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AUTÓNOMA DE PUEBLA**

FACULTAD DE LENGUAS

**“L2 Students’ perceptions about the use of movies, songs, and videos to
develop speaking skills regarding the learning styles profiles”**

A thesis submitted to the Faculty of Languages

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develop speaking skills regarding the learning styles profiles**

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Dedications

This thesis is mainly dedicated to me, for having the willingness and courage to finish this project despite the adversities during the journey. Moreover, this is also dedicated to my mother and siblings who supported me during all this time and because they never stopped believing in me.

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Abstract

This research was conducted to know the L2 Students' perceptions about the use of movies, songs, and videos to develop speaking skills regarding the learning styles profiles in students from a private English school called Centro de Computación y Lenguas Extranjeras located in Puebla, Mexico. The collected data was obtained from a sample population which includes students from different groups in Centro de Computación y Lenguas Extranjeras (CCLE). The students who took part in this research were between 13 and 18 years old. It is important to say that they participated voluntarily and agreed that the results obtained would be used to conduct this research. This study was conducted through qualitative research and the data collection methods were a questionnaire and an interview.

The aim of this investigation was to distinguish students' perception and experiences about using movies as a tool to develop speaking communicative skills and it seeks to answer the next research questions: What are the students' perceptions about the use of "movies, videos and songs" to develop speaking skills on basic L2 level in function to the learning style?

What are the students' learning style profiles? What are the students' beliefs about using movies, videos, and songs to develop speaking skills on basic L2 students before and after the

task? How does the student learning style influence the perception of the use of movies to promote speaking skill?

The findings indicated that students have different learning styles, but all of them agreed that they feel more attracted to music and all of them agreed that there are different abilities you can work and improve by making use of music, movies, and videos such as pronunciation, fluency, grammar, or vocabulary. It was also found that the teacher has a very essential role for students to feel confident.

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 El título del capítulo II está en letra Mayúscula y los otros no.
 Algunos, tienen dos puntos y otros no, o punto y otros no.
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CHAPTER I: INTRODUCTION

Comentado [BVM12]: Revisar: debe ir centrado y letra

1.1 Introduction

It is well known that English is one of the most important languages around the world and the most used language to keep people in communication, it is also considered as the language everybody must learn (UNESCO, 2016).

Comentado [BVM13]: No aparece en la lista de referencias

Ahmad (2016) claims that the English language is the key to obtain a better education, employment opportunities as well as a better-quality life. He also claims that English has a substantial role, since it is the language which everybody uses around the world to keep people in communication and because of it, in various countries where English is not the official language, it has been implemented as the second language to be learnt.

Thus, learning this language is necessary to communicate with people who do not speak Spanish. However, learning English as Second Language (ESL) comprises different skills and one of the different skills is the effective use of speaking, which resembles to be not only one skill among others, but one of the most important and difficult ability to develop, especially for those students who do not live in an English speaking country and do not have any direct relation with the language, but they need to acquire proficient skills for speaking.

For instance, it becomes a real problem when students attend English private schools, plan to get a scholarship, travel abroad or plan to get a better job where spoken English is required, but they do not have the level for any of the mentioned examples.

This factor of not being in direct relation with the language might become a reason the speaking skill is hard to be developed and improved, but also it becomes a reason to start exploring on actions that might be done to improve students' speaking skills.

1.2 Background

English learners may have different learning purposes about the English language; some students might consider reading as the most important skill to develop, while other students may consider writing is even more important than the other ones. However, there are students who believe and have the determination that it is important to understand other English speakers in different contexts not only by reading or writing but also by listening and speaking to achieve meaningful communication.

Looking for new ways to teach English and make learning more effective is not something new. In fact, plenty of studies have been conducted to explore more about effective teaching and learning techniques which help both teachers and learners to master the English language with a special focus on communicative skills; as it was previously mentioned, it seems as the most difficult skill to be developed.

There are some recent studies where the benefits of the use of audiovisual materials as the main material to improve the speaking skills is used, and these previous studies highly remark the positive impact which these kinds of materials have made on the English Language Learning.

For instance:

Comentado [BVM14]: Revisar la uniformidad del uso de puntos en los números de los apartados

Haghverdi (2013) conducted quantitative research to identify and to examine the effect of movies and songs to enhance students' learning. In this research the instruments utilized were a pre- and post-test and a questionnaire. The sample population for this research were 30 male and 30 female students from an English Language Institute belonging to a small town in the southwest. After conducting the research, the results obtained were the following: It was found that because of the use of movies and songs there was a stunning contrast between the Pretest and the Post-test, showing a positive effect on the students' learning.

Mathew (2013) conducted a research project in which quantitative and qualitative approaches were fused and the fundamental purposes of this investigations were to Identify students' perceptions about the use of audio-visual material inside the English Language Classroom. The population for this study were 15 pupils from the Aljouf University, Saudi Arabia and the pupils were all native Arabs. After the data were analyzed, the findings showed positive results towards the use of audio-visual material inside the language classroom: students find these kinds of materials useful for the language teaching process; it can help them to retain information more easily; the students mentioned that the use of this type of material may be a way of motivation not only for students, but also for teachers and in addition, it was also found that this kind of material is more useful for novice learners trying to start English from the very beginning.

Kabooha (2016) conducted a mixed method investigation whose objective was to analyze the Saudi pupils and teacher perceptions about including movies and videos as a tool to develop speaking skills. The participants for this research were 50 Saudi female students at an

intermediate level studying at English Language Institute (ELI) At the King Abdul Aziz University. The population of this research were between 18 and 21 years old. After the data were analyzed, the next results were found both teachers and students found that using movies as an instrument to enhance speaking skills is not a waste of time and it can be quite useful not only for speaking but also for learning grammar and vocabulary as well as improving fluency and pronunciation.

1.3 Statement of the problem

In a classroom where the English language is taught and the teacher is a non – native English teacher, it might be difficult to find the right tasks to promote speaking and make students improve in such an important skill. Bygate (1987) mentions that speaking skill must be trained in the first and second language. This is why teachers of English should do something to teach speaking meaningfully to influence positively on Second Language (L2) students.

In the language classroom where English is taught, teacher should support students to enhance the four basic skills according to the [Common European Framework](#). However, it has been observed that not all the skills are emphasized. It happens that some teachers pay more attention to skills such as writing or reading because the only tools are books, markers, and whiteboards, but the practice of speaking does not occur at any time of the class, or it is barely practiced.

Comentado [BVM15]: Cambiar a letra cursiva y no aparece en la lista de referencias

Because of the lack of practice the language that students are learning, it has been noticed that some students make a lot of errors related to: Fluency, pronunciation, accuracy and among others.

However, there are some cases when some conditions are achieved and some specific tasks are applied, it is possible to promote the practice of speaking inside the classroom and not only academic spoken English, but also informal English, which is spoken in people's daily lives as well as more complex situations.

Making use of movies, where both formal and informal language is used, can be helpful for L2 learners in many aspects, provided that the teacher designs specific and meaningful tasks for students. Herron, (as cited in Ismaili, 2013) has concluded that:

Videos, extract movies and songs are a great source of real context for students to discover different cultures more effectively than any other materials such as books. In addition, it is also helpful for students because in this way they have the chance to hear local people from different countries and be aware of everyday conversational situations.

On the other hand, Herron and Hanley (as cited in Ismaili, 2013) arrived to the conclusion that, making use of movies in a classroom where a second language is taught, offer contextualized details that can be useful for previous knowledge, essential to encourage the four basic skills with a special focus on Speaking which was one of the purposes of the institution where this study took place to help students enhance the four skills and become good users of the English language. In fact, which is the purpose of any institution which intends teaching English to Non-English native speakers. For instance, At Centro de Computación y Lenguas Extranjeras

(CCLE) students are trained to develop and be able to use the four basic skills (Reading, writing, listening, and speaking) for two years which are evaluated following the requirements of the *Common European Framework of Reference for Languages* to achieve effective communication and reach a B1.

Comentado [BVM16]: Cambiar a letra cursiva el título del documento

Nevertheless, the problem previously mentioned exists, teachers are not paying attention to the speaking skill. It has been observed that they are focused on skills like reading, writing or even worse, just grammar repeatedly, leaving speaking aside as though it was not an important skill to develop, or it did not exist. As a result, students reach a better understanding of reading and writing, but the problem comes when speaking, when they need or must transmit a message orally.

1.4 Purpose of the study

The purpose of this research was to distinguish students' perception and experiences about using videos and songs as tools to develop speaking communicative skills at the Centro de Computación y Lenguas Extranjeras (CCLE).

