practice in language teaching” (2001, p. 15). As we have explained above, there are three components to what we call a method: approach, design, and procedure. Approach is the component formed by the theories the method holds on what language is and how it is best learned. Design is the aspect of a method that consists of the objectives, content, types of learning activities, and perceived role of the teacher, the learner, and the materials. Procedure is the component that deals with the specific techniques used inside the classroom to apply a method. Where does the communicative approach fall within these categories? When seen only as an approach, we can find it as a guiding principle behind several different language teaching methods. Richards & Rodgers (2001) distinguish five different communication approaches and potential methods that fall under the heading of the current examples:

- Communicative Language Teaching
- Natural Approach
- Cooperative Language Learning
- Content-Based Instruction
- Task-Based Language Teaching.

In the communicative approach, communication is the objective of language learning and the means through which the language is taught. Mishan (2005) considers that it is the most natural approach because a means of communication can only be learned by using it for this purpose. Effective communication is the ultimate goal and it is through the use of language practice that comprehension is acquired. The origins of the communicative approach can be seen in the late 60's in Britain, where applied linguists rejected the method that was used prior, which was called the situational approach. This came partly as a response to Noam Chomsky's *Syntactic Structures*. They wanted to focus on the communicative and functional properties of language. Also, there was the need to improve language education in Europe, as the continent was becoming more interdependent. In 1975, The Council of Europe established a threshold level for English, thus for the first time dividing language in a list of notions and functions instead of grammatical structures.

The communicative approach was created in the 1980's where it developed into the method called Communicative Language Teaching, and it is the one where later communicative methods and approaches stemmed from. Richards & Rodgers define the aims of Communicative Language teaching as "(a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication." (2001, p. 155). Such a broad definition makes it difficult to define in scope, which is why there are many manifestations of it.

Furthermore, since the 70's the term 'communicative competence', seen by Richards & Rodgers as the primary goal of a communicative method, has had different interpretations. The term "communicative competence", is defined as the ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors (Savignon, as cited by Savignon 1991). According to her, the communicative competence is not static, but dynamic, as well as interpersonal rather than intrapersonal and more relative rather than absolute. Contrary to Savignon, who focuses on the practice, Widdowson (1983) distinguishes between competence and capacity, stating that the term "competence" is usually used in terms of the knowledge of linguistic and sociolinguistic conventions.

In contrast, Canale & Swain (1980) define the communicative competence as a combination of an underlying system of knowledge and skills needed for communication. They stated that knowledge refers to the conscious or unconscious knowledge of an individual about language and about other aspects of language use. Moreover, they proposed four dimensions of the communicative competence: grammatical competence, defined as the domain of grammatical and lexical competence; sociolinguistic competence, defined as the understanding of the social context in which communication takes place; discourse competence, which refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship of the entire discourse or text, and strategic competence, which refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication. From these definitions, we can see that there are several different ways of looking at communicative competence, and even different ways to use the term. These different ways have different components each. Savignon makes emphasis on ability. Widdowson makes a distinction between competence and ability and equates the former to knowledge. Canale & Swain distinguish several components that play a part in communicative competence. As for us, we had to remember

all of these aspects and components, in order to have a more complete understanding of communicative competence for our project. Communicative language teaching arises from a multidisciplinary perspective. This perspective includes linguistics, psychology, philosophy, sociology and educational research. Consequently, the goal of this approach is to promote the development of functional language ability through learner's participation in communicative events. Savignon, makes emphasis on the link between language learning, educational and political issue, where the multicultural, intra-national and international perspective deeply affect the language learning goals and the teaching strategies.

Nonetheless, the main focus of this approach is the learner, their sociocultural differences and styles of learning. Hence, the learner needs will be the most important, in order to provide a framework for the programs goals. This concept is reflected in our project on the fact that we start from a need analysis created around the students of the level. To have a better understanding of what the communicative approach stands by, Berns (As cited by Savignon, 2002) proposes eight principles;

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in secondary language learners, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language, that is, that they use language for a variety of purposes in all phases of learning.

These principles are relevant for our project because they helped us guide the goals of our activities and keep in mind that learners are our main focus. Having explained the communicative approach, we move on to explore the skills our project intends to improve the most: speaking

5.2.2 Speaking

Since we wanted to create a material to foster the speaking in the students of Low Advanced, it is important to describe speaking as a skill. On this subsection we explore the theory on what speaking is, how to improve it, the difficulties that students may have with it, and activities that can be done for it. Speaking, the skill of oral production, “is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express thoughts are all reflected in our spoken performance” (Alderson & Bachman, 2007, p. ix). Based on another person’s spoken performance, a listener will make judgments, whether they be conscious or unconscious, about that person’s background, personality, attitudes, and status (Luoma, 2007, p.9-10). Thus, speaking has its own specific characteristics that must be understood in order to work with it. In order to have a broad and complete view of speaking, we take a look at different authors who have had different ideas on the subject. We begin with Bygate (1991). He states that by teaching speaking means preparing students for the use of language. How successful this preparation is dependent on how teachers understand their aims. This success also involves a knowledge in grammar and vocabulary. Students must have knowledge in both grammar and vocabulary and have to use this knowledge in action. The speaking skill, in particular, has two other types of skills that are necessary to appropriately communicate. The first type is the motor-receptive skills, which refers to the capacity to perceive, recall and articulate sounds and structures of the language in the correct order. The other is the interaction skills, which allow the speaker to use the language according to context and to choose the correct words.

Bachman (1990) refers to speaking as Communicative Language Ability (CLA), and he describes it as both knowledge -also referred to as competence, and the capacity to implement and execute that competence in appropriate contextualized communicative language use. Thus, he proposes a framework for CLA which includes three components: language competence, strategic competence and psychophysiological mechanisms. Language competence includes a set of specific language components that are used in communication through language. Strategic competence is the term Bachman uses to characterize mental capacity for implementing the components of language competence in contextualized communicative language use. In this way the speaker is able to connect the language competences to features of the context and situation in which language use

takes place, and also to the language users' knowledge structures. Lastly, psychophysiological mechanisms refer to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon.

As we can see, there are different theories on what constitutes the speaking skills. This reflects that speaking is a complex skill with many components that influence it. In order to facilitate our work, we synthesized these theories into a clearer idea. As we can see, both authors take into account knowledge of language, that is, grammar and vocabulary. Of course, this is an important aspect, but we must not forget that, being done in real time, the structure of speech will be different than written language, and focusing on the development of correct grammar can come in conflict with a learner's desire to communicate (Alderson & Bachman, 2007, p.ix). Since we wanted to use our material in the last level of English, we believed that because of that, students would have more than enough tools in grammar and vocabulary, and so this would not be a focus in our material. However, this did not mean ignoring these components, and if the opportunity presented itself to positively affect the student's language competence with our material we tried to make the most of it. From Bygate's motor-receptive skills and Bachman's psychophysiological mechanisms, we must remember that the speaker's ability to recall, differentiate and produce sounds results in an important part of speaking: pronunciation. Intelligibility of pronunciation can affect comprehensibility (Luoma, 2007, p. 125). There can be an excessive tendency to assess speaking by focusing on a speaker's pronunciation and insisting that it be similar to a native speaker's, despite the fact that second language learners can be comprehensible even though not many can have an accent that is exactly like a native speaker's. Thus, the best standard is probably whether the speaker's pronunciation allowed an effective communication (Luoma, 2007, p. 10). Finally, there is also the question of contextualized communicative use, whose importance we can deduce from the authors' concepts of interaction skills and strategic competence. Since real communication occurs within a context and between real people, it is important to remember the skills that allow the speaker to use the language according to context and to choose the correct words, in order to carry out an appropriate interaction.

Having seen the many aspects that can affect speaking and that must be taken into account when teaching that skill, we will now talk about what is needed to speak fluently, we think that it is an important aspect because, as the material is intended to be for the last level of English, we expected that students would speak fluently. Harmer (2007) affirms that speaking fluently is not just pronouncing phonemes correctly, using appropriately stress and intonation patterns. It is also being able to speak in a range of different genres and situations, and being able to use a range of

conversational and conversational repair strategies. He also affirms there are speaking events and that they can be classified as interactive and non-interactive. These distinctions help us to describe an event such as a job interview in terms of purpose (largely transactional), participation (interactive) and planning (partly planned). In this manner, thinking of speaking in terms of purpose, participation and planning helps us provide speaking activities.

Having seen the components that constitute the speaking skills, as well as the nature of fluency, it is important to know what difficulties students may encounter with the speaking skill. Brown states that there are eight characteristics of spoken language that can cause difficulties for the students (2007, p. 256-257). It is important to remember that these characteristics can make oral performance difficult, but it can also make it easier at times:

1. Clustering: Fluent speech is phrasal, not word by word. Learners are able to organize their speech output cognitively and physically through clustering.
2. Redundancy: The speaker has an opportunity to make meaning clearer through the redundancy of language.
3. Reduced forms: contractions, elisions, reduced vowels. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
4. Performance variables: one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to pause and hesitate. This is related to disfluencies. These are feature of an utterance that deviate from the ideal delivery of that utterance. This can include pauses, prolonged words, utterances like "um" and "uh", stutters, and other irregular utterances during a meaningful utterance (Corley, 2013). Disfluencies are accepted and processed as a part of natural language (Schmid & Fägersten, 2010)
5. Colloquial language: students are well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
6. Rate of delivery: learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation: the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction: The richest component of the speaking skills is the creativity of conversational negotiation

Finally, before moving onto the activities, we must comment on an aspect that can influence spoken communication: body language. This can be defined as a form of non-verbal communication that consists of body posture, gestures, facial expressions and eye movements (Singh, 2012, p. 165). It can indicate the state of mind of a person, emphasize a point, relay a message, affect personal interactions, influence the type and length of a personal interaction, and communicate what words sometimes cannot be used (Singh, 2012). When speaking, it can be a good strategy to use body language to compensate possible shortcomings. Of course, body language can also negatively affect communication, for example, by being perceived as hostile.

5.2.2.1. Speaking activities

Taking into account what the speaking ability is and the difficulties students may have when speaking, it is relevant to mention the types of activities that can be done with the speaking ability. Firstly, there is a wide number of speaking activities that can be done during the class. Harmer (2007) classifies them in 6 main types of activities which are: acting from a script, communication games, discussion, prepared talks, questionnaires, and simulation and role-play. Since we wanted students to watch film and from it generate critical thinking, it is important that they participated in arguments to form opinion during reflective discussions. According to Harmer, discussion includes buzz groups, instant comment, formal debates, unplanned discussion and reaching a consensus. Buzz groups can be used for a whole range of discussions. They can be used to predict the content of a reading text, or they can be used to talk about their reactions after they have read the text. Instant comment is a way in which we can train students to respond fluently and immediately by inserting an ‘instant comment’ mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. Next, we have formal debates, where students prepare arguments in favor or against various propositions. When doing a formal debate some students are named “panel speakers” and they have to produce well-rehearsed “written like” arguments. Meanwhile, other students are the audience and they pitch in ideas as the debate progresses with their own thoughts on the subject. In order for debates to be successful students prepare arguments in favor or against various proposition, normally in groups. Then, we have unplanned discussion and they just happen in the middle of the lessons, they are unprepared by the teacher, but, if they are encouraged, they can provide some of the most enjoyable and productive speaking in language classes. Finally,

we have reaching a consensus, as Harmer points out one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. Having reviewed the linguistic concepts that we will be using in our project, it is time to explore the field of language education in which our project is framed: materials development.

5.2. 3. Materials development

Materials development refers to everything that writers, teachers, or students have to carry out in order to promote linguistic input and exploit those sources in such a way that they maximize the probability of language acquisition. In other words, it is to provide information or experience about language in ways designed to promote learning. This can mean writing books, telling stories, bringing advertisement to the class, expressing an opinion, providing examples of language use, reading a poem, etc. These actions are done according to what those involved know about how language is learnt more effectively (Tomlinson, 2011a). It is both a theoretical field of study and a practical undertaking. The field of study can provide the principles and procedures of the design, implementation and evaluation of language teaching materials. The practical undertaking is the production, evaluation and adaptation of language teaching materials by teachers and material writers. Ideally, both those aspects work together as the theoretical studies inform and are informed by the development and use of classroom materials.

There are several issues one must consider when dealing with materials development. For starters, we must ask what should drive the materials. As explained by Tomlinson (2003a), in reality, it is not only the needs of the students that determine what materials are created and used, but also the teachers' and the administrators' needs. Often the system imposes a particular methodology or learning requirement for example governmental or institutional regulations that determine what language teaching programs should accomplish. Thus, when designing a material for a specific educational setting, several aspects must be taken into account, such as the needs of the students, the point of view of the teachers and the requirements of the institution. The field of materials' development is concerned with strengthening language learning through the use of different teaching materials, from published course books to materials designed by practitioners for specific teaching situations (Mishan and Chambers 2010). In the next section, we explain some concepts that were of great help to us during the writing of our material.

5.2.3.1 What is a material?

First, we must understand what a material is. The term 'material' refers to all that is used by teachers or students to facilitate learning a language. Materials' are mostly used to increment the language knowledge and language experience of students. Thus, a material is not only a commercial textbook, but a variation of elements that the teacher and student employ as a language source or as a language learning tool. Other examples of useful teaching materials would be a newspaper article, a sentence on the board, or a movie. In this regard, we must make a distinction between two different types of materials: first, the sources of language that have been designed specifically for a language learning course, usually in the form of artificially created dialogues and texts in commercial textbooks; the second example is what we call an authentic material, which will be explained in the next section.

5.2.3. 2. Authentic material

We call authentic material a text that was not produced for the express purpose of language teaching; whether the material is written like a newspaper clip, or another medium such as a song, a radio interview, or a movie (Tomlinson, 2011a, p. ix). The use of authentic materials can enrich the students' experience and their English use, since they are more meaningful than artificial textbooks. Also, they provide exposure to language as it is used in reality and they are necessary for the development of communicative competence (Tomlinson, 2003a, p.5)

Mishan (2005) points out that there are several cultural products which can be used as authentic materials such as literature, the broadcast media, newspapers, advertising, songs, music, film and Information Communication Technology (TIC). Mishan explains that each of these products falls into three different headings that she calls the 3 C's. The 3 C's stand for culture, currency and challenge. To explain, culture refers to the interconnection between culture and its linguistic products. Currency refers to the authentic materials being up to date in topics and language. Currency has the advantages that brings relevance and interest to the learner through affective involvement toward the topics. The term challenge is used to contrast the positive and negative aspects of the perceived difficulties of authentic texts. Challenge also looks at basic task design principles which enable teachers to use authentic texts with learners of all levels of proficiency. Additionally, Mishan (2005) says that the 3 c's varies on each cultural product and states that balance, pertinence and relative strength may vary. This is because it may be difficult to channel entertainment media and film for language learning. Also it may be hard to know the ideal length of the audio-visual excerpts. With an authentic material, or with any material, there must be a process

to determine whether the teachers and students should use a material for a specific context. The process we will explain next addresses the evaluation of the materials to be used in context.

5.2.3.3 Material Evaluation

Material evaluation is the attempt to determine the value of the material to be used for study. Its aim is to determine whether the material will work and be relevant for a particular group. It is often done by the teacher's individual impressions, but there are well structured evaluation framework, such as the ones developed by Hutchinkson & Waters (1991, p.96), Mcdonough & Shaw (2010, p. 59) and Tomlinson (2003b, p. 15). Material evaluation, as an exercise, can help develop better knowledge of different visions of language and learning, as well as material development principles. Evaluation is done according to its context and the students' previous knowledge to it, but also, teachers try to find the most appropriate tool for their students, their contexts, and themselves. Not only did we evaluate our material, but while developing it, we it had to be in constant state of evaluation. We constantly had to assess if our material was appropriate and relevant because that helped us make the best material we could produce. However, evaluation is not the only process used when considering a material for a specific group. Once a material has been selected or created, the questions must be: what to do with that material in class?, how much of it should the teacher keep?, what might be best cut out?, and in general, how to use a specific material in one specific classroom?. This process is known as materials adaptation.

5.2.3.4. Materials adaptation

We must remember that no material is finished until it is implemented in the classroom. Thus, all teachers and students can utilize a material in different ways. Material adaptation is the process of making changes to the material with the objective of improving them. Most teachers adapt materials when they use a textbook with the end of maximizing its value for the students to whom it is directed. It is important to keep this in mind, because the teachers will be free to use our material however they like when it is completed. There are several procedures used to adapt materials:

- Addition: Addition is to complement the material by adding something, while taking into account the practical effect on time allocation. It can be done by *extending*, this is, by adding something inside the methodological framework of the original material. Extending means giving the student more of the same. It is a quantitative addition. Adding can also be

done through a technique called expansion, this is, adding new elements that are outside the original methodology, a qualitative addition.

- Deleting: It is to reduce the size of the material. It can be done by subtraction or abridging. To subtract is to take out something of which there is too much. It is a quantitative deleting. Abridging is to make a bigger, more significant change, by deleting something in a way that produces a qualitative change.
- Modification: It refers to an internal change in the approach or focus of an exercise, activity or text. Instead of deleting an activity, here we modify it, either by rewriting it so that it is in accordance to the student's skills and interests, or by restructuring, which is changing the logistics of an activity so that it can be managed in the class.
- Simplification: it is a way of modification in which the lexical content, sentence structure or grammatical structures, both in the material's texts and the instructions, are simplified to make it easier for the students.
- Reordering: It is changing the order in which the material is presented.

We have explained the basic concepts of materials development that we used to develop our project. We must move on to the specific type of material that we used, and explain the characteristics of it. It is the authentic material around which we create our project: film.

5.3. Film as a tool in language teaching

On this section we want to summarize the different advantages that film can have when it is used for educational purposes, specifically, for language education. Film has been recognized by researchers as a potentially rich source of input for listening practice and language acquisition in the classroom. Film's multi-sensory, presentation of information provides learners with the opportunity to make new linguistic, paralinguistic and pragmatic meanings in the L2 through auditory, visual and written signals (subtitles). We have mentioned already, in our statement of the problem and in our state of the art, some of the advantages that film can provide in language teaching and learning. Here, we specify some of the advantages of using film in the language classroom. We delve into its

condition of authentic material, its advantage of being a motivator, its faculty as a promoter of critical thinking, and its potential as a new field in education.

5.3.1. Film as an authentic material

According to Stempleski & Tomalin (2001), film is very effective at bringing the outside world into the classroom. Since films are not created for the purpose of language teaching, but rather as artworks, they constitute an example of authentic material. Mishan (2005) states that film constitutes one of the cultural product that can be used as authentic material. From all the cultural products (literature, the broadcast media, newspapers, advertising, song and music, film and ICT) film is the one that is designed to appeal most directly and fully to our emotions. It is also the one that it is fixed in learners' minds as a medium of entertainment. This means that all of the principal issues to the use of film for language learning have to do with affect. Film may be one of the most challenging of the cultural products previously mentioned when used for language learning. Mishan (2005) mentions three possible disadvantages, the first one is that students may see the film with passivity, it is important to tell students the purpose of watching the film. Secondly, the tasks that the teacher wants to be made on the film(s) have a challenge depending on the length and the richness of the film. Lastly, it may be hard for the students to understand the cultural component.

According to Mark Kaiser (2011), films are cultural artifacts that are worthy of studying in a foreign language classroom, as a canonical text of literature. Films are a performed text that incorporates a variety of sociolects of the target language. Therefore, throughout films students will encounter a variety of speech such as the speech of children, the speech of different socio-economic and educational levels, slang, and so on. Preparing students to watch a film is important, since we want to inform students the purpose of watching it. Teachers may want students to analyze specific aspects of the film, and so students will be more attentive to them when watching. However, during the preparation it is important that teachers avoid pre-teaching vocabulary, as Mishan (2005) points out, since the audio-visual medium is in many cases the clearest medium for illustrating the meaning of new vocabulary. On the other hand, preparation should help students focus on the film as a learning and entertaining experience.

As for the tasks related to the film, they should be simple and unimposing as it may affect the students' appreciation of the film. Intuitive questions can be done and they could be discussed after

watching the film. An attractive task is important because it leads to one of the greatest advantages of film: it is a great motivator.

5.3. 2. Film as a motivator

We must keep in mind the potential of film as an entertainment medium. Its motivating potential is one of the main arguments in its favor. As said by Stempleski & Tomalin (2001), film is motivating, it provides a source of authentic and varied language, brings the outside world into the classroom and provides a stimulating framework for classroom communication and discussion. Film will allow the student to experience the lives of others, and this makes them more willing to communicate.

Martinez, as quoted by Alvarez (2008), sees film as a new mediation for human experience. Throughout history, the human race has used different artistic manifestations to channel and capture the different aspects of the time they live in. Thus, the modern age has seen new ways to manifest those experiences, which are reflected in the new mass-media world. These tools, and film is a fine example, have become part of our everyday life. Film is thus a good mediation for the humane experience, it is an expression of our own way of life.

Following these ideas, we believe film can be a good motivator for students because it can allow them to experience the different aspects of the modern world while being a medium that has become part of our everyday life. As stated by Ghyslaine (2009), young people can both educate and enjoy themselves through the audiovisual medium. And let us not forget Zoreda's statement (2005): movie-going is already part of our students' everyday culture (which our surveys proved); thus, the integration of film in the language classroom will help students become more critically knowledgeable about culture and their own as they grow more literate about the mass media, which also enhances its faculty as a tool for critical thinking.

5.3.3. Film as a promoter of critical thinking.

Film creates questions and promotes critical thinking during the learning process. Stempleski & Tomalin (2001) state that film is an effective material for language learning and teaching, because it brings the outside world into the classroom and provides a stimulating space for communication and discussion in the classroom. This idea is similarly to that of Martinez (as cited by Alvarez, 2008), who sees film as is the expression of our own way of life in the modern world. Following these ideas, we could say that film can be a good way of bringing relevant problematic topics from reality

into the classroom, and use their treatment of different subject matters to promote critical thinking. These advantages show the place that film can and should have in education. However, the audiovisual medium has historically been rejected, as it has often been seen as no more than silly mass entertainment, rather than a meaningful object or a work of art (Alvarez, 2008). Today, however, film is becoming a new field in education.

5.3.4. Film as a new field in education

To understand the place of film, we may see it as a new field in education. 21st century children have been born in an audiovisual sensory world. TV has been their ecosystem, their environment and their stage of learning (Alvarez, 2008). Generally, in our culture, audiovisual is perceived as something negative, since it is considered that words are the road that leads to reflection. However, film offers the possibility of educating younger generations for the world they live in. It also can present all that exists in the world inside the classroom through its cinematographic representation (Alvarez, 2008).

Film can have a great influence on its audience. This is thanks to its great communicative capacity and its ability to influence, impress and move most people's emotions (Martinez, X et al, as cited by Alvarez, 2008). In our time, we are used to seeing big transformations and developments in a short amount of time that enables us to give film the importance it deserves. In fact, films have shown the capacity of the art to reach the population, with no regard to education or age, and across different places and cultures (Alvarez, 2008). Film never tries to bore the audience, it endeavors to hold their attention. We believe that all this makes it a valuable tool for language teaching, and teaching in general.

3.5 Film as a multimodal text

Using films in the classroom responds to 21st century tendencies of multimodal communication in the mass media and/or multi-literacies. Being multi-literate is "being able to read textual messages, and being able to interpret symbols and images" (Chan & Herrero, 2010). According to Gunther Kress and Theo Van Leeuwen (as cited by Chan & Herrero, 2010), images, gestures, music, spatial and bodily codes contribute to the multimodal way of meaning-making and knowledge construction. Thus, film is considered to be multimodal by nature. To have a better understanding of the multimodal structure, the New London Group created a multimodal designs that include five elements of meaning (Chan & Herrero, 2010). The designs includes linguistic design, which deals with the elements of the languages, for instance the delivery, vocabulary and metaphor, modality,

transitivity, nominalization of process, information of processed, information structure, local coherence relations and global coherence relations; audio design, which includes music and sound effects; spatial design, that concerns itself with the ecosystem and geographical meaning and the architectonic meaning; gestural design, which includes the behaviors, bodily physicality gestures, sensuality, feeling and affect, kinesics, proxemics and so on. And last but not least, visual design that includes, colors, perspective, vectors, foregrounding and back grounding.

In the 21st century, technological media has redefined learning and literacy. Therefore, classes should underpin the new media literacies. Hence, the importance of visual and media images in this era. Visual literacy, which is the ability to interpret and create visual, digital and audio media, is a motivator for the students because it upholds their motivation due to its playful components, and it considers to be active learning and it encourages interaction and participation (Chan & Herrero, 2010). Films are considered to be visual literacy that have a great potential in the language classroom because they are rich multimodal texts that contain linguistic meaning, and they can be the starting point of projects where the teaching and learning of languages are part of a broader strategy that encourages and interdisciplinary and cross-curricula focus, based on the developments of the new literacy skills (Chan & Herrero, 2010). We must then keep this concepts in mind when dealing with film. We must remember this is not just any other object, but a specific medium with its own structure and its own way to convey information. We must understand the medium, and we must make the students and teachers understand it as well. Visual literacy is important to fully understand a movie, and so, when developing our material, we had to attempt to have the students become as knowledgeable about the language of film as possible.

6. METHODOLOGICAL FRAMEWORK

Our objective was to create a material that allowed us to foster the students' English speaking through cinema. On this section of the essay we discuss the methodology we used in our project to achieve that goal. We begin by explaining what kind of research we intended to make. Then, we establish some basic guidelines as defined by Howard and Major, to guide our material design process. Finally, we expose Rod Bolitho's methodology for material design. Let us begin, then, by explaining what framework of research our project falls under: qualitative, descriptive, and practical research.

6.1. Type of research

6.1.1. Qualitative Research

There are two types of research on these methodologies which are qualitative and quantitative so it is important to establish the difference between these two types of research. According to Nunan (2012) quantitative research is obtrusive, controlled, objective, generalizable, outcome oriented, and assumes the existence of the 'facts', which are somehow external and independent of the observer or researcher. Thus, it claims objectivity, and is best used when dealing with reliable, hard, and replicable data, often dealing with numbers. Whilst qualitative research assumes that all knowledge is relative, that there is subjective element to all knowledge and research, and that holistic, non-generalizable studies are justifiable. It is of great deal of importance to point out that our research is qualitative. As Vasilachis (2006) states, defining qualitative research is not a simple task, because there are many perspectives from different authors and approaches. "Qualitative research" then becomes something of an umbrella term, grouping many different approaches and orientations. It goes as far as to affirm that there is no one way to do qualitative research, nor a single position that justifies it. Its development in each area has its own methodology and theoretical principles. However, the easiest way to understand qualitative research may be in opposition to quantitative research.

In order to expand on this idea, we turn to other authors. Seliger and Shohamy (1990) state that qualitative research is concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment. Qualitative research is heuristic and not deductive, it avoids establishing research questions or hypotheses, or identifying any variable which will become the focus of the research. To clearly define the idea of qualitative

research, it is useful to add a few more ideas from different authors to more clearly define the idea of qualitative research. Mason (as quoted by Vasilachis, 2006) distinguishes three main elements common in qualitative research: a highly interpretative philosophical position that is concerned with the ways the social world is interpreted, understood, experimented and produced; flexible and sensible methods to gather and generate data; and methods of analysis and explanation that can comprehend complexity, details, and context. On the other hand, Flick (as quoted by Vasilachis, 2006) lists four characteristics of qualitative research:

1. In qualitative research, the goal is to discover the new and develop empirically based theories, not verifying previously known theories. The validity of the research is based on the object of the investigation, and not exclusively on following the abstract principles of a science. Therefore, theories and methods should adapt to the context of the research, not the other way around.
2. Qualitative research analyzes the knowledge of the social actors and their practices, and it takes into account that their points of view and practices may be different due to the different subjective perspectives and their different social knowledge tied to them. In other words, qualitative research takes into account the perspective of the participants and their diversity.
3. Unlike quantitative research, qualitative research takes the communication between the researcher and the field and its members as part of the production of knowledge. The subjectivities of researcher and those involved are part of the investigation process. The researcher's reflections, on their actions, observations, feelings and impressions are part of the data and of the interpretation. Thus, the researcher's reflexivity is an important aspect of qualitative research.
4. Qualitative research is not based on one single unified theoretical or methodological concept, but there is a variety of perspectives and methods.

Qualitative methods originally developed from the methodologies of field anthropologies and sociologists concerned with studying human behavior within the context in which that behavior would occur naturally and which the role of the researcher would not affect the normal behavior of the subjects. Now, procedures and methods associated with qualitative research are also used in second language research. As stated by Seliger and Shohamy (1990), there are several reasons why this came to be. Firstly, many of the second language acquisition research is concerned with classroom learning, to which it is not easy to apply the controls necessary for experimental research.

Secondly, there had been (at the time) an increased use of qualitative and research approaches in psychology, education, communication, and discourse analysis. Thirdly, there had been a (at the time) growing concern in second language research about the interactive or distorting effects of the research setting on the kind of language data collected.

On the first of these aspects we can establish the relationship between our study and qualitative research. Given that our research objective was determining how a material based on film can develop students speaking skill in a communicative way, we had to deal with a classroom learning process. A classroom is not an easy setting for a controlled experimental design that can show definite truths. Therefore, our research is qualitative in nature. We do not see language education as an exact science that can be based on numbers. We are not interested in proving a particular theory, nor is material development an area of knowledge where you can create perfect items based on “truth” because there is no absolute truth in this. In this regard, we can also establish a connection between material development and qualitative research. Seeing as teaching is not an exact science, it is impossible to create a perfect material that can be an absolute success. It is a process in which choices are made based on several aspects that are not hard facts. For example, the opinions and beliefs of the social actors in context, as well as those of the researcher, play an important role because materials development is based on what is better for a context, not on one particular theory that it takes as absolute truth. It does use theory, of course, but not to verify them. Materials development research then should be qualitative, seeing as it attempts to provide a good alternative, not a universal foolproof method. We are aware that there are no magical materials that can be certain beyond the shadow of doubt to improve a student’s foreign language speaking skills. Rather, we begin with the context that our research deals with an attempt to create the most appropriate remedy to solve a problem that is present in it, and in order to do so, we must understand the procedures for conducting qualitative research.

On this matter, Seliger and Shohamy (1990) present a procedure with five steps. The first step is *defining the phenomenon to be described*. This step consists of, first, narrowing down the focus of the observation since qualitative research is synthetic in its approach. This has to be done because sometimes in the initial stages of the research the investigator will start the research without a focus and will try to be open to anything that is happening. At later stages, some sort of narrowing of focus is usually necessary. This is also true in our case as our first focus was the low advanced level in general, but through our surveys we narrowed it to speaking skills and to create a material to help develop it. The second step is *using qualitative methods to gather data*: there are several ways to

collect data in a qualitative research, and different types are used in the same research. The types of data collecting includes observations, tapes, questionnaires, interviews, case histories, and field notes. Using a variety of methods of data collection facilitates validation and triangulation. We have used surveys, interviews, recordings and observation to understand our context and evaluate our material. The third step is *looking for patterns in the data*: data gathered in a qualitative research are raw data since they have not been collected with any specific research question or hypothesis in mind and they haven't gone through a selection. As soon as the data is collected, the researcher must examine through to find recurring patterns emerging from them.

The fourth step is *validating initial conclusions by returning to the data or collecting more data*: when patterns are identified in the previous step, the researcher will have to validate the findings. Using a variety of methods to collect data allows him to validate findings through triangulation. In triangulation, the same pattern or example of behavior is investigated in different sources.

The fifth and final step is *recycling through the process or the data*: in this step it may be necessary to narrow down the research as mentioned in the first step. The researcher recycles through the data or through the data collection process as questions about the phenomenon being studied come into a sharper focus. Having seen the condition of our research as a qualitative study, we go on to highlight that it is a descriptive-correlational study. To begin, we define a descriptive study.

6.1.2. Descriptive study

A study of this type is one that "seeks to specify properties, characteristics, people's profiles, groups, communities, processes, objects, and any other phenomenon subdue to analysis." (Hernández, Fernández & Baptista, 2006). Moreover, a descriptive study expects to measure and gather information to describe what is being held under study. This type of research is useful to show angles and dimensions of a phenomenon, event, community, context or situation. In this case, we needed to be able to define or visualize what and who is going to be measured in our research. Inversely, according to Seliger and Shohamy (1990) the descriptive research "involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation".

This type of research is compared by Seliger and Shohamy (1990) with the qualitative research, because they deal with naturally occurring phenomena, using data which may either be collected first hand or taken from already existing data sources and so on. Although the difference between

these researches lies on the fact that descriptive research is often deductive rather than heuristic and it begins with a preconceived hypothesis and a narrower scope of investigation, they are not incompatible. A descriptive analysis can be used as a part of a larger qualitative research as well, such is the case with our research. For us, a descriptive study is useful to understand our context. If we want to present an appropriate material, we need to have a clear picture of our population and their needs. For that, we needed an accurate description of several aspects: The objectives of the course and its role in the major, its contents, materials, resources and pedagogy, as well as the student's profiles, their interests, and their ideas about the course. Therefore, the descriptive component of our study was very important to fulfill our objectives. Having clarified this, let us move on to its characteristic as correlational.

