6. APPENDIXES

APPENDIX I

COMMUNICATIVE APPROACHES TO LANGUAGE TEACHING AND LEARNING. PRINCIPLES AND PRACTICE

CINEMA IN THE CLASSROOM

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INTRODUCTION

This project is divided into two parts; on the one hand, I write a theoretical section where the starting point is related to the different methods in the teaching of languages. I have focused on the communicative part, so I mention the relevance of speaking in all those methods and a personal about the efficiency of those methods. From that point, I derive my assignment from a general outline of methods to the use of cinema as a varied and attractive tool for developing speaking in class. On the other hand, the second part of this work is the practical section where I use different movies to exemplify several types of exercises that help with the speaking skill. Finally, I include a conclusion in which I reaffirm the suggestion of cinema as an everyday material in our lessons.

THEORETICAL SECTION

For a start, it is necessary to see the importance of the communicative part in the teaching – learning process. For this, to describe shortly the main foreign language methods over time can provide us with an outline of the evolution and changes that have taken place with the passing of time. But I do not want to summarize the different methods, I would like to highlight the importance of speaking in these methods. According to this, the **Grammar Translation Method** (19thcentury) did not pay attention to speaking, this method was not developed to work the communicative part. **The Direct Method,** whose origin took place in the 19th century, had a really distinctive basis in comparison with the Grammar Translation Method. The Direct Method was designed to work mainly listening and speaking. **The Audiolingual method** as its name points out, it put emphasis in listening and speaking. Moving on to the 1970s, where different methods were developed: **Community Language Learning**, the purpose was to develop interaction between teacher and students, there was an interest in the development of speaking skill, it consisted on being seated forming a circle and the teacher outside it, he was translating and helping students to express in L2 till they become independent. **Suggestopedia** refers to the importance of the right conditions for learning. The followers of this method worked with vocabulary, readings, dialogues, role –plays, drama and a variety of other typical classroom activities. The most important skill for this method was speaking. **The Silent Way** was another method where the spoken language was the main target. It gave emphasis to concepts such as independence, autonomy and responsibility. And the purpose is that each student must work with his own inner resources. **Total Physical Response,** this method consists on the idea that listening is fundamental and it is the first step in order to learn a language. **The Natural Approach**, Tracy Terrell, its developer believed that communicative competence was more relevant than grammar. Besides, this method suggests that communication must be carried out through everyday language situations and the teacher had a significant role because he was the responsible for providing input to the students. **Notional Functional Syllabuses,** it is not a method, it was an approach focused on the English language curriculum. What we find in the NFS is an inventory of units, functional units. It did not develop communicative competence in students. **Communicative Language Teaching,** nowadays, it is the predominant methodology, which gives importance to the communicative competence and to be able to use the

language in real situations**. Content – Based Instruction,** it consists on the learning of a language + the learning of some other content. Here, communication is important because it is the end of teaching. **Task based learning,** it pays attention to the learner's actions and processes in the classroom. Communication is taken into account but it is not the main aim, its focus is on activities.

Certainly, there have been many methods since the 19th century onwards and here, as far as possible I have tried to give a representative picture of how the speaking skill has been taken into account in the teaching of languages over the course of time.

Accordingly to this, it can be seen that speaking is included within many of these methods. To tell the truth, there are some of them which attract my attention, for instance, **The Grammar Translation Method**, originated in the 19th century. It is certainly true that it is very old but nowadays, it is still used for some teachers. It's still strange to find students who have to learn a language with this kind of activities. Mainly, because of the huge quantity of available materials and resources at the moment. **The Community Language Learning,** whose origin took place in the 1970s. It is curious the procedures for teaching L2, in other words, I consider this system of being seated and the teacher behind students translating the phrases very heavy and boring. I have doubts about its success and results.

Except the **Notional Functional Syllabuses,** which dealt with the English curriculum and communicative competence was unimportant because it was not a method for teaching languages. The rest of methods included in its structure and organization how to teach language, the communicative competence. All of them gave importance to speaking. Having said that I would like to mention the **Natural Approach method** because it provides a lot of ideas to teach L2 such as games, small – group works, etc and its proposal are used at the moment, they are recurrent elements to teach L2, at least in the theory. By the way, the reality of the teaching – learning process can show other situations and perspectives. For instance, there may be teachers who use these activities to motivate students and to carry out a successful and dynamic classes buy there may be many other teachers who use old methods like the Grammar Translation Method or they simply explain the grammar and exercises are very monotonous. What is clear is that although the vast majority of methods emphasize speaking, our reality is that speaking

is not well worked in class and big percentage of students fail to speak English, at least in public schools.

I understand that speaking is fundamental. It is useless to know perfectly the grammar of a language and to be unable to communicate. For this reason, I suggest cinema as a communicative approach to language teaching and learning. I consider it a valuable source of elements to work in class.

Before dealing with cinema in the classroom, I would like to distinguish between two types of activities that we must to take into consideration because both of them can be used in our sessions and they help to develop the ability to communicate orally. But here, all the activities that I propose are integrated tasks, all of them depend on the movies:

1. **<u>INDEPENDENT TASKS</u>**

The independent speaking tasks measure the ability to speak about topics that are familiar to you. With these tasks we are going to ask students to state and support a personal choice from a particular category, such as activities they enjoy, events, or important peoples or places.

2. **<u>INTEGRATED TASKS</u>**

The integrated speaking tasks measure student's ability to combine information from several sources in a spoken response. Students do not need any prior knowledge of the topic in order to do these tasks.