1.5 General Objective

Since speaking is an important skill to achieve effective communication, the idea is to distinguish students' learning experiences about the use of videos and songs as tools to develop speaking communicative abilities at CCLE in function of their learning styles.

1.6 Specific Objectives

The specific objectives of this research are:

- To identify the learning style of the students
- To distinguish L2 students' learning experiences and perceptions about using videos and songs, as tools to develop speaking skills.
- To analyze how learning styles relate to the learning experience about videos and songs to develop the speaking skill.

1.7 Research Questions

1.7.1 Main research question

1. What are the students' perceptions about the use of videos and songs to develop speaking skills on basic L2 level in function to the learning style?

1.7.2 Specific research questions

1. What are the students' learning style profiles?

2. What are the students' beliefs about using videos, and songs to develop speaking skills on basic L2 students before and after the task?

3. How does the student learning style influence the perception of the use of videos to promote speaking skill?

Comentado [BVM17]: Revisar los puntos en la numeración de los subapartados

1.8 Significance of the study

The significance of this research comes from the importance that speaking skills when learning a second language have all around the world. If this study has a positive impact, it will help teachers of English inside the institution CCLE to apply a technique to improve their students' English-speaking level based on movies, videos, or songs. Furthermore, it can be the key to start giving the importance that speaking skill deserves inside the language classroom in the different colleges attempting to promote English as a second language.

Comentado [BVM18]: Revisar los puntos en la numeración de los apartados

1.9 Conclusion

The main points of this chapter are to present the introduction which provides information about the project, as well as provide explanation about the existing problem, the background, the significance of the study and the research questions.

Comentado [BVM19]: Revisar los puntos en la numeración de los apartados

Thereafter in Chapter II, the theory involving this study will be discussed. Chapter III will mainly describe the methodology chosen for our research and the instruments to gather information from the participants. In Chapter IV, all the information obtained from the instrument will be analyzed and presented, it will also show how this information answers the research questions. In the last chapter, which is Chapter V, I will present all the results and conclusions obtained during the whole research.

Comentado [BVM10]: Inicia con mayúscula, igual que los otros

Comentado [BVM11]: Revisar la puntuación

Comentado [BVM12]: Revisar la puntuación

Comentado [BVM13]: Inicia con mayúscula, igual que los otros

CHAPTER II: LITERATURE REVIEW

Comentado [BVM14]: Centrar el título y revisar la uniformidad de todos

2.1 What is teaching?

Tomlinson (2011) defines teaching as the as the given information by teachers to any type of learners, it is also described as anything which teachers do to ease the learning of the language by students and some of those things done might include explanations from teacher standing in front of a group of learners, textbooks utilized to transmit knowledge with guidance of teachers as well as some other different tasks focused on each skill which needs to be developed when learning languages.

For Harmer (2007) the term teaching covers a variety of definitions, since he considers different teacher's perspectives and compares them with other professions. For instance, some teacher mentions they are like actors because when teaching they are always in front of the students and being in front makes them feel as though as they were on the stage, some other teacher see themselves as orchestral conductors because they have to conduct and direct different types of conversations paying attention on the pace and tone, and some other teachers see themselves as if they were gardeners because they are planting seeds which they will see growing on their students. According to Harmer (2007) the range of images and perspectives from which teachers visualize themselves give a wide variety of definitions of what teaching really is.

2.2 What is learning?

For Schunk (2012) the process of learning has to do with obtaining and adjusting knowledge, abilities, opinions, postures, and conduct. On the other hand, Schunk also claims that people concur learning is substantial, but this process of learning depends on the contrasting opinions of the causes and processes as well as the consequences. It means, to people, learning is important; but the process of learning can be different due to the aspects previously mentioned.

Shuell (as cited in Schunk, 2012) mentions that there does not exist a unique definition about learning that is well received by researchers or any other professional.

2.3 What is language learning?

Tomlinson (2011) claims that learning a language is normally considered as a process where learners are aware, and they start making use of memory to remember relevant information which then will become knowledge to be used in the future.

On another hand, Hulstijn (2005) mentions that when talking about learning languages, it is important to mention the way people learn the L1 and L2 and also the dissimilarities about learning both L1 and L2.

Hulstijn (2005) also mentions that when talking about languages learning, it is essential to mention the implied and clear learning.

Reber (as cited in Hulstijn, 2005) mentions that explicit or clear learning is a conscious process where learners know what is happening, while Implicit or implied learning is an unconscious process where learners do not realize what is happening because it just happens.

2.4 Language skills

Darancik (2018) defines the language skills as essential parts of any language and these skills are divided into four basic skills related to be able to express our ideas by speaking, understand spoken language by listening, to be able to express and transmit ideas by writing and to be able to understand written language by reading. These 4 skills are considered the most substantial to develop when learning a language. On another hand, Morehouse in 2017 describes these four skills as a collection which enables a person or student to comprehend and produce spoken language so as to achieve interpersonal communication.

2.5 Speaking Skill

Over the years, the term speaking has been gaining importance as well as definitions from different authors which consider that speaking is one of the most important but also the hardest skill to develop on L2 students. According to Tarone (as cited in Koran, 2015) speaking is the most difficult skill to dominate, since this skill comprises different aspects such as: listening and understanding simultaneously, it also involves the communicative competence and the situational context. It is also considered that speaking is hard because it is as a complex system due to many other aspects are also used when a person speaks. For example, when students

to speak in a different language, they must use accurate grammar or show expand vocabulary, for Harmer (2007), when conveying information, it is essential that a person or student can be able to use the elements previously mentioned.

Comentado [BVM115]: Corregir la primera letra

For instance, according to Burns & Joyce, 1997 speaking is a skill which can be described as a process where there is a process in which several phenomena such as receive, process, or construct information occurs.

On the other hand, Bygate (1998) says that the speaking ability has to do with making decisions regarding communicative aspects.

For Brown (1994), Burns & Joyce (1997) and Luoma (2004) speaking is a skill which comprises two different processes, those processes are receiving and processing information.

Richard (1990) mentions that speaking is a skill which includes: small talk, greetings and that speaking is a process that must happen face to face because this lets the learners or speakers perceive an immediate response. This kind of communication is a skill which should also include movements, gestures, facial expressions, among others.

2.6 Teaching speaking

According to Harmer (2007) when teaching English, it is substantial to remember that students rarely have the same speed of learning as well as they do not have the same exposure to language as others do, no matter the age; but this does not mean those students cannot learn.

For Harmer, if the right conditions are applied and the elements that students need to develop the language are present in the classroom, they would be able to learn effectively.

Such elements according to Harmer are “ESA;” these elements are Engage, Study and Activate.

When trying to teach speaking it is important to know how to control the speaking tasks and to be aware of the level of students, this is why “ESA” comes.

Engage refers to the point in a teaching sequence where teachers try to arouse students' curiosity to go on with the class effectively because it involves emotions and students' interests.

So many people can remember that class where they felt bored, where they were falling asleep and so on, but many people can also remember that class where they felt interested in the class, where they discussed things of their interest such as music, dramatic stories, pictures, or games.

However, it is not solely about having fun or solely about learning, but learning effectively and having fun because when teachers are able to attract their students with the topic of the lesson and motivate them to really learn, the environment of the class is full of confidence where students and teacher bring out the best of each one.

Study has to do with those study activities where students are asked to focus on language and the way this language is constructed. Harmer 2007 mentions that students might like studying or learning in different learning styles, but no matter this style study always means the construction of language, which is the main focus.

Some typical ways of studying are by doing it through groups and analyzing different aspects which convey the construction of language.

Activate is referred to the set of activities or exercises which are designed to make students use language in real contexts. Here, learners should speak the language as freely as much as possible to experiment as though as it was a real context, typical activate activities are those ones where students act out or simulate conversations in different contexts which are commonly known as “Roleplays.”

Harmer mentions that when these three elements are taken into consideration and put into practice inside the English language classroom, the results might be outstanding. In this way this process is represented in the next way:

Comentado [BVM116]: Terminar la idea o agregar signo de puntuación

Figure 1: Process of speaking Harmer J. (2007) Element of teaching speaking.



2.7 Students and speaking

Harmer (2007) mentions the relationship which exists between students and the speaking skill, such relation is about how easy or difficult is to make students develop speaking when being inside the English language classroom and according to him, sometimes it can be quite easy as long as having good learning atmosphere, students getting on well with each other and whose English level is at a balanced level. When achieving those conditions, it is easier to make students participate and learn effectively.

However, sometimes it might also be hard to make students speak due to the difference of level, the organization of the lesson or when dealing with reluctant students.