6.1.3. Correlational study

As mentioned before, according to Hernandez et al (2006) the correlational study's aim is to be acquainted with the existing relation between two or more concepts, categories or variables in a particular context. Therefore, this type of study seeks to measure the degree of association between those variables and finally they are sustained by hypothesis or suppressed by tests. The utility of this study lies in knowing how a concept or a variable behave when they meet other variable behaviors that are involved. Perhaps the only difference between a descriptive study and a correlational study is that the former focuses on measuring precisely individual variables, and the latter focuses on evaluating the level of correlation between two variables or more. Conversely, Seliger and Shohamy (1990) state that the correlational research is not a research methodology, or design, contrary, it is regarded as a form of descriptive research even though it tends to be a method of analyzing data. Hence, the correlational research looks at the interrelationships of two variables at the same time.

If we go back to our main objective, determining how a material based on film can develop students speaking skills, our study is correlational because what we intended was to develop comprehensibility in speaking skills with the help of our material. Thus, we had to observe the impact our material could have. Another important distinction to make between different kinds of researches is the one between basic or theoretical, applied and practical research. As Seliger and Shohamy (1990) explain a second language research is such a wide spectrum that there are many different possible questions and methods. However, the divisions between these three categories are not always clear cut, since they may influence each other and connections can be created between them. Basic or theoretical research develops abstract linguistic descriptions within a particular

theory of language, in other words, it creates theory. Applied research implements the linguistic theories to a specific problem, just as we have discussed in our theoretical framework previously. Finally practical research uses the information from the first two to create real artifacts that can be employed in practical uses.

We can deduce that our research belongs to the last two categories of research. We have already elaborated on the place of our research in applied linguistics. We were not interested in theorizing, but we wanted to connect theory to the real world and apply it to a real problem in the area of English language teaching. Furthermore, our proposal to solve a problem was the creation of an artifact. Hence, our project belongs to the domain of practical and applied research: we wanted to create something that could be used to solve a problem.

6.2. Guidelines

We have described the place of our project among the different types of research that are relevant to us. Now we can move on to discussing methodology. In the actual process of designing our material, it was useful to have a series of guidelines that may guide us in the process. We decided to use the guidelines proposed by Howard & Major (2004). They are, as follows:

- 1. English teaching materials should be contextualized.** Ideally, materials should be contextualized to the curriculum they are trying to address. The objectives of the curriculum and syllabus must not be forgotten when designing it. This is reflected in our consideration of both the curriculum and the expressed need to improve the speaking skills. We did not develop a material and then force it onto a context. We started from the curriculum and the surveys and then based our project from there. It is also important to contextualize the material to the experiences, realities and first languages of the learners. Even if we were making them approach another culture through films from an English speaking country, we had to remember that the students are already cultural beings, and be aware of the impact that may have when interacting with a film. It must also be contextualized to topics and themes that provide meaningful, purposeful uses for the target language. This was important to keep in mind when selecting the films we used.
- 2. Materials should stimulate interaction and be generative in terms of language.** This means that materials should provide situations where students have to interact with each other. Hall, (as quoted by Howard & Major, 2004), states that three conditions are necessary: something to communicate, someone to communicate with, and some interest in

the outcome of communication. Keeping this in mind is especially important for us, because we focused on the speaking skill.

3. **English language teaching materials should encourage learners to develop learning skills and strategies.** Since it is impossible for learners to learn everything in the short time they have in the classroom, the authors propose that the teacher, and also the materials, help learners develop their learning skills so that they can learn outside the classroom. Thus, a material should teach you how to learn, so that learning is not restricted only to the classes. For example, we wanted our material to help students read films more effectively, so as to help them learn language from films more effectively.
4. **English language teaching materials should allow for a focus on form as well as function.** While materials development is often motivated by the desire to create activities that are more communicative, against the considerable amount of artificial language and skills based activities, the result often prevents materials to have any room for focus on form. Materials must also encourage students to analyze language, so that they may be able to make hypotheses about its functioning. This guideline intends for materials to not lose trace of language as form, and to give opportunities for students to analyze language. Materials may drive student's attention to underlying forms and give opportunity for practice. In our particular case, while we have chosen the communicative approach, we may still find ways to allow students to focus on form. Our main interest was speaking, but when we found the need and the opportunity, we would, for example, point out a particular language structure. And the teacher may wish to exploit the materials for a focus on form if he wishes so, and our material allowed that flexibility. The tenth guideline deals with flexibility in particular.
5. **English language teaching materials should offer opportunities for integrated language use.** Here, Howard and Major (2004) point out that materials can often focus on a particular skills in an unnatural manner, and that some courses treat either the productive or the receptive skills as second rate skills. However, people do not learn language skills in an isolated way. "At the very least we listen and speak together, and read and write together" (Bell & Gower, quoted by Howard and Major, 2004), and ideally materials should integrate skills. At first, the nature of our project may seem to go against this very guideline, since we focused on one particular skill. But this does not mean that we could not provide practice for more skills and waste the opportunity. Since the skills are connected, our material could be used to affect other skills, even if we focus on speaking. This skill is connected to listening in particular, and seeing as films provide listening opportunities, our

material allows the teacher to exploit that as well. This means both having activities that concern all skills in the material, and having room for adaptation that the teacher may choose to do in order to use the material for other skills. This room for adaptation is connected to the flexibility of the material, which concerns the tenth guideline.

6. **English language teaching materials should be authentic.** We have already explained the advantages of authentic materials and the condition of film as authentic material in our theoretical framework. Authentic language and materials are generally more meaningful than the artificial language of materials created specifically for the classroom, “which always distort the language in some way” (Nunan, as quoted by Howard & Major, 2004). Authentic material offer exposure to language as it is used in reality (Tomlinson, 2003a, p.5). They are also more connected to culture, more up to date in topic and challenge, and more challenging, in the good sense of the term (Mishan, 2005). Howard & Major (2004) notice that while the tendency when thinking about authentic materials is written texts like newspapers, materials designers should also aim for authentic visual and spoken texts. Films are a good example of this. It is excellent at communicating cultural values, attitudes and behaviors (Stempleski & Tomalin, 2001). As artworks, they are authentic material. They also have a great appeal as art and entertainment.
7. **English language teaching materials should link to each other to develop a progression of skills, understanding, and language items.** This guideline refers to the organization within and between individual tasks. A danger with self-designed and adapted materials is that it can result in a stream of unconnected activities. But these should not be disconnected, and an order must exist in the material. In other words, the organization of a material’s activities must be coherent, so that a real progress can be established. Keeping in mind the objectives and designing appropriately is a good method to ensure that. Thus, we, as material designers, made sure that the activities that we designed followed a clear and logical order.
8. **English language teaching materials should be attractive.** This guideline refers to the look and feel of the material. This includes four components. First, the physical appearance, which can influence the impression a person has of the material. This includes the density of text on a page, the type size, and the cohesiveness of the layout. The second component is user friendliness, this is to say, whether the material is usable. For example, the size of the spaces in a gap filling exercises must be right. The third component is durability, according to how many times a material will be used. The last component is the ability to be reproduced, keeping in mind the sources at our disposal. As a result of this aspect, we

decided to make an audiovisual material containing DVD's, which are usable, reproducible and durable. These were enclosed in a case, on which we added graphic elements to make it attractive.

9. **English language teaching materials should have appropriate instructions.** This applies for both the instructions for the teachers and the ones for the students. Instructions should be written in language that is appropriate for the target learners. In our case, we endeavored to have the instructions delivered clearly to student by having a host explain them clearly in our audiovisual material.
10. **English language teaching materials should be flexible.** When speaking about adaptation in our theoretical framework, we said that no material is finished until it is used in the classroom, and that different teachers and students can use materials in different ways in order to maximize its value for them. Therefore, we must design materials that allow room for choices on part of both the teacher and the student. For example, flexibility in content can be done by offering a variety of possible inputs, and also by offering the possibility of working with different activities with them. For us, this meant offering a large range of film and having different activities that could work with them, so that teachers and students may choose which is more convenient to them.

We believe these principles helped us make better choices during the development of our material. Thus, so far in our methodological framework we have only explained what kind of research this is, and established some guidance by adhering to the principles of Howard & Major (2004).

6.3. Jolly and Bolitho's framework for material development

What follows is the actual framework of material development, the steps we follow to develop the material that this thesis proposes. For this, we have decided to use the framework proposed by Jolly & Bolitho (2011). This framework may seem linear at first, but it is actually non sequential, because, as the authors suggest, material development is not always a linear process. On one hand, materials evaluation, which we already explained in the theoretical framework, and which we later expand on below, makes materials development a dynamic process, for the teacher and writer may find the need to go back and redo parts of the development process, or change parts of the material, all in the interest of having the best material possible. On the other hand, a process of materials development can have its origin in different stages of the process. A student may manifest a need and the available material is inadequate, but sometimes a teacher may stumble upon an appropriate text, or just have a moment of inspiration. However, there are still some procedures that come into

play when developing a material. Keeping this in mind, these authors propose a series of non-sequential steps to follow in order to develop a material. This means that while there may be an apparent order in their steps, they are aware that there can be no fixed linear procedures, and that in these steps there is always the need to go back and modify what you have already done. The steps are:

I. Identifying a need in the class. This step is the one where either a teacher or a student identify the problem to solve or a need to fulfill that exists within a class and that demands the creation of a new material. In the case of this project, we found that the students in low advanced were not completely satisfied with the class. Also that speaking was the skills that needed the most attention, according to students and teachers. Furthermore, students and teachers enjoy film and think that it is appropriate to use it in an English class.

II. Exploration of the area or problem in need. This is the stage where the teacher or material writer does research on the subject or skills that is in need of improvement. Having identified the needs, this research is necessary to understand the area in need and what elements it encompasses, in terms of what language component, function, meaning or skills are in need of improvement. In our project, from the needs analysis and the syllabus requirements, we went on to exploring the different areas that we would work on, specifically speaking, as it is evidenced in our statement of the problem and our theoretical framework.

III. Contextual realization of the material. On this step the materials writer defines the context on which we will work on and look for suitable ideas and contexts to work with. In this case, we chose to work in Javeriana University, a private school located in Bogotá, Colombia. More specifically we decided to work with the Low Advanced English students from the Bachelor of Arts in the Teaching of Modern Languages. We had to describe the objectives of the course and its role in the major, the student's profile and the cultural context among others. Defining these contexts helped us decide the best film selection.

IV. Pedagogical realization of the material. This is the step where the materials writer determines the right pedagogical approach to carry out our objectives. Thus, this is the step in which we determined what kind of activities are appropriate for the level, the needs, and the syllabus. In this regard, we decided to use the communicative approach. The main reason why we chose this approach is because our objective was to develop students speaking skills in a communicative way, and we believe that this approach was the best alternative to ensure that. As for the activities that we

did, we took into account students preferences, for example, when deciding if they would work in big groups, in small groups or in couples. Taking into account the syllabus and the results of the needs of analysis, we made a very thorough and careful selection of films, according to the syllabus and the students' preferences.

V. Physical production of the material. This step involves graphic design, fonts, images, etc. in our material, this step includes not only the quality of the film and their own aesthetic qualities, but also the presentation of our material. On this step, we decided to create an audiovisual material to make it more engaging and attractive for students.

VI. Evaluation of the material. This final step according to Tomlinson entangles the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. According to this author, material evaluation can be used in three different stages; the pre-use focuses on predictions of potential value; the whilst-use focuses on awareness and description of what the learners do whilst the materials are being used; and finally the post-use focuses on the evaluation of what happens as a result of using the materials. In our case, we tested our material in the Low Advanced class, a process on which we will expand below.

Having established a methodological framework to develop materials, we needed to determine how we carried out each step. In the next section, we explain the instruments we used to collect data.

6.4. Instruments for data collection

1. Identifying a need in the class

As language teaching is not an exact science, it is hard to say that a class is “perfect”. A class can be good or appropriate, but there can always be different ways to achieve its objectives. There are always individual students with individual needs whose particular interests are not met in the class, and there are teachers with their own particular procedures. As English teachers, we should always seek new ways in which students can learn. Furthermore, we should also find room for improvement. With a class like Low Advanced, it is important to always watch for areas that need improvement. This is a very important class since it is the last English class the students of the BA program have to take. While they may have other classes taught in English, this is the last course devoted to learning the English language, which is one of the main components of the major. Most

of the BA students will become language teachers, and most of them will probably become English teachers. Thus, a good English level is vital for our undergraduate students.

The question arises: does the Low Advanced class meet all of its objectives, or are there needs that need to be satisfied? From our own experience, we can testify that many students do not achieve the desired English level. The Low Advanced course becomes a bag of mixed abilities, for instance, having students whom attained a good English level, while others that are not ready to face the responsibility of teaching the language due to lack of mastery of the language. In many cases, the students do not have sufficient fluency when speaking. To support our claim, we also used two instruments for gauging out stance: First of all we did a survey (annex 1) to 35 students in the Low Advanced English course with three different classes during the first semester of 2014. The survey inquired about how they like to learn, the activities that they do outside of the classroom, their learning strategies, their preferences of academic activities, the abilities worked in class, and the type of materials that they would like to find in the Low Advanced English course. On the other hand, we also asked them what they expect from the course and if it fulfills their expectations. We also asked students how often they go to watch movies, about the genre that they like, and the topics that they would like to treat in the course based on the syllabus. The results from the surveys showed that not everyone was satisfied with the current state of the course, and that students believed there were aspects we could improve upon. The general sentiment was that oral communication was the skill that needed the most reinforcement and for that reason we decided to focus our attention to this one need that we had identified: students needed to develop their speaking skill. Basically, the student body of the BA program needed more practice.

Our second instrument was an interview (annex 3) given to three teachers of Low Advanced English. We asked them about the course, the strengths and weaknesses of the students, the materials, topics and activities that they use in class, and the abilities that they promote in class. We also asked them for their opinion on using film in the class, at what point they think film can be used to learn English, and the methodology that they use when implementing films in class.

In relation to our problem, the interviews revealed mixed opinions. One of the professors, Pedro Chala, did say his students were good at speaking. The others professors were not so optimistic. Ignacio Morris said: “Something I found in my practice at the University is that very many students still speak with fragments, at this level! They shouldn’t be doing that... they should be able to speak with complete sentences, longer utterances, and long stretches of language.” Nick Robinson

believed students needed more practice: “being in a monolingual environment... they don’t have a lot of opportunity to practice as they would in an English-speaking environment.” (See annex 3). We can deduce that some students do have an acceptable speaking level, but there are many that need improvement. Keeping in mind these findings, we chose to devote this project to the development of the student’s speaking skill. Having identified the need (speaking skill) in the class, let us move onto exploring that area, by examining more closely the problem in the class, and also the theory about this problem.

2. Exploration of the area or problem in need

Now that we discovered what “needs” to improve, we had to understand both the problem of the situation, and the theory to enhance English-speaking skill. For the first aspect, we use the surveys and the interviews that we described previously. First of all, the surveys showed that there is a considerable number of students who consider that they need to reinforce their speaking ability. Secondly, there are specific aspects of speaking that students would like to improve, these are fluency and pronunciation. To foster their speaking, students wanted to have certain activities, such as role plays, debates, and have conversations in a real context. These results gave us an idea of the types of activities that we included in our material. As for the interviews, the teachers revealed several factors that contribute to the students’ problem with the speaking skill. Two of the teachers believed students lacked practice. Alfonso Morris said that part of the students' problems comes from “not having had enough opportunities to put into practice everything they’ve been learning”. Nick agrees: “So lack of practice... it could be down to lack of opportunity or maybe lack of motivation to seek an opportunity to practice.” Morris also brought attention to the students’ shyness: “they sometimes feel awkward when they try to speak and to explain themselves.” He said it is one of his students’ greatest weaknesses, and that it connects with the other big weakness, inaccuracy, in the sense of grammatical imprecision.

We also engaged in the exploration of the theory about speaking and speaking activities. This can be seen in our theoretical framework. We referenced Bygate (1991), pointing out that teaching speaking means preparing students to use the language, and that it involves knowledge of grammar and vocabulary. It also requires two skills: motor-receptive skills and interaction skills. We also mentioned Bachman’s concept of speaking as communicative language ability, this involving both knowledge and the capacity to implement it (1990). He proposes three key components: language competence (language components that are used in communication), strategic competence (mental

capacity to implement those components in language use) and psychophysiological mechanisms (neurological and psychological processes).

As for fluency, we referenced Harmer (2007), who affirms that speaking fluently is not just an appropriate use of phonemes, stress and intonation patterns, but also the ability to speak in a range of different genres and situations, and being able to use a range of conversational and conversational repair strategies. It is also useful to remember what type of difficulties the students are likely to run into. According to Brown (2007), these include clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, problems with stress, rhythm and intonation, and lastly interaction. Finally we researched the different types of speaking activities. According to Harmer (2007), they are: acting from a script, communication games, discussion, prepared talks, questionnaires, and simulation and role-play.

3. Contextual realization of the material

We worked with Pontificia Universidad Javeriana, a private university located in Bogotá, Colombia. The students we chose to work with was a group 15 students, in the Low Advanced English level of the Bachelor of Arts in the teaching of Modern Languages. We chose this level among others because some of the course's objectives, the pedagogical strategies and the contents are appropriate to our research. Most of the students are in their early twenties, and we can infer that they have strong economical means; the major's tuition for the semester cost 5'963.000 pesos. In relation to the objectives, the course seeks for students to become critical users of the language. Also, they are expected to use the language communicatively while being aware of cultural aspects. Lastly students need to be aware of the value of other cultures and their own and be able to interact with different sociocultural signs worldwide. As for the strategies, the pedagogical strategy that is mainly used within this course is student's participation in class. Thereupon, students are expected to bring to the class their own contributions. Hence, this strategy is very useful to our research because our activities are merely based on student's participation through speaking activities. The course contents help enormously our research because they are based on an array of intellectual topics, such as; cultures, English speaking culture stereotypes, natural culture briefing, verbal and nonverbal patterns, family values and relationships, social semiotics and culture in the ELT classroom. Consequently, the difficulty of these topics can be used for speaking activities such as intellectual debates, role plays and so on. Additionally, the variety of topics offered in this English level allowed us to choose Fruitvale Station, The Believer and Trainspotting because they talk about urban cultures, stereotypes, cultural identity and taboos. Lastly, the aim of this course regarding

speaking is that students give detailed descriptions of complex subjects, they should integrate sub-themes, and develop points and come out with an appropriate conclusion. Moreover, students should give well-structured presentation of a complex subject, they should expand and support point of view at some length with subsidiary points, reason and relevant examples.

4. Pedagogical realization of the material

As we mentioned before, we chose the communicative approach to guide our material. Firstly, because it is the approach that is used in the Low Advanced English level. Secondly, it is in accordance with our belief that language teaching is best done by communicative activities where students are able to communicate at all times and thus make use of the language to improve speaking. Also, by having them communicate about something they can be interested in, students become more motivated. It is with these aspects in mind that we decided to use the communicative approach, and in order to do so we needed to have a clear understanding of it. This has been already explained in our theoretical framework, we have explained several ideas linked to the communicative approach. In the end, we adopted eight principles proposed by Berns (1990) that adjust to the low advanced level and to its syllabus.

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and it is related to the development of learners' competence in each.

8. It is essential that learners be engaged in doing things with language, that is, that they use language for a variety of purposes in all phases of learning.

Having selected an approach for our material we then began asking ourselves how to organize our activities. Taking into account the fact that we view language as communication, we decided to adopt the concept of task as defined by Nunan (1989) to define what we wanted to do. We did this because this concept helps us to better delineate the type of material we want to make. This definition is: “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (Nunan 1989). By using the word task to describe our activities, we were approaching the language teaching methodology known as Task-based Learning (TBL), because this language learning method is based around the use of tasks as the main unit of the class. From TBL, we need to clearly state that this did not mean that we would commit ourselves exclusively to this one particular language teaching methodology, for we did not want to restrict ourselves to having to follow one particular method. However, TBL and the principle of task could guide us in the creation of appropriate activities while staying true to our intention of using the communicative approach. In addition, the method was a good fit for our project, because it is currently relevant in the field of language teaching, and it is in accordance with the syllabus desire to “enhance students’ ability to use English in a meaningful way” (see annex 4). Thus, it will be useful to explain here what TBL encompasses. In order to do this we used the “model or framework for the description of methods” proposed by Richards and Rodgers (2001, p. 1). According to these authors, ‘TBL refers to an approach based on the use of tasks as the core unit of planning and instruction in language’ (2001, p. 223) the elements of this model are:

1) Approach

TBL is primarily motivated by the theory of learning rather than a theory of language. Moreover, this methodology emphasizes the central role of meaning in language use. As for its theory of language, it can borrow from the structural model of language, where language is seen as a progression from less-to-more complex in fairly traditional ways (Skehan, as quoted by Richards and Rodgers, 2001); the functional classification which focuses on task goals, where goals are educational roles which have clear didactic function and social goals which require the use of the language simply because of the activity in which the participants are engaged (Berwick, as quoted by Richards and Rodgers, 2001); and the interactional model, where researchers focus on the interactional dimension of tasks. In our case, since we had students use language in a

communicative way such as talking about film and their topics, the exercises were primarily interactional. As for its learning theory, in addition to emphasizing meaning, the approach has other considerations. For instance, lexical units (vocabulary, lexical phrases, sentence stems prefabricated routines and collocations) are central in language use and language learning. In addition, conversation is the central focus of language and the keystone of language acquisition. On a related aspect, tasks provide both input and output processing, and they are both necessary for language acquisition. They develop processes of negotiation, modification, rephrasing and experimentation. Tasks are also seen as motivational exercises. The learning difficulty for tasks can be negotiated and adjusted for pedagogical purposes as well.

2) Design

Objectives in TBL are ideally determined by the specific needs of particular learners. The syllabus for TBL is more concerned with the process dimensions of learning than with specifics and skills that might be acquired through the use of these processes. The syllabus specifies that tasks should be carried out by learners within the program. According to Nunan (as quoted by Richards and Rodgers, 2001), the syllabus might specify two types of tasks: real world tasks and pedagogical tasks. Real world tasks are “designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world”. On the contrary, “pedagogical tasks have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks”.

3) Learner roles

Students can assume different specific roles in TBL. Some of these roles imbricate with the general roles assumed for learners in CLT. Meanwhile, other roles are created by the focus on task completion as a central learning activity. The principal roles that are suggested by task work are: group participants (tasks done in pair or groups), monitor (learners have the opportunity to notice how language is used in communication), and risk-taker and innovator (learners create and interpret messages for which they lack full linguistic resources and prior experience).

4) Teacher roles

The roles that teachers have in TBL are as follows: they are selector sequencers of tasks which includes selecting, adapting and/or creating the tasks themselves and then transforming them into an instructional sequence taking into account learner needs, interest, and language skill level. The

teacher also prepares learners for tasks, this is giving the students pre task preparation or cuing. Finally, teachers have to increase awareness in students which involves employing a variety of form-focusing techniques such as attention-focusing pre task, text exploration, guided exposure to parallel tasks, and use of highlighted materials. (Richards and Rodgers, 2001)

5) Procedure

The procedures of TBL functions by: building the lessons around tasks, having pre task activities which introduces the topic and the task, the task cycle which includes the task itself, planning to give a report plus reporting back, and post task activities to close the cycle. As for the task itself, according to Nunan (1989) it has several components: goals, input, activities, *teacher's role*, *learner's role* and settings. We have already specified TBL's teacher role and learner role in the previous section, and in regards to the setting we have already described our context. Taking our films as the central input in which we built our lessons, we then could start considering our objectives and activities. First, we needed to clarify our tasks' objectives, that is to say, our material's objectives. We have already stated that we wanted to develop the students' speaking skills in a communicative way, but we needed to do so while respecting the course syllabus meaning we had to do a proper contextual realization. Thus, we had to plan our tasks around the topics of the syllabus, which had also guided our selection of film, as we explained in the previous section. Our objective then became to develop students' speaking skills by doing communicative speaking activities around films related to certain topics related to culture.

Having our objectives delineated, we then moved on to the final ingredient in Nunan's components: *activities*. We needed to reflect on two aspects: the activities themselves, and how to present them. We had to reflect on the types of planned activities and decide on ways to sequence them properly. Available literature offers several lists in which authors have given several types of activities (Clark, as quoted by Nunan, 1989; Harmer, 2007; Pattison, as quoted by Nunan, 1989; Richard & Lockhart, 2011). Based on our objectives, and following this theory, we created a list of our own. Our list is of possible speaking activities to develop and enhance student oral communication skills:

1. Role-play
2. Questionnaires, questions and answers
3. Discussions, dialogues, and debates

We will now develop each of these possible activities in sequence:

1) Role-play

According to Harmer, “many students derive great benefit from simulation and role play” (2007, p.352). Students simulate a real life encounter as if it were the real world where they can be themselves or a different character. These activities can encourage general oral fluency or train students for specific situations. They can be used as practice or by applying knowledge that they have previously acquire. Plus, these activities have three distinct advantages: they can be fun and motivating, they allow hesitant students to express themselves without taking full responsibility, and they allow students to use a wider range of language by using the world outside the classroom.

As Harmer states, “students need to know exactly what the situation is and they need to be given enough information about the background from them to function properly” (2007, p. 252). While creativity is encouraged, without enough information given it may be too difficult from them to apply. Also, with more elaborate situations, they may need more time to create the environment for the role play. Another aspect to take into account is that these activities often work well when the participants have to come to some sort of decision. In addition, according to Pattison (as quoted by Nunan, 1989) these activities can be completely scripted or completely improvised. However, if learners can have a say in the output they are producing, and if there is a clear aim to achieve the role play exercise, they may be more willing to participate than if they were repeating a dialogue from a script.

2) Questionnaires, questions and answers

The simple activity of asking questions and giving answers can be used in different ways. At times, it can be simply the teacher asking questions and the students answering. It can also be the students designing questionnaires (Harmer, 2007). This way both questioner and respondent can have something to say. Pattison, (as quoted by Nunan 1989) proposes a questions and answers activity in which a student selects from a list of language items and a classmate tries to find out his choice by asking questions about it. From these activities we could see that with enough creativity there could be a variety of ways to use questions and answers.

3) Discussions, dialogues and debates

These types of activities allow the learner to share their opinion, to question it and to hear others' points of view. They can be made in small buzz groups, they can be instant comment activities in which the student says the first thing that comes into their head, they can be a formal debate in

which students have time to prepare their arguments, or they can be activities for the students to reach a consensus on a number of topics (Harmer, 2007).

The next aspect to reflect upon was the sequencing of the activities to be planned. In communicative language teaching, there are several ways to organize an activity session. Nunan (1989) adds several options that are useful for our material. There is the psycholinguistic processing approach, in which the sequencing is done according to the cognitive and performance demands made upon the learner, going from the simpler to the more complex. He divides it into three stages which are: processing, productive, and interactive. Processing refers to reading or listening for a text. On this stage there is no response from the students, except perhaps for a non-verbal but physical response, as well as a verbal but non-physical response. Productive means listening to a cue utterance and repeating, completing a substitution or giving a meaningful response. Lastly, interactive is a simulation, a discussion or solving a problem.

Another option is *task continuity*. This refers to the chaining of activities together in a sequence, so that the successful completion of a prior activity is necessary for the next activity. They are then chained not only by their complexity, but also by logic of themes and pathways. There are also content-based units, in which content is the basic building block in the lesson planning (Nunan, 1989). These are the sequences that we believe may help organize our own activities. Having selected the type of activities we were going to do, and reviewing good strategies for sequencing them in a lesson, we began planning the actual lesson and thus, our material. To do this, we needed a format for lesson planning; thereupon, we chose the one given by Brown (2007). This one has several components. First, we needed to establish the goal of the lesson, meaning the overall goals of the course. Next, there are the objectives which are what you explicitly want your students to gain from the lesson. There are two types of objectives: the terminal objectives, which are final learning outcomes that the teacher is responsible for assessing; and the enabling objectives, which are interim steps that build upon each other to achieve the terminal objective. Next, what must be considered are the required materials and equipment? The following component is the procedure, which are the steps to be followed during the lesson, the actual sequence. There must also be an assessment component to verify that the objectives have been achieved. Lastly, the final component of this format is the extra class work, what we would normally call homework. Ultimately, after having decided on certain types of activities, researched possible ways to sequence a lesson, and decided upon a format for lesson planning, we began planning each lesson.

We began planning our lesson establishing our goals and objectives. They derive from the programs syllabus and our own material's objectives. The topics of the syllabus are centered on culture as we can see in the syllabus description "the course will enrich students' understanding of how cultures shape and interact... students will be more aware of their own culture, and they will be able to value other members of the society as representatives of different types of cultures." The lesson plan can be seen on annex 4.

Now, we will explain why we made the lesson this way, beginning with the film we chose. Taking the subject of urban cultures as our basis, we choose the first film, Fruitvale Station. A drama that tells the story of the last day in the life of Oscar Grant III, before being shot down by BART officers. Having described in a general way the mode in which we did the activities, we will now explain how we decided and sequenced each of the activities are sequenced.

Having chosen a feature film, we had to plan an activity in a way that we had time to show the film and do the activities around it. To do this, we needed two class sessions because showing the movie would take most of one class. Thus, we decided to show the movie in one class and do most of our activities in the next one. We divided our activities in pre-watching and post-watching. Pre-watching activities helped us introduce the topic of the movie and have the students engage with it so that they were already reflecting upon it when watching the movie. Then, they could watch the movie with a critical view and the next class we could have the post-watching activities, that build upon the theme of the movie to make the students use their speaking skills.

Having described in a general way the mode in which we did the activities, we will now explain how we decided upon and sequenced each of the activities. First, our pre-watching activity helped us introduce the topic the movie deals with, and it created a discussion with the students' cultural conceptions about urban communities and the police. We did so by selecting an article about a well-known case of police brutality from the national context that is similar to that of the movie. The activity consisted in giving the students the article to read (5 minutes), having them discuss it in groups (5 minutes), and then reporting to the whole class (5 minutes). To close the activity and introduce the movie, the teacher made some conclusions on the discussion and used it as a pathway to introduce the movie.

To begin the next class, a simple ice breaker was asked, "did you like the movie?" This allowed students to give their own opinion about the movie, before starting the class. Next, we had the post-

watching activities, starting with a role-play. Following the sequencing principle of psycholinguistic processing that we adopted (which it is better to progress from the simpler activity to the more complex), we began the main task with a more fun easygoing activity. Also, it was an affective activity as Richards and Lockhart (2011) describe as “an activity intended to interest students and increase their motivation.” Moreover, one of the principles guiding this sequence is the idea of content based units, because our lesson was designed around a topic and a film about that topic. Thus, we decided to do a role-play, which required students to use their creativity to express the way they think about the police and people from a lower social status than themselves, which was both a simple activity, and an effective way to re-introduce the topic in the new class session, a topic that had already been introduced in the movie, and of course, has them practice their speaking skills in a communicative way.

The next step builds on this activity, as in the principle of *task continuity*: having done the role-plays, the students talked about why they decided to play their characters the way they did. This used the role-plays as a topic of discussion, and the students began reflecting about their beliefs about urban culture. As they did this conclusion on the role play, they could use their speaking skills to express their own views about urban culture and reflect about them.

The next activity continued by having the students reflect about certain characteristics that can be found in urban culture (and perhaps their own culture), using the movie as material. Having the topic introduced and having students express their own opinions, the next activity in this lesson focused around the principles of the content based lessons for the film. Also, following our principle of psycholinguistic processing, the cognitive demands were more complex because now the student had to use arguments to explain their point of view. Moreover, according to Richards and Lockhart (2011) this was an application activity because students had to, not only analyze the film, but to analyze a situation in their everyday lives. What we did next, was a series of questions to discuss as a whole class activity. Each part could last up to ten minutes, twenty minutes in total.

Using the *task continuity* principle, our next activity was based on a previous activity, and in the psycholinguistic processing principle which demanded a little more reflection. The activity continued to interrogate the students about the way we perceive urban cultures, the police and the perspectives of urban cultures; but this time it was a debate and not just answering questions. Being the second activity, the students had to apply what they learned from the movie and their previous knowledge to construct convincing strong arguments.

For our second film we chose *The Believer*, because it talks about values, cultural identity and stereotypes, which is part of the low advance syllabus. *The Believer* tells the story of a young man named Daniel, who was born a Jew but later on becomes a Nazi and develops an anti-Semitic philosophy. It explores the way Daniel builds his own identity and his own beliefs on what it means to be Jewish. The second class session contains our post-watching activities. To begin the session successfully, we opened with an icebreaker, based on the question “Did you like the movie?” This allowed students to give their own opinion about the movie and loosen up before starting the class. The actual post-watching activities began with an easy role play to get students feel more comfortable. The activity consisted on an exercise where only 6 students from the class were chosen to act out. The stereotypes they developed were chosen according to the relevance they may have to the class and the movie: skinhead, emo, hipster, punk, gay, stoner, Colombian. Each student went to the front to present their own interpretation of the stereotype, and the rest of the class had to guess what their classmates were doing.

The next activity was a series of questions and answers to be made with the whole class. Following the principle of *task continuity*, the next activity directly connected with the previous one: the questions began asking about the role play, and they were all linked in progression. These questions were also more complex than the previous activity, and they worked to have the students think and talk about different cultural stereotypes, social groups and one’s identity. Now that the students had reflected about this topic, we could start analyzing the movie. Following both the *task continuity* principle and the psycholinguistic processing approach, the next activity required the use of the previously discussed notions in a more complex way: instead of simple questions and answers around the subject, we made a debate in which students had to analyze the movie, reflecting on what it means for Daniel to be Jewish, and why he became a Nazi. Now that we had begun analyzing the movie, we could discuss some more specific aspects of it. Thus, after the debate, the students made groups and they discussed the epigraph that opens the movie. In this way, we considered the question of the ‘Otherness’ in relation to one’s identity. In the end, the students had to report on what has been said, and we could close the activity and the class by having them reflect on how we define identity in relation to the otherness.