I also want to include a couple of templates which must be distributed among students as a reference, as advice to know how to response and to do the exercises and definitively, how to speak correctly.

INDEPENDENT TASKS

- **Listen to/ read carefully the task and think about what you must do in your response. You can ask yourself: What is the topic of the task? What am I being asked to do? Then make a mental list of the answers to these questions. You need to: name the topic, define the topic of the listener might not know what it is, explain its importance and include details and examples.**

- **Quickly decide on topic (in case you have to choose among several options/topics). Quickly choose a topic and start thinking about the examples and details you can include for that particular topic.**

- **Work through your mental list of requirements in order to fulfill all of them.**

- **Know your goal in order to be able to communicate .**

INTEGRATED ACTIVITIES

- **Read the question carefully and make sure you understand the requirements of the task.**

- **Read/watch the passage/scene carefully and take notes**

- **Listen carefully to the conversations/dialogues and take notes**

- **Read and listen carefully to the question. Consider the task and what it is asking you to do. Ask yourself these questions: What is the topic I need to address? What am I being asked to do? How can I introduce my speech?**

- **Look over your notes and plan your response. It does not consist on writing a response, and a written response would not show your natural speaking abilities. Just use your notes to refer to points made in the reading passages or in the movie.**

BUILDING SPEAKING FLUENCY AND CINEMA

So, to develop student's ability to speak English, I propose working with these two types of tasks (Integrated speaking tasks and Independent speaking tasks). Apart from this planning, I also consider important to have into account other elements that are relevant to acquire fluency speaking English. According to this, I include some considerable points for building speaking:

a) Students have to understand that fluency in speaking needs practice and unfortunately, teachers can help them giving them the opportunity of speaking in class and providing them with activities that favour speaking but it is not enough. For this reason, It is totally necessary that students practice English outside the classroom. They can practice with native speakers, with nonnative speakers but also they can practice English speaking aloud to themselves when they are alone. To do this, it is useful to think on cinema as a provider of ideas and topics to practice English alone.

b) When we talk about fluency, we refer to speaking with accuracy and natural speed. There are several language features to concentrate on for building language fluency:

- ❖ Pronunciation
- ❖ Intonation

- ❖ Grammatical correctness

- ❖ Correct use of vocabulary

- ❖ Use of a variety of vocabulary

- ❖ Coherence

All these elements, which are so important speaking English, are not worked in class, at least that's my opinion. But with cinema, students and teachers have the opportunity of working them.

Cinema is a clear means to acquire a great richness of vocabulary and grammatical contents and of course, their use. Not only that but also, cinema provides us with the correct pronunciation of words, intonation, different accents, different words according to the places (Scottish words, American words,) Obviously, listening to English directly allows us to see how it functions, and the coherence and cohesion of words. All these features must be practiced frequently and this aspect must be taken into account by teachers.

c) Avoid translating; translating from their own language into English prevents them from speaking fluently and naturally. To overcome dependency on translating, practice simple phrases in English until students can use them with the same fluency as they can use their own language. In this case, cinema also helps to improve the knowledge of the language because it gives students the chance of being familiar with it and learning it little by little till they are able to understand it. Students must watch cinema in the original and be influenced by what they are watching and listening to.

d) It is also important to become comfortable with using native English speakers' pausing techniques. When native English speakers are thinking or searching for a better way to say something, they use fillers such as *uh* or *um*. If students learn to use these pausing techniques, they will sound more natural. Cinema for this purpose is a fantastic tool because it is an incredible source of colloquial expressions and fillers.

e) Try to relax when speaking. Native English speakers make mistakes, too. They repeat phrases, correct themselves, and hesitate. Teachers have to teach

students that their errors in speaking cannot undermine their confidence. To watch a lot of cinema will prove us that native English speakers make many mistakes and they repeat the same thing several times.

f) Use natural speed and rhythm. Another effective technique in order to improve speaking is to use natural speed and rhythm. Listen to native English speakers and try to use the same speed and rhythms that they use. To practice imitating native English speakers, use the subtitles of the movie to mark the pauses, stresses and intonation patterns that are heard when the movie is being watched. In this sense, cinema can again be very helpful.

CINEMA IN THE CLASSROOM

As teachers, we need to prepare different materials and to use all the tools within our reach in order to make important the contents that we teach. At the same time, to arouse interest or motivation in our students and to facilitate the learning, in this case, of English. Here, there is a proposal of cinema as a productive tool with which we can work according to the competences established in the LOE. Cinema is a dynamic key to arouse values to become more human, to develop our personal identity. Similarly, cinema helps to acquire the communicative and linguistic competences and the artistic and cultural competences too. Besides, it contributes to think carefully about attitudes and behaviors of our society, in which we can be or work as an active part (wars, sustainability of the planet, the loss of loved ones, etc.) and unavoidably, it is linked to the social competence and to the personal and autonomous development of the individual.

All these things follow the same target to reinforce and make easier the process of learning and the development of knowledge, of different skills, of abilities and attitudes, depending on their own capacity. But in fact, some materials and some tools are not present in the classroom and consequently, they can not be used because of money, the Government has not set enough money to schools. In opposition to this problem and to this reality, teachers can prepare some "home-made" materials and use some cheap tools with which we live every day like cinema or TV . The only thing that we have to do is to find its application in the classroom. For this reason, I would like to

suggest cinema as a very functional, economic and accessible tool: through cinema I want to offer some proposals whose aim is to invite to teachers to use cinema as a very creative and useful tool, just they had to adapt it to their subject, in this case, English.