Harmer (2007) mentions that reluctant students might have that negative attitude because of shyness or embarrassment to participate face to face to the rest of their classmates specifically when talking about their personal interest or give information about them. Another factor which might also affect these kinds of students is the fear of speaking badly and losing control of everything in front of their classmates. For this reason, Harmer gives the next strategies that students can do to help themselves as well as the teacher to support students:

Preparation means that other language students should have the chance to prepare different situations first in their minds and then to speak using what they first thought, this way what they want to say will be clearer and more fluent at the same time. Of course, It is recommended

Comentado [BVM117]: Resaltar las estrategias que propone Harmer para los estudiantes. Algunas se resaltan con letras negritas, pero otras no.

Comentado [BVM118]: Cambiar a negritas

that other language learners create these dialogues in their minds at any time and not only in their classroom language. For example, Helgesen (as cited in Harmer, 2007) suggests different situations that students may try to simulate in their minds, situations corresponding to their daily lives such as: interviews, talking about themselves including future plans and intentions, giving directions when being on a taxi, this may be useful when facing a similar situation or when having to speak.

On the other hand, Mennim (as cited in Harmer, 2007) suggests that students should record themselves when making presentations or speaking, then transcribe and go through a further analysis to correct mistakes. It is also important to take into consideration, according to Mennim, that there will be times in which teachers will expect spontaneous oral production, but there will be times in which teachers will have to permit students meditate and prepare what they will say.

The value of repetition, for Harmer (2007) the process of repetition is more than just that because it has different beneficial effects, when students learn a new language and they repeat a word or new phrase, these new knowledge starts being part of their understanding and it is also now in the students' memory ready to be used when necessary. Repetition, according to Harmer also helps to improve what was done before and master what will be done after. Repetition can be even more useful when students have the chance to analyze what they did before and seek mistakes to correct them.

In this way Howarth (as cited in Harmer (2007)) represents the value of repetition in the next way:

Comentado [BVM119]: Cambiar las cursivas

IDEA OR PLAN \implies DO \implies REVIEW \implies DO AGAIN

Howarth (2006) mentions that if students have the chance to repeat a task, it can be quite useful; for instance, if students write a draft about an essay of their interest and after to rewrite a second draft, this second draft will be better and if it is doing continuously, the writing will have increased improvements. It occurs the same when speaking, if students are doing a tell story activity and after they have the chance to analyze some mistakes of any aspects and they try a second time, this time will have less mistakes and so on until the fluency and accuracy as well as other mistakes of other aspect will be almost fully corrected.

About big groups and small groups, Harmer (2007) mentions that a factor which can also affect students' speaking development as well as influence and increase students' reluctance is the size of working groups. Working in groups is always recommended because students can interact with their classmates, provided these groups have the appropriate number of students. It means that groups do not have too many students, so everybody takes part in the activity.

When groups are so big, some of the students might develop a feeling of insecurity, they might feel shy to participate and to vanish this feeling of insecurity from students it is recommended that some activities should be planned also with smaller groups where everybody has opportunity for speaking and sharing their opinions little by little to gain more confidence to participate time after time.

Mandatory participation, Littlewood (as cited in Harmer [2007]) mentions the reluctant attitude from students to the class activities, such as sitting at the back and just let the students sitting

Comentado [BVM120]: Cambiar la letra cursiva

in front to participate and when working in teams there are students who prefer to let the other students complete the task and they do not take too much participation on it. Despite that behavior, some teachers do not do anything to make those students participate. Possibly, for the lack of strategies or because they do not want to face students and take them out of their comfort zone which would mean that teachers would also have to do extra work to make all of their students participate. And for this kind of behavior, it is essential and substantial to know how to inspire students to participate and to have some strategies, so all students get engaged with the task.

Littlewood (as cited in Harmer 2007) suggests that when having a group activity, students should number themselves from 1 to the number of members the team; for example in team of 4 students, each person should have from 1 to 4, but teacher must not know the number of the students and when having to participate or to present their team task, teacher mentions a number 1-4 and since he does not know which students has that number, the four students are likely to participate and it means that all students should collaborate positively to complete the task and perform well.

Harmer (2007) also mentions that participation can be mandatory provided it is based on specific activities where all of the participants of the class take part in it.

The roles of the teacher, for Harmer (2007), the roles of a teacher are different inside the classroom, mainly when speaking activities are on. Harmer remarks on three important roles which have relevance when trying to get students to speak as fluently as possible. Those three roles are:

As a prompter, for Harmer (2007), this role is quite important because occasionally learners might get confused and therefore, they might not be able to continue speaking or think what to say, as a result they might start having a lack of fluency. Then, everything may result in disaster for students, and they might start getting nervous, forgetting everything or not to be able to express what they want. Before this happens, it is important that the teacher supports the students by giving them discrete suggestions of what to say next, so students gain that confidence again. Of course, sometimes it is important and the best choice to let students think and allow them to keep their nervousness under control by themselves, too.

As a participant, Harmer (2007), mentions that one important role of teachers inside the English language classroom is to be a participant, too. It means that the teacher designs an activity where he is the provider of new information, helps students to connect and express their ideas and makes students feel confident to speak and share opinions about the activity. It is important and crucial that teachers take this role, but at the same time they should be careful when doing it because they might fall over the mistake of speaking too much and not give the students the opportunity to speak.

As a feedback Provider, Harmer (2007) claims that a teacher has different roles, but there is one which is very essential and substantial, such role is to be a feedback provider when speaking activities are on, and feedback should be done during the speaking activity and as tactful as possible, in such a way students do not feel shy or intimidated. Giving feedback to students is also good to do when the activity is over, doing it at the end of the activity is also highly recommended because in this part students should be allowed to grade themselves and

to listen to their opinions about what they did well and not really well from their own perspective.

On the other hand, teachers should also give their comments to students and let them know what they did well, and they need to work on correcting mistakes and improve their performance when speaking.

2.8 Classroom speaking activities

Harmer (2007) gives several classifications of activities to practice speaking which promote what learners need to develop communicative skills. Some of those categories are presented as follow:

Acting from script: In this kind of activity teachers can ask students to choose their favorite part of a movie, a conversation from their course book and students have to act it out. In order to see students' performance and analyze their mistakes, weaknesses as well as their strengths one student records the students acting the play, this will help the teacher and students analyze deeply what was well done and what needs to be improved.

Playscripts: Harmer (2007) claims that when working with role-play activities or if they are acting, it is important to give the sufficient importance as if they were real directors or real characters.

Therefore, if students take play scripts as real, they should give the right intonation and speed the acting or play script will have a real meaning.

Miccoli (2003) continued research where the main focus was to make students work on a playscript and act it out in order to see the effects which the project would cause on their students. During the process of this project, students focused on intonation, emotion, action, and gestures to make it more vivid. As a conclusion of this project, it was noticed that it had a positive impact on students mainly on increasing motivation to learn English, it also provided transformative and emancipatory learning experiences.

On the other hand, Almond (2005) claims that apart of the benefits of pronunciation and widen students' knowledge about general English by including drama and playscripts to English teaching, it also assists students to improve their confidence when speaking, contextualize language and make students feel part of a whole.

Acting out dialogues. When acting out dialogues, Harmer (2007) suggests giving students enough time to prepare what they want to transmit for students to gain confidence when presenting their dialogues. It is also important to take into consideration that shyest students do not participate first, since teacher first must create a good and relaxing atmosphere, more confident students should start first to create that good atmosphere and spread the positive attitude to the other classmates in the classroom.

2.9 How to correct speaking?

Harmer (2008) mentions that it is always important to correct mistakes made during speaking activities, but it is also important to be careful with the way the teacher corrects and the moment of the class in which the teacher wants to correct some mistakes. For instance, when the teacher

is showing the pronunciation of some words or phrases by making the students repeat to get the right pronunciation, and if a student mispronounces some words or phrases, it is important to correct them here. However, if there is a speaking activity where students are having a discussion and everybody is taking part in exchanging ideas and the teacher wants to correct something, it would be inappropriate because it can break the students' attitude or teacher might cause students feel insecure as well as destroy the conversational flow. Therefore, what teachers should do when discussions are on is to take notes about what mistakes students made and then to mention to the pupils what mistakes they made. Doing things this way will help pupils to know their errors with the intention to avoid them in the future and to make their fluency better or get more confidence.

Harmer also mentions that when correcting some of the mistakes, it should be done generally, it means doing it without specifying who made the mistake to avoid some students feeling bad about it.