For our third film we chose *Trainspotting*, because it talks about addiction, which is part of the topic of taboos that is part of the low advanced syllabus. *Trainspotting* tells the story of 5 young men, Spud, Rent Boy, Biggie, Tommy and Sick Boy, who live in Scotland. The film shows their strong addiction to heroin and the different ways in which they live their lives.

We began our last session with a small icebreaker, based on the question “Did you like the film?” This allowed students to give their opinions about the film and loosen up before starting the lesson. This one started with a warm up, a role play to make students feel more comfortable. This role play consisted on having students get into groups of 4 and selecting a situation randomly to act it out in front of the classroom. Once we were done with the role play, the activities difficulty builds up into questions and answers. This is sequenced as a content based unit, because all the activities are built around the topic and the movie. Thus, the questions we chose were designed for students to think about the film and give their opinions about addiction, the topic of the lesson. The idea was for them to answer that question in small groups and then report back for discussion, though exercise would not involve much discussion.

Having reflected about the main topic of this session, and now that their ideas about it were clear, the following activity consisted in making up a story. This follows the *task continuity* principle because they had to clear their ideas before making something like a story. The host gave the students a sentence to start the story and each student had to give a sentence to continue the story. This activity required the students to be creative and to improvise. On the other hand, they had to concentrate on what their other classmates were saying and the sentence that they had to create had to be coherent. Being a content-driven lesson, our next activity was also centered on the topic. Now that the students had reflected about it, we could start analyzing the movie. We chose to show the students a scene from the film that shows how drugs change a person. We asked students questions related to these two scenes and also questions about their personal experiences. The idea was that these questions were answered with the entire class and that it became a whole class discussion. Thus, we followed the psycholinguistic processing approach: if the first round of questions were only productive, these are more interactive.

We still followed that principle when we plan the next activity, in which it goes from being a simple class discussion to a full debate, therefore making it more interactive and more cognitively difficult. The students would sit in two rows facing each other. One group would try to argue that using drugs is okay, and the other that it was not. Finally, as a closure, we made another story game, in which they told a simple story related to the topic using three poses, and then explained the story to their classmates. We meant for this to be a fun way to close the lesson on a good note, while still making the students use their speaking skill when they were explaining their story.

5. Physical production of the material

The physical aspect of a material should influence the learning process in a positive way. It should be orderly, it should present the content and the procedures in a clear way, and it should be appealing to students. In our case, we wanted to find a way to present our lessons that achieved all these objectives, and that also was appropriate for the project. With this in mind, and since we were working with an audiovisual input as basis for our material, we decided that the physical presentation of our material should also be audiovisual. To clarify, our material has several physical components. There is, of course, the films that our material is based on. These materials are provided in DVD format and are legally purchased. There is some printed material as well, like the handouts in the pre watching activity of the first movie. These, along with the presentation, instructions and explanations regarding the material are present within the teacher's manual, and can be photocopied to be given to the students. But the instructions for the students of each of the class activities are presented in video form, in which a "host" introduces the unit and the activity and gives the instructions to carry them out.

Having our lesson be delivered in audiovisual form gave us several advantages. First, we believe it is appealing and motivating, partly because of their novelty. Throughout their process, the students must have used different types of materials, including printed, audiovisual, and audio only. The instructions, however, are usually delivered in one of three ways: first, they can be delivered by the teacher, be it out loud or on the board; second, they can be written on some of the printed materials; lastly, instructions are occasionally delivered in audio form in the case of listening material found in language learning textbooks. Our material delivers instructions in a different way where it is presented by a host in the video. While we are obviously not the first to attempt to this type of presentation, it is not a common practice and such materials are not often used in our educational context. Thus, we expected that seeing an unusual material would catch the students' attention and their interest. It also let the students know that they needed to always be paying attention. For example, it is not a printed material where the instructions are always there, so they have to listen to what the host is saying. There is also a practical advantage. Instead of worrying about copying the instructions and wasting time handing it to the students, the teacher can just push play and the instructions will deliver themselves. All students will be receiving their instructions at the same time through one single material. On a related note, not having to make copies also makes the material cost effective by saving money from the production of paper and replacing it with one single DVD. Lastly, an audiovisual material to explain activities seems to be the most appropriate format to accompany an audiovisual text exercise.

6. Evaluation

We have already explained the concept of materials evaluation in our theoretical framework, where we defined it as the attempt to determine the value of the material while also trying to determine how relevant the material is for a specific group of students. According to Tomlinson (2003b), we may classify evaluation in three types: pre-use evaluation, whilst-use evaluation and post-use evaluation. Pre-use evaluation means attempting to predict the value a material will have on a group. Since we were designing the material specifically for this context, pre-use evaluation meant a constant evaluation of our work, trying to design the most relevant material possible. What followed was the whilst-use evaluation and the post-use evaluation. This meant that to truly complete our material design process, we needed to test our material...and so we did, on one of the three groups of Low Advanced level. We tested our materials in three lessons. Each lesson, comprised of a pre-watching activity, the film, and the post-watching activities. The lessons lasted two classes. Between each lesson, we took one week off, due to exams and recess week. The lesson plans can be viewed as stated above and each lesson was recorded on video. For each lesson, in the first class session students did the pre-watching activities and watched the movie, and then did the post-watching activities in the second session. Our sessions allowed us to carry out the whilst-use evaluation of the material, which means measuring the value of the material as it is used. According to Tomlinson (2003b), while it is more reliable than the pre-use evaluation, it is limited by what can be observed. With that in mind, whilst-use evaluation can measure the clarity of the instructions, the clarity of the layout, the comprehensibility of texts, the credibility of the tasks, the achievement of performance objectives, the potential for localization, the practicality, the teach ability, the flexibility, the appeal, the impact, and the effectiveness in facilitating short-term learning.

There were two ways to carry out this evaluation. First of all, we continuously paid attention to see if the material's activities were effective ways to have the students speak, if the instructions were clear, and whether the material was motivating and appealing enough to them. Secondly, we evaluated the students' speaking skills, to see if the material had a positive effect on them. We used the recordings we made during each intervention and we observed if their utterances had increased. We analyzed their speaking based on the grid that the major uses. This included fluency, content, pronunciation, vocabulary, and language use. On the other hand, since our basis is on the communicative approach, and we felt that this grid did not make enough emphasis on communication, we added a final component: communication efficiency. In defining this

component, we followed the framework proposed by Luoma (2007, p. 69), who proposes to assess the students' capacity to communicate on a scale of 1 to 5 (see annex 17).

After adding this new element, we removed how many points each component was worth since we did not want to evaluate student's speaking but, instead, to analyze it and see if it developed. (See annex 5). Thus, our whilst-use evaluation meant evaluating the students' speaking skills. After finishing our application, it came time for the post-use evaluation which meant trying to determine the effects the material had on the students. We had already been continuously assessing the possible effects the materials had on the students' speaking skills in our whilst-use evaluation, but since this was limited by what we could observe, we could not actually know if the students were enjoying the materials or not. With this in mind, since the materials were made to help students improve oral communication, we decided to let them be the judge of it and evaluate the material for themselves. In order to carry out the presented evaluation, we used two devices. First, for a practical and fast assessment, we created a questionnaire. A series of questions were presented that we could use to inquire about how much our material matched the desired characteristics. To define the elements that this evaluation examines, we used a combination of the principles exposed by Tomlinson (2003b), Rico (2005) and our guiding principles of Howard and Major (2010), which are described further above (see annex 6). The second device we used was a survey, which allowed students to give more open answers to some basic questions to see if the material had a positive effect on them (see annex 7).

7. ANALYSIS OF RESULTS

Once we finished the application of our material in the Low Advanced class, we moved on to analyzing the data obtained through our three data collection instruments. As it can be seen in our methodological framework (6.1.1), in a qualitative research such as this one, there can be several ways to collect data and different types are used in the same research. Using a variety of methods of data collection facilitates validation and triangulation. In our case, we had done three sessions, one with each movie, and in each session we use the three data collection instruments: questionnaires, surveys and the speaking assessment grid.

In this section, we go through each session of our material and analyze the data we gathered in them. First, we begin with our grid. As we explained in our methodological framework (6.4.6), since our objective was to analyze how the material could foster the students' speaking skill, we decided to assess if the material had a positive impact on the students speaking throughout the application of our material. Thus, we decided to assess their speaking during three stages of the application: in the beginning, in the middle and in the end. We used a grid in each of these stages, assessing the students according to fluency, content, pronunciation, vocabulary, language use, and communication efficiency. Then, after each grid we analyze the results in relation to the theory, and in the end we see how the speaking skill may have been fostered as a whole throughout each session.

As for our questionnaires and our surveys, we have tabulated the results. In the case of the surveys, which allowed the students to give open answers, this included checking the different answers we had obtained. The results of the questionnaires are in annex 9, and the results of the surveys are in annex 10.

Finally, once we had obtained the results from the surveys and questionnaires, and also analyzed the speaking grids, we decided on a group of aspects to evaluate our material. These aspects were decided based on a materials evaluation framework (Rico, 2005), as well as our theoretical framework and the guidelines described in our methodological framework (6.2). We used the results of our three data collection instruments to evaluate our material in relation to the following aspects.

a. Material appeal

In our methodological framework we included as a guideline that materials should be attractive. But this is only one aspect of the material appeal. Every aspect of the material can impact how appealing the students may find it. For example, as we said in our theoretical framework (5.2.3.2), authentic materials can enrich the students' experience and their English use, since they are more meaningful than artificial textbooks. Also as we also said in our theoretical framework (5.3.2), the use of film can also motivate the students, because it is a close alternative to experiencing language in real life (Stempleski & Tomalin 1990). This allows the student to experience the lives and experiences of others, and this makes him more willing to communicate. It can also be used to challenge students' imaginations and to help them consider alternative ways of seeing, feeling and understanding things. Besides, movie-going is already part of our students' everyday culture (Zoreda 2005).

b. Material's cultural relevance

This goes back to our methodological framework and to the first guideline we adopted from Howard and Major: "English language teaching materials should be contextualized" (2004, p-104). Thus, the material should be linked to the experiences, realities and first languages of the learners, because the students are already cultural beings, and that might impact the way they interact with a film. It must also be contextualized to topics and themes that provide meaningful, purposeful uses for the target language. On this point, we must also remember what we said in our theoretical framework (5.3.1), film brings the outside world into the classroom.

c. Material's difficulty

If we go back, as it can be seen in our statement of the problem (2), we can see in surveys taken by students of the low advanced level that many of them did not believe that the material they were using had the appropriate level of difficulty. When making our material, we took into account that the students, being in Low Advanced, should have had a high level of English, and therefore should have been able to do many difficult tasks. In addition, seeing as these are university students, we have also taken into account the cognitive difficulty, expecting the students to be able to maintain meaningful conversations about the course's topics. Most activities of our material, which can be seen in our methodological framework (6.4.4) are centered around this purpose.

d. Material's organization

This includes length, sequencing, and clarity of instructions. One of the guidelines we included in our methodological framework (6.2) was that English language teaching materials should link to each other to develop a progression of skills, understanding, and language items. This means that our material needed to follow a logical order in its sequencing. Our strategies for accomplishing this, which can be seen in our methodological framework (6.4.4), include the psycholinguistic processing approach, task continuity and the idea of the content based unit. In addition, another aspect of organization refers to our one of our guidelines, which highlights that materials must have clear instructions. As we explain further below (7.1.2), this was the reason we decided to add written instructions on the video and not only have them delivered by the host, after seeing some confusion in the first session.

e. Material's relevance in the pedagogical context

This refers to being appropriate for the target audience and the syllabus. As we said in our methodological framework (6.2), part of the guideline of contextualizing materials means contextualizing them in the curriculum they are addressing. As a result, we based the films and topics on the syllabus, choosing movies and activities around urban cultures, stereotypes and cultural identity, and taboos (addictions). This allowed the material to elicit meaningful conversations from the students around these topics. Also, this aspect also includes the physical resources of the pedagogical context, which we also took into account when deciding to make an audiovisual material, because we knew it could be used in the classrooms of the Javeriana University, which are all equipped with a computer and a video-beam.

f. Material's capacity to elicit meaningful oral output

As we have already explained in the theoretical framework (5.2.1) and the methodological framework (6.4.4), we chose to follow the communicative approach, which also connects with one of our guidelines (6.2), that a material should be generative in terms of language (Howard & Major, 2010). We have tried to accomplish this in our materia by making communicative activities that revolve around relevant topics. For example, in the first lesson we included opportunities for students to debate how they perceive urban cultures and their relationship the police, with questions like "How do the people around you, and you yourself, usually perceive the police? Do you think that it's fair?" being used to open discussion (6.4.4). Activities like that one can be found throughout the entirety of our lesson plans. Thus, whether the material was effective in eliciting meaningful oral output must be an essential part of our evaluation process.

g. Material's capacity to foster the students' formal use of language

As we said in our theoretical framework, the speaking skill involves formal knowledge of language. One of the guidelines we included was that a material should allow for a focus on form as well as function. While our material follows a communicative approach, this does not mean it should ignore the formal aspects of language, and it should be able to be used to foster these aspects whenever the opportunity presents itself. This means seeing if the material was successful in improving the students' formal language.

h. Material's flexibility in allowing students to speak freely

This aspect seeks to evaluate whether the material allowed the students to produce their output freely, inciting meaningful and active conversations, instead of working as a straitjacket and controlling everything the students said. This is related to our methodological framework (6.2), where one of our guidelines was that materials should be flexible, meaning that different teachers and students can use materials in different ways in order to maximize its value for them. After all, no material is finished until it is used in the classroom, and materials must therefore allow room for choices on part of both the teacher and the student. The different procedures to do this can be seen in our theoretical framework, where we discussed materials adaptation (2.3.4). This aspect requires us to consider not only the results of the collection data instruments, but also the acknowledgement of whether the material allowed for deviation during the session.

i. Material's capacity to make the students comfortable

As we say in our theoretical framework (5.2.2), one of the aspects where students may find difficulty when speaking is interaction (Brown, 2007). Students may be uncomfortable and shy, and this can prevent them from having proper interactions and speaking in class. Because of this, we tried to create some activities that would loosen up the students. Not only did we recommend an ice breaker that would allow the students to give their own opinions about the films, but we also included some role plays to get everyone involved. With this in mind, it is important to consider in our assessment whether the material was successful in making the students feel comfortable when speaking.

j. Material's capacity to expand the students' vocabulary

Going back to our theoretical framework (2.2), knowledge of vocabulary is an important aspect of not only speaking, but of language as a whole. While in our material we did not build any activities around the acquisition of vocabulary, by having the students speak about different topics of the syllabus there were moments where they needed to use words whose exact use they did not know. For example, a student needed the use “countryside”, which she did not know: S1: “from the... I don’t know, el campo... countryside, okay” (7.1.1). So she used that opportunity to use a new word. Taking into account opportunities like that, one of the aspects we paid special attention during our assessment was whether the material was capable of helping expand the students’ vocabulary.

k. Material’s overall capacity to foster the student’s speaking skill

This is our final and definite aspect to evaluate, and it works as a summary and conclusion of the whole assessment process. It means taking into account all previous aspects in the assessment process, which touch upon different aspects of the material, like its appropriateness for the target audience and context, its pedagogy, its flexibility, and the results of the pedagogical sessions, to finally establish whether our material was successful in our original goal: fostering the students’ speaking skill.

7.1. Fruitvale Station: Result analysis

Having explained the evaluation process, we move onto our first session, the one around the movie *Fruitvale station*.

First, we present our analysis of the grids, in which we assessed the students’ speaking. We analyzed students speaking in three different stages (see annex 8) and we present the general analysis of these three stages. Then, we take the aspects of assessment we established and assess our material based on all three methods of data collection.

7.1.1. Students’ speaking assessment grid

As we said above, we carried out this assessment during three moments in the lesson: at the beginning, in the middle and in the end. The first moment was carried out on we decided on was the pre-watching activity, at the very beginning of the lesson before students watched the first film. It was carried out on August 21st, 2014. During this activity, students were to first discuss some questions related to an article and their personal opinions. After discussing with their groups the teacher asked one student from each group to report back. Since students had already discussed with

their groups, they had an idea of what they were going to say, so it was expected that they had no difficulties reporting back. However, students had several difficulties when reporting. (see annex 8).

The middle part of the lesson is the role play. It was carried out on August 28th, 2014. For this activity we divided the class in 3 groups and each had to prepare a role play where two students were accused of stealing a cell phone and the other students were the police and tried to take them to the police station. Then, they had to present to the whole class. This activity was spontaneous and the vocabulary that students used was informal, unlike the pre-watching activity, where they had to answer some questions, had time to prepare before giving feedback, and used a more formal vocabulary.

The last activity in our lesson was the debate. Students had to discuss two questions in groups of four, then they had to discuss with the whole class their thoughts in relation with these two questions. The questions were related to perceptions that students have of the police and perceptions of the main character in the movie. As this activity was done at the end of the session, students had a clear idea of the topic and they had the opportunity to talk about their personal opinions. On the other hand, since students had the chance to previously discuss in groups, then they could report to the whole class, relevant, well-made arguments.

We started our general analysis of the three stages with fluency. There were better results in the second stage than in the first. In the pre-watching activity, in one case a student had to pause three times, give two umms, and use the word well twice before finishing his idea, while there were not more than one or two pauses in the utterances of the role play. As we have said, in speaking, it is possible to make pauses to clarify the idea and find the right utterance. In the final stage, while there were examples of students who corrected themselves to clarify their idea, managing to explain themselves, there were moments where the pauses were noticeable, making the fluency unnatural. These differences in fluency between these stages may be a result of the activities themselves: while the role play was somewhat improvised and therefore more spontaneous, in the other two activities the students had to discuss a series of questions in groups, and then in a way that may have been more artificial. Because of this, we tried to reduce the amount of these types of activities, where they simply discuss questions.

In regards to content, there were moments throughout their session where their linguistic limitations made it hard to express an idea, but they managed to overcome those difficulties by using examples or using redundancy, and as we saw in our theoretical framework (5.2) spoken discourse gives the

speaker an opportunity to make meaning clearer through the redundancy of language (Brown, 2007). More importantly, many of their ideas were relevant to the topic of discussion they were having, so we can say that the material allowed them to have meaningful, communicative discussions on the topics of the syllabus.

Our next assessment component is pronunciation. On this aspect, we can see that in all stages of the lesson, there were pronunciation mistakes. While, as we said before, the rule to assess pronunciation should be whether it was comprehensible, it is also true that it can cause a negative impression in the interlocutor, because, as we said in our theoretical framework (5,2), a listener will always make judgements based on their speaker's speech (Luoma, 2007). Thus, mistakes that are too noticeable, as well as ones that cause communication mistakes, should be corrected by the teacher. And our material gave opportunities for the teacher to correct those mistakes by allowing the students to make those utterances with a communicative purpose.

As for their vocabulary, we can see that, while in the first stage a poor vocabulary made a student harder to understand and also affected the student's pace, in the second stage, despite the mistakes, knew what they wanted to say, and they were understood. In the final stage, the students also used different strategies to overcome their lack of knowledge and avoid a breakdown in communication. More importantly, in the second stage the teacher was able to use the mistakes as a teaching opportunity, and in the final stage, one of the students learnt a new word that she only knew in Spanish. Thus, the material can be used to foster the students' vocabulary.

In regards to their language use, all throughout the activity there were mistakes around verb conjugation, like subject verb agreement and appropriate and inappropriate tenses, and these mistakes could make people judge the students. In the final stage, some mistakes even caused communication breakdown. However, these mistakes did not apply to all students, and we wish to highlight that in the second stage, by encouraging the use of slang, our material allowed her to experiment with her English speaking

Finally, we must conclude our analysis of the speaking grid by focusing on the communication efficiency in all three stages. It is clear that all components of speaking can influence the communicative efficiency. In the first stage, for example, we saw that when ideas were not clear, fluency was affected, which can affect communicative efficiency. In the second stage, this happened with vocabulary, and in the third stage, with language use. We also saw many strategies

that students used to get around their own deficiencies. For example, self-correction redundancy and rewarding. On this point, we highlight the use of body language that the second stage allowed.

In short, we can see that all the components of speaking are not separate, but that they influence each other. As such, if you can positively influence one component, you are affecting the student's communicative speaking skill as a whole. Our material gave the students the opportunity to use their speaking skill in a communicative way, and in doing so, it gave them the chance to make mistakes, to experiment with their speaking skill, and to use different strategies to overcome their limitations. Eliciting communicative output is in itself a way to foster the speaking skill, because a good teacher can use that output in a positive way.

7.1.2. Material assessment by individual aspects

This is the section where we assess this first lesson of the material according to the aspects we established, using the results of all our data collection methods.

a. Material appeal

In the questionnaire (annex 9), all students said that they found the material attractive, and 80% said that they found it motivating and engaging, with the other 20% saying they found it partly engaging. In the survey (annex 10), they all found it interesting. Among their reasons, they said that they were able to talk about current topics that they liked the activities that made them participate actively, that they enjoyed seeing the use of TICS, that they expanded their cultural knowledge, and that it was a different way to be engaged that they usually perceived. About the audiovisual presentation of the material, students stated that they all had liked it, and that they found it creative, interesting, dynamic, interactive and innovative. Also, they all liked the movie. Therefore, in general, we could see that the material was appealing and motivating for the students.

b. Material's cultural relevance

The questionnaire (annex 9) showed that 93% of students said that they found the material culturally acceptable, while 7% said they found the material partly acceptable. 93% said that they found it relevant to real life because it had enough authentic materials, with 7% of students saying they partially agreed with that. 86% said that the contents of the material were contextualized to the reality of the target culture, and the other 14% partly agreed with that statement. In the survey (annex 10), among the reasons they found the material interesting, one stated that the material

showed a reality, gave different perspective of social problems, and allowed them to relate the topic to their daily lives. Similarly, they said that the movie showed a reality, that it brought attention to different problematics happening, and that it gave more detail about the target culture, relating to the issues of our closest surroundings. Also, as we said in the analysis of our grids, the material allowed the students to have meaningful discussion on the cultural topics of the syllabus, which are related to culture, both their culture and the target culture. Thus, it is clear that the material is culturally relevant to the target audience because they could relate to it and use it to learn about the target culture.

c. Material's difficulty

In the questionnaire (annex 9), 73% students agreed that the material was about the right level of difficulty, whereas 27% students partly agreed with that statement. However, in the survey (annex 10), all students stated that the activities were adequate for their level, because they understood the activities, but they were challenging. It required them to use proficiency and also use vocabulary seen in lower levels of English. Also, they said it allowed them to learn new things and use the language in different contexts. In our grid, it can be seen that the students sometimes made mistakes, and at times they had to use different strategies to overcome their limitations. Therefore, we can say that the general perception of the students is that the material had the right level of difficulty, and that while it may have been challenging at times, this allowed them to use different strategies to overcome their limitations, and thus, according to their own statement, they learnt new things.

d. Material's organization

In the questionnaire (annex 9), 93% of students said that the material was well organized, while one student partly agreed with this statement. 66% of them said that the material had the right length, whereas 34% partly agreed. The biggest problem in this part was that only 60% of students believed that the material had clear instructions, while 33% of students partly agreed, and 7% of them stated that it was not clear. The ones that said it was clear were not an overwhelming majority. In the survey (annex 19), all students stated that they liked the way the activities were presented because, it is a new way to catch the attention of the public, the activities were organized, creative and interesting. Also they thought that the activities had sequence and adherence. However, one student said they did not like the host in the video, because he needed better vocalization. Thus, as we can see, while students agreed that the activity was well organized, the instructions were not very clear.

Taking this into account, we modified the material by adding written instructions after the host had given them, and for the next two films, the host and the instructions were clearer.

e. Material's relevance in the pedagogical context

In regards to whether the material fits the context, all students stated that the course's physical characteristics were appropriate for the material we had created. 66% of students agreed that the material followed the syllabus in a creative manner. 13% did not answer. The rest partly agreed with the statement. In addition, 93% agreed that it contained enough authentic materials. Also, as can be seen in our grid analysis, the material allowed the students to reflect on the different topics of the syllabus and argue their own ideas on those subjects. Thus, seeing as most students agreed that it was culturally relevant and it gave place to discussion on the subject, we can state that the material is adequate and relevant for the pedagogical context.

f. Material's capacity to elicit meaningful oral output

Since we were using a communicative approach, we needed to see if the students had found the material communicative enough and if they had found the material's pedagogy to be appropriate. On this matter, 93% of students said that the material contained enough communicative activities that enabled them to use the language independently. The material was able to have students speaking throughout the whole process. In the survey (annex 10), all of them stated that they usually don't practice speaking, and they highlighted that the material gave them the opportunity to practice in an active way, that they were able to express themselves, share experiences, and that they changed the way they usually did the activities. All students answered that they liked the activities, some saying that they were attractive and funny, creative and unique, they had the opportunity to participate a lot in an active way. One of them said that in the session they had practiced a lot, and that they felt more comfortable and more confident when speaking. In fact, one of them said the activities forced them to speak. This can also be supported by the fact that we can see that meaningful oral output in our assessment grids.

g. Material's capacity to foster the students' formal use of language

On this topic, 86% of students answered in the questionnaire (annex 9) that the material allowed for a focus on form as well as function, with 13% of students partially agreeing. In the survey (annex 10), 86% of them said their speaking had improved, because they had learnt from their mistakes, they had used difficult grammar structures, and that the teacher correcting their mistakes had

helped. So the general perception the students had about this aspect were positive. In regards to our assessment of their speaking, we saw that the material gave opportunities for the teacher to correct pronunciation mistakes by allowing the students to make those utterances with a communicative purpose. Also, in regards to their language use, we saw that our material allowed students to experiment with their English by letting them try to speak with a slang. Thus, we can say that, if well used, our material has the capacity to foster the students' formal use of language.

h. Material's flexibility in allowing students to speak freely

In the questionnaire (annex 9), 66% of them agreed that the material was flexible, with 34% partly agreeing. This is due to the fact that the material allows students to participate more actively and freely because the topics incite meaningful and active conversations, and the teacher can deviate by adding more questions, making the material more flexible. Also, in the survey (annex 10) they answered that the topics were related to their daily lives. As such, they could relate it to their own experiences and give their own examples. Thus, the topics and the material allowed for the students to speak more freely, giving their own opinions and their own examples from their personal experience. This can also be seen in the component aspect of the evaluation of their speaking, particularly in the last stage, where they used their own experiences to argue about the topic. However, while in the survey, all students answered that they liked the activities, some calling them attractive, funny, creative and unique, some stated that it got a little repetitive towards the end. Thus, the students did believe it was very communicative, and that the pedagogy contained enough speaking materials, but that they believed it was repetitive. Taking this into account, in the next sessions we made the activities less repetitive and more dynamic.

i. Material's capacity to make the students comfortable

Several students stated in the survey (annex 10) that they are usually very shy and afraid to speak in public, but one said the material had made them more comfortable, one said the material helped their confidence when speaking, and that they had tried to do their best. Thus, we can say that the material allowed some students who are normally shy to speak in public and feel more comfortable.

j. Material's capacity to foster the students' vocabulary

In the survey (annex 10), one student stated that they were able to speak using vocabulary seen in lower levels of English. One stated that they had learnt new things, and that the teacher had made useful corrections. These included corrections related to vocabulary. On that point, we can see in

our grid analysis that the teacher was able to use the mistakes as a teaching opportunity, and in the final stage, one of the students learnt a new word that she only knew in Spanish. Thus, the material can be used to foster the students' vocabulary.

k. Material's capacity to foster students' speaking skill.

In all the instruments, the material seems to have had a good impact in the students' speaking. In the questionnaire (annex 9), 86% students stated that the material had helped them develop their language skills. The same number of students stated in the survey that their speaking had improved, because they had learnt from their mistakes, used difficult grammar structures, and had been forced to practice their speaking a lot. As for the results of our assessment of the students' speaking, seeing as all components of speaking can influence the communicative efficiency, we can say that our material gave the students the opportunity to use their speaking skill in a communicative way, and in doing so, it gave them the chance to make mistakes, to experiment with their speaking skill, and to use different strategies to overcome their limitations. Eliciting communicative output is in itself a way to foster the speaking skill, because a good teacher can use that output in a positive way.

7.2 The Believer: Result analysis

Something we must take into account about this second session was that we only had four students in attendance. However, this allowed us to test out material with a smaller class. Here we analyze the results of that session. First, we present our analysis of the grids, in which we assess the students' speaking in three different stages of the lesson, and relate those results with our theory and material. Then, we take the aspects of assessment we established and assess our material based on all three methods of data collection.

7.2.1 Students' speaking assessment grid

This second intervention took place on September 18th 2014. During the first stage we had students carry out a 'mock debate' after discussing about the topic. They had to divide themselves into two groups, one of the groups would be the Nazis, and they had to argue that Judaism is a disease on the modern world, and that they only intended to heal it. The other group would play the Jewish people and they had to denounce the dangers of Nazism. They were given 10 minutes to prepare their arguments and then they had 2 minutes to give their arguments (see annex 4).

The second activity we chose to assess the students' speaking was the scene and quote discussion.

During this activity, students had to watch a scene from the movie where the main character mixes Hebraic and Nazi signs, and then answer these questions: “What does it mean for Daniel to be Jewish? Why do you think Daniel, being a Jew, became a Nazi?” They also had to analyze this quote: ‘I hate and I love, Who can tell me why?’ and discuss its possible meaning. This activity was meant to be done in groups, but seeing as there were only four people, we made it as a whole class activity.

In the last activity students had to make a picture of something that connects them to their identity, then they had to describe it and explain it to the class. Differently from the previous activities, where students had to analyze, give opinions and arguments, in this activity students had to talk about themselves and connect their ideas with a picture.

The analysis of the three stages of the third intervention can be seen on annex 11. Having assessed the speaking throughout the session using our grids, we may draw some general conclusions of the results by going through each of our components. To begin, it would seem that students were more fluent as the session went on, as their general pace was better at the end of the lesson than at the beginning. Furthermore, we saw that they in general they were able to overcome their fluency issues and finish their ideas. As we saw in our theoretical framework (2.2.2), one of the main difficulties students can have when speaking is their rate of delivery, their pace, so it is good to see the students overcome their fluency difficulties.

In regards to content, we can say that these three different moments allowed the students to produce different types of content. In the first one, they made mock arguments around the themes portrayed in the movie, proving they could articulate meaningful arguments, even if some of them were false arguments supporting the racist ideas from the characters they were playing. In the second one, the material made students produce meaningful output in relation to the movie. And in the third one, the material had them think and speak about themselves. While there were some moments of confusion in all three moments, in the end we can see that the material allowed students to think and speak about different subjects related to the topic of the syllabus.

As for pronunciation, the students’ mistake on this aspect did not prevent them from being understood, and thus we can say they exhibited good pronunciation throughout the session, because, as we have said, the key to assessing pronunciation should be its comprehensibility. Nonetheless, these mistakes should still be corrected, and the material presented the opportunity to do so.

In terms of vocabulary, there were different results in each moment. In the first one, the material gave students the opportunity to learn and use words that they do not normally use. In the second

one, it gave an opportunity to correct some mistakes that the students had when using certain words. In the third one, there were little vocabulary errors, but there was still the opportunity to correct at least one.

As for language use, we found mistakes in each moment of the session. In the first one, there were mistakes around the use of prepositions and word order, in the second one there were verbal mistakes, and in the third one there was a tense mistake. However, these should be seen as opportunities for students to learn the correct form, whether it was by having the teacher correcting them, or by applying self-correction.

Finally, we arrive at communication efficiency. All components intervene in the students' overall communication efficiency. This is evidenced in the first moment of our analysis when fluency and vocabulary mistakes made it hard for students to communicate. In the second moment when fluency, content and vocabulary issues caused difficulty in the communication, and in the third moment when a student was unsure of what she wanted to say. However, all throughout the lesson, communication was mostly effective, with most mistakes not causing a breakdown in communication and with students managing to overcome their difficulties to transmit their message. We can thus conclude that the material allowed students to have meaningful communication throughout the entire session.