I strongly believe that cinema can be a very positive tool but it must be taken into account that it requires good organization because to use cinema implies more than an hour of class because of the screening plus the exercises and the possible debates and other questions that are going to be specified next.

1. Criterion of selection: to draw up a list of movies is based on in the following elements

   ❖ Must be attractive to students

   ❖ Must be enriching from the personal point of view.

   ❖ Must be high quality productions

   ❖ Must encourage students to reflect and give them reasons to interpret the world.

   ❖ Must be related to the curriculum

   ❖ Must be accessible films, easy to obtain

   ❖ Must be suitable for student's age

   ❖ Must be neutral in religious and political questions in order to avoid any personal remark in any student.

Some examples of movies which can be useful and interesting for working in the classroom are:

Historical and Cultural movies	Adaptations from literary works	Other films	Serial
Elizabeth	Pride and prejudice	Slumdog millionaire	Up and Downs

The king's Speech	*Frankenstein*	*Australia*	*Yes, Prime Minister*
In the name of the father	*The picture of Dorian Gray*	*Sherlock Holmes*	*Downton Abbey*
Brave heart	*Oliver Twist*		

2. It is necessary to design a work plan in order to follow an organization although it is flexible, what I mean is that you can include or exclude some points depending on your interests. But the meaning of this work plan is to guide, to be a basis and a reference to know how to work with cinema in the classroom.

   ❖ Must include technical details of the film

   ❖ A synopsis

   ❖ Activities to work the comprehension of the movie (characters, events, places, scenes,etc.)

   ❖ Proposals of the technical and artistic aspects of the film and the cinematic language.

   ❖ Texts and other elements such as (audiovisual) interviews that can help to contextualize the movie.

   ❖ Teachers have to prepare the materials for working (highlight the elements for the debates, objectives, contents, grammar,…)

3. The screening of the films

   ❖ Teachers have to watch the movie in advance

   ❖ No problem stopping the screening, coming back to previous scenes, making questions, etc.

Just I want to point out that films based on historical events or reflecting a culture or a social reality are significant because these movies are going to help us to work and to develop the linguistic skills but these kind of movies also provide to students with a historical and cultural knowledge of the English speaking countries. In the case of

movies which are adaptations of literary pieces happens the same because the student, without reading the book, has the opportunity of knowing the story that it is told in the book, students can also know that they are watching an adaptation, in other words, there is a book before that film and consequently, to know the author. Personally, I think that it is worth working with this type of films. Another reason why I give attention to cinema as an interesting alternative to teach English is that cinema is close to reality and this approximation to reality is not possible with other materials such as textbooks. But apart from allowing us to work the curricular contents, cinema also gives us the opportunity of solving problems among our students, to educate in values, cinema constitutes an audio – visual medium of expression that uses a lot of communicative tools such as images, music, sounds, verbal language and non verbal language.

POSITIVE ASPECTS OF CINEMA IN THE CLASSROOM

- ❖ It is a funny and dynamic element that makes easier the teaching and learning of the contents: comprehension, reasoning, etc.

- ❖ It helps to reflect, to create and to develop personal opinions in reference to life and to the world.

- ❖ A film can be the starting point to analyze the stereotypes, the setting, the clothes, the personal relations, the landscape, etc.

- ❖ Teachers can evaluate their students because they will see if those students are able to reflect, to form a personal opinion about what they have watched, if they know to contextualize, to sum up, to reach conclusions, etc.

PRACTICAL SECTION

In this part of the project, I want to show what I have tried to justify in the first part. I want to show that teachers can offer many new activities starting from a film.

Year: 2010

Director: Tom Hooper

Country: UK

Stars: Colin Firth, Geoffrey Rush, Helena Bonhan Carter,

Runtime: 118min.

Title: THE KING'S SPEECH
Level: Intermediate / B1
Objectives: To understand the plot of the movie and the vast majority of dialogues, if the speech is clear and slow. To be able to communicate orally, to be able to provide concrete information about the film. To know how to express his/her personal opinion about the movie with the right vocabulary and grammar. To be able to write a summary of a movie, to write about historical and cultural aspects reflected on the film and to write about his/her general reviews.
Contents: **Grammatical contents:**   • Quantifiers: a lot of, much, many, a little, a few, any, too, too much, too many, enough.   • Relative clause: Julia is the woman who works with me   • Comparison between simple past and past perfect.   **Lexical contents:**   • physical appearances,   • jobs,   • cinema
Cultural and historical contents: Monarchy in UK. Specifically, the story of George VI.
Development of activities: There are four activities related to this movie. Activities 1, 2 and 4, they consists on writing and speaking. The purpose is to develop student's ability to write in English and after that, to express in English. For this reason, I include activities for working in pairs, it is an option to provoke communication in English

between pairs of students. The second activity deals with the search for some information and the use of email in order to be updated.

The third activity is the easiest. With this activity I try to refresh some vocabulary and include some new words. But at the same time, this exercise does not require effort and it can provide a relaxed atmosphere in opposition to the other activities that require more concentration and can be more difficult for students because they have to speak. Finally, the last activity is the most difficult but it is an integrated activity. The King's speech is the starting point for knowing themes that are intimately related to cinema and of course, to the movie itself, for instance, the awards. Students have to prepare an exposition and the aim of this activity is to gain self – confidence speaking in English.