2.10 What should teachers do when a speaking activity is on?

According to Harmer (2008) Some teachers sometimes want to get involved with their students during a speaking activity and there is nothing wrong with it, as long as the teacher does not take control of the complete activity or take chances from students to express what he wants. Nevertheless, It is better to stand at the back of the classroom and just observe students in order to see what is going on well or not really well and make some notes of what it might be something students should improve.

It is also important to mention that there will be sometimes in which the teacher will have to intervene, but it will be only when students are having some problems to transmit their ideas, therefore the teacher should help students by giving them some key words or clues that make students remember or get the words to continue talking.

The teacher will always be the moderator, all the speaking activity is his/her responsibility. In other words, the teacher should all the time be ready to:

Support students, but only, when necessary, it can be to help them remember some words, to help them construct ideas and transmit them.

Give students effective feedback and mention some aspects which should be improved, as well as tell students what they did well and motivate them to go on in the language learning process.

Be there for students and be willing to help and answer any questions or doubts students might have.

Comentado [BVM121]: Después de punto se inicia con letra mayúscula

2.11 Learning styles

For Alonso 1994 (as cited in Cazau 2004) the learning styles are the cognitive, physiological, and affective features which work as indicators relatively steady about how learners understand and react to their environment of learning. The cognitive features have to do with how learners create their contents, design, and put into practice their definitions, and how they understand information and how they solve problems.

According to Pashler et al. (2008), the definition of learning styles is related to the perspective in which all people learn, but in a different way. This term has gained a lot of influence and has become quite popular among different professionals immersed in the educational field.

The definition of learning styles has a relation with the belief that every person acquires information differently, and this definition of learning styles has gained a lot of influence.

Throughout time, several learning theories and models have been designed. According to Conner (as cited in Putintseva 2006) these different models are based on general categories related to information processing, personality patterns, experiences, and social interaction.

2.12 Kolb Model

Kolb (1984) designed a model to define the learners' learning style according to their experiences lived in a specific situation.

This model suggests that learning is a cycle composed by four stages where a pupil touches all the bases. Such cycle is represented in figure 1.



Figure 2: The learning cycle proposed by Kolb.
Source: Josep Mesuwini

Comentado [BVM122]: Cambiar de lugar, va después de la figura

Comentado [BVM123]: Corregir la cita de la figura

Concrete Experience: Here a person finds a brand-new situation or finds a different interpretation for a situation or experience which already existed.

Comentado [BVM124]: Iniciar con una idea que tenga relación con las anteriores para explicar el modelo

Reflective Observation: It has to do with the new situation and how this person contemplates this different situation and how she /he makes a reflection.

Comentado [BVM125]: Agregar dos puntos

Abstract Conceptualization: Here, the person has finally learned something from that new experience or situation.

Active Experimentation: The person finally makes use of that new knowledge and puts it into practice to see the consequences.

Taking into consideration the four stages learning cycle, Kolb (1984) proposed a learning styles model which comprises four different learning styles:

Comentado [BVM126]: Agregar paréntesis

Diverging: (feeling and watching - CE/RO) People with this learning style seem to be able to analyze things from different points of view. These people are more imaginative, and they use their imagination to solve different situations. Because of this, they would rather watch instead of doing or acting.

Comentado [BVM127]: Agregar signos de puntuación

Assimilating: (watching and thinking - AC/RO). People under this learning style are more attracted to logical approaches and they prefer having clear and perfect explanations instead of having the opportunity to experience practically. Moreover, these people do not feel attracted to other people, they are keen on abstract concepts and reading instead.

Comentado [BVM128]: Agregar signos de puntuación cuando se menciona cada uso de los estilos

Converging: (doing and thinking - AC/AE) People with converging learning style are more likely to work and find answers to technical tasks or problems. In addition, these people do not feel the necessity to collaborate with other people.

Accommodating: (doing and feeling - CE/AE) people with this learning style are more likely to act because they feel more attraction to different problems and how they will resolve it. Besides, these people tend to trust and collaborate with other people so as to obtain information.

2.13 Language learning materials

Tomlinson (2011) mentions that most people associate or connect the materials to learn a language with the most common such as textbooks or grammar books since these kinds of materials have been used for a long time as the only type of material or at least the utilized by teachers inside the classroom. However, for Tomlinson (2011) the term Learning materials is more related to anything that is used by the teacher or by the learners themselves so as to learn or teach a language. For instance, learning materials are farther than just coursebook, since they can also be cassettes, videos, Cd's, dictionaries, newspapers, food packages, photographs, written tasks, and some others.

In short, learning materials are anything which can be useful to increase students' knowledge and experience in the language which they are learning. If material developers have this definition clear, they will be able to design materials with different sources of input for students to have as much exposure as possible to that new language.

2.14 Audio- visual materials

Demirezen (1992) claims that making use of audio-visual materials has been a motivational innovation for the language teaching since 1985 and it has been used in several countries' school around the world because it is a flexible language material, besides, it provides almost authentic and real meaning to students. Demirezen also mentions using videos is considered as an amount of audio-visual material and this is because it is the most near-realistic representation of real life into the classroom, but of course it also depends on the learner's interests as well as their level of proficiency.

On the other hand, the term audio visual materials according to the *Webster's Encyclopedia Unabridged Dictionary* is described as the materials directed in two senses; one for listening, which means that students are able to have listening practice by hearing a piece of audio and at the same time in the sense of watching and appreciating images such as: images found in video films, recordings, images, photographs and so on.

Lonergan (2011) mentions that audiovisual materials are those materials with the special feature of transmitting meaning through sound and vision and it is also immediate material as well as accessible for most of the learners and since these materials have effective and real communication through an almost real context, it can be easily perceived by learners and all kind of viewers.

Comentado [BVM129]: Va en letra cursiva

2.15 Video

According to Demirezen (1992) the use of videos is quite an important tool, since it can be motivating for students to overcome some problems of not understanding the words that teachers say to them. When using videos as a tool to promote English, students grasp not only by listening, but also by receiving an input from the gestures, movements, and some other aspects which videos offer.

As a matter of a fact, Kennedy (as cited in Demerizen 1992) mentions that videos can expose students to real situations which may help students to understand other aspects of verbal communication, aspects which cannot be understood through teacher's words or from textbooks.

In short, Demirezen (1992) mentions that the use of video has had an important and positive impact on language teaching and the benefits are seen by learners in terms of developing the communicative competence when learning a language.

2.15.1 Helpful elements of video

Demirezen (1992) mentions that the use of videos is not useful solely by being a kind of material which offers the students real context, but also because of the visual features which they contain. For instance, these visual elements are very effective and informative because such as elements convey real meaning, a setting, different situations, and participants; all of these elements together make the meaningful language appear. Demirezen lists the next elements which videos offer:

1. The background, represents the settings and the place where the whole story is taking place, it is also referred to the people's clothes.

2. Situation, this is referred to the problematic and the way each of the students interpret or perceive what it is happening and why it is happening.

3. Participants, it is of course referred to the people or characters there in the video or also movie; acting as classmates, co-workers, businesspeople, or any other role. It can also be noticed the age, personality and appearance of the characters which help to understand the interaction and relation among all of them. When talking about participants, paralinguistic aspects emerge, those aspects are:

a) Proxemics, which is related to

b) Posture

c) Gesture

d) Facial expression

e) Eye contact

2.15.2 Steps when using video in class

Demirezen (1992) claims that there must be steps when using video to teach English because when following steps, for the teacher is easier to continue with the class without losing control and He gives these three steps:

Comentado [BVM130]: No sigue la secuencia numérica

1. Previewing, where students are informed about what they are about to watch as well as the instructions they should follow in order to fulfill the purposes of the lesson.
2. Viewing, here students watch the video and try at the same time to finish the activity given by the professor.
3. Students have the chance to comment and discuss what they have just watched to share and obtain different opinions from their classmates and be able to finish the task the teacher asked
- Previewing, where students are informed about what they are about to watch as well as the instructions they should follow in order to fulfill the purposes of the lesson.
4. Viewing, here students watch the video and try at the same time to finish the activity given by the professor.
5. Students have the chance to comment and discuss what they have just watched to share and obtain different opinions from their classmates and be able to finish the task the teacher asked them.

2.15.3 Advantages of using video in Language Teaching.

According to Demirezen (1992), Francis Macknight (1983) and Dave Hills (1983) present a list of some advantages about using videos or movies as a tool for English teaching. For instance:

1. Videos are an audiovisual aid, which means that these materials offer vividly situations and help students understand more about the context in which a situation is taking place.