7.2.2. Material assessment by individual aspects

This is the section where we assess this second lesson of the material according to the aspects we established, using the results of all our data collection methods

a) Material appeal

In this questionnaire (annex 12), 75% of the students found the material attractive, while the other 25% found it partly attractive. 75% of the students found the material motivating and engaging, the other 25% partly agreed. On the other hand, in the survey (annex 13) all of the students found the material interesting. They said that they consider it attractive because it deals with a controversial subject, also they said that it was a new way to approach them to different topics. As for the audiovisual presentation of the material all of the students liked it. The reasons for it are that they found the material didactic, organized, engaging and clear. They also said the material for the second session had been easier to understand than the first one. Moreover, 100% declared they had

enjoyed the movie, saying it showed a different approach to a controversial topic. All of these indicates that students found the material appealing.

b) Material's cultural relevance

During this intervention all of the students found the material culturally acceptable. 50% of students found the material relevant to their life, and the other 50% found it partly relevant to their everyday life. More over 75% of students found that the material was partly contextualized to the realities of their culture, meanwhile the other 25% did not found the material contextualized to their target culture. As for the use of authentic materials, 50% of the students said that the material contained enough authentic material and the other 50% said that it partly contained enough authentic material. Moving on to the survey, some students said that they found the material interesting because it is related to their lives and they liked the movie because it brought them close to a reality that they are far apart. Thus, we can say that even though the material and the movie had a topic that students are not familiar with, they could learn about it.

c) Material's difficulty

In the questionnaire (annex12), all of the students found that the material's difficulty was appropriate, in the survey (annex 13) they said the material was adequate for their English level. Their reasons for saying so were that the material included real life situations where they had to give arguments, that the topics made them use their knowledge in the language, that that they were encouraged to speak and that they were able to understand and produce. This is proven in our grid analysis, where we see that they did in fact elicit output from them. We also see that while there were mistakes, they were productive moments where the students' mistakes could be corrected.

d) Material's organization

To begin with, in the questionnaire (annex 12) all of the students said that the material was well organized, also they all found that the material had the right length. As for the instructions of the material, during this intervention all of the students thought that the instructions were clear, differently from the first intervention where only 60% of students found instructions clear. One student said that it was good that first the host from the video said what they had to do and then the instructions appeared written in the same video. There were no problems when students had to do an activity. Moving on to the presentation of activities, in the survey (annex13) all of the students liked the way activities were presented, and said it was an innovative way, it is different to the

activities that they normally do in class. In this manner, we can say that the material improved because the instructions were clearer and it maintained the appropriate length.

e) Material's relevance in the pedagogical context

All of the students said that the course's physical characteristics were appropriate. 75% of the students said the material follows the syllabus in a creative manner, the other 25% however said that the material partly followed the syllabus in a creative manner. Also, as can be seen from our assessment of the students' content, they were able to produce meaningful output around the subject of the syllabus. Thus, we can say that the material was relevant in the pedagogical context.

f) Material's capacity to elicit meaningful oral output

As in the first intervention, the material made students speak throughout all of the session. The answers to the survey (annex 13) seems to indicate that students found their output meaningful, because there they state that they were able to talk about themselves and learn about themselves and their peers, that they had the opportunity to learn new things related to a certain culture and that they were able to give their opinions. In addition, in the questionnaire (annex 12), 25% of students said that the material contained enough communicative activities to enable students use the language independently, and the other 75% said that they partly agreed with that statement. So while they may not be entirely satisfied, they were so at least partly. We can also see that they produced meaningful output in our grid evaluation.

g) Material's capacity to foster the students' formal use of language

In this second questionnaire (annex 12), all of the students said that the material focused on form and function. In the surveys, 50% percent said that their speaking had improved. Among the other 50% of students, one of them added that while our exercises do help a lot, it was difficult to declare that their speaking had improved after a two hour class, and that in order to actually improve they would have to do them every day. This idea indicates that while our material is beneficial improving a skill is a larger continuous process. On this subject, it is useful to remember that our objectives are not improving their speaking skill, but fostering it. This means that we have created activities intended to support the development of the speaking skill, and we do not claim that our material will automatically improve their skill. Thus, our material is a small part of a larger learning process. It simply presents the opportunity for students to speak, and to have their mistakes corrected. Therefore, this student saying that the material is beneficial does support the claim that the material fosters the students' formal use of language. This is also supported in our grid analysis, where we saw that the material allowed for several opportunities to correct the students' mistakes in regards to their language use and their pronunciation.

h) Material's flexibility in allowing students to speak freely

In the questionnaire (annex 12), 25% of students found the material flexible, and the other 75% partly agreed. This is probably because while the material did allow them to express their own ideas and points of view, they were still controlled and structured activities. Nevertheless, the fact that they partly agreed that the material was flexible does show that at least they were able to speak freely. It is reflected in one of the answers in the survey (annex 13): when the student was asked why he or she liked the activities, the answer was that it allowed them to express their thoughts and feelings.

i) Material's capacity to make the students comfortable

As in the survey (annex10) from the first intervention, during this second intervention some students stated that they felt more comfortable to speak (annex 13). Similar to the material done in the first intervention, students that are shy felt were students also said that they felt comfortable to speak.

j) Material's capacity to expand the students' vocabulary

In the speaking assessment grid (annex 11) we could see how the material may have had a positive impact in their vocabulary. We can see instances where the material gave students the opportunity to learn and use words they do not normally use, and to correct some mistakes that they had when using certain words. Additionally, we add that there was a specific activity created around words related to the topic and the movie.

k) Material's capacity to foster students' speaking skill.

The material seems to have had a good impact in the students' speaking. In the questionnaire (annex 12), 85% of students stated that the material had helped them develop their language skills. In the survey (annex 13), a student claimed to have felt less scared to speak. As in the first intervention, the material gave students the opportunity to use their speaking skill in a communicative way, this gave students the chance to make mistakes and correct themselves.

7.3. Trainspotting: Result analysis

This third and last intervention took place on October 2nd 2014. The students watched the movie on their own, and thus we did not use any pre-watching activities, only the activities in our didactic material DVD. Here are the results of that session, which had nine students in attendance. First, we

present our analysis of the grids, in which we assess the students' speaking in three different stages of the lesson, and relate those results with our theory and material. Then, we take the aspects of assessment we established and assess our material based on all three methods of data collection.

7.3.1. Students' speaking assessment grid

The first activity we carried out was a role play. For this activity we had two groups of 4 and 5 students. Unlike the two role plays from the previous sessions, we gave the groups two situations from the movie for them to act out. The first situation was: "Renton is at his apartment in London trying to live a normal life away from his friends. One day, his friends they knock on his door. They want to stay and he tries to get them out because they're annoying." The second one was: "Renton is in the bar with Spud, Sick Boy and Franco. They have the bag with the money and are celebrating. Sick Boy goes to the bathroom and Franco goes to get more drinks. Renton tries to convince Spud to take the bag with the money." We gave students 10 minutes to prepare, which gave them enough time to come up with a coherent role play. However, even though they had time to prepare, the role play was still a spontaneous activity which allowed students to use informal language. What follows is the thorough analysis of this activity.

The middle part of the lesson was a questions and answers session. For this activity we gave students approximately 10 minutes to discuss in groups and 5 to 8 minutes to report back to the teacher. The questions they had to answer were the following: Why do the characters in the movie use drugs?, Why do people in general use drugs?, What is an addiction?, What kinds of addiction can be seen in the movie?, and Why are drugs a taboo? In this activity, students seemed very interesting and engaged in the topic. We got the chance to listen to them answering the questions in the groups, and we saw that they were talking about personal experiences to answers the questions, which made the activity more interesting for the groups.

The last activity to be taken into account for this analysis was a debate. Students had to divide the class in two big groups. One group argued that it was okay to use drugs and the other group argued that it was unacceptable. For this activity we gave students about 10 minutes per group to discuss their arguments and organize their ideas. This activity was strategically chosen to be done near the end of the lesson, so students could have a clear idea of the topic. They were given ten minutes to prepare before they had to debate with the other group.

After this detailed analysis (see annex 14) we came up with some general conclusions from what we observed through this last lesson. In regards to fluency, we observed that at the beginning other than one or two minimal mistakes, students had no mistakes. We noticed that in the role play and the

questions students' discourse was more fluent and spontaneous than the previous lessons. They made and had just about the right amount of pauses and disfluencies expected during communication. During the last activity, the debate, we saw that students' fluency decreased a little bit because they had more disfluencies than in the first two activities, however they managed to overcome those difficulties and communicate their ideas. Perhaps one of the reasons why students had more difficulties in the debate is due to the complexity of their arguments. They had to come up with meaningful and clear arguments to support their ideas and therefore they paused more frequently. However, we see this as an opportunity to foster their speaking in a type of activity they need to work on.

In content we observed that students had coherent and logical conversation as well as relevant and coherent ideas. In the three stages of the lesson students were able to connect their ideas and support them properly. The first activity allowed students to produce natural output, because in the role play they didn't have to elaborate much and therefore they were able to talk and improvise what they wanted say. Even when doing the role play we found that the students had relevant things to say and they were able to follow the dialogue correctly. Then during the questions we noticed that sometimes students said simple sentences but they were meaningful and clear. Lastly during the debate students in general, the debate showed students had meaningful conversations. However we did notice that some students had a hard time connecting their ideas.

In terms of pronunciation, throughout the session we were able to observe that students had good pronunciation all the way through. We didn't spot any major mistakes that broke down the communication. Instead they were minimal mistakes that the teacher was able to correct and the students were able to learn the correct pronunciation of a certain word.

As for vocabulary, the material gave the students the opportunity to go beyond their daily vocabulary and perhaps explore and guess different words to communicate. We discerned that students were able to use words they don't frequently use like for instance "harvest" and "joints". We can say that students use the activity to practice the use of words they do not normally use. Moreover, we noticed that throughout the whole lesson students used suitable vocabulary for the given context, and all their expressions were appropriate. All in all, regarding vocabulary, students didn't have any mistakes and the material helped them to explore and use new vocabulary.

In regards to language use, we spotted a few mistakes in each activity. In most of the cases they were basic grammar mistakes, such as "how much" instead of "how many, or "they will said" instead of "they will say". Most of these mistakes shouldn't be happening because they are topics

that students have seen in their first English levels. However, despite their grammatical mistakes their communication was still effective and intelligible, and so those mistakes were able to be corrected. We also noticed that some students were able to correct themselves when they made a grammar mistake. All in all, despite the few mistakes, student's discourse remained perfectly understandable.

Lastly, in terms of communication efficiency we spotted a few breakdowns in the communication. Some of these breakdowns were due to a few fluency and content problems. Because some students had many unnatural pauses, sometimes they would lose track of their idea and they would repeat themselves or start a new idea without terminating their previous idea. Overall, we believe that in this last session students were more capable of communicating effectively without much breakdowns. Moreover, from the previous lessons we noticed that they were communicating more clearly and effectively.

7.3.2. Material assessment by individual aspect

a. Material appeal

In the questionnaire, 89% of students said that they found the material attractive, and the other 11% said that they found it partly attractive. Moreover, 55% of students said that the material was motivating and engaging, and the other 45% said that it was partly motivating and engaging. Therefore, we can say that students mostly enjoyed the material, and even the ones that did not fully enjoy it found it at least partly appealing. Also, in the survey, 100% declared they had found the material interesting. Among the answers they gave in the survey, students said that they liked the material because it is related to a reality that they have to face every day, and they have to know about it, because they are exposed to drugs. They also said that it had dynamic activities, they all participated, and one of them stated that it had improved their communicative skills.

Moving on to the audiovisual presentation of the material, all of the students liked it, and they said that it was very organized, creative, funny, that it was an innovative way to carry out a class and that it showed the topics in a different way. However, differently from the other two movies, not all of the students liked the movie. 55% of the students liked the movie and the other 45% did not like the movie. The students that liked the movie said that it was interesting but weird; that it was not something that they usually watch, but that it was interesting; that it was a weird movie that allowed them to see a real life problem and made them conscious about it. Students that did not like the

movie said that they found some scenes disgusting, and that they did not like old films. Taking these aspects into account we can say that even though not all of them liked the movie, students liked the material, because it is different from what they are used to do, it is organized and creative. There were similar reactions in the first two sessions. We can see that our material maintains a consistency on appealing and engaging students, also on entertaining and interesting most of them with the movies and the topic.

b. Material's cultural relevance

The questionnaire showed that 67% of students found the material culturally acceptable, while 33% found it partly acceptable. 100% of students said that the material contained enough authentic material so that students could see that it is relevant to their everyday life. 78% of students said that they found the contents of the material contextualized to the realities of the students and the target culture, and the other 22% partly agree with that statement. In the survey, they declared that the material shows a reality from their culture, that the movie showed reality in a different way. Also, as we can see in the grid assessment, the material allowed students to talk about the topic and discuss about personal experiences, in a way that made them aware on how the topic related to their culture.

c. Material's difficulty

In the questionnaire, 67% of students found that the material was about the right level of difficulty, meanwhile, the other 33% said that it partly had the right level of difficulty. In the surveys all of the students said that the activities were adequate for their English level. They stated that the activities demanded that students used the language and new vocabulary which, according to them, helped them improve their skills. Also, it encouraged them to use their knowledge to discuss the topics and give arguments about the topics we treated. In the speaking grid we could see that students knew about the topic and they had different ideas, and that in many occasions they used the material to overcome their own difficulties and express what they wanted to say. We can say that the material challenged students to go beyond with their ideas by making them give arguments and more complete ideas.

d. Material's organization

In the questionnaire, all of the students said that the activities were well organized. Moreover, 89% of students said that the material was the right length, and the other 11% said that they partly agreed. As for the clarity of instructions, 89% of students said that the material had clear instructions and the other 11% said that it partly had clear instructions. Students said that they liked the way activities were presented because, as in the other interventions, it was creative and

innovative, they were interesting and funny, they were organized and had transitions. In this opportunity, one student said that they liked the host of the video, unlike the first intervention where a student said that they did not liked the host of the video because it was hard to understand him. Throughout the first two sessions we were able to identify the main problems in materials organization and modify them so that, at the end the material was very well organized and comprehensible.

e. Material's relevance in the pedagogical context

In concern to whether the material fits the context, 78% of the students stated that the course's physical characteristic were appropriate, meanwhile the other 22% said that the physical characteristic were partly appropriate. As for the syllabus, all of the students affirmed that the material followed the syllabus in a creative manner. In addition, 67% of students said that the material contained enough authentic materials to use the language independently, the other 33% said that it partly contained enough authentic materials. We can see that none of the students said that the material is not related to their context. However, some students said that it partly did, but it was not the majority of them. So we can say that for most of the students the material appropriate for their pedagogical context.

f. Material's capacity to elicit meaningful oral output

On the questionnaire, 67% of students said that the material contained enough communicative activities that enabled them to use the language independently, the other 33% said that it partly did. In the survey, students said that the material allowed them to develop arguments, learn new things and use them in the language, that they were able to practice their speaking and they tried to improve it, they also said that the material was challenging. Moreover, all of the students liked the activities because it made them use the language, they involved everybody in the class, so everyone was able to practice their speaking. Also, as we can see from our grid, the material did in fact allow students to have meaningful communication.

g. Material's capacity to foster the students' formal use of language

On this topic, 67% of students said that the material allowed for a focus on form as well as function, the other 33% said that it partly did. On the other hand, 78% of students said that their speaking had improved because they felt they had more fluency, they learned new expressions, they had the opportunity to practice it a lot. Thus, we can say that perception was generally positive. In regards to our assessment of their speaking, we saw that our material gave opportunities to correct the students' mistakes in language use, pronunciation and vocabulary, either by the teacher or by self-

correction. Therefore, the material does have the capacity to foster the students' formal use of language.

h. Material's flexibility in allowing students to speak freely

67% of students said that the material was flexible, with 22% partly agreeing. The remaining 11% (one student) said that it was not flexible. Therefore, while not everyone believed the material was flexible, most of them did, and an overwhelming majority found it at least partially flexible. The material is flexible as it allowed students to participate freely on a topic that they are familiar with and the teacher generated new questions related to what students said. Also they were able to give their opinions and discuss their personal experiences. This could be seen in the last activity where they created a story based on an experience that a student had had.

i. Material's capacity to make the students comfortable

When asked which activities they did not like, 22% of students stated that they do not like acting activities; however, when asked which one they preferred, 33% declared that they had enjoyed the last acting activity. When asked if their speaking had improved, one student declared to have felt more relaxed when speaking in front of the class. One of them said that despite not liking acting, the last acting activity had been enjoyable. Therefore, while not everyone can feel fully comfortable with the acting activities, many of them did feel comfortable with the material.

j. Material's capacity to foster the students' vocabulary

In the survey, one of the students said that she learned a new expression. The teacher also helped students with some words that they did not know how to say in English. On the role play, students were able to use informal language, and on the debate they were able to use more formal language. Thus, it gave them the opportunity to practice and correct their vocabulary.

k. Material's capacity to foster students' speaking skill.

In all the instruments, the material seems to have had a good impact in the students' speaking. In the questionnaire, 78% of students stated that the material had helped them develop their language skills. The same number of students stated in the survey that their speaking had improved. Among their reasons, they stated that they had to learn new things, use language, and that it gave them a chance to be challenged. In our assessment, as we did in the previous sessions, we saw that the material had the students using their speaking skill to communicate, and in doing so gave them the opportunity to

be corrected in their mistakes and practice their speaking skill. Taking into account the general satisfaction the students felt with the material, and that it had them practicing and correcting their language, we can say that the material does foster the student's speaking skill.

8. CONCLUSIONS

In this section, having completed the research and the material development process, we will go back to our objectives to compare them to the results we obtained, to determine if and how these objectives were achieved. We draw general conclusions regarding our entire project.

We will begin with the first specific objective which was identifying the appropriate communicative activities that foster students' speaking skill. This takes us back to our methodological framework, where we decided on the communicative approach and created the activities that we would use with the students of Low Advanced (6.4.4). Among these communicative activities, we included roleplays, questions and answers, discussions, dialogues and debate. All of the activities that we chose are part of the communicative approach.

In order to see if these activities were, in fact, appropriate, we can use the results of our material's evaluation. We tested our material during a total of five classes in the Low Advanced class. For the first four, we would take one class to show a movie and then the next one to apply our material. For the last class, the students were to watch the movie in their homes. Each one of the interventions allowed for students to speak and engage in spoken communication through different activities. When they were doing roleplays, they had to be spontaneous; if they were doing debates, they had to give arguments; if they were simply answering questions about the film, they had to connect their ideas to specific scenes. In all of the activities students had to practice their speaking skill.

We used these interventions to assess our materials. This analysis can be found in the previous chapter. In our surveys and questionnaires, we found out that students mostly liked the activities in the three interventions, they found that they were interesting, they were challenging, they were able to express themselves about a certain topic, they are different to what they are used to do, they were varied they had the opportunity to interact with other classmates, and, more importantly, they had the opportunity to practice their speaking skill. Furthermore, in our assessment of the students' speaking throughout these sessions, we saw that the activities gave them opportunities to practice their speaking skill, use new vocabulary, and correct their mistakes. Therefore, we were able to see that the activities we did were appropriate to foster the students' speaking skill.

The second specific objective was intended to establish the benefits of using film as a language learning material to foster the students' speaking skill. As we stated in our theoretical framework, film can be a valuable tool in the language teaching classroom, as a motivator, authentic material,

promoter of critical thinking, new field in education, and language teaching tool. Our research helped us establish how film can be applied specifically to foster the students' speaking skill. On this topic, we found several benefits.

First, we could see that by using films as an object of discussion, the students were able to have meaningful conversations related to various relevant topics, like drug addiction, urban cultures values, cultural identity and stereotypes. We can see this, for example, in one opinion that was stated by students in all three of our assessments: that film showed a reality, or that it brought students closer to it. This means that through the use of film, students were able to reflect on topics that are relevant in today's society. And this can be confirmed in our assessment of the students' speaking throughout each of the lessons, where they related the film to the topic of discussion and used it to support their ideas.

Second, we could confirm what we had established in our theoretical framework (5.6.2): film can be a good motivator. Students mostly declared that they had been engaged and motivated by the material, some saying that the reason for that was that they expanded their cultural knowledge and that it treated polemic topics. We can say that these aspects come from having used an authentic material like film to treat and elicit reflection and conversation around those topics. Also, most of the time, students declared to have enjoyed the movie.

Third, we were able to see that when films are used in an appropriate way as basis for communicative activities, they can help foster the students' formal use of language. By using films, we were able to give students something to talk about, as well as the desire to speak about the topics, characters and actions seen in the movie. This, in turn, gave students the opportunity to overcome their language difficulties and be corrected in their formal use of the English language. This is connected to our fourth benefit, which is that, if used well, film is capable of fostering the students' vocabulary. Just as with the formal aspects of language, using films to give the students the desire to speak presents opportunities to work on their vocabulary. Furthermore, by having them watch movies that include slang or words that they do not normally use, and also taking advantages of those films by having activities that encourage them to use those words, the use of films can give students the opportunity to work on their vocabulary.

The third specific objective was intended to develop learning activities that use film to foster the speaking skill in a communicative way. The process in which we carried this out can be seen in our

methodological framework. As we said above, we established the possible communicative activities to be used in our material, among which we included roleplays, questions and answers, discussions, dialogues and debate.

We also established the most appropriate ways to sequence those activities into a coherent lesson plan. As can be found in our methodological framework, (6.4.4) we combined several approaches to sequencing. For example, the psycholinguistic processing approach, in which the sequencing is done according to the cognitive and performance demands made upon the learner, going from the simpler to the more complex, on our case, it going from simple to more complex activities. It is divided into three stages, which are: processing, productive, and interactive. Processing refers to reading or listening for a text. On this stage there is no response from the students, except perhaps for a non-verbal but physical response, as well as a verbal but non-physical response. Next, productive means listening to a cue utterance and repeating, completing a substitution or giving a meaningful response. Lastly, interactive is a simulation, a discussion or solving a problem. During this stage we had students do a role play, give their opinions, and debate. While this was not the exact way in which we sequenced our activities, we did try to keep in mind the idea of progressing from easier to more complex activities, while combining it with the second sequencing of activities that we followed, which was task continuity. This refers to the chaining of activities together in a sequence, so that the successful completion of a prior activity is necessary for the next activity. Thus, we did not only chain activities by their complexity, but also by logic of themes and pathways.

Once we had determined these elements, we created the three lesson plans that we used in our material (6.4.4). Afterwards, we determined to have our material be audiovisual (6.4.5), and therefore made a video in which a host explains the activities and delivers the instructions. Once it was finished, our material works like this: first, the students watch a movie; then, our video-material is played and the students listen to the host explain the activity, show whatever they need, and deliver the instructions. Then, they can execute those activities, which are communicative speaking activities. This was the way we accomplished our objective: develop communicative activities to foster the students' speaking skills.

The fourth, and last, specific objective was intended to determine the effectiveness of the activities based on film to foster the speaking skill. The proof of this is in the three assessments of our interventions in the Low Advanced class. In all of them we saw that students were mostly motivated

and engaged, that the material and its activities were culturally relevant and therefore allowed the students to have meaningful communication in relation to the topics of the syllabus, that the activities managed to elicit meaningful output from students and gave them some flexibility in their output, that there were opportunities to foster the students' formal use of language, as well as their vocabulary, and that, for the most part, the material had made students feel comfortable. All of these aspects together show that the material and its activities were effective in their aim to foster the students' speaking skill.

Finally, we can conclude that we accomplished our general objective which was to determine how a material based on film can foster students speaking skills in a communicative way, in the context of the Low Advanced English class in the Javeriana University. Having tested our material in the classroom, we saw that during our interventions, students were able to autocorrect and have their mistakes corrected, they were motivated, they had the opportunity to practice vocabulary that they do not normally use, and they were able to have meaningful conversations about controversial subjects related to the syllabus. These were all ways in which the material was able to foster the students' speaking skill. And while there were issues, moments where the students would be confused on what they wanted to say, the material was mostly successful. This is also the answer to our original research question: "How can a language learning material based on film foster students' speaking skills in a communicative way, in the context of the Low Advanced English class in the Javeriana University?"

9. FURTHER RESEARCH

We have thus completed our research project. On this section, we propose new possible topics of research to be explored in the future. Based on our data and our experience, we would now like to suggest further research topics to be considered in the future. First, taking into account that we have recognized the benefits of using film in the language classroom by successfully developing it into a material foster the students' speaking skill, it would be relevant to develop similar projects to use film as basis for materials that focus on other skills. As we showed in our state of the art (2.), there has already been local and international research about the use of film to develop different language components, including culture, academic language and listening comprehension. Future materials development projects could keep this in mind to create materials that use film to positively affect specific language components, such as vocabulary, pronunciation, as well as the listening and writing skills.

Further research could also investigate the different ways to use film in the language classroom according to the level. Our project took place in Low Advanced, the last English level of the major, and that determined the way in which we used film. In our state of the art, we saw some projects that focused on advanced classes and others that focused on beginners, and because of that they had to use film in different ways (Ghyslaine, 2012; Zoreda, 2005). Therefore, we can see that film can have different uses and that there are better ways to implement it depending on the level. It would be useful to determine how films are better used according to the students' English level.

Another possible research topic could inquire about the way in which different speaking topics affect the students' speaking output. In our research, we had the students speak around three different topics from the low advanced syllabus, and were able to elicit meaningful communication. It could be interesting to research which topics cause the students to speak more, and whether the speaking topic can have an impact in the quality of their speaking.

As mentioned in our analysis of results, we noticed that there were times where students used their body language to help themselves be understood. While it was not an aspect we focused on, future research could delve deeper into the way students use their body language and non linguistic language in order to help their communication and overcome possible shortcomings, as well as methods to help students develop an appropriate body language.

Finally, one last aspect to keep in mind for future research is that speaking can be affected by other variables, such as the students' mood, their relationship with their classmates, the physical appeal of the classroom, among others. While these variables were not a priority in our research, future research could focus on defining these variables and the best ways to deal with them.

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11. ANNEX

Annex 1

Needs of analysis survey
Encuesta análisis necesidades

Sexo: M__ F__

Edad: _____

¿Hace doble programa? _____ Si contestó sí, ¿con qué carrera? _____

¿Cuáles son sus hobbies? _____

A continuación presentamos una serie de afirmaciones. Por favor, marque con una X si está totalmente de acuerdo, de acuerdo, en desacuerdo, o totalmente en desacuerdo.

¿Cómo le gusta aprender en clase?

1. En clase, le gusta aprender individualmente

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

2. En clase, le gusta aprender en parejas

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

3. En clase, le gusta aprender en grupos pequeños

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

4. En clase, le gusta aprender en un solo grupo grande

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

Actividades fuera de clase

5. Cuánto tiempo tiene para dedicarle al idioma por fuera de clase
_____ horas al día o _____ horas a la semana

6. Le gusta pasar este tiempo preparándose para la siguiente clase.

- Totalmente De acuerdo
- De acuerdo

- En Desacuerdo
- Totalmente en Desacuerdo

7. Le gusta pasar este tiempo revisando lo realizado en clase

- Totalmente De acuerdo
- acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

8. Le gusta pasar este tiempo haciendo algún tipo de actividad o hobby distinto de la clase pero que le permite practicar el idioma

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

Estrategias de aprendizaje

9. A usted le gusta aprender de memoria

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

10. A usted le gusta aprender resolviendo problemas

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

11. A usted le gusta aprender obteniendo información por su cuenta

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

12. A usted le gusta aprender mediante la escucha

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

13. A usted le gusta aprender mediante la lectura

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

14. A usted le gusta aprender copiando del tablero
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
15. A usted le gusta aprender escuchando y tomando notas
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
16. A usted le gusta aprender leyendo y tomando notas
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
17. A usted le gusta aprender usando la televisión
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
18. A usted le gusta aprender mediante el cine
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
19. A usted le gusta aprender mediante la radio
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo

Preferencias de actividades académicas

20. A usted le gusta escribir trabajos de investigación
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
21. A usted le gusta escribir ficción, poesía o drama
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo

22. A usted le gusta escribir ensayos
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
23. A usted le gusta hacer trabajos en grupo
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
24. A usted le gusta hacer ejercicios de listening con canciones.
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
25. A usted le gusta hacer ejercicios de listening con películas o televisión
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
26. A usted le gusta hacer ejercicios de listening con diálogos de su libro de inglés
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
27. A usted le gusta hacer ejercicios de listening con grabaciones auténticas de entrevistas o debates
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
28. A usted le gusta hacer ejercicios de speaking haciendo exposiciones orales
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
29. A usted le gusta hacer ejercicios de speaking realizando debates
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
30. A usted le gusta hacer ejercicios de speaking haciendo role play
- Totalmente De acuerdo

- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

31. A usted le gusta leer literatura

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

32. A usted le gusta leer artículos de periódico

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

Satisfacción con el curso

33. Usted disfruta el curso de inglés avanzado bajo.

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

34. ¿Qué espera usted del curso de Inglés Avanzado Bajo? ¿Qué le gustaría encontrar en el curso de Inglés Avanzado Bajo?

35. Cree que el curso de Inglés Avanzado Bajo cumple con sus expectativas

- Totalmente De acuerdo
- De acuerdo
- En Desacuerdo
- Totalmente en Desacuerdo

36. Qué dificultad ha encontrado en el curso de Inglés Avanzado Bajo

Sobre el libro que se utiliza en clase

37. A usted le gusta el libro de texto que se utiliza en inglés avanzado bajo

- Totalmente De acuerdo
- De acuerdo

- En Desacuerdo
 - Totalmente en Desacuerdo
38. Usted cree que ese libro de texto le da posibilidad para trabajar por fuera de clase
- Sí
 - No
39. Los contenidos del libro de texto le interesan
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
40. Le parece que el libro de texto tiene el nivel de dificultad apropiado
- Totalmente De acuerdo
 - De acuerdo
 - En Desacuerdo
 - Totalmente en Desacuerdo
41. Cree que el libro de texto contiene suficiente lenguaje auténtico
- Sí
 - No

Habilidades que se trabajan en clase

42. Cree usted que en la clase de inglés avanzado bajo se da suficiente atención a las cuatro habilidades (Escucha, habla, escritura, lectura)
- Sí
 - No
43. Si no, ¿cual habilidad cree que se debería estudiar más de lo que se estudia ahora?
- _____
44. Qué habilidad o componente del idioma cree que usted necesita reforzar
- _____
45. ¿Hay alguna actividad que se haya realizado en inglés avanzado bajo que no le parezca útil?
¿Cuál? _____

Sobre su preferencia de material

46. ¿Que tipo de material le gustaría encontrar en el curso de avanzado? (puede escoger más de una respuesta)
- Materiales impresos (como libros de texto)
 - Materiales audiovisuales (como películas)
 - Materiales auditivos (como un listening)
 - Materiales electrónicos (
 - Materiales visuales (flashcards, imágenes)

47. ¿A usted le gustaría un material que utilice el cine?

- Sí
- No

48. Considera usted que el cine como material mejoraría su clase de Inglés?

- Sí
- No

49. ¿Con qué frecuencia va a cine?

50. De los siguientes temas ordene de menor a mayor (1 a 7) los temas que usted considera se deberían tratar en Inglés Avanzado bajo. (1 siendo el que no cree que se debería tratar, 7 el que más cree que se debería tratar)

Política ____
Religión ____
Economía ____
Artes ____
Historia ____
Cultura ____
Sociedad ____

Annex 2

Tabulation of the survey of analysis of results

Pregunta	Totalmente de acuerdo	De acuerdo	En desacuerdo	Totalmente en desacuerdo
1	6	21	14	5
2	8	34	3	1
3	7	28	11	0
4	1	7	29	9
6	1	12	30	2
7	1	16	27	2
8	29	17	0	0
9	2	19	21	4
10	6	31	9	0
11	14	27	4	0

12	19	25	1	0
13	14	25	6	1
14	3	21	19	3
15	8	33	5	
16	9	28	8	
17	15	22	8	1
18	24	17	5	
19	9	18	17	1
21	2	18	23	3
22	11	13	17	5
23	3	21	19	3
24	4	21	17	3
25	23	20	2	1
26	9	28	9	
27	4	21	15	6
29	5	19	15	6
30	4	24	17	1

Pregunta	Sí	No
28	18	28
31	36	10
32	39	7

Pregunta	Horas al día	Horas a la semana
5	2	

	4	20
		36
	3	
	1	
	3 o 2	
		3
		3
	4	
	1	5
	2	
	2	10
	2	
	1	
	3	15
		5
	5	20
	2	
	2	
	5	15
	1 o 2	5
	2	12
	2	
	3	15
	4	15
	2	
		4

	3	12
	1	
	1	5
	2	
		6
		3
		4
		6
		3
	3	10
	2	10
		4
	2	
	3	
	3	20
	1 o 2	
	2	16
		6
	3	

33 Listening Writing Speaking Reading				
	2	4	8	1

Pregunta		Número de estudiantes
20	Cada mes	
	Dos veces al mes	9
	Una o dos veces al mes	1
	Una vez al mes	13
	2-3 veces al mes	2
	2 veces por semestre	1
	Casi nunca	4
	Cada semana	8
	Películas en la casa	3
	Dos veces al año	1
	Cada tres semanas	1

35	Política	Religión	Economía	Artes	Historia	Cultura	Sociedad
	2	3	2	4	5	6	4
	2	2	5	7	6	7	6
	3	1	2	6	5	6	4
	4	2	2	4	5	7	4
	7	2	6	3	5	7	6
	2	3	1	4	3	2	6
	2	4	2	2	5	5	6
	7	1	2	4	5	7	3
	1	5	6	5	3	4	7
	2	5	7	7	7	1	6
	6	1	2	4	6	6	7
	4	1	4	5	2	7	7

	6	4	2	1	5	5	6
	6	3	3	3	2	7	7
	2	6	4	5	3	2	4
	6	1	2	1	5	6	7
	1	3	6	7	6	4	6
	5	1	2	7	3	7	4
	1	1	1	2	5	7	4
	2	1	2	6	3	7	4
	3	1	2	3	4	7	4
	5	4	3	2	4	5	7
	5	1	2	1	3	7	6
	7	1	1	2	5	4	6
	1	1	3	4	7	6	5
	3	1	4	4	5	7	6
	5	4	5	7	3	6	5
	3	1	2	1	6	6	7
	4	1	1	7	4	6	5
	2	1	6	3	7	1	2
	5	7	5	5	3	7	6
	4	4	5	2	4	7	4
	5	3	5	2	7	3	4
	3	1	3	5	4	7	6
	1	3	2	6	3	7	5
	6	3	7	6	1	7	7
	1	6	1	2	3	7	6
	3	1	4	2	3	1	4
	7	3	7	5	5	4	3

	5	1	2	5	4	7	6
	2	6	3	3	4	4	5
	3	1	3	2	4	7	6
	3	5	3	2	5	7	6
	2	1	1	4	7	5	6
	3	1	1	3	7	7	6
	162	112	144	175	201	252	241

Annex 3

Interview to the teachers

- 1) What are the course's goals?
- 2) What are your students' weaknesses?
- 3) What are your students' strengths?
- 4) What type of activities do you develop in and out of the classroom?
- 5) What type of materials do you use in the class?
- 6) What type of learning strategies do you promote in class?
- 7) What topics do you use in class
- 8) What abilities do you promote in class?
- 9) What's expected from this English level?
- 10) Do you think films are important for language learning?
- 11) Do you think our proposal is viable?
- 12) Are you interested in participating in our investigation?
- 13) Do you think it's irrelevant to incorporate films in the course?
- 14) Until what point do you think film can be used as a tool for learning English?
- 15) How would you incorporate films in the course?
- 16) What methodology would you use to implement films in the class?
- 17) What film genre, according to the students' language level, would you recommend?