Activity 1 (Before the screening) (work in pairs) According to the following introduction, could you imagine the plot and the main theme of the film? Write circa 10 lines expressing your first impression and tell it to your mate:

1925: King George V reigns over a quarter of the world population. He has asked to his second son, the Duke of York, to pronounce the closure speech of the British Empire Exhibition in Wembley Stadium, in London.

Activity 2 There is an important reference to the British Empire Exhibition. Can you look for some information about it and give me a general overview (participants, what did they celebrate?...) through e-mail?

Activity 3 Write the main characteristics of the following characters: job, physical appearance, personality,..

Activity 4: Choose one of the following themes and prepare a brief exposition about the topic

1. The role of Colin Firth as Bertie in *The King's Speech*

2. The historical context of the movie

3. The King's Speech won 5 BAFTA, 4 OSCAR, 1 GOLDEN AWARD. Choose one of these prizes and talk about its origin, its importance, …

4. To overcome problems in relation with the film.

5. Wembley stadium

All these themes can be used to develop a debate in class, to see different opinions.

Year: 2008

Director: Baz Luhrman

Country: Australia

Stars:Nicole Kidman, Hugh Jackman

Runtime:165min.

Title: AUSTRALIA
Level: Intermediate/ B1
Objectives: To understand the plot of the movie and the vast majority of dialogues, if the speech is clear and slow. To be able to communicate orally, to be able to provide concrete information about the film. To know how to express his/her personal opinion about the movie with the right vocabulary and grammar. To be able to write a summary of a movie, to write about historical and cultural aspects reflected on the film and to write about his/her general reviews.

Contents:
 	
Grammatical contents
 	
    • Questions with how long + take: (How long does it take to get to Australia)?
 	
    • Adjectives: comparatives(He's taller than me) and superlatives (He's the tallest in the class)
 	
Lexical contents
 	
    • Descriptions
 	
    • Travel

Cultural contents: To know countries and cultures where English is also the official language
Development of activities: There are five activities in which three of them are focused on speaking in different situations, for instance, to promote a movie or to convince us that to travel to Australia is an exciting idea. Activities 1 and 5 are designed to work vocabulary, to enrich the lexicon. In the case of activity 5, it helps us to work one of the points of the grammatical contents: adjectives. Apart from that, students will have the opportunity of practicing a little speaking with it.

Activity1 Give adjectives for each character according to what you have watched in the movie.

Characters	Adjectives						
The drover							
Lady Ashley							
King George							
Neil							
Lord Ashley							
Nala							

Activity 2 Write an advert promoting the movie. Present it to your classmates.

Activity 3 Work in pairs. Describe the following scene: minute 57:42. Compare your descriptions and discuss about the scene.

Activity 4 Plans for a trip: Australia. After the screening, would you fancy travelling there? Present it to your mates.

a) Make a list of possible activities

b) Sign on a map of an area of Australia to be toured with places of interest marked.

Activity 5 Words to find. First, find 5 words related to the movie. Work in pairs: Once you have found the words, explain their meaning to your partner.

A	U	S	T	R	A	L	I	A	E
K	M	P	B	E	G	D	L	E	E
B	A	I	Y	V	O	I	A	L	G
L	G	N	I	O	O	E	N	E	R
E	I	K	G	R	D	C	D	G	O
H	C	M	S	D	A	A	S	A	E
R	E	A	T	M	W	R	C	N	G
O	U	N	R	Z	A	C	O	T	G
O	K	F	E	X	T	R	P	O	N
W	Y	A	E	G	E	O	E	R	I
D	C	I	T	M	R	D	W	U	K
J	A	B	O	R	I	G	I	N	E
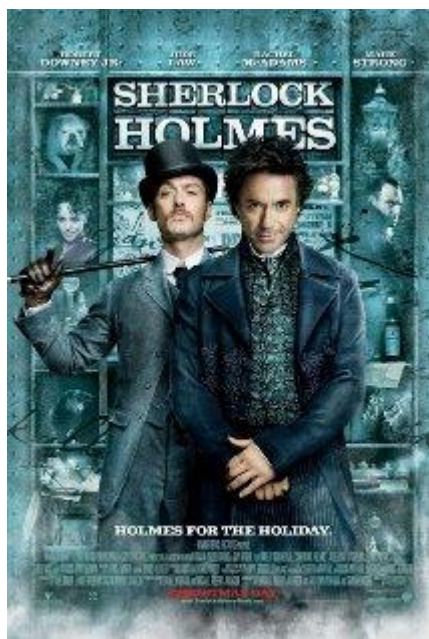
Year: 2009

Director: Guy Ritchie

Country: USA

Stars: Robert Jr, Jude Law, Rachel Mcadams

Runtime: 128 min.

Title: SHERLOCK HOLMES	
Level: Intermediate /B2	
Objectives: To understand the plot of the movie and the vast majority of dialogues, if the speech is clear and slow. To be able to communicate orally, to be able to provide concrete information about the film. To know how to express his/her personal opinion about the movie with the right vocabulary and grammar. To be able to write a summary of a movie, to write about historical and cultural aspects reflected on the film and to write about his/her general reviews.	
Contents: **Grammatical contents**: Relative pronouns: who, which, that, when, where, what.	

- Modal verbs: must, have to, should, may, might, can't, can, could, be able to

Lexical contents:

- Law & crime

Cultural contents: To introduce students a very famous literary work, *The great Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle, through the film adaptation.

Development of activities: There are seven activities designed to help students to speak, to improve their fluency. All of them are structured in two parts; the first one consists on writing. The aim is to develop the ability to compose an essay, to know how to organize ideas and to have accuracy in the use of language. In the second part of the activities, the interest is in speaking.