Comentado [BVM131]: Corregir secuencia de la numeración de los subapartados y revisar el uso de letras negritas

2. Videos can be useful materials with the same importance that textbooks have.
3. Videos are not expensive, and its technology is not complex, which means that anybody could be able to use it with no difficulties.
4. Videos are useful to help students stimulate and be aware of the ability to interpret the interaction of productive and receptive skills with a complete context of what it is really happening by watching the individuals from the video, since watching the videos; makes the experience of learning more vividly.
5. Using videos to teach English has proven to be effective when working on professional, social, and communicative competence of students.
6. Watching videos or short parts of movies is appealing for students, this is a teaching strategy for students to continue learning from home or any other place and gain more autonomy about learning and improving by themselves.

2.16 Using songs to develop speaking production

Songs are important audio material, since everybody is keen on singing; songs might be used to promote speaking among students of different ages. For instance, Philips (as cited in Cifuentes 2006) claims that songs play an important role when learning a language because as it was mentioned before, everybody likes singing, besides, she refers to music or songs as an element easier to imitate and remember as well as pronounce.

In addition, Lieberstein (as cited in Cifuentes 2006) claims that songs and music should promote the participation of students, but everything will be up to the song and the linguistic objective.

When using songs to develop speaking is important to take into consideration what it is going to be done and design some tasks in order to have clear objectives about what the teacher expects from students. Having well designed tasks might also be helpful to keep the class and students under control and the outcomes should impact positively on pupils not only because they are going to be able to develop their speaking skill, but also because with a well design activity they might get more vocabulary, which is also important when speaking.

2.16.1 Suggested activities through songs

Madylus (as cited in Cifuentes 2006) propose a different variety of activities which can be useful to engage students to speak more confidently and develop their speaking skill effectively.

Some of those activities are:

Listening to songs and discussions about the content of the song, where students listen a song and then they discuss about what the song is about and they challenge themselves by paying attention how much they can understand about the song and say or repeat the song, while other students support.

Songs can also be acted out by students in short dialogues and an advantage about songs is that they are not as fast as videos or films, so students might be able to understand and catch the words more easily and after pronouncing them.

Song- translation activities are also quite helpful because when translating songs students might find some phrases or expressions which they could use during their daily lives, it is also useful because by doing this, they get more vocabulary that will be useful when speaking in a daily life situation.

2.17 Recent studies

2.17.1 Speaking in the ELT and students' learning experiences

Rao (2002) conducted qualitative research to analyze students' appreciations and experiences about using informative and non – communicative activities in the EFL classroom. The instruments utilized for this research were questionnaires and a semi structured interview. After studying the information obtained from the instruments, it was found that students felt more attracted by the “Non communicative activities” and show more interested on the traditional drills rather than those new activities designed to promote communicative skills. The conclusion of this research points that teachers and curriculum planners cannot and should not rely on their own intuitions, but to take into consideration students' perceptions and experiences as well as taking other aspects into account like the proficiency level in the target language.

Maroof (2015) conducted a qualitative investigation whose aim was to analyze the students' experiences in the English Foreign Language classroom in third level of education in Malaysia. In this research, the instrument utilized was an interview because through interviews students can mention confidently the problems faced by them in the ESL classroom in the University level. The participants for this research were thirty Art students, majoring in English Language studies (ESL) at University of Kebangsaan Malaysia (UKM).

The outcomes of this research pointed out that students at the third level of education face trouble in the EFL classroom in areas such as: the atmosphere, the method implemented by the teacher, among others. To conclude, the researcher says that the teachers are still having problems when keeping the class under control using creative teaching methods, and of course this is something that needs to be overcome. Moreover, teachers are having problems trying to teach different skills such as communicative skills, among others.

Juárez Díaz (2018) conducted an exploratory investigation whose aim was to identify how the students' experience during the learning language process facilitated or affected their learning. The investigation was conducted in a high education public Institution located in Puebla city, Mexico. The sample population were two women and two men aged 20 years from TCU. The TCU was made up of students from four different areas of study. The participants belonged to the area of social sciences and humanities. All participants had the requirements of being part of a TCU English course. The obtained data pointed out that experiences which facilitate and difficult students learning from the TCU are associated with the teachers, the didactic materials, and the activities. It can be concluded from this research that for the four participants the

Comentado [BVM132]: Corregir letra cursiva

teacher is a substantial component in their learning, for one participant it was quite important the affectionate part, and for other participants it was important the teacher's sensibility and the teaching method. The results are just a preliminary study, this is why it is important to continue more research about the topic inside the classrooms from TCU.

2.17.2 Learning experience and the use of audio-visual material

Dikilitas and Duvenci (2009) conducted qualitative research in which the objective was to identify if the language learners presented improvements when audiovisual materials were implemented and analyze if it was meaningful for the oral performance. The performance of the learners was recorded and then analyzed to assess the performance. The participants taken for this study belonged to Canakkale Onsekiz University from the department of English Language. There were 10 participants, divided into two groups. One group used audio visual material, while the other was conducted with a different method but keeping some same features. All the population had a certain proficient English level. The findings in this investigation were that the group where audio visual material was not used presented better improvements than in the one with the materials. These results indicated that the assumptions about audio visual materials to develop learners' skills is wrong. It is concluded that teachers can integrate technological aids such as movies or videos as long as the activities are well designed.

Ismaili (2013) conducted qualitative research in order to identify how helpful is for students to use movies in academic setting, as well as analyze if the use movies might be helpful to

motivate students on reading activities. The instruments used for this investigation were a questionnaire and a quiz. The investigation was applied at the Southeast European University and there were 60 participants whose English level was intermediary. The total sample was divided into two groups, one based on movies and focused on reading and the second group was just a conventional class. The findings in this investigation show significant differences between both groups. From the teachers' perspective movies caused a positive impact. From the students' perceptions, it was found that it was something new for them since movies showed them more context about real situations of daily life.

Haghverdi (2013) conducted a quantitative investigation whose aim was to know and examine the effect of movies and songs to enhance students' learning. In this research it was utilized a pre-test, a post-test, and a questionnaire. The sample population for this research were 30 male and 30 female students from an English Language Institute belonging to a small town in the southwest. After conducting the research, the results obtained were the following: It was found that because of the use of movies and songs, it was discovered a stunning difference between the Pre-test and the Post-test, showing fantastic results on the students' learning. According to the results, the conclusion was that the role of songs and movies have an important role when enhancing pupils' learning and help them to improve constantly.

Kabooha (2016) conducted a mixed method investigation whose purpose was to analyze the Saudi students and teacher perceptions about including movies and videos as a tool to develop speaking skills. The instruments used for this research were a questionnaire with the purpose to know usefulness of movies to develop speaking skills according to students. The second

instrument was a semi structured interview which examined the teacher and students' perceptions about using movies in their classrooms. The participants for this research were 50 Saudi female students at an intermediate level studying at an English university institute. The participants were around 18 and 21 years. After the data were analyzed, the next results were found: Both teachers and students found that using movies as an instrument to improve the communicative speaking skill is not a waste of time and it can be quite useful not only for speaking but also for learning grammar and vocabulary as well as improving fluency and pronunciation. As conclusion, it is said that the use of this material can be useful to develop different skills related to language learning and it can be also used as a way of motivation to learn the language.

2.17.3 Learning styles and foreign language learning

Juárez & Sánchez (2017) conducted a qualitative, descriptive research whose purpose was to identify the relation connecting the students' learning styles and the acquisition of English as a foreign language at university. The population for this research were 41 students belonging to the English course IV of the Tronco Común Universitario (TCU) all of the participants belonged to different social stratus, as well as different communities in the state. The instruments which were utilized for the obtention of data were a questionnaire and a level test.

The questionnaire by Honey Alonso, was utilized to know the students' learning style and the level test contained 20 questions whose first 10 questions were to measure the level of students to understand reading and the other 10 questions were to measure the listening skill. The final

results of this study indicated that pupils with an active style with low predominance and very low, obtained good academic performance.

Juárez Díaz (2020) reported the findings of her study done to identify why students were having problems to learn English in different majors at university. The results allowed to see that students were having some troubles to learn English because teachers did not consider their learning styles, but also because the way teachers corrected them, raised anxiety levels and shyness.

CHAPTER III: METHODOLOGY

3.1 Method

In the previous chapter, the objectives as well as the research questions were presented and the focus of this investigation was to distinguish the perceptions about the use of movies in the foreign language development, specifically speaking, as well as the reactions, beliefs and the way the participants' learning style profile affects their learning process. In this chapter all the decisions to gather the empirical evidence is presented. In the first sections, the method is shown. As the experiences and perceptions were tried to be gathered, the type of research used to conduct this project was the qualitative one.