Teacher: Ignacio Alfonso Morris

What are the courses goals?

Well, the most logical one, or the one that everyone would think it is, is simply to make students able to communicate better, to be effective communicators. But an extra goal that I'm trying to keep in mind always is to make the class attractive, interesting for them, by making them feel that English is something they can have fun with and they can use to broaden up their culture.

What are your student's weaknesses?

Weaknesses, well, for an important number of them, I would say, is their not believing that they are able to communicate their ideas. You can see manifestations like shyness; they sometimes feel awkward when they try to speak and to explain themselves. So one of the weaknesses is that, and that is also the product of not having had enough opportunities to put into practice everything they've been learning, that's one of the main ones and also I would mention in second place, inaccuracy. I'm talking about grammatical precision. They still make mistakes, they're aware of that, and they feel that they make mistakes, which in term makes them feel even shyer, and less likely to speak in class.

What are your student's strengths?

Well, they're young people, all of them. And I think that's a tremendous virtue. I mean, because they're open minded most of the times, very open minded. They're willing to learn. And if you know how to, they always collaborate and they accept and they are ready to do what they are told to.

What type of activities do you develop in and out of your classroom?

In class, a lot of speaking. That's what I enjoy the most. And if I enjoy something I'm sure I can reflect that in everything I do in class. I make the class lively. I want my students to feel they have important things to say in class. So there is a lot of conversation going on in class. There is a lot of vocabulary, because definitely, vocabulary is like bricks with which you can build up a wall. This is the language, the speech that they are constructing. There is a lot of thinking, and a lot of prose analysis, because I definitely think that English shouldn't be taught as something that's artificial or out of this world, but rather, English should be shown to them as something that is practical and close to their own lives.

What type of materials do you use in the class?

It depends on the course I'm teaching. This advanced class for instance, this semester we're using a lot, a lot of links. A lot of internet, websites and blogs, articles, videos, a lot of audiovisual material. Sometimes readings taken from academic texts. Sometimes, like this week in particular, we are developing some documents, we have been working around the concept of vanity and culture,

stereotypes and cultural identity, and as you can imagine there is not an English textbook that focuses on that, so we have to bring materials from a variety of sources.

What type of learning strategies do you promote in class?

Well, reading and critical reading. They have to make a lot of inferences. I promote reading between the lines, I promote conscientious reading, reading with a purpose. I also promote active participation in class. I also promote outside, out of class studying, so I practically on a daily basis recommend that they check for extra information. I give them a little task, day by day. For instance the task for them, the one they went out with was simply to explore how vanity or stereotypes of beauty are promoted in social networks like Instagram, Facebook and the like. I asked them to watch and see what commercials promote as the ideal stereotype of beauty for their own culture.

What topics do you use in class?

The ones that they are interested in and the ones that I can connect, in a logical way, not awkwardly but in a logical way, to the ones we have been practicing. This semester, the contents of the course, everything we do in class, is aimed at culture. So we've been talking about culture every single day. We have to pronounce that word at least ten times in each class. So everything we do is linked to culture. One day is, for instance, ethnic groups and their culture. Sometimes it's language and culture. Recently we spoke a lot about jargon, slang, dialect, sociolect, and those kinds of things. Everything this semester is linked to culture.

What abilities do you promote in class?

The ability to communicate effectively, especially with complete ideas. Something I found in my practice at the university is that very many students still speak with fragments, at this level! They shouldn't be doing that. I mean, they have studied for more than four years, supposing that they have studied English all throughout the university program, so they should be able to speak with complete sentences, longer utterances, long stretches of language. So that's something I'm trying to promote, that they communicate complete ideas with complete structures. No more fragments. Something I don't feel very happy with is the sensation of being in front of school children. School children who think that it's only the teacher who's got the last word for everything. No. I propose topics, I propose ideas, and I always expect a very active participation from each and every one of the members of the class.

What's expected from this English level?

What is expected. Well, I am tempted to use the word unfortunately, and let me explain why. Because unfortunately, we tend to believe that students have to be assessed based on reaching or how they reach grammatical goals, for instance. Passing a quiz, getting a good grade on a written paper and the like. Unfortunately, that means we are constrained by some restrictions, some

limitations. Like yes, I would like to spend a lot more time having free conversations with them. But there comes a time when I have to evaluate their progress, and the quizzes come up, and I have to devise some sort of evaluation tool, and then students have to be identified with a number, the number is the grade that they receive. So that makes then that the classes have sometimes to be limited by time, and also by those instruments of evaluation.

Do you think films are important for language learning?

Extremely. Definitely. And all my life I've loved motion pictures. And it's so hard for me; I can't help but to remember films every time we are addressing a particular topic in class. We are speaking about this type of culture: a movie comes to my head. We are talking about the concept of beauty, I remember a song I once learned, that has something to say about beauty. So it's both music and films. And books also, magazines, I've read... you know, most of the material comes from content that I have personally and I can't help it. Film are extremely important. They are a live instrument to show students how English is used, for good or for bad, because it can serve both purposes. That's a warning that students should receive. Not everything they hear, not everything they see in a motion picture is to be taken literally. That kind of pronunciation, let's call it slang, is for them to learn, because sometimes those expressions or certain manifestations are considered inappropriate, depending on the circumstances.

Do you think our proposal is viable?

Absolutely. Go for it. I've been using films in my classes simply because I'm personally interested in film. I usually find myself recommending film to my students, film, videos, artists. So if we can incorporate those instruments as a practical exercise in classrooms, well I think both the teachers and the students can get the benefit of everything.

Are you interested in participating in our investigation?

Yes, I would. The only restriction I would have is time, because I have two jobs and I find myself short of time, almost every day. I would like, but you know, if my participation and collaboration can be like this, you know, giving you my insights, my opinion, my views, probably some recommendations. If you ask me to write a paper... I don't know if I'm going to be able to do it.

Do you think it's relevant to incorporate films in the course?

Yes, I do that all the time. Formally or informally, but I do that all the time.

Until what point do you think film can be used as a tool for learning English?

Something I like a lot about the ideas of using films is that you can exploit films in so many different ways. You can use films to teach language, just vocabulary, you can use a film to teach something about history. Let's talk for instance about slavery in North America, about historical battles in the world. Remember Braveheart for instance, you can talk about the history of countries.

You can use films, like we do in this class like I told you before, we can use films to discuss stereotypes, to talk about culture, to talk about fashion, music, natural disasters. I mean, there is an enormous gamut of possibilities.

How would you incorporate films in the course?

Well, a basic thing that I think is necessary to keep in mind is that I cannot simply come in the classroom and drop a movie for students to see simply because I think it's an interesting movie. I must always find a justification, some sort of connection between the movie and the practical use of the movie. I mean there must be a purpose, there must be a reason for my bringing a movie to class and exposing my students to the movie. There must be a reason, always.

What methodology would you use to implement films in the class?

Depending on the goal in mind. If it's listening, I would implement some kind of activity, like a cloze paragraph or going for general ideas, or getting more specific information. If it's for instance an exercise on cultural things, then I would have the students read something before being exposed to the movie for them to compare what they have read with what they see in the movie. So there is a whole variety of possibilities depending on what the goal is.

What film genre, according to the students' language level, would you recommend?

I would consider very much films that motivate students to think. Films that they can learn something from. Films that can promote the critical thinking about social issues, like inequality, discrimination, close-mindedness and this sort of things, because I think that's what this society mostly needs: people with open minds that can be more tolerant and can make the world a better place for us to live in.

Teacher: Nicholas Duncan Robinson

What are the courses goals?

It's not just about improving ability with English but also to understand as teachers how to teach the language yeah I'm looking to raise their competency to proficient standard I would hope... but also to have a deeper understanding of where problems occur and the developmental stages of acquisition to language and how to present teaching points.

What's are you students' weaknesses?

I guess it's being in a monolingual environment in Colombia they don't have a lot of opportunity to practice as they would in an English-speaking environment. So lack of practice it could be down to lack of opportunity or maybe lack of motivation to seek an opportunity to practice.

What are your students' strengths?

They are very willing, very well motivated generally, so they enjoy attending the university (...) their attendance is pretty good for the classes their polite, and amiable, friendly.

What type of activities do you develop in and out of the classroom?

Ok that's a big question. Now, we do concentrate on the four skills, receptive skills of reading and listening, productive skills of speaking and writing and we also aim to provide grammatical knowledge to underpin what they can do. So, yeah activities to support the four areas, plus grammar. Sometimes it's fairly formal with a short reading text, I do try and provide authentic reading too, so mainly I'll use a magazine or articles. Same with listening sometimes they can be more formal from a listening that's been constructed for students but I also try and supplement that with genuine listening activities. In speaking yeah they'll get both situations where they do more control practice aiming to use target language and to improve fluency in a wider context, more natural context. In terms of grammar we need to develop that discreetly. As teachers we look to do control practice where you are focusing on producing the structure or a freer practice where you got a context where you need to use the structure.

What type of materials do you use in class?

Is the first semester where we haven't used the course book, which is excited but it's a bit dangerous. We have a structure for the course of what we have to cover, the progression, the skill levels that we want from them, but all the source material we have to provide it. So it's a lot of extra work but it's good that it's all authentic material. So I'm looking a lot of new sites and magazines articles online. For listening I'm using video clips from YouTube, it's interesting.

What type of learning strategies do you promote in class?

Ok, firstly I'm a great believer that the students will learn a lot better if they are relaxed and happy. So I will always aim to have a good rapport with them where I can work with them individually while they are in a large group trying to personalize things so I remember if they have an issue with something so I'll come back and play a game with them. You get a lot further with people when they are willing, so you try and reinforce and praise and point out when they are doing well, but there are times when you have to be a little bit diplomatic to keep people motivated. In terms of strategies we have activities that are very (...) Ok to introduce things and explore things we have some that are very focused, so strategies that is just purely practice, drills, some that are for application of skill or technique after we've taught it so there's strategies where you want to see them applying what they have learned. I also try and get them to reflect a lot and correct their own mistake along side, building some independence for them.

What topics do you use in class?

Ok, topics are usually a vehicle for vocabulary, although some things are better suited to use in terms of grammar as well. The advanced class, the topic, things that we use very much about cultural awareness, so we are focusing on different issues of how culture affects teaching and learning for them to be more aware of their own cultural position and how the students, the people that they'll interact within the future have a cultural position that they need to be aware of, so that's quite interesting.

What abilities do you promote in class?

I try and encourage them to be self-motivated and independent and self-reflective ok so ill provide opportunities in activities ... here are some web recourse to go and get more practice, go and practice speaking with the language assistance who works with us. Is there anyone in your family or group of friends who you can practice speaking English. Why don't you go and try these programs or these web resources to get listening practices or watching film or tv programs. Watch it in Spanish with English subtitles, or watch it in English with English subtitles. When we look at writing I try and get them more independent in identifying what's their type of error, can they check if they are making the same error.

What's expected from the English level?

I say to the students from the bottom line, for me, is would I confidence in them as a college? Could I see them as a fellow professional? They walk into the department to work alongside me, are their skills strong enough? Is their competence in English strong enough? Do they understand the mechanics well enough to teach it? Now that's asking a lot. They are not really a proficiency level, and I worry about that. You are ready to become a professional teaching this language when you still have some distance to go yourself.

Do you think films are important for language learning?

I'm going to answer that in three ways and I can say: yes they, not they are not, yes they can be. So it does sort of depend. I'm afraid they can be a huge distraction. A film, you know narrative movie and its entirety its about an hour and half or more and in a class you can't watch it in one chunk, in one piece, that's not practical, you haven't got time to discuss it and learn from it, that's unhelpful. You just sit and say we are going to watch this movie it's going to take 90 minutes or more, there's no point in me being there, they can do that for themselves. So there are some times, also I mean I need to point out to the students that film are scripted, they are not natural speech, they're artificial, the film are not real life, ok. And the actors that you see are not natural speakers. Also visually there's a lot of distraction in film and if you want them to focus on listening to the language, so much visual distraction going on, so much extra auditory information like sound effects, and music

in film, then that's actually unhelpful sometimes. Ok. So we play with this sometimes, Say ok lets watch a video clip, now lets turn the picture off and listen to the audio of that video clip ... Ok how much less can you follow it without that additional information. Now, turn that around, it could be extremely helpful, to helping listening comprehension, to have additional clues to understanding, visual action going on, body language, facial expression in film that you loose from just an audio. Clips I think are a lot more useful, Because of the time it takes to study them so we do use video clips a lot and they can be from a narrative movie, they can be from a more authentic source or pure documentary.

Do you think our proposal viable?

Yeah I've work with that before where we use film as a unit of study, and if you choose very carefully, select very carefully, they can be very useful, yes indeed. And if you provide them along with some suggestions of activities and support material as a rational why you chose them, then yea for sure. My biggest worry is the length of time that a full movie takes and you would have to watch it in episode, in sections.

Do you think it's irrelevant to incorporate films in the course?

Yeah, I'm afraid it can be, it's quite possible to study without them. I know some younger people have this visual literacy first and literacy has taken a big back seat. People don't like to read as much as they used to. So yeah we'd be letting them down if we don't let them use the skills that they have develop, so yeah we should use visual literacy. Now whether that makes film as a 90 minutes cinema experience, I don't think we can. As clips and using visual literacy

Until what extent do you think films can be used as a tool for learning English?

People have develop this style this courage to taking information from tv and films and we all talk about the Youtube generation and using Skype of clips on Facebook and it's a way that people expect to receive a message and its much more accessible than the written text so.

How would you incorporate films in the course?

In this course I can give a few examples and I'd like to talk about a course that I devised that... In the advances course where I'm proving all the material I'm using more video clips and because its about cultural awareness I'm looking for things where people are speaking with different varieties of English and in different cultural contexts so that's really quite valuable. I do want to mention that when I was working in colegio in Bogotá before I came here I took on 9th and 10th grade classes and I was given a course book which was unusable I cause it didn't match their level at all so I had to devise the course complete for them and I was the only teacher working with them in English, so I wasn't in a team. And because of the maturity of the kids in 9th and 10th grade they are not going to read texts, we did a little but they were very reluctant as well to get them talking, to get them

communicating, listening and analyzing English I did all from video clips, so I chose themes that were related to vocabulary like a course book does with units for example: food, one units and its all through a video clip, lets look at meal times and restaurants , ok through video clips ok . Some dramas that are constructed from films, and some documentary stuff. And it was really interesting. I found I it work. For me it was quite a risk because I didn't have any materials to depend on, I had to provide the material and I will go with what I think will appeal to them. And it did.

What methodology would you use to implement films in the class?

Ok. Look there are different ways to do it, when you talk about films people assume that this is going to be the 90 minutes Oscar winning cinema experience film. Now m very happy to talk about filmmaking, ok part of my study and background through my university course was studying film and I'm very happy to talk about how a narrative develops and how editing techniques are used and how film is constructed which is a great vehicle for speaking and analysis, but in terms of using a film, I want to use their language content, listening content and I'd be looking for...most narratives are scripted and artificial so you are looking for something that imitates reality well ok. And you can follow a narrative or a monologue from one of the actors or and authentic interview where its not scripted those can be more useful and at the moment I'm looking very much for cultural variations, varieties of English.

What films genre according to the students' English level would you recommend?

Well ok... film genre don't really follow developmental language programs so you can get some extremely complicated comedy film or some extremely simple accessible comedy film, I don't think the genre of film really matches the language level of students so I wouldn't want to restrict myself to any particular genre if I'm using several id probably want to cut across the genres to keep up the appeal personally for students.

Teacher: Pedro Antonio Chala

What are the courses goals?

Well there are different types of goals, some are linguistics and some more pedagogical so in terms of linguists aspects the students are expected to increase, improve their language proficiency and so that they can reach a C1 level of English and overcome problems or difficulties they still have in terms of language. On the other hand, the idea is also to promote critical thinking and help them develop their abilities to communicate and in this course specially to develop intercultural competence.

What's are you student's weaknesses?

They still to improve a little bit of writing and some little problems in terms of grammar when they speak and write and in terms of organization. Probably because they are in a very high level they consider that they do not have to study or they do not have to do homework or the activities, because they already know English and that's a general thing that you can see in very high levels. So I think that self-study, and autonomy should be better.

What are your students' strengths?

Students are very good in terms of language and language use this students that I have this semester, they are really good at speaking using to communicate.

What types of activities do you develop in and out of the classroom?

Inside the class we do listening reading, contest, role plays so that they are varied, we do grammar speaking as well and writing. Outside they do writing they have to do reading as well, they are doing a reading project, reading a book outside the class too. Basically activities of grammar that I give them to do

What type of materials do you use in class?

Well as you may know this course is kind of new, because we don't have a book, and this semester we are creating the materials so specially nick and I have been creating different types of activities that have to do with listening grammar and reading so we have to create the activities, because well we don't have the book. Apart from that, the syllabus, the program is supposed to have an emphasis in intercultural communication and it's quite demanding for us.

What type of learning strategies do you promote in class?

Basically when we are in class we ask students to be more reflective, to reflect upon the process ask questions help each other as well, because sometimes they what we do costively is to ask students to work individually but I also ask students to work in pairs, ask each other and inquire.

What topics do you use in class?

Well the topics have to do with the program, which are according to intercultural communication. In THE first term we have been dealing with varieties of English culture, and well other aspects that have to do with culture like culture understandings of beauty, stereotypes.

What abilities do you promote in class?

We have been doing quite a hard job in terms of reading and students have found the activities quite demanding that's something that is good because if they find them demanding it means that have to strive more develop it. Speaking, well, as I told you they are very good at speaking, so they do not need much, but still when they have problems we correct each other. Intercultural abilities so that they understand the differences between varieties and importance of acknowledging the fact there are different varieties of English around the world and that each one of them is important.

What's expected from the English level?

Improve their level, do not make the same mistakes again, so that they develop their intercultural competence and that they improve the different language skills.

Do you think films are important for language learning?

I think so, actually Nick and I were thinking about showing film this second terms, one if Crash, and it's very related to culture, so I mean yes of course they are very important for language learning.

Do you think our proposal viable?

Your proposal is very viable and its very interesting because including film in a language course is very important, not only for the language itself but also the content, if film are well chosen they can contribute to more than just learning the language.

Are you interested in participating in our investigation?

Yes I am very interested I would like you to develop your study in the course as well.

Do you think it's irrelevant to incorporate films in the course?

No, as a part of listening activities that could be very good and of course language learning that's very important.

Until what extent do you think films can be used as a tool for learning English?

Well films are very good tools as I told because students not only learn about the language but about other things, other topics. So I think to a great extent they can be used as a tool for language learning. I think that you know you have to use it in a good way, not just watching for watching; you have to guide the watching of the movie of course.

How would you incorporate films in the course?

Well since we are talking about culture, so, we should, you should need to look for film that have to do with culture that includes a cultural component so that they fit in the contents of the course because I don't know if film that do not have to do with culture are chosen then students do not see a coherence. The program of what you are doing

What methodology would you use to implement films in the class?

What we have done first has been very relevant because we had a general introduction to what culture is, then talking about film, film are also part of culture and content may also be part of cultural aspects. In terms of the methodology to apply in there should be a pre activity, a while activity and a post activity. So it depends on how you are thinking of developing the program but in general, pre, while and post are the general characteristics, I would say, of using these kinds of materials in the classroom

What films genre according to the students' English level would you recommend?

I think they like different types of films, according to their level, genre, they do not have much relevance, but they should be at least some film that are not for little children in which the language is not so simple and in which the story can be not as simple as some film that you see, where there a linear story, it could be like different stories getting together at a certain point.

Annex 4

Lesson Plans

Lesson Plan 1

Unit in the syllabus:	Urban cultures	
Goals: the students will practice their speaking skill in a communicative way, and the students will reflect upon urban cultures.	Terminal objectives: Students will talk about urban cultures.	Enabling objectives: 1) Students will talk about a national tragedy related to urban culture 2) Students will talk about their perceptions of the police in relation to urban culture. 3) Students will talk about the differences between the role of women and men in urban cultures as portrayed in the film. 4) Students will discuss about how a character in the film is perceived by people because of the way he dresses.
Materials/equipment: Fruitvale Station DVD, article, article handouts, activities DVD, DVD player, teacher's manual		

Lesson stages	Time
Pre-watching activity	
Students will read the following article: "What we know about the death of Diego Felipe" After reading the article, students will get into groups of four, they will number	5 min

themselves from 1 to 4 in each group, they will not tell the teacher who was which number.	
Students will discuss the following questions: Why do you think the police killed Diego Felipe Becerra? What are your thoughts about Colombian police? What are your thoughts about graffiti artists?	5min
After they have discussed the teacher will call out a number from each group and that student will have to report what happened. Then, the teacher will give general conclusions based on what students reported, and use that chance to introduce the movie and the theme.	5min
Next, the teacher will play the movie.	90min
Post-watching activities	
Students will get into groups of four and create a role play where one or two of the students are Colombian cops and the other students are held in custody because they seem to fit the profile of a suspect who stole a cell phone. The policemen want to take them to the “CAF” and the suspects argue with them because they have no proof that they stole the phone.	10min
Each group will present their role plays	5min per group
Now, students will discuss the role play. They have to answer the following questions: Why did you portrait the policemen and the suspects the way you did? Did the attitude of a policeman or a suspect from a different group catch your attention? Why?	10min
Students will look at the scene from the movie (the women cooking and men hanging out) Then students will answer to the following questions: Do you notice anything strange about this scene? (You have one minute to think) (Well if you didn’t guess, the women are doing all the work while the men hang out.) Why? Because women are supposed to cook and take care of all that for the men. What do you think of this behavior? Is it the same in your culture? Or in your family? Can you give examples?	10 min
Students will watch another scene from the movie (man in a hoodie entering the wagon) and will answer the following questions: Why do the people react the way they do? In your city do you think you need to do the same? With what kinds of people do you react this way? And what do you do?	10min
Taking the movie as basis, students will debate on how they perceive certain groups of people. They will debate in groups of 4 around these two questions: 1. How do the people around you, and you yourself, usually perceive the police? Do you	15min

think that it's fair? 2. How do the people around you, and you yourself, usually perceive people like Oscar? And what could we possibly mean when we say 'people like Oscar? Do you think that it's fair?	
Once the debate is over the teacher will call out a number from each group in order to listen their conclusions about each topic.	15 min
Assessment: this will be done throughout the development of activities, whereby the teacher will use his own grid to evaluate students' speaking, also students will be recorded and filmed to be assessed after the fact.	

Lesson Plan 2

Unit in the syllabus:	Stereotypes and cultural identity	
Goals: the students will practice their speaking skill in a communicative way, and the students will reflect upon stereotypes and cultural identity.	Terminal objectives: Students will talk about stereotypes	Enabling objectives: <ul style="list-style-type: none"> • Students will discuss questions regarding stereotypes from everyday life and from the movie. • Students will debate about the cultural identity of the main character in the film.
Materials/equipment: The Believer DVD, activities DVD, DVD player, teacher's manual.		

Lesson stages	Time
Pre-watching activity	
Students will watch a short video on neonazis in the United States. http://www.cbsnews.com/news/inside-americas-neo-nazi-movement-2/	4min
The teacher will ask the following questions to the students: <ul style="list-style-type: none"> • What do you think of the neonazis? • What do you know about neonazi groups? • Why do you think there are neonazis today? • Do you know about the neonazi groups in Colombia? The teacher will give a conclusion based on what students answered.	10min

The teacher will play the movie	99min
Post-watching activities	
The teacher will start the class by asking students if they liked the movie. Students will have to say why they liked it or did not like it.	
The teacher will ask 6 students to come up to the board and grab a little piece of paper. They will find a stereotype written down. Students have 1 minute to prepare and 1 minute to perform. The students who are sitting down should guess what stereotype their classmates are performing. If there are no volunteers, the teacher will select them.	10 min
The teacher will ask students the following questions: <ul style="list-style-type: none"> • What was your favorite performance? What does that performance say about the way our society sees that particular cultural group? • Can you name other stereotypes apart from the ones you saw in the role play? • Why do you think society created what we now call stereotypes? • What do you know about the neonazis? What is your image of them? • What do you know about the jewish people? What is your image of them? • What social groups do you belong to? And what does that mean? How do you behave? • Is there a stereotype of that group? How do you deal with it? Students will raise their hand and take turns to answer the different questions.	15 min
Students will make two groups and they will number themselves in each group. One group will be jewish and the other will be Nazis. They have to imagine that they are in a debate. The nazis want to argue that judaism is a disease on the modern world, and that they only intend to heal it. The jewish people want to argue against them, and denounce the dangers of nazism. The teacher will call out random numbers from each group and they will come to the front and state their arguments. Before the debate starts the groups have 10 minutes to discuss the possible arguments and then they will have 2 minutes to state their arguments.	25min
Students will see a few images on the DVD. They have to describe them and state what side of Danny's identity they belong to.	5min
Students will watch a scene from the film and have to answer the following questions: What does it mean for Daniel to be Jewish? Why do you think Daniel, being a Jew, became a Nazi? Taking into account the scene and the questions students will have to discuss in groups the possible meaning of the following quote: 'I hate and I love Who can tell me why?' Catullus	15min
Having seen Danny's as an example, students have to draw one image that connects them to their identity, and describe it and explain it to the class	15min

Assessment: this will be done throughout the development of activities, whereby the teacher will use his own grid to evaluate students' speaking, also students will be recorded and filmed to be assessed after the fact.

Lesson Plan 3

Unit in the syllabus:	Taboos and issues, addictions	
Goals: the students will practice their speaking skill in a communicative way, and the students will reflect upon addictions.	Terminal objectives: Students will talk about addictions.	Enabling objectives: <ul style="list-style-type: none"> • Students will discuss about the use of drugs of the characters in the movie. • Students will discuss about the use of drugs in their society
Materials/equipment: Activities DVD, DVD player, teacher's manual.		

Post-watching activities	
The teacher will start the class by asking students if they liked the movie. Students will have to say why they liked it or did not like it.	
<p>Students will get into groups of 4. They will select a situation randomly and they will have to act it out. They will have 10 minutes to prepare it and two minutes to present it. The situation that they will have to prepare are the following:</p> <p>Situation 1 - Renton is at his apartment in London trying to live a normal life away from his friends. Suddenly, they knock on his door. They want to stay and he tries to get them out because they're annoying.</p> <p>Situation 2 - Renton and his friends are high on heroin. They begin talking about why they get high.</p> <p>Situation 3 - Renton is in the bar with Spud, Sick Boy and Franco. They have the bag with the money and are celebrating. Sick Boy goes to the bathroom and Franco goes to get more drinks. Renton tries to convince Spud to take the bag with the money.</p> <p>Situation 4 - Spud is high in a job interview. Do typical job interview questions. He tries to answer and is completely high on heroin.</p>	20 min

<p>Students will discuss in groups the following questions:</p> <ul style="list-style-type: none"> • Why do the characters in the movie use drugs? Why do people in general use drugs? • What is an addiction? • What kinds of addiction can be seen in the movie? • Why are drugs a taboo? <p>After they have discussed the teacher will select a student from each group and the student has to report to the whole class what they discussed in their groups.</p>	10 min
<p>The host of the video will give a sentence to begin a story related to the topic. Each student has to add a sentence and so they make a story. The first sentence will be: "There was once a twenty year old girl who was with her friends at a party."</p>	10min
<p>The students will watch two scenes from the movie and will have to answer the following questions:</p> <ul style="list-style-type: none"> • Why did Tommy, being so clean, end up like that? Who's fault is it? • What can you say about the change that the use of drugs can have in people lives? • Do you know of any cases of people that have ended like Tommy because of drugs? • Do you know of people who have done drugs and have been fine? 	15 min
<p>The teacher will divide the class in 2 groups. One group will try to argue that it is okay to use drugs. The other group will try to argue that it is unacceptable. They will sit in two rows facing each other.</p>	5min to prepare 10 min to debate
<p>The students will work as group to create a statute to create a story related to addiction. Once they are done performing each one of them will say the meaning of their pose regarding the story.</p>	15 min

Assessment: this will be done throughout the development of activities, whereby the teacher will use his own grid to evaluate students' speaking, also students will be recorded and filmed to be assessed after the fact.

Annex 5

Speaking evaluation grid

FLUENCY (15 pts)	15 - 13 excellent to very good 9 - 4 fair to poor 12 - 10 good to average 3 - 1 very poor
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	
CONTENT (20 pts)	20-18 excellent to very good 12-7 fair to poor 17-13 good to average 6-1 very poor
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	
PRONUNCIATION (15 pts)	20-18 excellent to very good 12-7 fair to poor 17-13 good to average 6-1 very poor
Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	
VOCABULARY (15 pts)	15 - 13 excellent to very good 9 - 4 fair to poor 12 - 10 good to average 3 - 1 very poor
Range of vocabulary and expressions, adequacy.	
LANGUAGE USE (15 pts)	15-13 excellent to very good 9-4 fair to poor 12-10 good to average 3-1 very poor
Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.	
COMMUNICATION EFFICIENCY (20)	15-13 excellent to very good 9-4 fair to poor 12-10 good to average 3-1 very poor

Functions performed clearly and effectively Appropriate response to audience/situation Ideas are expressed coherently Use of linguistic and Non-linguistic features	
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Annex 6

	MATERIAL EVALUATION GRID	Yes	Partly	No
1.	Is it attractive? Given the average age of students, would they enjoy using it?			
2.	Is it culturally acceptable?			
3.	Is it about the right level of difficulty?			
4.	Is it about the right length?			
5.	Are the course's physical characteristics appropriate?			
6.	Are there enough authentic materials, so that the students can see that the material is relevant to the real life?			
7.	Are the contents of the materials contextualized to the realities of the students and the target culture?			

8.	Does the material contain enough communicative activities to enable the students to use the language independently?			
9.	Does the material follow the syllabus in a creative manner?			
10.	Are the activities well organized?			
11.	Does the material allow a focus on form as well as function?			
12.	Does the material help students develop their language skills?			
13.	Does the material have clear instructions?			
14.	Is the material motivating and engaging?			
15.	Is the material flexible?			

Annex 7

SURVEY OF THE IMPACT OF THE MATERIAL IN STUDENTS

		Yes	No	
1.	Did you find the material interesting?			Why?
2.	Did you like the audiovisual presentation of the material?			Why?
3.	Do you think that the activities are adequate for your English level?			Why?

4.	Did you like the activities?			Why?
5.	Did you like the way the activities were presented?			Why?
6.	Was there a particular activity that you preferred?			If yes, which one and why?
7.	Was there an activity you did not like?			If yes, why?
8.	Did you like the movie?			Why?
9.	What did you like the most from the material?			
10.	What didn't you like from the material?			
11.	Did you like the topics that are treated in the material?			Why?
12.	Do you think your speaking improved?			If yes, how?
13.	Did you have any difficulties with your speaking during the activities?			If yes, in which ones?

14.	Would you change something from the material?			If yes, what would you change?
15.	Would you make any suggestions to improve the speaking activities?			If yes, which ones?

Annex 8

Speaking assessment grid: recordings Fruitvale Station

A. Pre-watching activity

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	<p>S12: “Well, we said thaaaat... ummm, about graffiti’s artists that... well... it’s a way to express, ummm, to communicate an idea, and maybe, well... Alejandra said that... it’s a good idea to find a place, ummmm, maybe where they... where it’s possible to communicate that, those ideas, because I mean, it’s a way to communicate what you think.”</p> <p>S15: “Well, about graffiti artists, weeee were saying thaaaat, they aaaare artists. I mean, there is like, no problem, ummm, as soon as they don’t disturb other people”</p> <p>S11: “Umm, we were talking about... theeee Colombian police aaaand we think thaaaat, ummm, there is, there are some police... men, that are honest, kind, ummmm, good and they are ummm, really good in their, ummm, in their jobs.</p>
CONTENT	
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	<p>S12: “it’s a way to express, to communicate an idea, and maybe, well... Alejandra said that... it’s a good idea to find a place, ummmm, maybe where they... where it’s possible to communicate that, those ideas, because I mean, it’s a way to communicate what you think.”</p> <p>S11: “we were talking about the Colombian police and we think that, ummm, there is, there are some policemen, that are honest, kind, ummmm, good and they are ummm, really good in their, ummm, in their jobs</p>
PRONUNCIATION	

Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	S7: “[korupt] (corrupt) /kərəpt/ “[rilaj]” (rely) /rələj/ “[mə□]” (much) /mə□/ S11: “[b□t]” (but) /bət /
VOCABULARY	
Range of vocabulary and expressions, adequacy.	S11: “there are some policemen, that are honest, kind, ummmm, good.. but there are some that hit people, and commit... and abuse about his power”
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.	S12: “Well, we said thaaat... ummm, about graffiti’s artists” “it’s a good idea to find a place, ummmm, maybe where they... where it’s possible to communicate that, those ideas, because I mean, it’s a way to communicate what you think.” S15: “ mean, there is like, no problem, ummm, as soon as they don’t disturb other people””
COMMUNICATION EFFICIENCY	
Functions performed clearly and effectively Appropriate response to audience/situation Ideas are expressed coherently Use of linguistic and Non-linguistic features	S12: “Well, we said thaaat... ummm, about graffiti’s artists that... well... it’s a way to express, ummm, to communicate an idea, and maybe, well... Alejandra said that... it’s a good idea to find a place, ummmm, maybe where they... where it’s possible to communicate that, those ideas, because I mean, it’s a way to communicate what you think.”