Activity 1. Classify *Sherlock Holmes* in one of the following genres and explain why.

- Thriller

- Comedy

- Serial

- Western

- Drama

Activity 2 Look at the characters below and enumerate three virtues and three faults

_____

_____

_____

Activity 3 After the screening, write a review of the movie and if you recommend it or not

Activity 4 (homework) Choose one of the following pictures, they are real pictures of the actors. Look for some information, you can use internet to know more about them. Then, in class, you will work in pairs and you will introduce these persons to your mates according to the information found on internet

Activity 5 You are going to watch two scenes of _Sherlock Holmes_, what do you think about these two scenes? What have happened? Why?

Activity 6 Imagine you are a journalist. The director and actors of Sherlock Homes are promoting the film. If you would have the opportunity of interviewing them, what would you ask them? Write between 5 and 8 questions and explain why you would know those things

Activity 7 Work in pairs. Imagine one of you is one of the actors of Sherlock Holmes and the other one the journalist. Represent the interview and use the questions of the previous activities. The interview must be represented twice in order to exchange roles.

Year: 2008

Director: Danny Boyle and Loveleen Tandan

Country: UK

Stars: Dev Patel, Freida Pinto, Madhur Mittal, Anil Kapoor, Irrfan Khan, Mia Drake

Runtime: 123min.

Title: SLUMDOG MILLIONAIRE
Level:C1/ Advanced
Objectives: To understand long, well-organized and complex texts. To be able to follow conversations among native speakers of English. To produce well-organized, clear and detailed texts about different themes. To write clear and detailed texts about a great variety of topics depending on speaker's interest.
Contents: **Grammatical contents**:   • Coordination (We owe no money, [and] neither do they) and subordination I: (Our hostess, once everyone had arrived, was full of good humour)   • Uses of quite, rather (It was rather a mess. They will be here for quite some time).   • Gradation of adverbs: (harder, more happily) and irregularities (less, better, worse, farther, most, least, best, worst, farthest, furthest (I like winter most).   **Lexical contents**:   • Personality and feelings   • Values, attitudes and beliefs.   • Compound adjectives
Cultural contents: The idea is to offer the possibility of knowing other parts of the world where English is spoken by the vast majority of people, this is the case of India. This country was also a colony of the British Empire. So, to know some historical

aspects and some curiosities, a different accent too.

Development of activities: I have only included two activities because one of them is a debate and I suggest a general topic from which many other themes can be extracted. The second activity is a long exercise in which I would like to work coordination and subordination with real conversations. So it can last more than one session.

Activity 1 Before the screening, we propose a brief debate about cinema (genres, actors, etc.)

Activity 2 With some dialogues of the movie, we will work some grammatical aspects.
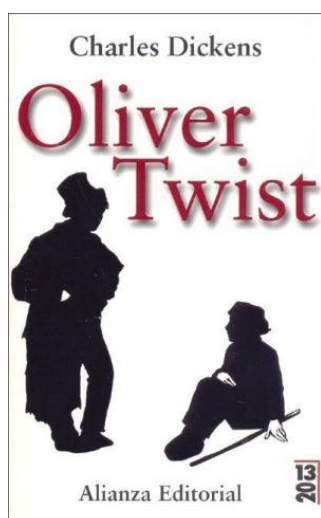
Year: 2005

Director: Roman Polanski

Country: UK and France

Stars: Barney Clark, Ben Kingsley, Harry Eden, Mark Strong

Runtime: 130min

Title: OLIVER TWIST
Level: Advanced / C1
Objectives: To understand long, well-organized and complex texts. To be able to follow conversations among native speakers of English. To produce well - organized, clear and detailed texts about different themes. To write clear and detailed texts about a great variety of topics depending on speaker's interest.
Contents: **Grammatical contents**: • Gerund • Phrasal verbs **Lexical contents**: • Personal relations • Life conditions
Cultural contents: Oliver Twist is a classic tale, it is one of the fundamental books in the history of the English literature. It is absolutely necessary that students know the story of Oliver Twist and his author. Film is an entertaining way of showing this story. Besides, it has high moral implications so it worth its weight in gold.
Development of activities: All these activities are designed with the aim of improving speaking, to be able to give personal opinions, defend a topic with reasons, details and examples.

Activity 1 Work in groups of 4 and share opinions: The following excerpt gives us a general overview of *Oliver Twist,* **it is the classic Charles Dickens story of the young orphan who runs away to London to try to escape a miserable existence. According to this brief synopsis and what you have watched in the film, explain one of the following points:**

❖ The figure of children in the 19th century

❖ How is London reflected in the movie?

❖ Can you talk us about the workhouses?

❖ Who was Charles Dickens?

England in the 1830s. Oliver Twist, an orphan, has been brought up by the parish and lives in the workhouse. The innates are all starving and he is chosen by the other boys

to ask for more gruel, which brands him as a troublemaker. To get rid of him, he is apprenticed to the undertaker, Mr. Sowerberry, but soon gets into a fight with his senior, Noah Claypole, who taunts him about his mother. After another beating, he decides to try his luck in London.