The “method refers to the tools, techniques or procedures used to generate data” according to (Kaplan, 1964, cited in Jackson & Drummond 2003) On the other hand, Johnson, and Turner (2003) mentions that a method for collecting data is only a means for the obtention of data, this means how researchers obtain their data. The authors agree that a method helps to collect data with the use of certain techniques.

According to Cook and Reichardt (1986) the qualitative approach aims to comprehend human behavior from the own individual perspective who is the participant in the research. Kothari (1990) provided a similar definition. He defines the qualitative approach as the relation between the subjective evaluation of attitudes, opinions, and behavior. Both authors agree that

Comentado [BVM133]: La presentación del título del capítulo anterior es diferente a éste. El anterior está con mayúsculas y este no. El anterior, después del número del capítulo tiene dos puntos y este tiene un punto. Corregir para que haya uniformidad en la presentación.

Comentado [BVM134]: Revisar sangrías, se dejan o no

subjectivity is an element that is part of the design. Another characteristic of the design is to try to gather people's experiences (Marshall and Rossman, 1999).

Qualitative research also comprises 5 different studies or methods to conduct qualitative research according to the characteristics of what the researcher wants to research. According to the characteristics of this research project the specific method will be: Phenomenological study because it represents the meaning of several students' daily situations related to a concept or phenomenon. According to Polkinghorne (1989) the phenomenological study explores the awareness structure in human experiences. Since the previous method comprises a group of individual experiences, it is the most appropriate method to conduct this project research.

3.2 Context of the research

This research project was implemented at Private Languages school, where one of the taught languages is English, named Centro de Computación y Lenguas Extranjeras. (CCLE) located in Puebla city, Mexico. In this school, students are taught English for two years having 4 hours of English learning a week. The main goal for students to achieve is to get an intermediate B1 level according to the Common European Framework of Reference. (CEFR).

3.3 Sampling and participants

First it is important to define what sampling and participants are. According to Tamayo (1998), the next definitions are presented to continue with the process of selecting the population:

Population or Universe: it is the whole of everything in a group which is going to be investigated and it is determined by its characteristics.

Sample: it is the representation of the whole population. Sample Unit, it is one or two elements of the sample which was chosen from the population or universe.

Sampling: it is the technique used to choose the elements or participants which will be part of the sample.

Arachya et al. (2013) mentions that several kinds of sampling exist and explain these types of random sampling techniques. Among them, the random sampling techniques, which was chosen for this research, where is defined a list which contains the name of participants or units that conformed the population and then to raffle. The steps followed to get the sample of this research were the next:

First the whole population was chosen from the school Centro de Computación y Lenguas Extranjeras, specifically from 6 different classroom and different basic levels of English.

After having defined the universe or population. The next step was to put papers inside a container according to the number of people in every class, two papers contained the word “participant” and the rest of the papers contained nothing, it means they were not participants.

The selected participants were gathered and notified about the project and all the participants agreed to take participation in the investigation. It is essential to indicate that the total number of participants will be 10 people. Information of groups is presented in the following chart:

Comentado [BVM135]: Aquí usas dos puntos y en el anterior usas coma.
Corregir el signo de puntuación en el anterior

Table 1. Participants

Comentado [BVMI36]: Usar signos de puntuación

Group	Day of classes	Schedule	No. of Sample participants
Group 1	Monday and Wednesday	4:00 - 6:00	2
Group 2	Tuesday and Thursday	4:00 - 6:00	2
Group 3	Saturday	8:00 - 10:00	2
Group 4	Saturday	10:00 - 12:00	2
Group 5	Saturday	2:00 - 4:00	1
Group 6	Sunday	9:00 - 11:00	1
Participants			10

The participants for this research were 10 students between 13- and 18-years old belonging to the private languages school: Centro de Computación y Lenguas Extranjeras. (CCLE)

6 of the participants were female and the other 4 participants were male, all of them from different basic English level groups. Another issue of these students is that most of them had already taken classes of English in other schools and most of them study the basic education in public schools.

3.4 Data collection techniques

According to Creswell (2009) mentions that when it comes to qualitative investigation, there are different techniques of investigating, different methods to collect data as well as different types of analyses and interpretations.

Denzin and Lincoln (2005) claim that the techniques for investigating in qualitative research have a big impact on the procedures. For instance, Merriam (1998) and Bogdan & Biklen 1992) Cresswell (2007) offer some procedures about the collection of data:

Qualitative Observations: Qualitative observations refer to those where the investigator writes some notes regarding the attitude or activities of the participants.

Qualitative Interviews: This is described as an interview where the investigator and participants have face to face. The intention of these interviews is to obtain perceptions or opinions from the participants.

Audio visual materials

This category refers to qualitative visual and audio materials, which might be represented as photographs, objects, or video tapes.

Because of the type of this research, the data collection method was the interview and according to Kvale (1996) an interview is the ideal method to collect data because it seeks to comprehend some issues of the life or perceptions of the participants directly from their experiences.

In addition, McNamara (1999) mentions that making use of interviews is helpful to know the experience of the participants and to go beyond that experience. In this way, the investigator can go farther and deepen in the opinion of the participant.

Having analyzed the procedures for data collection and according to the purpose of the study which was to distinguish and analyze the perceptions and students' beliefs based on participants' experiences about using movies as a tool to develop the speaking skill, the instrument which was used to collect the necessary information from participants was an interview. See Appendix 1.

3.5 Procedures

The first step to conduct this research was to design the type of data collection, because of the characteristics of the research, it was chosen the interview which according to Merriam (1998) Bogdan & Biklen (1992) and Creswell (2007) it is a means of obtaining information or data and the questions are usually open-ended questions. Besides, the interview permits to the investigator know about the opinions, attitudes, and experiences of the participant.

Once the data collection technique was chosen, the design of the interview started being designed. By the time, the interview was complete the participants had already been decided and the application for this interview started.

Such interviews lasted around five to seven minutes to be answered by each of the ten participants participated in this study.

When the interviews were already completed, it was done a general revision of all of the instruments to have a general idea of what they answered as well as identify if there was something missing.

After analyzing, it was necessary to meet the participants again and ask them for some specific information and explanations about their answers to have the complete data and start the whole analysis of the obtained data.

3.6 Data analysis technique

For Krause (1995) the analysis of the obtained data through a qualitative approach must be done first by the coding process of information, which was obtained from the research instrument.

Gurdian (2007) Mentions that the data analysis represents one of the hardest tasks for the researcher. Basically, everything is about how to transform the data in explanations, interpretations or appreciations which can be supported.

On another hand, Rossman and Rallis (1998) and Creswell (2007) propose that to analyze the data obtained, it must be followed a process which contains 6 different steps:

- Organization and preparation of data.
- Reading the whole data.
- Start a detailed analysis by a code process.
- Use the coding process to identify opinions of the participants.
- Advance how the information and data will be presented.
- Make the final interpretation of data or create a meaning for it.

Having analyzed the process of data analysis and identified the similar process among other authors, it is important to mention that Kothari (1999) gives a set of steps to process and analyze data, such steps are the next ones:

Comentado [BVMI37]: Corregir repetición

Comentado [BVMI38]: Corregir repetición

Comentado [BVMI39]: corregir

Editing information: editing of information is done to ensure that everything with data is okay as well as revise that everything was entered and answered as good as possible, for the information to be reliable and this is something that should be done as soon as possible.

Coding: Making codes is a way to classify the data, besides the investigator can assign a number or a symbol to those similar data.

Classification: Once the investigator has coded the data, it is now important to classify those data to have an appropriate order and at the same time to discriminate information and see how helpful the data are.

Tabulation: This process is where the investigator summarizes the data and arranges it logically and concisely.

Although different ways of processing data were presented, it will be used the one introduced by Kothari (1999) following the complete steps.

Comentado [BVMI40]: Corregir repetición

The families in codes are presented in table 2.