First, in regards to **fluency**, it is useful to remember, as we described in our theoretical framework (5.2.2), that a possible difficulty students may have when speaking are performance variables. This refers to the hesitations, pauses, backtracking and disfluencies, that are not necessarily negative. In fact one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to pause and hesitate. S7, for example, makes short pauses to find the correct words: “Graffiti artists maybe... sometimes are robbers, so we get scared when we see.. a robber, or a graffiti artist.” However, for most of the students, the constant hesitations and

disfluencies make their speech too slow for their expected level. For example, S12 says “Well, we said thaaaaat... ummmm, about graffiti artists that... well... it’s a way to express, ummmm, to communicate an idea.” There we have three pauses, two disfluencies and two times the word “well” before he has finished the sentence.

The next component of speaking we analyzed was **content**. On this component, we took into account coherence in the sequence of the ideas, support of ideas, organization, relevance of ideas and relationship between them. It is relevant to highlight that our material follows the communicative approach and therefore, communication is the main goal, and thus we must take into account the ideas that they are communicating, to see if the communication was meaningful. On this aspect, we noticed students' ideas were at times very basic, while more complex ideas would be expected from them because this is the final level of English in the major. For example, S11 said: “we were talking about the Colombian police and we think that, ummm, there is, there are some policemen, that are honest, kind, ummmm, good and they are ummm, really good in their, ummm, in their jobs”, which is a very simple idea. Another aspect that affected content was the discourse competence. As stated in our theoretical framework (5.2.1), an important part of communicative competence is the discourse competence, which refers to how ideas are interconnected and how the meaning is represented in the relationship of the entire discourse or text. On this topic, several students were not able to connect their ideas properly, thus showing a lack of discourse competence. Their ideas may be disorganized and redundant. For example, S12 said: “it’s a way to express, to communicate an idea, and maybe, well... Alejandra said that... it’s a good idea to find a place, ummmm, maybe where they... where it’s possible to communicate that, those ideas, because I mean, it’s a way to communicate what you think.” As can be seen in these examples some students were not able to support their ideas or have an appropriate sequence and relationship between them, and thus they were not able to finish an idea and they kept repeating themselves. Furthermore, as we have stated before they had time to discuss with their groups and therefore their ideas should have been relevant and coherent in order to have a successful communication.

As we move forward on the evaluation grid, we find **pronunciation**, which focuses on sound within discourse, intonation, articulation, L1 accent, rhythm, stress and intelligibility. When evaluating pronunciation, we noticed that the students made some mistakes: S7 said [korupt] instead of /kərəpt/, [rilaj] instead of /rəlaj/ and [mə□] instead of /mæt□/. However, this is all the negative we could say about their pronunciation, because outside of that, they had a good intonation, and despite a noticeable accent, their pronunciation was intelligible. And as we said in our theoretical framework (5.2.2), while pronunciation can affect comprehensibility (Luoma, 2007, p. 125), we

should not focus on making the students' accent be like a native speaker's. Thus, the best standard is probably whether the speaker's pronunciation allowed an effective communication (Luoma, 2007, p. 10), and here the students made themselves understood. Nevertheless, a mistake like [korupt] should still be corrected, and a good teacher can use this mistake, which was elicited by the activities we planned for our material, as an opportunity to positively affect the students' pronunciation, which is what happened during our session. Thus, a teacher can use the material to foster the students speaking skill, by taking the opportunity to correct their pronunciation.

After pronunciation, the next component of our grid is **vocabulary**. As we can see in our theoretical framework (5.2.1), grammatical competence, defined as the domain of grammatical and lexical competence, is a vital component of communicative competence (Canale & Swain, 1980). Thus, the lexical aspect of language is an important one that we must assess. In this component, we take into account the range of vocabulary and expressions, and adequacy. In regards to this section some students had trouble finding the appropriate word they needed. S11, for example, did not know how to say that a policeman could abuse his power: first she tried making a sentence using the word "commit", and then used an incorrect expression: "abuse about his power". We can see in this example that the use of a wrong expression interfered with the student's communicative competence, meaning that a poor vocabulary affected the communication. Her vocabulary range was not wide enough and it affected her performance negatively, making her harder to understand and interrupting her pace. On the other hand, S15 mistakenly used the expression "as soon as" instead of "as long as". This mistake did not prevent the student from making herself understood. Thus, we could see while in some cases the mistakes may not interrupt communication, there were some that did.

The following section on the grid is **language use**. As we said above, the grammatical competence is an important part of the communicative competence. On this component, we assess grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level. Some students made a few mistakes in structures, such as subject verb agreement. For example, S11 started an utterance saying "there is", but corrected herself to the form she wanted to use, the appropriate form: "there are some policemen". S12 made a mistake by using an incorrect saxon possessive: "graffiti's artists". Our assessment of this component is that while they did make mistakes, this did not cause a breakdown in communication. S11, in particular, managed to recognize her own mistake and correct herself. This shows that while there may be mistakes in their language use, they can overcome them, which has great influence in their communication efficiency.

Communication efficiency is the last component of our grid, and a very important one because the material is based on the communicative approach. As explained in our methodological framework (6.4.6), we added this component because the major's grid, which is the one we used as basis, did not have enough focus on communicative competence, nor on communication itself. On this component, which we based on Luoma's framework to assess the students' capacity to communicate (2007). This includes assessing whether functions were performed clearly and effectively, whether ideas were expressed coherently, whether communication is unaffected by minor errors, and lastly, if there was an appropriate use of linguistic and non-linguistic features, all in relation to the students' communicative competence. Other components of language can all affect communication efficiency. In this case, the students were able to communicate their ideas, and their utterances were appropriate for the situation, but at times they could be incoherent when their ideas were not clear.

An example is that ideas were not clear is when S12 said: "Well, we said thaaaat... ummm, about graffiti's artists that... well... it's a way to express, ummm, to communicate an idea, and maybe, well... Alejandra said that... it's a good idea to find a place, ummmm, maybe where they... where it's possible to communicate that, those ideas, because I mean, it's a way to communicate what you think." In this case, we can see that the student had trouble to communicate his idea, hesitating and repeating himself. Thus, he had trouble performing the communicative functions, and he had to reword what he was saying many times before he was able to express what he wanted to say. It is a good example of how the component of fluency, which we already analyzed, had a negative impact in the students' communication efficiency. Furthermore, it is important to highlight that in this activity the students had just discussed the questions we were asking and they were just reporting back. Thus, there was reason to expect that their ideas would be clear, and that their output would be clear.

B. Roleplay

Group 1

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	APPROPRIATE USE: S1: "I'm at the university, and you? What are you doing?" "Oh, maybe two blocks from here" S4: "Seems to me that she doesn't have your cellphone" Mistakes: S1: "I mean... she did it"

	<p>“I mean, I don’t have my cellphone right here” “I mean, you were walking around” “I mean, they were walking” “I mean...” “oh my god, oh my god, oh shoot, she stole my cell phone, oh my god”</p> <p>S2: “We are lost. We-are-lost” S3: “Excuse me, ummm, do you know where is this address?” S4: “Hey, ma’am, please, get in your knees, please, get in your knees”</p>
CONTENT	
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	<p>APPROPRIATE USE: S5: “I’m innocent, I don’t have her cellphone” S1: “No she’s not, I mean, she did it. I saw her, I mean, I don’t have my cellphone right here, she was walking around”</p> <p>Mistakes: S2: “We are lost... we-are-lost” S5: “I don’t wanna... I don’t wanna”</p>
PRONUNCIATION	
Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	<p>APPROPRIATE USE: S1: [he, m□m, əjm fəjn, ənd ju? əjm æt ðə jun□vərsəti ənd ju] “Hey, mom, I’m fine, and you? I’m at the university and you?”</p> <p>Mistakes: S4: “I need to [□□k] (check)” / t□□k/ “[g□t səm wɜrk dɒn]” (get some work done) /g□t səm wɜrk dɒn/ S5: “I’m a super [spɑrɪ] (sporty) girl” /sp□rti/ “[əj dɒn wənə]” (I don’t wanna) /əj dɒnt w□nə/</p>
VOCABULARY	
Range of vocabulary and expressions, adequacy.	<p>APPROPRIATE USE: S1: “Oh, maybe two blocks from here” S4: “Seems to me that she doesn’t have your cellphone”</p> <p>Mistakes S2: “We are lost... we-are-lost” S4: “Let me check you”</p>
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic	<p>APPROPRIATE USE: S1: “I’m at the university, and you? What are you doing?” “Oh, maybe two blocks from here” S4: “Seems to me that she doesn’t have your cellphone”</p>

language patterns and structures corresponding to the level.	Mistakes: S3: "do you know where is this address?" S4: "Get in your knees" "check on you" S5: "I don't stole the cell phone" "If you discovers that the other people stole that cell phone"
COMMUNICATION EFFICIENCY	
Functions performed clearly and effectively Appropriate response to audience/situation Ideas are expressed coherently Use of linguistic and Non-linguistic features almost always effective; communication not affected by minor errors.	APPROPRIATE USE: S1: "Two blocks from here" (while pointing at a direction) S5: "I'm super sporty girl" (while moving her arms in a strong pose) Mistakes S1: "Dude (to the policeman)... she stole my cell phone" "oh my god, oh my god, oh shoot, she stole my cell phone, oh my god" S4: "We gotta go to the police station to get some work done"

Group 2

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	Mistakes: S6: "They have like, I don't know, they are very suspicious" "I don't know, I'm scared of them"
CONTENT	
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	Mistakes: S6: "I have a problem" "They have like, I don't know, they are very suspicious"
PRONUNCIATION	

<p>Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.</p>	<p>APPROPRIATE USE: S6: “[ðiz tu pipəl □r s□t□ŋ ð□r]” (These two people are sitting there) S7: “[wi nid tu si j□r aj di]” (We need to see your ID’s) S8: “[aj dont w□nə bi rud] (I don’t wanna be rude) Mistakes: S6: “[ajm sk□rd əv d□]” (I’m scared of them) /ajm sk□rd əv ð□m/ S8: “[Wot]” (What) /wət/</p>
<p>VOCABULARY</p>	
<p>Range of vocabulary and expressions, adequacy.</p>	<p>APPROPRIATE USE: S8: “I don’t wanna be rude...” Mistakes: S7: “We want to see your background” S8: “...why are you fucking out”</p>
<p>LANGUAGE USE</p>	
<p>Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.</p>	<p>APPROPRIATE USE: S8: “I don’t wanna be rude...” S6: “I’m scared of them S8: “I don’t wanna be rude,” “Why? I don’t have to” S9: “What did you say?” S10: “no, it is not beer” Mistakes S10: “You’re a suspicious”</p>
<p>COMMUNICATION EFFICIENCY</p>	
<p>Functions performed clearly and effectively Appropriate response to audience/situation Ideas are expressed coherently Use of linguistic and Non-linguistic features almost always effective; communication not affected by minor</p>	<p>APPROPRIATE USE: S6: “I’m scared of them S8: “I don’t wanna be rude, but why are you fucking out” “Why? I don’t have to” S9: “What did you say?” S10: “no, it is not beer” Mistakes: S10: “You’re a suspicious”</p>

errors.	
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Group 3

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	Mistakes: S11: “Ummm, because I saw them!” “I... I don’t have any proof”
CONTENT	
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	Mistakes: S11: “Ummm, because I saw them” “There right there” “I... I don’t have any proof”
PRONUNCIATION	
Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	Mistakes: S11: “[aj hæv wɪnəst ə kraɪm]” (I have witnessed a crime) /aj hæv wɪnəst ə kraɪm/ S12: [raɪ nəʊ] (right now) /raɪt nəʊ/
VOCABULARY	
Range of vocabulary and expressions, adequacy.	APPROPRIATE USE: S12: “That girl is saying you are acting suspicious” Mistakes: S14: “But what?”
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic language	APPROPRIATE USE: S12: “That girl is saying you are acting suspicious” S13: “Why is she saying that we are suspicious” S15: “You have a knife”

patterns and structures corresponding to the level.	Mistakes: S11: "Those girls have steal a cell phone" "Do you think that with that face...with this face, this beautiful face" S14: "But what?" "We don't have any cellphone"
COMMUNICATION EFFICIENCY	
Functions performed clearly and effectively Appropriate response to audience/situation Ideas are expressed coherently Use of linguistic and Non-linguistic features almost always effective; communication not affected by minor errors.	APPROPRIATE USE: S11: "Do you think that with that face... with this face, this beautiful face, I would steal a cell phone" S12: "That girl is saying you are acting suspicious" S13: "Why is she saying that we are suspicious" S14: "Maybe she stole the cellphone" Mistake: S14: "But what?"

First, in regards to their **fluency**, it is important to point out that similarly to the pre-watching activity, the students had the tendency to use many disfluencies to make pauses and think about what they wanted to say and find the appropriate words. However, while in the first activity this caused them to adopt a pace that was too slow for their level, here the interruption was minimal, and the pace feels more natural. For example, S6 said: "These two people are sitting there, they have like, I don't know, they are very suspicious, I think they're drinking beer, sitting on the street, I don't know, I'm scared of them". While she did say 'I don't know' twice, she only paused once before delivering a whole sentence, these are considerably less disfluencies than the example in the first activity, "Well, we said thaaaaat... ummmm, about graffiti artists that... well... it's a way to express, ummmm, to communicate an idea", where we had three pauses, two disfluencies and two times the word "well" before the student had finished the sentence. In fact, there were no pauses as noticeable as we could find in the pre-watching activity. This could be seen as a good use of performance variables, which are acceptable in spoken language, as we said before. However, there are still some mistakes, like S1's constant use of the filler "I mean": "I mean, I don't have my cellphone right here", "I mean, you were walking around", "I mean, they were walking", "I mean..." She used this expression a lot of times, which makes her speech monotonous.

Having analyzed their fluency, we moved onto the next component, **content**. Here, since the activity was a roleplay, the content was produced to be meaningful in a particular situation. In general, their ideas were coherent. In some cases, they managed to make their point in a meaningful way. For example, when S1 gives a reason for believing that the other person stole her cellphone “No she’s not, I mean, she did it. I saw her, I mean, I don’t have my cellphone right here, she was walking around.” However, sometimes they could not make very good arguments to support their ideas. For example, S6 said: “They have like, I don’t know, they are very suspicious.” This could happen because it was a spontaneous activity and so students were not prepared to give a reason.

The next aspect in our assessment grid is their **pronunciation**. As we said in the assessment of the pre-watching activity, as well as in the theoretical framework (5.2.2), the key to assessing pronunciation should not be comparing it to a native speaker’s accent, but rather seeing if an utterance is intelligible (Luoma, 2007). And this is true in this case, where their pronunciation was always intelligible, despite the fact that they made some mistakes. S6 omitted the /m/ sound and pronounced /ð/ as /d/ in “[ajm sk□rd əv d□]” S8 said “[Wot]” when saying “what”. S4 said [□□k] instead of /t□□k/ and “[g□t səm wurk don]” instead of /g□t səm wɜrk dən/. S11 said “[aj hæv w□nəst ə krajm]” instead of /aj hæv w□tnəst ə krajm/, and S12 said [raj n□] instead of /rajt naw/. These type of mistakes, where the student uses the wrong sound, can negatively influence the way the students are perceived by others, because as we said in our theoretical framework (5.2.2), a listener will make judgements, whether they be conscious or unconscious, about that person based on their speaking. However, they still remained perfectly intelligible. The exception was S5, who said “[spari]” instead of /sp□rti/ and [aj don wana] instead of /aj dont w□nə/. The first mistake, [spari] was too different from the correct form, and so it affected her communication. However, it must be said that she used body language to mend that mistake, as we will discuss in our analysis of communication efficiency. Since this is roleplay, the teacher had the opportunity to wait until it was over, and then correct pronunciation. There were also many examples of Appropriate use, such as S6 saying “[ðiz tu pipəl □r s□t□ŋ ð□r]”, among others.

Having seen the quality of their pronunciation, we can move onto the next aspect of our grid, **vocabulary**. On this respect, there were a few times where their expressions were inadequate. For example, S4 impersonating a policeman, said “Let me check you”, which is not a very natural expression to use. S8, when trying to fake a slang, used the expression “...why are you fucking out”, and S14 said “but what” which sounds like a calque from Spanish. The most noticeable mistake was from S10, who tried to use suspicious as a noun: “you are a suspicious.” After the roleplay, the teacher explained the correct use. Therefore, these mistakes can be used to better students’

performance. Moreover, they knew what they wanted to say, and they were understood. There were many examples of knowledge of good vocabulary and a good range of expressions. For example, S1 said “Oh, maybe two blocks from here” S4 said “Seems to me that she doesn’t have your cell phone”, S8 said “I don’t wanna be rude...”, S10 said “You are under arrest”, and S12 said “That girl is saying you are acting suspicious.” We can see that the expressions that students used were informal in comparison to the ones they used in the pre watching activity, this is because this was a spontaneous activity.

Next in our evaluation grid is **language use**, the component of grammar and structure accuracy and correctness. On that regard, as we said in our theoretical framework (5.2.2), we must not forget that, being done in real time, the structure of speech will be different than written language, and focusing on the development of correct grammar can come in conflict with a learner’s desire to communicate (Alderson & Bachman, 2007, p.ix). In addition, one of the instructions we gave was to try to imitate a slang if it fits. We can see some of the students’ mistakes as a result of these aspects. The students made some conjugation mistakes, using inappropriate tenses in ways that are unexpected for their level. For example S11 says: “Those girls have steal a cell phone”. S5 made the mistakes “I don’t stole the cell phone”, and “If you discovers that the other people stole that cell phone”. Even though she used the slang incorrectly, she tried to use it, she took a risk. This is an aspect that it is important to recover because instead of not saying anything she improvised and we understood what she wanted to say. Thus, our material allowed her to experiment with her English speaking.

On the other hand, there were also some structure mistakes, like S3 saying “do you know where is this address?”. S11 confused “this” for “that” in: “Do you think that with that face...with this face, this beautiful face I would steal a cell phone?”. And there was also a mistake like S14 saying “We don’t have any cellphone.” S4 also confused two expressions, when he said “Get in your knees” instead of “on your knees. There is also S10 mistake of “You’re a suspicious.” While, as we said, spoken language structures are not as exact as those of written language, and these mistakes did not cause a breakdown in communication, they could cause an impact the way the students are perceived in a real context, because as we said before, speaking influences the way a speaker is perceived by others. There were, however, several examples of appropriate use of language. For example, S8 said: “I don’t wanna be rude...”; and S12 saying: “That girl is saying you are acting suspicious”, among others. This last utterance in particular, correct use of reported speech, as it would be expected from their level shows some variety in their sentence patterns, another component of language use.

Having explored the different components of speaking, we now turn to the **communication efficiency**, which, since we opted for a communicative approach, can be considered the key aspect. On this topic, we can say that most functions were mostly performed clearly and effectively. Communication was mostly clear and the students could understand each other. Since it was a spontaneous activity, students used their body language in a natural way. Differently from the pre watching activity where they just talked and used their hands a bit. In this activity some of the students used their whole body. For example, S1 and S5 used their body language to emphasize their meaning. S1 said “Two blocks from here” while pointing at a direction and S5 said “I’m super sporty girl” while moving her arms in a strong pose. As we can see in our theoretical framework (5.2.2), body language can be used to overcome some shortcomings. In the case of S5, she overcame her pronunciation limitations by using gestures. With that in mind, there were some mistakes that hindered communication, which will be mentioned below. In regards to the appropriate response to an audience or a situation, which is important to carry out an appropriate interaction, as we mentioned in our theoretical framework (5.2.2), S1 called a policeman “dude”.

Also, some mistakes in the linguistic features made the meaning somewhat unclear. For example, S10 incorrectly said: “You’re a suspicious”. Here we can see how an error in language use can hinder communication. A teacher could take this opportunity to explain the correct way to use that word. Which is what we did during our intervention. Thus, by using our material, we found an opportunity to positively affect the students’ vocabulary, which was hurting their communicative ability. Finally, on the positive side, S11 self-corrected when making a small mistake, and so communication was not affected: “Do you think that with that face... with this face, this beautiful face, I would steal a cell phone.

C. Debate

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	S5: “They always do comments.... not appropriate comments...” “But, I mean...I don’t trust... but I don’t know...” ““She has two... two... thieves in her house” “I think there is a.... there about things in the face and i am learning to read that, and i believe in them and if i read that...the shoes if i look at them.” S7 “They have to wait until women, woman, a police woman arrives to check”
CONTENT	

Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	S5: “She has two... two... thieves in her house. They going to stole her. He was very kind with them.” “They smell the...the... yes. For example when someone ummm is in the bus and its dressed in a specific way, if you get get afraid, if you are afraid, they smell that you are afraid and its possible that he, that he robs you” “I think there is a... there about things in the face and i am learning to read that, and i believe in them and if i read that...the shoes if i look at them.”
PRONUNCIATION	
Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	Mistakes: S5: “[n ðə kɒntɒnt ðæt ðe r]” (In the context that they are) /n ðə kɒntɒkst ðæt ðe r/ “[wɒn ðɔr ɔz ə pəlɪsmən]” (When there is a policeman) /wɒn ðɔr ɔz ə pəlɪsmən/ “[sɪkjʊr]” (secure) /sɪkjʊr/ “[wɒl drɒsɒd]” (Well dressed) /wɒl drɒst/ S7: “[ɒk]” (check) / tɒk/
VOCABULARY	
Range of vocabulary and expressions, adequacy.	S5: “They always do comments... inappropriate comments” S1: “from the... I don’t know, el campo... country side, okay” S3 had trouble with the difference between rob and steal “They were going to steal my grandmother!”
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.	S5: “They always do comments... inappropriate comments” “I going to check” “She has two... two... thieves in her house. They going to stole her. He was very kind with them.” “And I was like a kind of strange because my grandma don’t have stereotypes with the people. She don’t judge” “They smell the...the... yes. For example when someone ummm is in the bus and its dressed in a specific way, if you get get afraid, if you are afraid, they smell that you are afraid and its possible that he, that he robs you” “I think there is a... there about things in the face and i am learning to read that, and i believe in them and if i read that...the shoes if i look at them.” “Only, like women that are police”
COMMUNICATION EFFICIENCY	
Functions performed	S5: “They make not appropriate comments in the context that they are”

<p>clearly and effectively Appropriate response to audience/situation Ideas are expressed coherently Use of linguistic and Non-linguistic features. almost always effective; communication not affected by minor errors.</p>	<p>“She has two... two... thieves in her house. They going to stole her. He was very kind with them.” “And I was like a kind of strange because my grandma don’t have stereotypes with the people. She don’t judge” “They smell the...the... yes. For example when someone ummm is in the bus and its dressed in a specific way, if you get get afraid, if you are afraid, they smell that you are afraid and its possible that he, that he robs you” “I think there is a... there about things in the face and i am learning to read that, and i believe in them and if i read that...the shoes if i look at them.” S7 “Only, like women that are police”</p>
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Let us begin our assessment with the first component of assessment in our grid: **fluency**. Going back to our theoretical framework (5.2), we can see that there are a lot of different aspects to a student’s fluency, including being able to use a range of conversational and conversational repair strategies (Harmer, 2007). On that aspect, we must remember that speaking, since it occurs in real time, allows the speaker to make a certain number of performance hesitations, pauses, backtracking, and corrections so as to clarify an idea (Brown, 2007). For example, S7 said “They have to wait until a women, woman, a police woman arrives to check”, and S5 said “They always do comments.... not appropriate comments...”. We can see that the student correct themselves to clarify her idea, and they manage to make themselves understood even if the corrections affect their pace. On the other hand, it can also be that the students’ hesitations cause problems in communication, because students had difficulties when delivering an idea. For example S5 said: “But, I mean...I don’t trust... but I don’t know...“. This student makes noticeable pauses, which affects her fluency.

As the material is based on a communicative approach, where communication is key, we must also consider the ideas the students are communicating, and this is especially true in this activity, because in a debate students must use arguments to support their ideas. The topic was the relationship between policemen and people from urban cultures. With this in mind, we can assess the component of **content**, where we consider the coherence in the sequence of ideas, the relationship between ideas and so on. In the debate we noticed that though students made pauses and hesitated a little bit they were able to maintain and communicate a coherent idea. For example S5 said: “They smell the...the... yes. For example when someone ummm is in the bus and its dressed

in a specific way, if you get get afraid, if you are afraid, they smell that you are afraid and its possible that he, that he robs you”. In this particular case the student keeps repeating herself and she pauses a few times, but she tried to connect her ideas and her idea was intelligible. In spite of her limitations, she managed to overcome them to communicate an idea.

Also, as one would expect taking into account that they had time to prepare their arguments, the students provided many relevant and well thought out ideas. For example S8 said “They work properly just when it is convenient for them, but if it’s not they just... aren’t around” and “People are not supposed to be classified, but even though, it happens. It’s kind of necessary, because we’re all different, and I think there’s ways in which we can refer to people”. Thus, we can see that the material allowed them to consider topics related to the syllabus and structure relevant ideas around them, in this case the topic was urban cultures.

Next on the grid we have **pronunciation**, where we look into students sounds within the discourse, intonation, stress and so on. As it is stated in our theoretical framework (5.2.2), the most important aspect to assess in pronunciation is whether communication was effective (Luoma, 2007). During the debate we noticed that students two students had difficulties with the sound of words and sentences such as, “[n ðə kɒntɪnt ðæt ðe ɔr]” (In the context that they are) /n ðə kɒntɪkst ðæt ðe ɔr/, “[sɪkjʊr]” (secure) /sɪkjɔr/, “[wɛl drɛsɪd]” (Well dressed) /wɛl drɛst/. In these cases, the mispronunciation of these words causes were too removed from the correct form, and so it lead in some cases misunderstandings, leading to a breakdown of the communication. It is also important to highlight that the mispronounced words were basic words that they should know in the last level of English. That being said, the teacher can use these opportunities to correct that pronunciation. Having said that, there were also several examples where communication was successful and students had appropriate pronunciation. For example, S1 said [aj θɪŋk ðæt - ðə ples wi laɪv - wɪr ju:z tu klæsəfajɪn pɪpəl ænd ɪts ɛnfɔr bɒkz wi dont no ðə bækgraʊnd əv ðɔr laɪvz].

Moving on to our next component in the grid, **vocabulary**, we had to assess the range of vocabulary and use of expressions of the students. In this debate we noticed that some students had trouble finding the appropriate word to express themselves, therefore they ended up hesitating or saying the word in spanish like the following example: S1: “from the... I don’t know, el campo... countryside, okay”. We can see, however, that as a result of this they were now using a new word. There was also another student who had trouble with the difference between rob and steal, S3 said “They were going to steal my grandmother!” There was also the moment where S5 could not find the

appropriate word: “They always do comments... inappropriate comments.” In these examples we can see that the students tried different strategies to overcome their lack of knowledge and avoid a breakdown in communication.

The next component in our grid is **language use**, which includes grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level. As we said in our theoretical framework (5.2), the structure of speech will be different than written language, and focusing on the development of correct grammar can come in conflict with a learner’s desire to communicate (Alderson & Bachman, 2007, p.ix). We can see, for example, that S5 made several grammar mistakes while trying to communicate: “They always do comments... inappropriate comments”, but still managed to communicate. Some of her mistakes, however, were too noticeable, and reveal her language level is not as high as one would expect from the low advanced level: “I going to check”, “She has two... two... thieves in her house. They going to stole her. He was very kind with them.”, “And I was like a kind of strange because my grandma don’t have stereotypes with the people. She don’t judge”. The mistakes she makes in the use of verbal tenses are not acceptable at this level. Moreover, in some cases, her language use can make her hard to understand and causes communication breakdown: “They smell the...the... yes. For example when someone ummm is in the bus and its dressed in a specific way, if you get get afraid, if you are afraid, they smell that you are afraid and its possible that he, that he robs you”, “I think there is a... there about things in the face and i am learning to read that, and i believe in them and if i read that...the shoes if i look at them.” That being said, there were also examples of students with a proper use of grammatical features. An example that shows that oral grammar is not the same as written grammar but that is still accurate and manages to communicate is that of S1: S1: “I think that, the place we live... we're used to classifying people and it's unfair because we don't know the background of their lives...”

Finally, we tackled the students’ **communication efficiency**. Since we are using the communicative approach, according to which language is used for communication (5.2.1), this could be considered as the most important component of assessment. Communication efficiency can mean, for example, rephrasing a sentence to make the meaning more clear. As we can see in our theoretical framework (5.2.2), the speaker has an opportunity to make meaning clearer through the redundancy of language (Brown, 2007). This is the strategy used by S7 when saying “Only, like women that are police”. The most interesting utterances to evaluate about communication efficiency come from S5. In some cases, she manages to overcome her own difficulties and be communicative in a short time, but her mistakes were still evident, which exposes her language level. For example, this happens

when she says “They make not appropriate comments in the context that they are”, and specially “She has two... two... thieves in her house. They going to stole her. He was very kind with them” and “And I was like a kind of strange because my grandma don’t have stereotypes with the people. She don’t judge.” Furthermore, sometimes her mistakes did cause a breakdown in communication, and she had to use a lot of time to recast the idea in a way that was understood: “They smell (Teacher: homeless people smell?) No, I don’t want to say that. the...the... yes. For example when someone ummm is in the bus and its dressed in a specific way, if you get get afraid, if you are afraid, they smell that you are afraid and its possible that he, that he robs you”, and also “I think there is a... there about things in the face and i am learning to read that, and i believe in them and if i read that...the shoes if i look at them.” Those were the biggest problems in communication efficiency. Most students managed to express their ideas just fine. Once again, S1 saying “I think that, the place we live... we're used to classifying people and it's unfair because we don't know the background of their lives...” is a good example.

Having seen the results for our assessment grid in three different stages of the lesson plan, we can reach some conclusions on the results. First and foremost, the speaking level of the students is below what we originally expected it would be, which is below what anyone would expect from students in the final level of English in the major. Because that was our target audience, we expected them to have a high language level, and we did not expect to find many grammar, vocabulary, pronunciation or fluency mistakes. The fact that we found utterances like “They smell (Teacher: homeless people smell?) No, I don’t want to say that. the...the... yes. For example when someone ummm is in the bus and its dressed in a specific way, if you get get afraid, if you are afraid, they smell that you are afraid and its possible that he, that he robs you” This is not a general problem, and most students’ level is not that low, but it was still surprising to find those mistakes at all.