Activity 2 The movie describes the life of Oliver Twist . Prepare a couple of phrases to compare the lives of 19th century boys and 21st century boys

Activity 3 Work in pairs. Some of the everyday expressions in the film cannot be understood by simply translating them. Look at these 10 examples and choose the correct explanation for each from the list at the bottom. After that, both of you go out to the middle of the classroom and say a couple of phrases using these expressions

1. He forked out for it	a) To be unwell
2. He got on his pins immediately	b) To inform the police
3. He's really green	c) To follow
4. He's at a low water-mark	d) To be innocent, naïve
5. He's not up to it!	e) To pretend
6. He's out of sorts	f) To pay for
7. He's shamming!	g)To be in a bad state or situation
8. He peached on us	h) To deserve
9. I want you to dodge her	i) To stand up
10. It serves him right!	j) to be incapable of

Activity 4 Work in pairs: phrasal verbs are verbs which take a preposition or adverbial particle- cause students of English numerous problems, because often it is very hard to guess their meaning. Look at the examples in the box below, all taken from the film, and each group has to choose a verb and elaborate a list of phrasal verbs compounded with that verb, you have to write phrases as examples of phrasal verbs' meaning, a dialogue or a story using some of those phrasal verbs listed because you will represent in class.

Activity1 Read these reviews and then answer the questions below

JAKOB THE LIAR

There was once a time when a comedy about the holocaust would have been considered an audaciously brave and/or audaciously stupid move. Unfortunately for Jakob the liar, the conclusion of that particular period in cinema history occurred last year, with the release of Roberto Benigni's Life is beautiful.

As a result, what would otherwise have been, if nothing else, at least controversial, simply comes across as a vehicle for Robin Williamsat his most unpleasantly sentimental.

The artist formerly known as Mork plays the economically truthful Jakob, a mild mannered Jewish baker-cum-boxing manager who we discover failing to make ends meet in a Polish ghetto towards the end of the World War II.

After accidentally learning that Germany is losing the battle for the Eastern front, Williams spreads the good news – and before you can say "Gooooooooooood morning, Warsaw!" the entire community is under the misapprehension that he has somehow saved a radio from Nazi confiscation.

Which presents something of a dilemma for our supposedly unheroic hero. Should he tell the truth and destroy his increasingly suicidal friends'last hopes?

Or should he risk execution by pretending that he does have a radio, enabling him to do a lot of funny voices behind a screen for the entertainment of the cute little concentration camp-escaping child that he stumbled across way back in Act One?

Anyone who bets on the first option has clearly never seen a Robie Williams movie- although they would certainly be well advised not to make this first their first.

Since it was based on a book by camp survivor Jurek Becker, no one could argue that director Kassovitz's intentions are less than noble. But as entertainment, the end product is a turgid a film about mass genocide as we are ever likely to see.

Moreover, while the support from fellow players Alan Arkin, Live Schreiber and Nina Siemaszko, as Williams' fellow persecutes, is competent enough, the entire enterprise has been smothered with such a sickly layer of glutinous Hollywood sentimentality – replete with a predictability semi-happy ending- that diabetics should probably consult their doctor before even seeing the trailer.

1. Jakob the liar is…………………………………………….

   a) A controversial film

b) A moving film

c) Not controversial

d) Better than *Life is beautiful*

2. The writer finds Williams' performance…………………………………

a) Distasteful

b) Charming

c) Better than in his previous films

d) Dull

3. What does Jakob do when his fellow – inmates think he has a radio?

a) He has a lot of fun

b) He keeps up the pretence

c) He tells them that Germany is losing the war

d) He tells the truth

4. Which of these phrases is NOT used humorously or sarcastically?

a) The cute little conversation camp-escaping child that he stumbled across

b) They would certainly be well advised not to make this their first

c) No one could argue that director Kassovitz's intentions are less than noble

d) Diabetics should probably consult their doctor before even seeing the trailer.

WHAT DREAMS MAY COME

One advantage of recent advances in special effects technology is that films can take you to places you've never seen before, and couldn't even imagine. What dreams may come takes you somewhere you may not want to experience quite yet. Chris Nielsen (Robin Williams), a doctor whose happy marriage has already been blighted by the deaths of his kids, is killed in an accident and wakes up in a private universe which takes the shape of his wife's semi – Impressionist paintings. Death isn't so bad, especially with guide Albert (Cuba Gooding Jr.) around to give tips and reunite him with his put –down dog and lost little girl. However, Chris' wife Annie (Annabella Sciorra) can't take another bereavement and commits suicide. Since this condemns her to the Hell section of this afterworld, Chris strives – guided by Max Von Sydow- to haul

her out of the slough of despair and bring her to the happy lands, even though everyone says this is futile.

Adapted from a cranky mystic novel by Richard Matheson and directed with visual genius by Vincent Ward, this is one of those failures that has so many near –great things that it almost gets by ob guts. Few films have the nerve or the imagination to create a world beyond, and the settings are consistently incredible, whether in the ydillic heaven or the paved-with-agonised –faces hell.

The problem is that, despite mostly strong performances, there's something not right about the central perfect relationship so you get distracted arguing with all the religious guff. It feels like what you'd get if you took the legend of Orpheus and previewed it in Pasadena, then rewrote the classical tragedy as a feelgood Hollywood hug-fest. After the underrated excellence of Map of the Human Heart, Vincent Ward is entitled to a misstep and we probably ought to be grateful that this one is as interesting as it is.