Table 2. Codes

Comentado [BVM141]: Revisar letra y signos de puntuación, no son iguales a las de la tabla 1. También corregir el margen de la tabla y la letra

Participants	Percep. (+)	Percep. (-)	Advantages	Disadvantages	Reasons	Source Preference
Evelyn	X		Listening & Pronunciación		you get models from songs and videos to imitate.	Songs and videos
Kury	X		To practice conversation.		Listen to different accents.	Movies, song and videos.
Dani	X	X	To get vocabulary and imitate pronunciation and fluency	Get distracted with the movie	Movies use of variety of expressions. Students might watch just for fun	Songs
Carlos	X		Vocabulary, pronunciation and fluency.		Learning to new words as well as pronunciation to improve fluency when speaking.	Movies and songs
Alexis	X		Speak more, pronunciation and confidence		identify the correct pronunciation of words and phrases as well as learn informal words	Movies
Anel	X	X	Model of correct pronunciation and spelling.	English is fast and hard to understand	As advantage, good because fluency and pronunciation are improved. As disadvantage, understanding is hard for the speed, and it can be frustrating	Movies and songs
Miguelito	X	X	Fluency, pronunciation, understanding and vocabulary	Pronunciation can be confusing	Movies and songs have more fluent English and variety of words and phrases	Movies and songs
Kelly	X		Improve fluency and create complete sentences		Appreciate different accents and help to obtain vocabulary as well as pronunciation	Movies and videos

			when speaking. Listening comprehension is also improved.		and better fluency when speaking. Daily use phrases.	
Eli	X		Pronunciation, fluency and vocabulary.		Model to reaffirm pronunciation and fluency and then to imitate it	Songs and videos
Naye	X		Improve pronunciation and fluency.		It is a model of real English; it means real pronunciation and fluency. Imitating the pronunciation and fluency when speaking	Movies and songs

3.7 Validity Criteria

According to Yin (2011) A study is considered valid if the data was collected appropriately and if the analysis was also done as accurately as possible. When the previous characteristics are achieved, the conclusion reflects what the study was intending to investigate and discover.

Furthermore, Maxwell (2009) mentions that there are some specific criteria to ensure the validity of a qualitative investigation.

1. Intensive long-term field involvement, it refers to being really involved with the field of investigation and the participants so as to observe sufficient time.

2. “Rich” data, to obtain information by observing and interviewing. These data should be complete and extensive.

3. Respondent validation, here we can obtain some feedback from the participants and request for any clarification, since some researchers might misinterpret some answers or behavior.

The previous validity characteristics were applied properly; the first one was fully achieved because there was enough time with the population, and I was able to observe them as well as talking to them to obtain their comments.

The number 2 and 3 were applied because in spite that only one instrument was applied to gather information, such information was varied and very extensive, the people studied in this research gave comments about it and furthermore I obtained better understanding so as not to misinterpret any datum.

3.8 Ethical considerations

According to Gajjar (2013) an action may be legal but unethical or illegal but ethical and it might create a controversial issue about the information obtained from participants in research. This is why the researcher must not forget to hand in a consent form to the participants where it is specified that the information obtained from every participant will be safeguarded and will be used just for academic purposes related to the project research.

Rose et al. (2009) mention that the goal of a consent form is to inform the participants about the research and how the information will be used or treated. Moreover, the consent form

should be written in the language the participants understand for them to know what their roll will be, and they should be aware that they can continue or abandon at any time.

In this research, participants were aware of the project and what the information they provided was used for, they agreed to participate by reading and signing a consent form where it was mentioned that all the data obtained from the interviews have academic purposes related to this project. Moreover, the information was treated with anonymity and participants were free to abandon the research whenever they wanted. See Appendix 2

CHAPTER IV: DATA ANALYSIS

Comentado [BVM142]: Compara la presentación con los anteriores títulos

Once the information was analyzed, it was discovered that the participants have an optimistic perception regarding the use of audiovisual material to develop the speaking ability because of the advantages that they provide. Besides, negative perception was also identified among the participants, though only a few of the participants have negative perception because of the difficulty that the materials represent. The findings are presented as follows: First, the advantages. Then the disadvantages and finally the source preference to develop speaking.

4.1 Advantages of using audiovisual material

As it was already mentioned in previous chapters, for Taron (2005) the speaking ability seems to be one of the most difficult skills to dominate when learning a second language since it is a COMPLEX system that involves many aspects such as: speaking, listening, and understanding at the same time, besides the cultural knowledge of the language.

This is why some teachers make use of different materials to develop the speaking skill among students, some of those materials are audiovisual like: Movies, songs, and videos. Teachers make use of movies as a way to develop the speaking skill and it has been found that the use of this kind of material is useful in more than one aspect (Haghverdi, 2013)

Advantages of using audio visual materials

In this study, there were identified eight advantages that videos bring to class which are practice conversations, vocabulary, pronunciation, fluency, speaking development, confidence to speak, spelling and listening comprehension improvement.

One participant considers that with videos he can practice conversations. They allow the student to know vocabulary, phrases and expressions used in English speaking countries. As some participants expressed:

“From movies you can obtain different phrases like greetings and expressions which are useful to start creating a dialogue with someone else and it is daily English, not only academic” (Kury)

For some participants, the speaking skill is not the only one which can be developed, but the obtention of useful vocabulary is also achieved as one of the participants mentioned:

“... Movies make use of different phrases, words; and movie, videos and songs are a good source to obtain them, for me it is more practical to learn vocabulary in that way” (Dani)

The benefits that video provide are not only related to the lexical level, but the participants also commented that their pronunciation was improved thanks to the audio-visual material. As some participants refer:

“When listening a song, movie or video in English I get useful words for me, but that is not everything because the movie, song or video are models of real pronunciation and I listen to it, I imitate the pronunciation and then repeat it until mastering the right pronunciation” (Dani & Raúl)

Other participants also say that the use of movies, videos or songs supports them to develop their fluency and speed when using the language to speak. One of the participants claims that:

“Having these materials as a source of learning I use it to get vocabulary and right pronunciation, but also to imitate the fluency and the speed of the native speakers and I repeat it and try to follow the fluency until I do it as accurate as possible. Doing this helps me improve my fluency and being better than what I was before.” (Raúl)

Other participants not only found the source useful to improve fluency or pronunciation, but also this helps him to gain more confidence and be fearless when speaking, because he is surer of himself when pronouncing or just simply when speaking. He mentioned:

When you have a model of what the real pronunciation of the language is, it helps you to feel more motivated and more confident when speaking and overcome that fear to make mistakes and this is why I speak more and with confidence. (Alexis)

Another participant mentioned that speaking or listening were not the only skills which can be developed, but also writing, since watching movies with subtitles or listening to music following the lyrics helps her to know the appropriate spelling of some words which are used by the participant in her daily life. The participant mentioned:

“English is not just about speaking or listening, it is also about writing and sometimes some words are hard to remember their meaning, pronunciation and also the way they are spelled.

This is why I like lyrics of songs or movies with subtitles because I verify the way a word or words should be written.” (Anel)

Other participants mentioned that the use of movies, videos and songs are not only useful for developing speaking, but also it is a wonderful source to develop listening skills and better understanding of the language. Some of them even mentioned that it is also useful to get different accents of English and differentiate the pronunciation of some words.

“Normally in most of the school where English is intended to be taught, the focus is always on coursebooks, whereas the other skills such as speaking or listening are forgotten and this is why the materials previously mentioned can be utilized not only to improve speaking, but also to understand better the English language and get different accents.” (Kelly)

“Definitely songs have been the most useful material for me, since I am really into listening and singing and it has helped me to have a better understanding of the language and also to differentiate among those words which are pronounced in the same way but have a different meaning. Moreover, it has provided me with more confidence to speak, now I can speak more thanks to the vocabulary I have already learnt” (Eli)

The advantages found in this research where participants mention that the use of movies might be useful to develop more than one skill are similar to the ones obtained by Kabooha (2016), which conducted a mixed method research to identify the Saudi students and teacher perceptions about including movies and videos as a tool to develop speaking skills and the conclusion was that, the use of this material can be useful to develop different skills related to language learning and it can be also used as a way of motivation to learn the language.

In addition, participants in this investigation arrived to the conclusion that the use of movies, songs or videos as audiovisual materials provide more context about the use of real English, this advantage is similar to the one obtained by *Ismaili (2013)*, who carried out a qualitative research in order to identify how helpful is for students to use movies in academic setting, as well as analyze if the use of movies might be helpful to motivate students on reading activities. According to *Ismaili (2013)* from the students' perceptions, it was found that it was something new for them since movies showed them more context about real situation of daily life.

4.2 Disadvantages about using audio visual materials

The obtained information from this study showed that some participants mention some disadvantages about using movies, songs, or videos as a tool to develop speaking, because of the difficulty the material represent for them. Those disadvantages are: Getting distracted with the movie, English is fast and hard to understand, and pronunciation might be confusing.

- The first disadvantage which was mentioned in this study by Dani, she mentioned that students might get unattentively with movies, “some students might get distracted with the movie and watch it only for entertainment rather than watching for the specific purposes of trying to improve speaking or other skills.”
- The second disadvantage which was mentioned in this study was made by Miguelito, since he thinks that movies, videos, or songs offer real English, the pronunciation might be confusing. “Perhaps, in terms of pronunciation, it could be quite confusing for some people who have just started learning the language.