Annex 9

Material grid evaluation questionnaire tabulation: Fruitvale Station

	MATERIAL EVALUATION GRID FRUITVALE STATION	Yes	Partly	No
1.	Is it attractive? Given the average age of students, would they enjoy using it?	15		

2.	Is it culturally acceptable?	14	1	
3.	Is it about the right level of difficulty?	11	4	
4.	Is it about the right length?	10	4	
5.	Are the course's physical characteristics appropriate?	15		
6.	Are there enough authentic materials, so that the students can see that the material is relevant to the real life?	14	1	
7.	Are the contents of the materials contextualized to the realities of the students and the target culture?	13	2	
8.	Does the material contain enough communicative activities to enable the students to use the language independently?	14	1	
9.	Does the material follow the syllabus in a creative manner?	10	3	
10.	Are the activities well organized?	14	1	
11.	Does the material allow a focus on form as well as function?	13	2	
12.	Does the material help students develop their language skills?	13	2	
13.	Does the material have clear instructions?	9	5	1
14.	Is the material motivating and engaging?	12	3	
15.	Is the material flexible?	10	5	

Annex 10

Survey of the impact of the material in students tabulation: Fruitvale Station

		Yes	No	
1.	Did you find the material interesting?	15		<p>Why? we are talking about something really current in our society.</p> <p>I love the types of activities in which we have to take and participate actively.</p> <p>I liked so much that you used TICS in a really good way.</p> <p>I loved the topic and the way it was presented- I would like to have those kinds of activities in every class.</p> <p>Because it has a topic related to our daily lives.</p> <p>Because it allows us to relate it with things that we are living nowadays.</p> <p>Because it gives different perspectives of social problems and what we learnt from it.</p> <p>It helps us expand our mind in terms of cultural features.</p> <p>It showed us a reality that not all of us knew.</p> <p>The topic we were talking about was interesting.</p> <p>It is a different way of engaging us in doing the same activities that we have been doing so far.</p> <p>Because with this kind of material we can do different activities.</p> <p>Because it approaches students to reality by analyzing the world around them, which brings the class to a real scenario to practice the language.</p> <p>It had a very interesting story that represents things that actually happen on a daily basis.</p>
2.	Did you like the audiovisual presentation of the material?	15		<p>It is creative</p> <p>Very interesting</p> <p>It was really nice</p> <p>It was excellent, I really enjoyed it.</p> <p>I think it was creative and dynamic</p> <p>It was well edited.</p> <p>It is well organized.</p> <p>Innovative, it encourages and engages students.</p> <p>It was a very creative way to present the class.</p> <p>It shows the preparation of the activities done in class.</p> <p>The host was a great idea.</p> <p>It seems to have been very well prepared, it was also interactive and dynamic which is important to get the</p>

			attention of students. It is interesting the way it is organized.
3.	Do you think that the activities are adequate for your English level?	15	<p>We understand the activities and we speak to share our ideas. They are challenging I think that in this level the most important thing is language use, so the activities were adequate for us. They are challenging but at the same time not that difficult. It is possible to understand what is being given. It requires the use of proficiency. We were able to talk about the topic using the vocabulary seen in lower levels of English. I learned new things. Because we are supposed to have a B2 or C1 level of English. Because it is mandatory for students in this activity to “live the language”, to know it in a wide way and to use it in different contexts. I think that most of the time we are supposed to argue and give strong points and we need to have a certain English level to do it.</p>
4.	Did you like the activities?	15	<p>Why? some of them are attractive and funny. Very creative and unique. We have the opportunity to participate a lot in an active way. I liked them but at the end it was too repetitive because of the questions and answers. They were something different of what we are used to do on our daily basis. They were challenging and interesting. We could express ourselves about a topic that concerns us all. The activities allowed us to practice the language. They were creative and different. We did something fun and that we like and then we used it to improve our abilities. They are different and we didn't stop doing things. They were really interesting.</p>
5.	Did you like the way the activities were presented?	15	<p>It is a new way to catch the attention of the public. They were organized They were creative They were interesting. They showed the organization as well as the preparation of the topics. They've got sequence, adherence and there is enough</p>

				<p>time to prepare answers. They were creative and clear They show that the teachers were well-prepared. It is a different way of motivating us. They were presented in a creative way and that is what attracts students interests and attention. All of them required a little bit of analysis which is important to develop the language.</p>
6	Was there a particular activity that you preferred?	7	8	<p>If yes, which one and why? The role play The role play because I think that it is a very good way to practice. The speaking part allowed us to practice and to share experiences. Students normally don't practice speaking. The activity of playing a scene was really appropriate because it involves the students in a specific context. Also the debate was really good. These are situations which make students use the language widely.</p>
7.	Was there an activity you did not like?	3	12	<p>Acting Repetitive</p>
8.	Did you like the movie?	15		<p>It was interesting and it caught my attention Was amazing, real and adequate. It shows a reality. It was nice that it was inspired by a real life event. It was really moving and had a great topic. Although it is a sad story it is important to know that this is happening and that it is a reality that should be stopped. It shows different problematics happening right now. It gives us more details about and English culture. It showed me a reality that I didn't know about. It shows a different aspect of someone's life. It makes you think about the way you judge others. It shows an actual situation and it also was</p>

				<p>entertaining.</p> <p>It is related to the issues of our closest surroundings.</p> <p>It is a topic that I like.</p> <p>It has an interesting story.</p> <p>It is something really common in our daily life.</p>
9.	What did you like the most from the material?			<p>The video</p> <p>It was real</p> <p>it showed different perspectives about different topics</p> <p>Active- critical questions</p> <p>That it was presented in a creative way</p> <p>That it was real</p> <p>The video was really interesting, creative and well-made.</p> <p>It was different from what we usually do in our classes.</p> <p>The fact that we changed the way we usually do the activities was very good, using things that we normally like engage us into participating more.</p> <p>The way the topic and the questions were introduced (through the host).</p> <p>The moment when we had to do the role play.</p>
10.	What didn't you like from the material?			<p>Too many questions</p> <p>Three activities remained the same</p> <p>The movie because there were parts that I didn't understand.</p>
11.	Did you like the topics that are treated in the material?	15		<p>It is the reality of the streets.</p> <p>Because they are real in our society</p> <p>Because we can participate based on our experiences</p> <p>I like society topics and I think it is important to discuss it.</p> <p>Because they are related with our daily life or our experiences.</p> <p>Interesting</p> <p>They help us to be conscious about our perceptions on people.</p> <p>Excellent for our professional development.</p> <p>They were interesting because we could somehow relate them to our country.</p> <p>They are important and relevant for our lives.</p> <p>It is something related with our daily life.</p> <p>They are related to real and daily situations.</p> <p>Because those are things that happen frequently</p>

				(discrimination, corruption) and we don't do anything for solving them. Because it is something we are all concerned about.
12.	Do you think your speaking improved?	13	2	<p>Learned from mistakes</p> <p>Use of difficult grammar structures</p> <p>The teacher made us corrections</p> <p>We are telling others about our experiences</p> <p>As a shy person I usually avoid talking but this time I tried to do my best.</p> <p>Because we have practiced a lot.</p> <p>As it implied emotions it was more likely that I used tough grammar structures.</p> <p>I felt more comfortable (I am a really shy person)</p> <p>I felt more confident when speaking.</p> <p>You have to speak more than usual.</p> <p>I think that these activities forced me to speak and to use a pitch from different contexts.</p> <p>Corrections.</p> <p>You had to give arguments and express your ideas.</p>
13.	Did you have any difficulties with your speaking during the activities?	9	6	<p>If yes, in which ones?</p> <p>Trying to talk in an appropriate way</p> <p>Word order</p> <p>Talking in an appropriate way</p> <p>Afraid to speak in public</p> <p>When I was explaining something that happened to me</p> <p>I am sometimes shy.</p> <p>Fluency.</p> <p>A personal difficulty, I don't like to speak in public so I avoid it all the time.</p> <p>Vocabulary.</p> <p>Sometimes I do not really know what to say about a certain topic.</p>
14.	Would you change something from the material?	5	10	<p>If yes, what would you change?</p> <p>Different activities</p> <p>Vocabulary activities</p> <p>The host in the video, more vocalization and the questions.</p> <p>More dynamic.</p>
15.	Would you make any suggestions to improve the speaking activities?	7	8	<p>It was too long</p> <p>Peer evaluation</p> <p>More dynamic</p> <p>Corrections at the end of each activity.</p>

Speaking assessment grid: recordings The Believer

A. Debate

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	<p>Appropriate use S14: You guys are not the real pure race and you are trying to take over the world with your economical systems. S14: Yeah but you are not just taking the money to survive, you are taking control of the countries. S10: You impure race are controlling our world, look at this place, look at our system, our economic system.</p> <p>Mistakes S14: You guys are not the real ummm pure race S14: So you umm are empowering our systems S7: But that is not sure that is not ummmm that's not true. It is not "probado". There is no proof of that. S8: We are not an impure race because we areee sons of God and even..... well each human being is the creation of God and just we are trying to... S10: You, you you don't have like the the the like the power, the magnificence. S8: No we don't, we are not, we have not objected to dominate the world. S10: Those are weird rituals because well you.... There's a group of people that just get get to get umm get gathered together and ummm and start to, to read weird things and umm to repeat things (that) maybe you don't even understand.</p>
CONTENT (20 pts)	
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	<p>Mistakes S10: You do weird things in your weird rituals. S8: We are not an impure race because we areee sons of God and even..... well each human being is the creation of God and just... we are trying to.. S10: You, you you don't have like the the the like the power, the magnificence. S8: No we don't, we are not, we have not objected to dominate the world. S10: Those are weird rituals because well you.... There's a group of people that just get get to get umm get gathered together and ummm and start to, to read weird things and umm to repeat things (that) maybe you don't even understand.</p>
PRONUNCIATION	

<p>Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.</p>	<p>S7: “[nodɪŋ]” (nothing) /nəθɪŋ / S7: “[burned]” (burned) /bɜːnd/ S7: “[ɪər]” (sure) /ɪər/ S8: “[gɑːt]” (god) /gɑːt/ S8: “[jɜːz]” (yours) /jɜːz/ S8: “[rɪwɜːd]” (reward) /rɪwɜːd/</p>
<p>VOCABULARY</p>	
<p>Range of vocabulary and expressions, adequacy.</p>	<p>Appropriate use: S10: “You don’t have the-the power... the magnificence we have”</p> <p>Mistakes S7: “There is no reason for being burned in those cameras” (chambers) S7: “But that is not sure that is not ummmm that’s not true. It is not “probado”. There is no proof of that.” S14: “Catholicists, christian people” (Catholics) Easter (S10 and S14 asked the teacher how you say it in English)</p>
<p>LANGUAGE USE</p>	
<p>Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.</p>	<p>Appropriate use S14: Yeah, but you are not just taking money <u>to</u> survive.</p> <p>Mistakes S7: But we are supposed to have nothing (are we supposed to have nothing) and not to like have a life and ummm have money for survive S14: You are pushing us <u>to</u> aside S7: What we are doing? S7: But there is no reason for being like burned in that, in those cameras. S14: You use their blood <u>to</u> your easter rituals S7: We don’t kill Jesus S10: It is <u>influent</u>, it has influence from you. S8: And as I have my own culture which is different <u>to</u> yours S8: Which are for us really different.</p>
<p>COMMUNICATION EFFICIENCY</p>	

<p>Functions performed clearly and effectively, Appropriate response to audience/situation Ideas are expressed coherently, Use of linguistic and Non-linguistic features</p>	<p>S7: But that is not sure that is not ummmm that's not true. It is not "probado". There is no proof of that. S8: We are not an impure race because we are sons of God and even..... well each human being is the creation of God and just we are trying to S10: "You, you you don't have like the the the like the power, the magnificence." S14: "You are pushing us <u>to</u> aside" "You use their blood <u>to</u> your easter rituals" S8: "And as I have my own culture which is different <u>to</u> yours"</p>
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We began analyzing **fluency**. One of the difficulties that learners may have when speaking is performance variables, as we said in our theoretical framework (2.2.2). This refers to the number of hesitations, pauses, backtracking, and corrections that are natural to the spoken language. As an example, S14 said: "You guys are not the real ummm pure race" then she said "So you umm are empowering our systems." That is only one disfluency per sentence, so it could be interpreted as an understandable use of disfluencies. However, when the speaker uses too many of these, it noticeably affects fluency and speech. For example, S7: "But that is not sure that is not ummmm that's not true. It is not "probado". There is no proof of that." we can see that she did not know how to say "there is no proof of that", the teacher had to help her find the right words. S10 said: "Those are weird rituals because well you... There's a group of people that just get get to get umm get gathered together and umm start to, to read weird things and umm to repeat things maybe you don't understand." Here we can see that the student made too many pauses to find the right words and she also repeated words. She also said "You, you you don't have like the the the like the power, the magnificence." The repetition of the word "you" and "the" not only affects fluency, it also affects communication because the content becomes unclear and hard to understand. In these examples, their mistakes become a real obstacle to their speech. Furthermore, as we explained in our theoretical framework (2.2), speaking influences the way speakers are perceived by others, and thus these fluency problems can have a negative impact on that perception. On another note, it is important to point out that, since students had time to prepare their arguments, they should have had an idea of what they wanted to say in their heads.

The second aspect that we evaluated was the **content**. Once more, it is important to highlight that our material is based on the communicative approach, so communication is the main goal, and thus we must consider the ideas being communicated. The content they produced was related to Nazis and Jewish people. Since this was a debate, it was important that they presented relevant ideas that successfully answered what the other was saying. In general, we can say that this debate was a

success. For example, S14: started her mock anti-Semitic statement with “You are trying to take over the world with your economical systems, so you are empowering our systems, our economies, you are affecting the whole world”. This is an actual argument that appears in the movie, thus making it appropriate for the mock debate. And to the answer from S7: “But... we are supposed to have nothing and not to have like a life, and have money to survive”, S14 managed to formulate an appropriate response: “You are taking control of our country, you are pushing us to a side and are becoming more powerful than the people that were originally in the country”. Obviously, since this is a mock debate and the students are assuming the role of Nazis, they are presenting false ideas, but it still shows they were capable of taking the ideas presented by the complex Nazi character in the film and structuring it into a comprehensible argument.

Next on our evaluation, we analyzed **pronunciation**. During this second intervention, students had few pronunciation mistakes. Going back to our theoretical framework (2.2), the best standard in pronunciation is probably whether the speaker’s pronunciation allowed an effective communication (Luoma, 2007). In this second activity students were intelligible so there was no break in communication. However, S7 said “[burned]” instead of /bərnd/. The -ed ending in English is an interference with the L1. This mistake is very pronounced, and as we said before, speaking impacts the way a listener perceives the speaker. Thus, a mistake like this can negatively change the perception a listener will have of the student. Because of that, it is important to correct mistakes like these when they appear.

After assessing speaking, the next component is **vocabulary**. On this topic, we can say that this exercise was a great opportunity for students to learn a certain vocabulary, because they needed to use some words that were not part of students’ everyday life. For example, when students were preparing what to say S10 and S14 asked the teacher how to say Easter. This also happened when S7 did not know the word “proven” and thus had to ask in Spanish (“probado”: “There is no proof of that”). Similarly, S7’s interference from L1 (when she said “cameras” when she was referring to the gas chambers) was a good opportunity for her to learn a word she was previously unfamiliar with, as was the case when S14 said “catholicists” instead of “catholics”, giving the student an opportunity to learn the appropriate word. Furthermore, S10 used the word “magnificence”, even though at the beginning he had trouble finding the correct word: “You, you you don’t have like the the the like the power, the magnificence.”, but then he found a word that it is not common and used it correctly. Thus the material gave the students the chance to use words that they do not normally use. It was also an opportunity to correct a student when they did not remember a word correctly, such as when S14 said “impovering” instead of “impoverishing”

After vocabulary, we analyzed **language use**. On this topic, students had some issues using prepositions, because they used the preposition “to” incorrectly several times S14: “You are pushing us to aside” (instead of “to the side” or simply “aside”), S14: “You use their blood to your Easter rituals”, S8: “And as I have my own culture which is different to yours”. Students had a few mistakes with word order, S7: “What we are doing?”, and S8: Which are for us really different”. There was also a mistake with the use of the correct tense, when S7 said: “We don’t kill Jesus”, instead of saying “We didn’t”, thus confusing the present and past tense. While there was no breakdown in the communication, as we said in our theoretical framework (2.2.2), a listener will make judgments about another person according to their speaking, and thus this grammar mistakes could negatively affect the impression person will have of the students. The activity thus gives us a good opportunity to correct those mistakes. There was also a moment where S7 corrected herself when she said “But there is no reason for being like burned in that, in those cameras.”

After assessing all the previous components, we could analyze **communication efficiency**, which lies at the center of our whole analysis because our material is based on a communicative approach. On this topic, we can see how all components intervene in the students’ overall communication efficiency. For example, S7’s fluency and vocabulary problems (when S7 says: “But that is not sure that is not ummmm that’s not true. It is not “probado”. There is no proof of that”) muddle the sentence and makes it hard for her to communicate her message. Similarly, when S8 says: “We are not an impure race because we areee sons of God and even.... Well each human being is the creation of God and just we are trying to...” the disfluencies and redundancies make it harder for the message to come through. That being said, in general the students had a good communication efficiency. More often than not, even when they made mistakes, there was no communication breakdown. For example, small mistakes in language use did not make the utterance incomprehensible (S14: “You are pushing us to aside”, “You use their blood to your easter rituals”, S8: “And as I have my own culture which is different to yours”). And students were able to overcome their limitation to transmit their message, such as when S10 found the right word to use: “You, you you don’t have like the the the like the power, the magnificence.”

B. Scene and quote discussion

FLUENCY	
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<p>Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.</p>	<p>S14: I think that being Jewish means, meant for Danny to be like a contradiction because I think that he might have studied the culture so much that he ended up like understanding a little bit ummm their like their culture, their behaviour, but at the same time he hated it so I think that is a contradiction.</p> <p>S10: Well, I think it means like to be, to feel, like I don't know to, to feel pressed to, to follow something some umm I don't know some characteristics that maybe he were against, he was against</p> <p>S8: He knows, I think, in a certain way he recognises himself as a jewish but maybe he, I think it could be the social pressure and he maybe sometimes we tend to believe or some people tend to believe they are inferior to other so maybe , I think that yeah like Jewish tradition are not as, no as accurate as Jewish people think and then he goes to the opposite side and goes against Jewish people</p> <p>S7: I think that he feeled pride, he feels pride for being Nazi, but at the same time he feel like, he feels like he owns something for being Jewish.</p> <p>S8: I think that also regarding that sentence of Catullus that maybe he in fact hated and loved at the same time but I think that it was like the ummm Judaism was the most important thing in his life because was that thing which made him like get to the limit, to the opposite pole.</p> <p>S14: Also because of what you were saying ummm you hate someone and you wish the worst things for that person and it gets back to you so the harm is for you not for the other one and the other one surely will be successful.</p>
<p>CONTENT</p>	
<p>Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.</p>	<p>S14: I think that being Jewish means, meant for Danny to be like a contradiction because I think that he might have studied the culture so much that he ended up like understanding a little bit ummm their like their culture, their behaviour, but at the same time he hated it so I think that is a contradiction.</p> <p>S8: He knows, I think, in a certain way he recognises himself as a jewish but maybe he, I think it could be the social pressure and he maybe sometimes we tend to believe or some people tend to believe they are inferior to other so maybe, I think that yeah like Jewish tradition are not as, no as accurate as Jewish people think and then he goes to the opposite side and goes against Jewish people</p>

	<p>S8: I think that also regarding that sentence of Catullus that maybe he in fact hated and loved at the same time but I think that it was like the ummm Judaism was the most important thing in his life because was that thing which made him like get to the limit, to the opposite pole.</p> <p>S14: I think that when he was growing up and he was kind of saying that umm God had the power to do anything that he wanted and the, I don't know he got like in those discussions with the teacher maybe that's why his doubt began.</p>
PRONUNCIATION	
Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	<p>S8: "[bat]" (but) /bət/ S8: "[mos]"(most) /most/ S8: "[rivend□]"(revenge) /r□v□nd□/ S8: "[hurt]" (hurt) /hɜrt/</p>
VOCABULARY	
Range of vocabulary and expressions, adequacy.	<p>Appropriate use S8: Just because that person you are in love with... arose those feelings in you.</p> <p>Mistakes S7: "He felt he due something to the jewish people" S10: "he felt pressed" S8: "The best way to do it is to become the most near person." (closest person)</p>
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.	<p>Appropriate use S14: I think that he might have studied S14: maybe that's when his doubt began,</p> <p>Mistakes S10: ...some characteristics that maybe he were against, he was against. S14: I think that being Jewish means, meant S8: some people tend to believe they are inferior to other S7: I think that maybe he feeled pride</p>
COMMUNICATION EFFICIENCY	

<p>Functions performed clearly and effectively, Appropriate response to audience/situation Ideas are expressed coherently, Use of linguistic and Non-linguistic features</p>	<p>Appropriate use: S14: In that part he said that to destroy Jews you had to love them because by hating them you were making them stronger.</p> <p>S8: I think that also regarding that sentence of Catullus that maybe he in fact hated and loved at the same time but I think that it was like the ummm... Judaism was the most important thing in his life because it was that thing which made him like get to the limit, to the opposite pole.</p> <p>Mistakes S7: “He felt he due something to the jewish people”</p> <p>S8: He knows, I think, in a certain way he recognises himself as a jewish but maybe he, I think it could be the social pressure and he... maybe.... sometimes we tend to believe, or some people tend to believe they are inferior to other so maybe, I think that yeah like Jewish tradition are not as, no as accurate as Jewish people think and then he goes to the opposite side and goes against Jewish people</p>
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Our analysis began by assessing the students’ **fluency**. During this second moment we noticed that while students had an idea they wanted to communicate, they had some trouble finding the right words. For example, S10 said “Well, I think it means like to be, to feel, like I don’t know to, to feel pressed to, to follow something some umm I don’t know some characteristics that maybe he were against, he was against.” On this point it is important to remember that, as we said before, the spoken language allows this pauses and disfluencies to be used in a natural way, giving a speaker time to find the appropriate words. However, in this case, they were too much and negatively affected the students’ fluency. However, there are also cases of good use of this performance variables. For example, S14 said “I think that being Jewish means, meant for Danny to be like a contradiction because I think that he might have studied the culture so much that he ended up like understanding a little bit ummm their like their culture, their behavior, but at the same time he hated it so I think that is a contradiction.” In this case, she did not repeat words and only used one disfluency when she said “ummm”. Another example of this is S14 saying “Also because of what you were saying ummm you hate someone and you wish the worst things for that person and it gets back to you so the harm is for you not for the other one and the other one surely will be successful.” While the student hesitates, he manages to communicate the idea without wasting too much time. S7 is another example of this, because in spite of her repetition of ‘he feels like’ in: “I think that he feelled pride, he feels pride for being Nazi, but at the same time he feel like, he feels like he owns something for being Jewish”, she still communicates the idea in a comprehensible way.

Next, we analyzed the **content**. We should clarify that this activity allowed students to think about what two different cultural groups meant for the protagonist of the movie, and thus they were able to reflect on stereotypes and cultural identity, which is the topic of the syllabus we are addressing. During this activity we could perceive that students used the examples of the movie to present clearer ideas. For example, S14 used an image from the movie to answer a question “ I think that when he was growing up and he was kind of saying that umm God had the power to do anything that he wanted and the, I don’t know he got like in those discussions with the teacher maybe that’s why his doubt began”. The student is describing a specific scene in the movie (different from the one we showed for the activity), and using it to answer the questions we posed. Therefore, we can say that the material can help students produce meaningful output in relation to the movie. That being said, there were students whose ideas were confusing. S8, for example, said: “He knows, I think, in a certain way he recognizes himself as a Jewish but maybe he, I think it could be the social pressure and he maybe sometimes... we tend to believe or some people tend to believe they are inferior to other so maybe, I think that yeah like Jewish tradition are not as, no as accurate as Jewish people think and then he goes to the opposite side and goes against Jewish people.” Here, when trying to answer the questions, she presented her ideas in an incoherent manner, and as a result it is hard to understand her. This is also connected with the last component, because the use of hesitation and backtracking also makes the statement hard to comprehend.

Thirdly, we took a look into students’ pronunciation. As in the first activity, students had few pronunciation mistakes. Specifically, S8 said “[bat]” instead of /bæt/, “[mos]” instead of /most/ and “[rivend□]” instead of /r□v□nd□/ and “[hurt]” instead of /hært/. That being said, these were all minor mistakes that did not prevent the message from being understood, which as we said before should be the rule to measure pronunciation. Therefore, we can say that the students had positive pronunciation in this activity.

Subsequently, we analyzed students’ **vocabulary**. In this activity students had very few vocabulary mistakes. The most notable one was S7 saying “He felt he due something to the Jewish people”. This caused a breakdown in communication, but it gave the teacher an opportunity to explain the correct way to use that word. Other vocabulary mistakes also provided similar opportunities for the teacher to explain the correct use of the word. S10 said “he felt pressed” instead of “he felt pressured” or he felt forced”. This seems to be an interference from L1, and the teacher corrected it. S8 said “The best way to do it is to become the most near person” instead of “the closest”. All of these can be teaching opportunities, where a teacher can use the output produced by the material to correct the students’ vocabulary. On another note, since on this aspect we also analyze the range of

vocabulary and adequacy of expressions, we highlight the appropriate use of the verb “arose” in “Just because that person you are in love with arose those feelings in you.”

The next component to analyze is **language use**. On this aspect, there was an example of overgeneralization when S7 said “I think that maybe he feeled pride”. As we explained in our theoretical framework (2.2.2), a listener will make judgments based on another person’s spoken language (Brown, 2007). Therefore, this type of mistake can have a negative impact in the perception a person will have of the student, and thus it is important to correct it. Another mistake was from S8: “some people tend to believe they are inferior to other”. She missed the ‘s’ that should be in ‘others’, but it was a small mistake, and very easy to ignore. On another note, while there were mistakes with verbal forms, the students corrected themselves immediately. This was when S10 had a mistake with subject/verb agreement (“some characteristics that maybe he were against, he was against”), and when S14 used the wrong tense, choosing present instead of past: “I think that being Jewish means, meant”. Since in language use we also take into account sentence variety, we wish to highlight that some students did use some varied sentences well. For example, S14 used complex sentences (“I think that he might have studied”), which indicates that the activity gave them an opportunity to use their language in more complex ways.

Lastly, we analyzed students’ **communication efficiency**. In this activity, the components that most affected communication efficiency were the interconnected components of fluency and content. This is the case of S8, when she says: “He knows, I think, in a certain way he recognizes himself as a Jewish but maybe he, I think it could be the social pressure and he... maybe... sometimes we tend to believe, or some people tend to believe they are inferior to other so maybe, I think that yeah like Jewish tradition are not as, no as accurate as Jewish people think and then he goes to the opposite side and goes against Jewish people.” The student seemed to be unsure of what she wants to say, causing her fluency to be affected by the hesitation and backtracking, and as a result the communication efficiency is also affected: the message becomes unclear. Another communication breakdown came from S7, when she used the word “due” incorrectly, but the student’s confusion gave the teacher the opportunity to teach students the right way to use the word. Furthermore, other than those problems, communication was efficient throughout the activity, and the students did not let minor errors stop them from communicating. S8, for example, managed to overcome her hesitations and communicate a relevant idea when she said: “I think that also regarding that sentence of Catullus that maybe he in fact hated and loved at the same time but I think that it was like the ummm... Judaism was the most important thing in his life because it was that thing which made him like get to the limit, to the opposite pole.” Also, the students used the ideas presented in

the movie to have a meaningful dialogue, thus having relevant communication (S14: “In that part he said that to destroy Jews you had to love them because by hating them you were making them stronger.”)

C. Picture description

<p>FLUENCY (15 pts)</p>	
<p>Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.</p>	<p>S10: Ok, so it represents a sentence that well I, I like a lot it says ummmm ‘nothing is true everything is permitted’. It means that umm you are the, you are the one who leads your own destiny and your options and you are the one, nothing can do well, nothing can say that. Nothing, nothing and anybody can determine what you do or what you think.</p> <p>S14: Ummm that ummm, well, I love, personally I love nature , I love animals so I’m a very, I don’t know I think I’m very connected to nature so that’s why I chose it but also I think ummm trees have, are really strong umm and I consider myself as a very strong person.</p> <p>S8: This umm umm is supposed to be me, and ummm what’s in my head, inside my head, or not my head but inside my being, yeah? And there are I think there’s a mixture of love, friendship, and happiness, sadness, umm this here represents God but not, it doesn’t mean that God is and also music which I like all the genre of music aaand languages too and I was telling her like for example I couldn’t say that I belong to a specific ummmm sub, subculture yeah? Because for example I love rock and metal, and also rap and salsa and all yes so I cannot like belong to a specific group.</p> <p>S7: Ok I draw a happy face, ummm persons and a book, ok. Umm I draw a happy face because I think that I’m really happy, that is like myyyy, I think that is like my everyday thing. And also I drew, I draw the persons because I feel that everybody needs somebody, you can not be alone like all the time, you need somebody to share things and to feel a little bit of support. And also I drew the book because I really really love to read.</p>
<p>CONTENT</p>	
<p>Organization, relevance of ideas, relationship between ideas.</p>	<p>S7: And also I drew, I draw the persons because</p>
<p>PRONUNCIATION</p>	

Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	S10: “[dətərmain]”(determine) /dətərmən/ S8: [hæpnəs] (happiness) /hæpinəs/ S7: “[kæn nat]”(cannot) /kænat/
VOCABULARY	
Range of vocabulary and expressions, adequacy.	S10: Nothing can do well nothing can do what you do. (no one) S10: Nothing and anybody can determine what you do or what you think Anybody (nobody)
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.	S7: OK, I draw a happy face.
COMMUNICATION EFFICIENCY	
Functions performed clearly and effectively, Appropriate response to audience/situation Ideas are expressed coherently, Use of linguistic and Non-linguistic features	S10: Ok, so it represents a sentence that well I, I like a lot it says ummmm ‘nothing is true everything is permitted’. It means that umm you are the, you are the one who leads your own destiny and your options and you are the one nothing can do well, nothing can say that. Nothing, nothing and anybody can determine what you do or what you think. S14: Ummm that ummm, well, I love, personally I love nature , I love animals so I’m a very, I don’t know I think I’m very connected to nature so that’s why I chose it but also I think ummm trees have, are really strong umm and I consider myself as a very strong person. S8: This umm umm is supposed to be me, and ummm what’s in my head, inside my head, or not my head but inside my being, yeah? And there are I think there’s a mixture of love, friendship, and happiness, sadness, umm this here represents God but not, it doesn’t mean that God is and also music which I like all the genre of music aaand languages too and I was telling her like for example I couldn’t say that I belong to a specific ummmm sub, subculture yeah? Because for example I love rock and metal, and also rap and salsa and all yes so I cannot like belong to a specific group. S7: Ok I draw a happy face, ummm persons and a book, ok. Umm I draw a happy face because I think that I’m really happy, that is like myyyy, I think that is like my everyday thing. And also I drew, I draw the persons because I feel that everybody needs somebody, you can not be alone like all the time, you need somebody to share

	<p>things and to feel a little bit of support. And also I drew the book because I really really love to read.</p>
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We started analyzing **fluency**. As we have said before, spoken language naturally allows the use of performance variables, as long they do not become an obstacle to a comprehensible speech. Here, we can see a good use of those variables, using hesitation and disfluencies quickly, without greatly affecting fluency nor causing breakdown in communication. S14, for example, said “Ummm that ummm, well, I love, personally I love nature , I love animals so I’m a very, I don’t know I think I’m very connected to nature so that’s why I chose it but also I think ummm trees have, are really strong umm and I consider myself a very strong person.” Here, despite hesitating a couple times, the student delivers a comprehensible message in a good pace. On the other hand, there was one moment where one student was unsure on how to express an idea, and this interrupted his discourse. This was when S10 said “you are the one, nothing can do... well, nothing can do what you do... I don’t know how to say that.” However, the student immediately overcame this limitation and added: “Nothing, nothing and anybody can determine what you do or what you think.” Thus, despite the interruption, he managed to find what he wanted to say and finished the idea.

Next in our grid, we analyze **content**. In general, the students were able to use their drawings and their speaking skill to talk about themselves. S14, for example, said: “I think I’m very connected to nature so that’s why I chose it but also I think ummm trees have, are really strong umm and I consider myself a very strong person”. She was able to use trees as a metaphor and thus communicated her own self-image: that she is a strong person. However, while most of the activity happened without any trouble, S8 was unable to communicate her idea: “this here represents God but not, it doesn’t mean that God is a side that... just... yeah? There’s a philosophy that that’s a sign”. It seems she was unsure of what she meant, that her idea was not clear, and this made the idea incomprehensible, causing a breakdown in communication. We should also clarify that this content is connected to the topic of the syllabus, which is stereotypes.

Next, we analyzed **pronunciation**. In general, they were perfectly comprehensible, and as we have said before, that should be the rule to assess pronunciation. There were, however, a couple of

mistakes, but these can be easily corrected. For example, S10 said “[dətərmain]” instead of /dətərmən/, S8 omitted a sound when she said [hæpnəs] instead of /hæpinəs/, and S7 said “cannot” as two words instead of one: “[kæn - nat]”. Nonetheless, these were very small mistakes, and thus we can say that the students had a very effective pronunciation in this activity.

Onto the subject of **vocabulary**, the only marked mistake was when S10 used “anybody” instead of “nobody”: “Nothing and anybody can determine what you do or what you think”. While this mistake is not great enough to cause a breakdown in communication, it could negatively impact the impression a listener would have of the student, and a teacher could take this opportunity to correct it. Thus, we can say that the material caused the students to produce output that can be used by a teacher to correct the students’ vocabulary.

Next, we analyzed **language use**. On this component, the only mistake that occurred during the activity was when S7 said “Ok, I draw a happy face”, saying it in present instead of in past. This mistake, however, did not affect communication, and a teacher could take that mistake and quickly correct it. As with vocabulary, it should be seen as an opportunity to correct the student’s mistake, and thus foster the language use.

Finally, we turned our focus to **communication efficiency**. Having assessed all previous components, we can see that there was really only one point in which a student was unable to communicate an idea: when S8 said “this here represents God but not, it doesn’t mean that God is a side that... just... yeah? There’s a philosophy that that’s a sign”. She does not manage to make her idea comprehensible. However, everything else was perfectly understandable. Even when a student had trouble communicating an idea, they always managed to overcome it, such as when S10 said “well, nothing can do what you do... I don’t know how to say that. Nothing, nothing and anybody can determine what you do or what you think.” Vocabulary mistakes such as “nothing and anybody can determine what you do or what you think” did not cause a breakdown in communication and the real meaning could be inferred from the context. Thus, we can conclude that communication in this activity was efficient.

Annex 12

Material grid evaluation questionnaire tabulation: The Believer

	MATERIAL EVALUATION GRID THE BELIEVER	Yes	Partly	No
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1.	Is it attractive? Given the average age of students, would they enjoy using it?	3	1	
2.	Is it culturally acceptable?	4		
3.	Is it about the right level of difficulty?	4		
4.	Is it about the right length?	4		
5.	Are the course's physical characteristics appropriate?	4		
6.	Are there enough authentic materials, so that the students can see that the material is relevant to the real life?	2	2	
7.	Are the contents of the materials contextualized to the realities of the students and the target culture?		3	1
8.	Does the material contain enough communicative activities to enable the students to use the language independently?	1	3	
9.	Does the material follow the syllabus in a creative manner?	3	1	
10.	Are the activities well organized?	4		
11.	Does the material allow a focus on form as well as function?	4		
12.	Does the material help students develop their language skills?	3	1	
13.	Does the material have clear instructions?	4		
14.	Is the material motivating and engaging?	3	1	

15.	Is the material flexible?	1	3	
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Annex 13

Survey of the impact of the material in students tabulation: The Believer

		Yes	No	
1.	Did you find the material interesting?	4		Why? I feel that this topic is related with my life, but leaving aside the personal reasons, I consider it is a polemic topic which has always been very controversial in our society. It was a new way to approach us to new topics. It was interesting because I have seen lots of jewish movies based on the holocaust but this was kind of different. Because it was creative.
2.	Did you like the audiovisual presentation of the material?	4		Why? The material is really didactic, organized and clear. It engages us into the activity by showing new ways of presenting topics. It was more clear than the previous one. It's not common.
3.	Do you think that the activities are adequate for your English level?	4		Why? Because they include real situations in which we must give arguments and it is not easy. We are encouraged to speak more which is very important in our level. We are able to understand and produce. Because the topics made us use our knowledge in the language.
4.	Did you like the activities?	4		Why? They are really interesting, they arose my curiosity on the topic. They are different than the ones that we are used to do. These are different and are related with interesting topics that we sometimes forget. They made us interact with each other and it allowed us to express our thoughts and feelings.
5.	Did you like the way the activities were presented?	4		Why? It is an innovative way to present the activities. It s a way that we don't see in class very often, so it is interesting.