5. When Dr. Nielsen dies and wakes up in the afterworld……………………..

   a) He is all alone

   b) He is very unhappy

   c) He meets his dog again

   d) His wife is by his side

6. What does the writer mean by *incredible* in the second paragraph?

   a) Absurd

   b) Very strange

   c) Not believable

   d) Wonderful

7. Why does Annie kill herself?

   a) She wants to join Chris in heaven

   b) She is all alone in the world

   c) Too many of her nearest and dearest have died

   d) She doesn't realize she'll go to Hell

8. The writer thinks that *What dreams may come* is……………………..

   a) A brave attempt

b) Not worth seeing

c) Well worth seeing

d) Nearly as good as the director's previous film

Activity 2 Discuss these questions

❖ Which of the films would you least like to see?

❖ What was the worst film you've ever seen? Tell your partners about it.

❖ How seriously do you take reviews? How much do they influence your decision whether to see a movie, buy a CD, eat at a restaurant or go to a show?

Activity 3 Re –read the two movie reviews. Choose the one you prefer and make notes on these aspects of the movie that are mentioned by the writer

	INFORMATION	FAVOURABLE VIEW	CRITICAL VIEW
THE PLOT			
THE SCRIPT			
THE ACTORS			
THE LOOK			
THE DIRECTOR			
THE MUSIC			
COMPARISONS			
CONCLUSION			

Activity 4 Answer the following questions. Discuss these questions with your partner.

❖ Which aspects were NOT mentioned in the review?

❖ Why weren't they mentioned?

❖ What is the main impression the review gives?

❖ Does it make you want to see the film or not?

Activity 5 Work in pairs: pick a film you have both seen and discuss all the aspects noted above. Which of the points you discuss would be worth mentioning in a review and which would be best omitted?

CONCLUSION

In summary, with this assignment I had two aims. On the one hand, to explain that, in my opinion, it is absolutely necessary to work hard the communicative skill of our students. On the other hand, to offer cinema as one of the multiple options and one of my favorite alternatives to get fluency and a better pronunciation and intonation speaking English. It is certainly true that the use of cinema in the classroom requires a lot of work and preparation , in general, it is not an easy task. But teachers have to take into account student's necessities and one of them, as I have already said, is the improvement and the evolution in the way students communicate and use a second language. For this reason and without any doubt, I encourage teachers to appreciate the value of cinema as a new tool for our lessons and a material which is in constant renewal. In helping learners to improve their speaking skill, teachers need to motivate them and to provide them materials suited to our society and I strongly believe that teachers have to adapt to new ways of teaching.

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Films: *The King's Speech, Australia, Sherlock Holmes, Slumdog Millionaire and Oliver Twist.*

APPENDIX II

RESEARCH PROJECT: SPEAKING SKILL IN TEXTBOOKS

Yolanda López Sánchez

INDEX

1. Introduction

2. Literature review

3. Methods

4. Results

5. Discussion

6. Conclusions – Practicum III

References

Appendices

1. INTRODUCTION

The purpose of this research project is to discuss and review the speaking skill in textbooks. How it is organized and how it helps to the development of the communicative competence in our students. Besides, to signal some proposals that can be interesting in the speaking skill and which differ from the organization in books. The last part is dedicated to the conclusion and I make a reference to the Practicum III and the implementation of the research project during the Practicum.

2. LITERATURE REVIEW

In reference to the theoretical approach, I have wanted to provide a general overview of the second language acquisition and specifically, the communicative competence. There is a huge quantity of references in relation to the acquisition of languages, so this is a very extensive and complex topic. Here, I present some ideas in order to give a theoretical background to this study.

The field of second language acquisition (**SLA**) research investigates how people acquire proficiency in a language that is not their mother tongue. It does not matter if we refer to a learner of Chinese at the University, or someone becoming fluent in a third language in their thirties or forties or if we refer to a child that acquire a language after moving to a new country, all these cases are cases of second language acquisition. The field of SLA address the issue of proficiency or communicative competence. Although knowledge of a language's grammar allows us to distinguish between grammatical and ungrammatical sentences, to have a successful communication is much more than that. The learner or student has to be able to use the language in an appropriate way according to the situation or the context.

```
            COMMUNICATIVE
              COMPETENCE


      LANGUAGE                    STRATEGIC
     COMPETENCE                  COMPETENCE
```
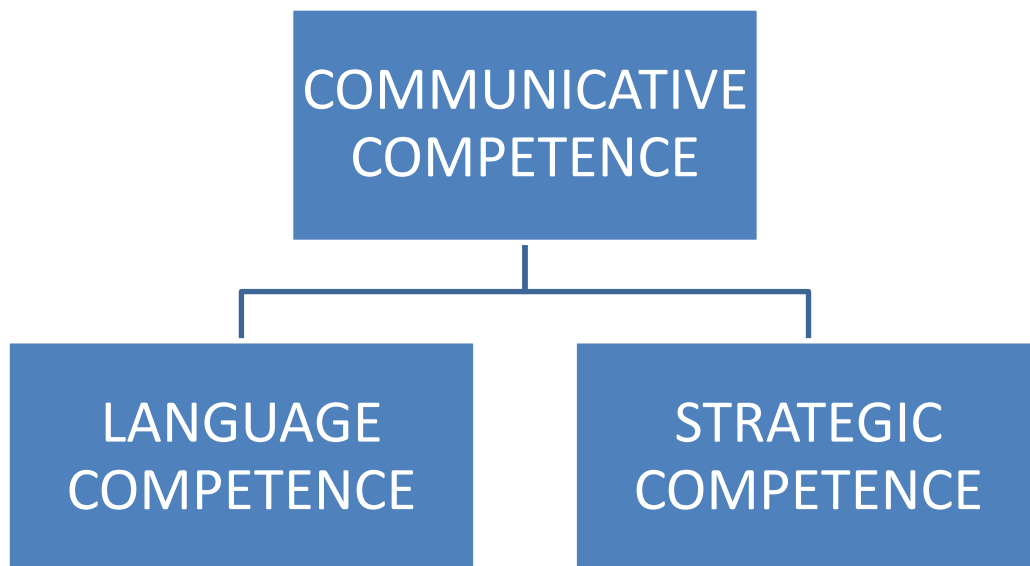
Within language competence, we have to distinguish between the **Organizational competence** and the **Pragmatic competence**.