- Anel identified the third advantage, because for her, it can be frustrating not to be able to understand what the characters from videos or films are talking about. “Sometimes people might feel frustrated because you do not understand anything due to the lack of vocabulary. Fortunately, the teacher is always with us, and he is always helping us to understand and motivating us.”

4.3 Students’ Preference source

Having analyzed the participants questionnaires and having coded the obtained data it was found that: among ten participants who took part in this research; eight of them are more into songs, four of them are more into videos and seven of them are more into movies, as shown in the next chart of source preference:

Table 3. Chart of participants’ preference

Comentado [BVM143]: Revisar numeración, letra y signos de puntuación

Participants/ Source of preference	Song	Video	Movies	Learning style
Evelyn	x	X		Acomodador
Kury	x	X	x	Asimilador
Dani	x			Asimilador

Raul	x		x	Acomodador
Alexis			x	Convergente
Anel	x		x	Convergente
Miguelito	x		x	Asimilador
Kelly		x	x	Asimilador
Eli	x	x		Acomodador
Naye	x		x	Convergente
Total	8	4	7	

The information in this chart showed that participants feel more attracted by songs and movies to use this audiovisual material to practice their speaking skill as well as other abilities.

CHAPTER V: CONCLUSIONS

Comentado [BVM144]: Corregir de acuerdo a un estilo de presentación.
Además no está centrado

In this chapter, the last part of the study is presented by explaining the conclusion after studying the information collected from the interviews. The chapter is divided on the following sections: Conclusions, implications, limitations, and suggestions for further research.

5.1 Conclusions

As it was previously mentioned, according to UNESCO (2009) English is one of the most spoken languages in the world and this is why it is quite important that students who are learning the language can use it proficiently to achieve all the purposes they might have. A disadvantage about learning English in a country where English is not the mother tongue is that there is very limited practice and because of this, it is essential for teachers to look for that exposure of students with the language. One of the ways to get that exposure is by watching movies, videos and even listening to music because in these items students can get a simulated context which can help them to enhance their speaking skills.

According to our main research question which is focused on the students perceptions about “the use of movies, videos and songs to develop the speaking skill in function to the learning style”, the results show that students feel more attracted to use songs and movies mainly and the perceptions they had were that they felt the use of movies, songs and videos necessary and important to master more proficiently the English language because the benefits they can obtain

are several and the benefits are the ones which help them to achieve their goals with the English language.

Based on one of the specific research questions about the students' learning profile, the results showed that students have different learning styles, for instance: 3 of them are accommodating, 4 of them are assimilating and 3 of them are converging.

Although the learning style is different, the results show that all the participants are more attracted to music in the first place, movies as the second option and videos in third position.

Furthermore, the students' beliefs about using movies, songs, and videos before and after were quite different. At first, they mentioned that it would be a good idea, but they might not be able to understand the movie, or it might be boring for them to do so, and they seemed to be reluctant. After the specific tasks they changed their point of view and found that there are various ways to improve their different skills and not only speaking but also other aspects of the language such as: pronunciation, vocabulary, the appropriate spelling and listening, among others.

They also mentioned that the role teacher has is an essential part because the teacher helps students identify some difficult words and he motivates them to continue with the task.

About the students' learning style and how the styles influence the perception of the use of movies, the results showed that no matter the style of all the participants, they are keen on music, but for movies and videos there was a variation. For instance, for movies; 2 participants whose learning style is accommodating and 1 participant whose learning style is assimilating,

mentioned that they are not very keen on movies. It means that in total 7 of the participants are into movies.

For videos, the results showed that 4 of the participants whose learning styles are accommodating, are into videos.

5.2 Implications

In relation with the findings of this study, there are some recommendations for those teachers who want to continue using movies, videos, and songs to promote the speaking skill in the English classroom.

First, it is important to keep in mind the source preference of the students, in this way students might feel more confident to participate and achieve oral production.

At the same time, the teacher should know what role to take during the activity, it means that sometimes the teacher will just be an observer and will let the activity go on and sometimes the teacher should take control of the activity to enhance students to speak during a specific task.

Another important thing that the teacher must pay attention on if using movies, videos or songs is that he/she must be aware of the skills of the students since not all of the students have the same level of English and this issue might affect the environment because some of the students are likely to feel shy or afraid to participate and as result they take negative attitude, which can be negative for the rest of the students.

5.3 Limitations

Yauch and Steudel 2003 (as cited in Mohajan 2018) mention that qualitative research has some weaknesses as well as other types of research and some of those weaknesses are that: the results are not objectively verifiable. They also mention that the collection of data can be time-consuming and costly. Moreover, the data are usually gathered from a few individuals or participants and therefore, findings cannot be spread to larger populations.

According to Rahman (2020) qualitative research has several advantages, but at the same time there are some disadvantages about it and some of those disadvantages are the small population to conduct the research and it is also time consuming.

Having analyzed the disadvantages and weaknesses of qualitative research, we can notice that in this research one of the limitations was the small number of participants because if we had had more participants, we would have obtained more data and more perceptions of students which might have affected positively or negatively the results and findings of this investigation.

5.4 Suggestions for further research

This research has explored the students' perceptions about developing the speaking skill through songs, movies and videos taking into consideration their learning style and the relation between the learning style and the perception they have of those tools. Since few students have the chance to travel abroad to practice in a real context, this study is really significant because the use of movies, songs and videos is another way to create that context.

In the future it would be substantial to execute more investigations like this but considering the teachers' perceptions and their teaching styles. In addition, to explore the teachers' level of English because to be able to understand a movie, video or song in English, a proficient level of English is needed for the teacher to help students comprehend in case students do not fully understand what they are watching or listening.

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Appendixes

Appendix 1

Instrucciones: Responde las siguientes preguntas de acuerdo con tu experiencia dentro de tu salón de clases en la materia inglés, se honesto en tus respuestas y responde escribiendo todo lo que piensas y lo que tengas que decir respecto a lo que se te está preguntando. (Pregunta en caso de tener alguna duda)

Nick name: _____ **Nivel de Inglés:** _____ **Edad:** _____

Sexo: Masculino Femenino **E-mail:** _____ **Fecha:** ___/___/___

1. ¿Encuentras interesante tu clase de inglés? Si / No (¿Por qué?)

2. ¿El material que utiliza tu profesor te ayuda a mejorar tus habilidades en el idioma? (¿Por qué?)

3. ¿Tu profesor hace uso de películas, canciones, o videos como material para hacerte mejorar en tus habilidades de speaking?

Sí No

4. ¿Describe el momento de la sesión en la que el profesor utiliza un recurso didáctico y como te ayuda a ti a mejorar tus habilidades de speaking? (Explica detalladamente)

5. ¿Consideras que esa práctica tiene ventajas para desarrollar tus habilidades de speaking?

6. De acuerdo con tu experiencia ¿Consideras que hay ventajas o desventajas al usar películas, videos o canciones para desarrollar tus habilidades de speaking?

7. ¿Cómo crees que el uso de películas o videos ayuda a mejorar las habilidades de speaking en el idioma inglés?

Appendix 2

Carta de consentimiento.

Título de la Investigación: Utilizando películas, canciones o videos para desarrollar la habilidad de “Speaking” en estudiantes de un segundo idioma. (Inglés)

Propósito de la investigación: Ya que la habilidad de “speaking” es una importante habilidad para lograr la comunicación efectiva, el propósito es distinguir las experiencias de aprendizaje de los estudiantes al usar las películas, canciones y videos como recurso para desarrollar la habilidad de “speaking” en Centro de Computación y Lenguas Extranjeras (CCLE) de acuerdo con su estilo de aprendizaje.

En caso de que pudiera presentarse alguna duda por parte de los participantes de este proyecto, se enlistan los datos del investigador, para que este sea contactado y aclare dichas dudas de los participantes.

Nombre del investigador: _____

Número Telefónico: _____

Correo Electrónico: _____

Estoy de acuerdo en tomar parte en este proyecto de investigación mencionado con anterioridad. Entiendo cuál será mi rol en esta investigación y todas mis dudas y preguntas han sido aclaradas satisfactoriamente.

De igual manera entiendo que soy libre de dejar la investigación en cualquier momento, por cualquier razón y sin ser juzgado (a)

Se me ha informado sobre la confidencialidad y quedo tranquilo (a) de que la información que doy será tratada con estricta privacidad y anonimidad, además será utilizada únicamente con propósitos académicos referente al proyecto de investigación.

Se me ha dado una copia de esta carta de consentimiento para cualquier duda y aclaración que pudiera presentarse.

Nombre del Participante: _____

Firma: _____

Fecha: _____