				It is more catchy than a person in front of the class. It is innovative and clear. At first, the host presented the instructions and then, they are presented in a written way, so they make sure we understood.
6	Was there a particular activity that you preferred?	4		If yes, which one and why? I found really interesting and challenging the activity in which we had give arguments in favor of one side. When we had to draw, because we reflected the things that we learned in ourselves. The one in which we had to draw, in a moment it was uncomfortable, but then I could draw and explain it really well. The cultural questions, we can learn new things and we had the opportunity to participate and give opinions due to the number of students
7.	Was there an activity you did not like?	1	3	If yes, why? When we had to step in front of the class because you don't have anything prepared.
8.	Did you like the movie?	4		Why? It was really impressive and got us to a reality from which we are apart. It shows a different approach to a topic that has been talked about for a long time but that is now stereotyped. It was different and controversial. Because it gives us background about the topics of the movie.
9.	What did you like the most from the material?			The clarity in which the material was presented. The didactic way of doing the activities. The presentation is clear. The presentation of the host.
10.	What didn't you like from the material?			They should have explained the meaning of the symbols instead of asking them.

11.	Did you like the topics that are treated in the material?	4		Why? They arose a lot of interest in me. I feel less scared to speak. They take into account social issues that involve us all. I noticed that I really do not know much about Jews and Nazis. Because they are related to the movie and also to our daily surroundings. Those are things we can see everyday.
12.	Do you think your speaking improved?	2	2	If yes, how? Because I needed to speak. However I would like to do more activities like this one to improve my English. I felt less scared to speak. Not that much, I think that these exercises help a lot but to improve we have to do them everyday.
13.	Did you have any difficulties with your speaking during the activities?	4		If yes, in which ones? I was not fluent enough and I was confused with some terms. maybe I got stuck in some parts where I didn't know what to say. Pronunciation and subject verb agreement. Sometimes I cannot find the grammatical way to say something because I have to think a lot about it.
14.	Would you change something from the material?	1	3	If yes, what would you change? Maybe the designers could make a little contextualization of the topics for those who do not know about it.
15.	Would you make any suggestions to improve the speaking activities?	1	3	If yes, which ones? Encouraging debates will help people to engage and participate a lot more in the activities.

Annex 14

Speaking assessment grid: recordings Trainspotting

A. Role Play

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	Appropriate use: S8: "What's up with you man?, what have you been doing", S7: "I am here, like, working", S7: "Yes, I am clean, as you know", S14: "Look, we have a really good proposition for you" S7: "I can imagine" S14: "We are

	going to make a looooooot of money, you are going to love it.”
CONTENT	
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	S2: “You know, I think, what if we take the money”, S12: “I don’t know, I’m not a traitor, what about you”, S2: “Well, they are like, really far away, they wouldn’t notice”, S12: “But we’re supposed to be friends, I don’t know”
PRONUNCIATION	
Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	S12: “[trejdər]” (traitor) /trejtər/
VOCABULARY	
Range of vocabulary and expressions, adequacy.	Appropriate use S7: “Ok, I’m in” S13: “What the fuck are you doing” Mistakes S7: “No, I don’t want to do it...go out...”
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.	Mistakes: S14: “A lot of money” S7: “How many?” S7: “oh god, is awesome.” S11: “Okay, here you have”
COMMUNICATION EFFICIENCY	
Functions performed clearly and effectively, Appropriate response to audience/situation Ideas are expressed coherently, Use of linguistic and Non-linguistic features	Appropriate use S7: Ok I’m in. S8: What’s up with you man? What have you been doing? S13: Take the money please S 14: Now that you are clean you should try it first.

Our first component is **fluency**. Students had good pace, did not hesitate, and did not need to use many disfluencies. On the contrary, all of them were very fluent and spontaneous. For example, the first group had a very good pace in their dialogue, and they did not stop before speaking (S8:

“What’s up with you man?, what have you been doing”, S7: “I am here, like, working”, S7: “Yes, I am clean, as you know”, S14: “Look, we have a really good proposition for you” S7: “I can imagine” S14: “We are going to make a looooot of money, you are going to love it.”). As we can see there’s good pace in the conversation.

The next component in the grid is **content**. Since the situations they had to act out were from the movie, all they had to do was take it as an example and act it out. For that reason, we could say it was easy to produce content for this activity. And as a result, they were able to hold a coherent and logical conversation. In this particular role play we did not spot any major content problems. That is to say that they did not have any difficulty maintaining and terminating their ideas, and therefore the communication never broke down. For example, this dialogue from the second group: S2: “You know, I think, what if we take the money”, S12: “I don’t know, I’m not a traitor, what about you”, S2: “Well, they are like, really far away, they wouldn’t notice”, S12: “But we’re supposed to be friends, I don’t know”. As we can see, ideas were properly expressed and there was no breakdown in communication.

Moving onto **pronunciation**, the only mistake we found was when S12 pronounced the word traitor as [trejdər]. However, this mistake did not make the word incomprehensible. And as we have said before, the key to assessing pronunciation should be whether the utterances can be understood (Luoma, 2007). Therefore, we can say the students had a good pronunciation all the way through.

The next component of speaking we analyzed was **vocabulary**. In this role play we noticed that students did not have any trouble trying to find appropriate words to express themselves. We found that students used suitable vocabulary for the given context, and most of their expressions were appropriate. For instance, S7 said: “Ok I’m in”, when asked to be part of a business. It is a short, simple sentence but she used the correct expression. Another example is when S13 said: “What the fuck are you doing”. This kind of vocabulary was very appropriate because the characters had to be young drug addicts, the kind that would use slang like that. There was only one inadequate expression, which was when S7 said “No, I don’t want to do it...go out....” She said “go out” instead of saying “get out”, or “leave” which would have been a more appropriate expression. However, it was grammatically accurate, and it did not cause a breakdown in communication. While it must be added that students did not use any complex words or expressions, we must remember that the situation did not require any.

As we move forward on the evaluation grid, we find **language use**. It is in this component where students had some mistakes, because they made some errors regarding basic patterns and structures

of the language. For instance, S7 said: “How many?” instead of saying “how much” when talking about money. Also, student 11 said: “here you have”, when giving a drink to someone, when she should have said “here you go”. However, despite their grammatical mistakes their communication was still effective and intelligible, and so those two mistakes could be easily corrected. If we go back to our theoretical framework (5.2.1), we can remember that a fuller understanding of communicative competence involves both knowledge and the capacity to implement it. According to Canale & Swain (1980), among the components of communicative competence are the grammatical competence, defined as the domain of grammar and lexical competence, the discourse competence, which refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship of the entire discourse or text. What we see in these examples is that, since the mistakes did not break communication, the discourse competence could have compensated for the lack of grammatical competence, because while incorrect, the message as a whole could be understood. Nonetheless, the grammatical competence is still an important part of the communicative competence, and thus these mistakes create an opportunity to correct them.

The last component of our grid is **communication efficiency**. When analyzing our data collected from this role play, we saw that students were able to perform an idea, clearly, effectively, and coherently. There were no breaks in the communication whatsoever, and their utterances were appropriate for the situation. For example, S14 said: “Now that you are clean, you should try it first”. The student did not have any trouble saying this and was able to communicate efficiently. One last aspect we were able to distinguish in this role play was the fact that students used body language. As mentioned in our theoretical framework (5.2.2), body language compensates possible shortcomings when speaking. For example when S7’s character injected herself with the heroine, she did not know how to express what the drug was making her feel. Therefore she resorted to using her body by lying on the floor, adopting a particular posture, making certain facial expressions and moving her eyes in a distinctive way, which helped her communicate that feeling. In general we saw some students using their body to appropriately convey meaning and communicate something. Overall, in this particular role play, and in regards to communication efficiency, students produced clear and coherent ideas as well as clear output, which ultimately lead into efficient communication. Also, in comparison to the previous two sessions, the fluency, language use and general communication efficiency had less difficulties. Thus, it would seem that the students’ speaking skill has been fostered.

B. Questions

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	S1: “Um we said that an addiction is... kind of... umm it’s when you create a dependence on something.. it’s like when you feel you cannot live without something.” S14: “We were saying that it was because they want escape from reality, like perhaps they have a lot of problems so they do not want to... I don’t know.. like to... yeah be conscious about that”
CONTENT	
Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.	S7: “It is not like a solution, but it is like a form to evade his reality.” S9: “We were discussing that mainly the characters use drugs in order to go out from the reality, and also because for instance, if they face mainly worse situations they want to think that they are not facing those situations.”
PRONUNCIATION	
Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.	S9: “[drugz]” (drugs) /drægz/ S12: “[□□js]” (choice) /t□□js/ S7: “[præskribed]”(prescribed) /priskrajbd/
VOCABULARY	
Range of vocabulary and expressions, adequacy.	S9: ““They use drugs to go out from the reality.” “It is like kind of.... how do you say cobarde?” S7: “abstinencial syndrome”
LANGUAGE USE	
Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.	S9: “they are using drugs in order to forgot... forget those situations.” “We were discussing that mainly the characters use drugs...” “They use drugs to go out from the reality.” S14: it ended up liking... they ended up liking. S7: The first thing that they do was... that they did was.

COMMUNICATION EFFICIENCY	
<p>Functions performed clearly and effectively, Appropriate response to audience/situation Ideas are expressed coherently, Use of linguistic and Non-linguistic features</p>	<p>Appropriate use S7: It is not like a solution, but it is like a form to evade his reality. But, I think that other people use drugs like to be in a social group, to be with their friends.</p>

To begin assessing their overall speaking, we began with **fluency**. In the activity there wasn't much hesitation, disfluencies, long unnatural pauses or difficulties with their rate of delivery. On the contrary, most of them made and had just about the right amount of pauses and disfluencies that, as we have said before, can be used when speaking. For example S1 said: "Um we said that an addiction is kind of...umm it's when you create a dependence on something...it's like when you feel you cannot live without something." The student made two small pauses and she used a disfluency in her discourse, but her rate of delivery wasn't slow. Another example is when S14 said: "We were saying that it was because they want escape from reality, like perhaps they have a lot of problems so they do not want to... I don't know... like to... be conscious about that." Her delivery had an average pace and the only pauses she made was to organize her ideas and perhaps look for the word she wanted to use. As we saw in our theoretical framework (5.2.2), achieving a good pace can be one of the major difficulties that students face when developing their speaking skill (Brown, 2007). And this activity let us see that students have been able to develop a good rate of delivery, as can be seen in these two examples. Overall, students did not have problems with fluency.

The next component of speaking we analyzed was **content**. In this particular component, students had coherent and relevant arguments to support their ideas. For instance, S7 said: "it is not like a solution, but it is like a form to evade his reality." This is a simple sentence, but the content, or the main idea of it is clear, and she is able to deliver it clearly. Another example is when S9 said: "We were discussing that mainly the characters use drugs in order to go out from the reality, and also because, for instance, if they face mainly worse situations they want to think that they are not facing those situations." The idea of her argument was relevant and she was able to connect it properly. In this way, the student is able to deliver more complex ideas, that of drugs as escapism, and connect it with the movie. In these examples, we could establish that there was an improvement in the content

of students' ideas. Unlike the previous sessions, where students had more issues trying to make their ideas coherent and relevant, in this session we noticed that they were able to produce more meaningful and complex ideas. And while our goal is not to make comparisons between the lessons, but we do have to comment that we were able to see a big improvement in students' relevance of ideas compared to the previous two sessions.

In regards to **pronunciation**, students had a few mistakes when saying certain words. S12, for example, said [ɔ̃ɔ̃js] instead of /tɔ̃ɔ̃js/, though this error is not very noticeable for the similarities between the /ɔ̃/ and /tɔ̃/ sounds. There were, however, more remarkable mistakes, such as when S9 said “[drugz]” instead of /drægz/, or when S7 said “[prəskribed]” instead of /priskrajbd/. As we have said before, since a listener creates judgements based on the speaker's speaking skill. Thus, while the student was able to communicate the idea, this kind of mistakes could cause a negative impression of the speaker, especially considering these students are future language teachers. For this reason, it is important to correct them, and these exercises provides the opportunity to do so. This allows students to notice and learn from their mistakes.

As we move forward on the evaluation grid, we find **vocabulary**. In this particular activity we noticed that students did not have a lot of trouble finding the appropriate words. Perhaps it was because they were able to talk in their groups before reporting to the teacher and this allowed them to have their ideas in mind and not hesitate to look for them. However we did find some mistakes students made when speaking. S9 said “it is like kind of...how do you say cobarde?” This is not exactly a mistake, but a lack of basic vocabulary from the student. However, it also created the opportunity for the student to acquire a new word. In this particular example we can highlight that even though the student asked to know the word “cobarde” in English, we consider it to be valid strategy of communication, which she implemented to learn a new word and be able to communicate efficiently. The other mistake was when S7 said: “abstinencial syndrome”, and this can work as an opportunity for students to learn the correct expression, “abstinence syndrome”. There was also the moment where S9 said: “They use drugs to go out from the reality.” While technically correct, the verb “get out” is not the most adequate; she should have said “escape from reality or get out from reality”. Nevertheless, there were only these mistakes, and in general terms, students did not have major problems in this activity when it comes to vocabulary.

The next component in our grid is **language use**. In this section where we had to evaluate students grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level, we found more mistakes. We noticed that some students have trouble with verb conjugation. For example S9 said: “they are using drugs in order to forgot... forget those

situations.” In this case we see how the student was confused with the past tense and the present tense. Another example was when S7 said: “The first thing that they do was... that they did was.” Again, another student had trouble with the verb tenses. Nevertheless, it is important to highlight that both students corrected themselves after they made the mistake, and as we said in our theoretical framework (4.2.2), corrections are a part of performance variables, which the spoken language permits (Brown, 2007). The next example of language use is when S9 said: “We were discussing that mainly the characters use drugs to go out from the reality.” In this particular case, the more appropriate word order would be “the characters mainly use”. This caused the sentence to sound off. The following mistake in that same sentence was when she said “go out from the reality”, where she could have said “from reality”, or “from their reality”. In this example, we were able to observe that the way the student built the sentence is unnatural, because it is unusual. However, while unnatural, the syntax is correct, and because of that the student remained perfectly understandable.

The last component of speaking we analyzed was **communication efficiency**. In this component, we noticed that students did not have trouble communicating their ideas. On the contrary, they were able to speak without breaking the communication, and everyone was able to understand. For example S7 said: “It is not like a solution, but it is like a form to evade his reality. I think that other people use drugs like to be in a social group, to be with their friends.” The student communicated her idea without interrupting herself, to look for words or ideas and she did not repeat herself. Rather, the student uses redundancy in order to make her idea clearer. As we can see in our theoretical framework (5.2.2), this is a normal strategy, because the spoken language offers an opportunity to make meaning clearer through the redundancy of language (Brown, 2007). In general, we noticed that students in this lesson were able to communicate more efficiently and capable of communicating meaningful ideas.

C. Debate

FLUENCY	
Ease of expression, spontaneity, pace, pauses, hesitation, fillers, stuttering.	<p>S12: “Maybe it’s not something that is going to be certain, and for that reason you cannot try to... to...to...I mean to... to apply that.”</p> <p>S7: “I think the....uhh also taking into account the use of the ummm....I don’t know what to say... the.... like the law for using the personal dose is important for the society, because</p>

	<p>the government maybe, like, can like... eh... be more conscious of the use of... the use of drugs”</p> <p>S1: “Just in the case if the government is just gonna be the only one whos gonna be.... in charge of the ummm you know like... I don’t know how to say ummm..... like to yeah... I mean the only one whos gonna be in charge of using the drugs.”</p>
CONTENT	
<p>Coherence in the sequence of ideas, support of ideas, organization, relevance of ideas, relationship between ideas.</p>	<p>S8: “Most of the people in this particular case, almost 97 or 98% after people try it, get addicted, so most of us would be lost. Plus, I think everyone has dreams and a life project, we want to finish our degree and work... so I think people have to be aware that getting into drugs would spoil all their dreams, because if you get addicted, there’s a moment when you can’t have a normal life”</p> <p>S7: “They have to use marihuana to overcame the pain”, T: “overcome” S7: “overcome the pain, so I think they ... ummm also taking into account the use of the... well the..ummm I don’t know what to say... like the law for using the personal dose is important for the society, because the government maybe can be a bit more conscious of the use of drugs. They don’t be like hmmm I don’t know hiding from the people, can take register of that”</p>
PRONUNCIATION	
<p>Pronunciation of sound within discourse, intonation, articulation. L1 accent, rhythm, stress, intelligibility.</p>	<p>S7: “[juzəd]” (used) /juzd/ “[war]” (were) /wər/ “[kokajŋ]” (cocaine) /kokejŋ/</p>
VOCABULARY	
<p>Range of vocabulary and expressions, adequacy.</p>	<p>Appropriate use: S7: “they harvest marijuana” “suffer too much pain in articulations... joints, I don't know the word.. joints”</p>
LANGUAGE USE	
<p>Grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level.</p>	<p>S12: “It’s not just a problem that involves yourself but involve different people” S7: “we can see marijuana is using for people.” “they use marijuana to overcame the pain” “they don’t be like.” “so much things in the country can change because of that.” “they will said like” S1: “people is just like.”</p>

	S9: “but I don’t... I didn’t said... say why not to release some pain”
COMMUNICATION EFFICIENCY	
Functions performed clearly and effectively, Appropriate response to audience/situation Ideas are expressed coherently, Use of linguistic and Non-linguistic features	S12: “that’s going to become an addiction because it’s an addiction, you can do many things in order to get ummm drugs... most of them are not going to be good for you or people around you.” S7: “They have to use marihuana to overcame the pain”, T: “overcome” S7: “overcome the pain, so I think they ... ummm also taking into account the use of the... well the..ummm I don’t know what to say... like the law for using the personal dose is important for the society, because the government maybe can be a bit more conscious of the use of drugs. They don’t be like hmmm I don’t know hiding from the people, can take register of that” “If the government take... takes the place for like ummm see where the drugs are made and like supervise.” S1: “Just in the case if the government is just gonna be the only one who’s gonna be.... in charge of the ummm you know like... I don’t know how to say ummm..... like to yeah... I mean the only one who’s gonna be in charge of using the drugs.” S9: “putting that position that you are... that you got cancer...”

Our first component in the grid is **fluency**. On this component, we noticed that students had some difficulties with their fluency, such as pauses and hesitations. As we have said before, the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. However, some of the pauses, hesitations and disfluencies students made in this section were too many and almost interrupted their discourse. For example S12 said: “Maybe it’s not something that is going to be certain, and for that reason you cannot try to...to...to...I mean to... to apply that.” As can be seen in this example, the student made two pauses which would have given him the time to look for appropriate word or expression, but instead he said “I mean”, to gain more time. However, while these pauses are too long and therefore a hindrance to the student’s fluency, in the end he overcame these issues and was able to complete his idea.

Similarly, S7 also had fluency problems when she said: “I think the...uhh also taking into account the use of the ummm...I don’t know what to say... the.... like the law for using the personal dose is important for the society, because the government maybe, like, can like... eh... be more conscious

of the use of... the use of drugs.” Her performance was not spontaneous and her pace was rather slow. She made pauses, hesitated too much and also expressed that she did not know what to say followed by two pauses, but in the end she was also able to overcome these difficulties and complete her idea. Lastly we have S1 who said: “Just in the case if the government is just gonna be the only one whos gonna be.... in charge of the ummm you know like... I don’t know how to say ummm..... like to yeah... I mean the only one who’s gonna be in charge of using the drugs.” This student had too many pauses in her discourse. All in all, their pace was good in general but they made unnatural pauses which in some cases slowed down the discourse. However, they managed to overcome those difficulties, finish their ideas and engage in meaningful communication. We could say that their fluency in this activity had more difficulties than in the previous two. Because of this, we can say that developing a language skill is not a perfect straight line that always goes up, but rather, a fluid progression with highs and lows, which can have causes in many different influences. On this point, we believe that students had problem with their fluency because of the type of activity they were using, in which they had to think quickly and deliver their ideas. However, this means that students need more practice with this type of speaking, and thus we see this as an opportunity to foster their speaking skill in a type of speaking where they still need work.

The next component is **content**. In this section, we noticed that some students had trouble properly connecting their ideas, and this caused the message to lose coherence. As stated in our theoretical framework (5.2.1), an important part of communicative competence is the discourse competence, which refers to how ideas are interconnected and how the meaning is represented in the relationship of the entire discourse or text. In fact, in some cases, we did find students being able to connect their ideas to form relevant arguments. For example, S8 said “Most of the people in this particular case, almost 97 or 98% after people try it, get addicted, so most of us would be lost. Plus, I think everyone has dreams and a life project, we want to finish our degree and work... so I think people have to be aware that getting into drugs would spoil all their dreams, because if you get addicted, there’s a moment when you can’t have a normal life.”

There were instances, however, where ideas became incoherent, when they were not properly connected. S7, for example, said “They have to use marihuana to overcame the pain”, T: “overcome” S7: “overcome the pain, so I think they ... ummm also taking into account the use of the... well the..ummm I don’t know what to say... like the law for using the personal dose is important for the society, because the government maybe can be a bit more conscious of the use of drugs. They don’t be like hmmm I don’t know hiding from the people, can take register of that.” She was trying to argue the importance of using drugs for medical purposes, but the way she

connects that idea with the idea of the government “hiding” the issue from people causes the idea to become harder to understand for a listener, because it is not well expressed. However, in general, the debate showed students have a meaningful conversation about the issue at hand, as can be seen in the example of S8 given before.

Next on the grid we have **pronunciation**, where we assessed students’ pronunciation of sound within discourse, intonation, articulation, L1 accent, rhythm, stress, intelligibility. Having said that, lets start off with the most noticeable mistake in pronunciation, when S7 said “[juzəd]” (used). In this example we see that the student pronounced the (ed) at the end of the verb which made the word sound strange. The same student said “[war]” (were) and “[kokajɪn]” (cocaine). In the case of the word “were” this word is very common. We were able to understand what she meant but, as we have said before, a listener makes judgments based on a person’s speaking, and this can negatively impact how the student is perceived. This is particularly worrying considering that these students are training to be language teachers in the future, and thus being perceived negatively could have bad impact on prospective employers, as well as on students. However, this gave the teacher an opportunity to correct the student.

The next component in our grid is **vocabulary**. In this particular component we did not find a lot of mistakes. Mostly, vocabulary was well use. For example, S7 said: “they harvest marijuana”. This can be seen as an opportunity to use a word like “harvest”, which is not commonly used in the students’ daily life. This can also be seen when the same student says “suffer too much pain in articulations... joints, I don't know the word... joints?” The student was unsure on whether she was using the correct words, and there was an opportunity for her to confirm her knowledge. Therefore, we can see that this student was able to use the activity to practice the use of words they do not normally use.

Moving onto our next component, we have **language use**. As we have mentioned before, this section on the grid aims to grade student’s grammatical accuracy, sentence variety, unity, mastery of basic language patterns and structures corresponding to the level. To begin, we noticed that S12 said: “It’s not just a problem that involves yourself but involve different people”. As can be seen, the student did not use the correct form of the verb because she omitted the “s” in the word “involve”, when referring to the problem. A different example of a lack of grammatical accuracy and structure is when S7 said: “we can see marijuana is using for people”. In this sentence she was trying to form a passive voice, but said “using”, instead of “used” and “for” instead of “by”. In this case this student had a lot of difficulties and therefore there was a breakdown in communication, as it was difficult to understand what she wanted to say. The same student said “they use marijuana to

overcame the pain”, using the past tense “overcame” instead of the correct “overcome”. Later on, S7 made another grammatical mistake when she said: “they will said like”. These were all mistakes related to the use of verbs in the correct form and tense. These type of problems were also present with S1, who said “people is just like”, and S9, who said: “but I don’t... I didn’t said... say why not to release some pain.” In this particular case, we can see how the student corrected herself. In the other cases, it was the teacher’s job to correct the students. This was also the case when the teacher corrected a mistake from S7 regarding the use of “many” and “much”: “so much things in the country can change because of that”. We can thus see that students still have some problems with correct structures, but that the material gave them the opportunity to practice them and to be corrected.

The last component of speaking we analyzed was **communication efficiency**. Since our main focus is the communicative approach, we had to analyze thoroughly students’ ability to perform functions clearly and effectively, as well as appropriate response to audience/situation, ideas expressed coherently and lastly the use of linguistic and non-linguistic features. We can begin this analysis by stating that there were, however, moments where problems could cause communication breakdown. For example, S7: “They have to use marihuana to overcame the pain... overcome the pain, so I think they ... ummm also taking into account the use of the... well the... ummm I don’t know what to say... like the law for using the personal dose is important for the society, because the government maybe can be a bit more conscious of the use of drugs. They don’t be like hmmm I don’t know hiding from the people, can take register of that.” In this example, we saw the student had a little bit of trouble expressing herself clearly and coherently. Problems with fluency and discourse competence made her lose track of what she was trying to say and therefore she did not connect her ideas properly. Also, the incorrect use of the word “hiding” made the last part of her sentence hard to understand. This caused a breakdown in communication and as an outcome the audience had a lot of trouble understanding it.

However, this activity also gave students the opportunity to overcome their difficulties and express themselves in spite of a few problems. For example, S12 says: “that’s going to become an addiction because it’s an addiction, you can do many things in order to get ummm drugs... most of them are not going to be good for you or people around you.” In this case, despite the student’s redundancy, he is able to communicate his idea effectively. Later on S1 said: “Just in the case if the government

is just gonna be the only one who's gonna be.... in charge of the ummm you know like... I don't know how to say ummm... like to yeah... I mean the only one who's gonna be in charge of using the drugs." In this example, the student made a lot of pauses which turned her discourse a little bit difficult to follow and understand, but despite her disfluencies and pauses, she was able overcome them to communicate her main idea clearly and effectively. In this last component we noticed that students had trouble communicating an idea but they came around those problems and did their best to communicate their ideas effectively.

Annex 15

Material grid evaluation questionnaire tabulation: Trainspotting

	MATERIAL EVALUATION GRID TRAINSPOTTING	Yes	Partly	No
1.	Is it attractive? Given the average age of students, would they enjoy using it?	8	1	
2.	Is it culturally acceptable?	6	3	
3.	Is it about the right level of difficulty?	6	3	
4.	Is it about the right length?	8	1	
5.	Are the course's physical characteristics appropriate?	7	2	
6.	Are there enough authentic materials, so that the students can see that the material is relevant to the real life?	9		
7.	Are the contents of the materials contextualized to the realities of the students and the target culture?	7	2	
8.	Does the material contain enough communicative activities to enable the students to use the language independently?	6	3	

9.	Does the material follow the syllabus in a creative manner?	9		
10.	Are the activities well organized?	9		
11.	Does the material allow a focus on form as well as function?	6	3	
12.	Does the material help students develop their language skills?	7	2	
13.	Does the material have clear instructions?	8	1	
14.	Is the material motivating and engaging?	5	4	
15.	Is the material flexible?	6	2	1

Annex 16

Survey of the impact of the material in students tabulation: Trainspotting

		Yes	No	
1.	Did you find the material interesting?	9		<p>Why? because it is a problematic that, from my point of view we have to know to be more responsible in situations in which we are exposed to drugs. It was about a topic that we as society are facing right now. We all got interested in the topic, we all participated. It allows students to be talkative and reinforce their abilities We improved a lot our communicative skills. It was an interesting topic It had dynamic activities Because it talks about something modern and it talks about something modern and also about us taking a role in front of the problem It touches a reality of the world and of the youth</p>
2.	Did you like the	9		Why? It was really organized.

	audiovisual presentation of the material?			<p>It was well edited and contained good graphics The way it was lead Because it's really creative and shows the topics in a good way. It is great, it is an innovative way to carry out a class. There should be more classes like this It attracts us and we got engaged with the activities The background It was funny It is new and creative</p>
3.	Do you think that the activities are adequate for your English level?	9		<p>Why? these activities demand me to use the language and new vocabulary, which is learning and improving my skills. They encourage us to use our knowledge on certain topics seen on this level. We are forced to give our ideas, arguments. They are understandable and well managed They are not so easy but they are challenging, also we are prepared by watching the movie. It forces us to speak a lot more in class than usual. They are based on giving opinions and thinking about realities. In this level we have to communicate ourselves properly or at least try it so that's what we usually do in class. We were able to speak and understand</p>
4.	Did you like the activities?	9		<p>Why? Because I was obliged to use the language. That need to use the language helps me to learn more. They included everyone in the class, so they made us feel part of the class. We got interested I. The topic I learnt from the things my classmates said and I laughed a lot. They are varied and also challenging they motivate us and take into account our life experiences. yes, although the first ones not so much, they were passive. I don't like to act out when is in a group it's more interesting. Some of them are funny</p>
5.	Did you like the way the activities were presented?	9		<p>Why? it was creative and innovative. Very creative They were interesting and funny They were really organized It is organized, they have transitions. It is interesting and innovative Yes, although I don't like acting I enjoyed the last activity. They were not boring The host was eye catching</p>

6	Was there a particular activity that you preferred?	6	3	<p>If yes, which one and why? The debate because I had to develop arguments. The final activity, we all got involved The last activity, were the whole group acted. the debate because we got to defend our thoughts The last one The one of the debate The one at the end, we had fun doing it.</p>
7.	Was there an activity you did not like?	6	3	<p>If yes, why?.not a complete activity, but I think that some of the questions had not to many choices to be answered. Maybe the ones that make us act in front of the class, it is pretty difficult for me. the first one because I am not so good in acting. Yes the first ones, they were passive. The first one The one about creating a story with words</p>
8.	Did you like the movie?	5	4	<p>Why? it was really interesting, but weird. It is not what I'm used to watch but it was interesting I found some scenes disgusting Beca use it o volved and shows many aspects of the real life. It had many scenes that were awful and shocking. It is a strange movie that lets us see a real life problem and makes us conscious about it. I don't like old movies Is the type of movie that shows the reality and is not like Disney showing a perfect world that does not exist. In some parts it was interesting, but in others it wasn't that good</p>
9.	What did you like the most from the material?			<p>I liked almost all It's authenticity The leading activity. The part where we all had to play a role. The explanations of the activities were pretty clear and funny. The injection The movie The story of the movie The videos The organization</p>
10.	What didn't you like from the material?			<p>I liked almost all Maybe there was a problem at the time to understand the dialogues. the acting That the movie was old Some activities</p>

11.	Did you like the topics that are treated in the material?	9		<p>Why? Yes, they are topics that have to be in our general knowledge and they are also related to culture. Because they are actual topics that concern us nowadays. because they offer the opportunity to change our perspectives about social issues. Because they are related to our everyday life They are topics that involve youngsters yes, they're part of our social reality They are part of our social reality Because they generate controversy in class Without noticing we are really in touch with these drug situations.</p>
12.	Do you think your speaking improved?	7	2	<p>If yes, how? I had to learn new things and use the language. Because I could practice I practiced and I tried to improve Because it's challenging and because we practiced a lot. It is more fluent I can be more relaxed when speaking in front of the class. I learned a new expression It is the same as always</p>
13.	Did you have any difficulties with your speaking during the activities?	7	2	<p>If yes, in which ones? although I feel that I improved, I sometimes think that I was not fluent enough and my grammar was not so accurate. Word order in the sentences. Collocations In the acting because I was nervous. I forgot some words. Sometimes the use of subjects</p>
14.	Would you change something from the material?	1	8	<p>If yes, what would you change? I think the material and the activities have been really well prepared. The first 3 activities</p>
15.	Would you make any suggestions to improve the speaking activities?	1	8	<p>If yes, which ones? I think it would be good to teach grammatical structures and expressions that are used in the movie to. Ale students learn more.</p>

Annex 17

Sari Luoma's communication efficiency grid

5- Communication almost always effective: task performed very competently.

Functions performed clearly and effectively
Appropriate response to audience/situation
Coherent, with effective use of cohesive devices
Use of linguistic features almost always effective; communication not affected by minor errors.

4- Communication generally effective: task performed competently
Functions generally performed clearly and effectively
Generally appropriate response to audience/situation
Coherent, with sine effective use of cohesive devices
Use of linguistic features generally effective; communication generally not affected by errors.

3- Communication somewhat effective: task performed somewhat competently.
Functions performed somewhat clearly and effectively
Somewhat appropriate response to audience/situation
Somewhat coherent, with some use of cohesive devices.
Use of linguistic features somewhat effective; communication sometimes affected by errors.

2- Communication generally not effective: task generally performed poorly.
Functions generally performed unclearly and ineffectively.
Generally inappropriate response to audience/ situation.
Generally incoherent, with little use of cohesive devices.
Use of linguistic features generally poor; communication often impeded by major errors.

1- No effective communication: no evidence of ability to perform task
No evidence that functions were performed
No evidence of ability to respond to audience/situation
Incoherent, with no use of cohesive devices
Use of linguistic feature poor; communication ineffective due to major errors.