In the **organizational competence**, we find a grammatical competence in which elements such as **vocabulary, syntax, morphology and phonology** are included. A **textual competence** is also included in the organizational competence. Here, **cohesion** and **rhetorical organization** are considered. In **the pragmatic competence**, we find the **illocutionary competence** where the functional abilities are found and the **sociolinguistic competence** includes elements such as **dialect, cultural references** and **register**.

Organizational competence ⎰ Grammatical competence

⎱ Textual competence

Grammatical competence ⎰ vocabulary   Textual competence ⎰ Cohesion

Syntax   Rhetorical organization

Morphology

Phonology

Pragmatic competence ⎰ Illocutionary competence

⎱ Sociolinguistic competence
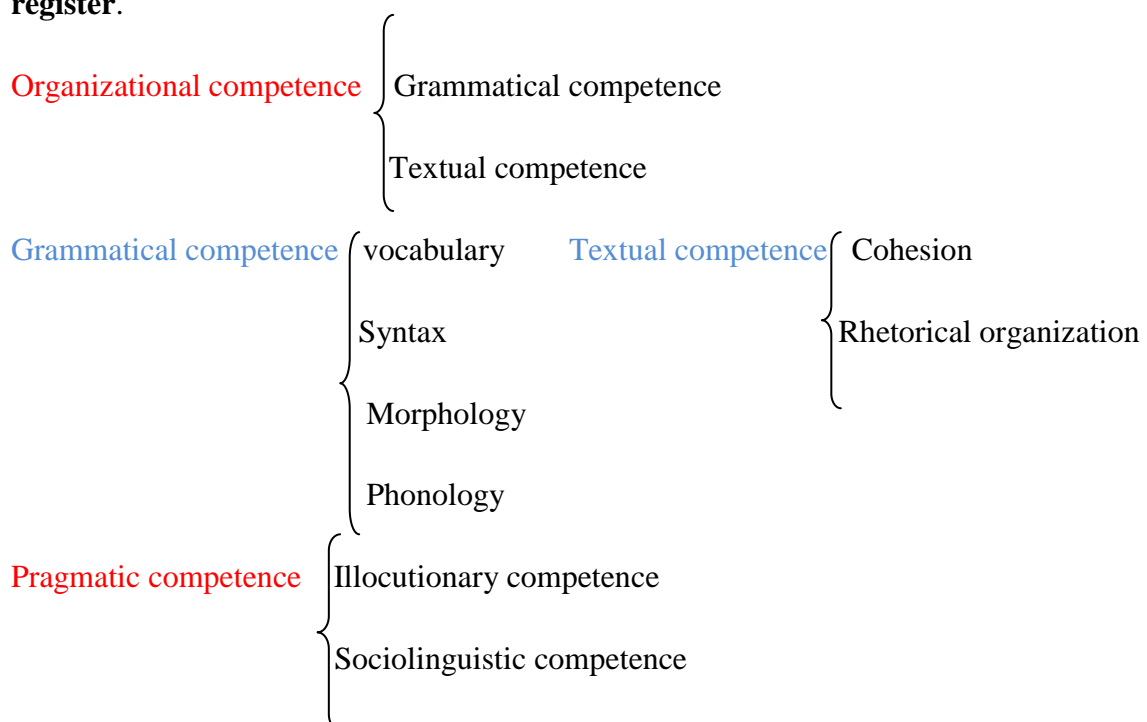
Illocutionary competence ⎰ Functional abilities

Sociolinguistic competence ⎰ Dialect

Cultural references

Register

Now, I am going to consider each of the major subparts of the schema.

➢ Grammatical competence is related to the components of the grammar: phonetics, morphology, syntax, vocabulary and semantics.

➢ Textual competence: it involves knowledge of well- formedness above the sentence level, including the rules that string sentences together to make a well – formed text in spoken and written language

➢ Illocutionary competence: it refers to the ability to comprehend a speaker's intent, and to produce a variety of sentence types to convey a particular intent in various circumstances. This is completely necessary in the acquisition of a second language.

➢ Sociolinguistic competence: In order to be competent in a second language learners have to take into account the style of language, the dialects and the culture. Learners have to be able to produce and comprehend language according to these aspects.

Another relevant point in reference to the communicative competence is its performance. It is important the linguistic knowledge but also the actual language use in particular situations. Linguistic performance clearly involves the interaction of a number of cognitive systems and has much in common with other skills. A significant point for the study of how skills develop involves the distinction between controlled and automatic processing. When acquiring a new skill, we begin by having to dedicate a lot of attention to controlled processing to the activity. Once we become proficient, the activity becomes automatic. So, we need to shift processing

from controlled to automatic because, as humans, we have a fixed processing capacity. We are not able to process everything at once. This is of great value to second language acquisition because we can understand the variable performance of L2. When learners are focusing on the form of the L2 utterance, they are able to produce accurately. However, when there are extra demands, such as trying to communicate a complex thought or carry on a conversation in a noisy room, errors are probable. This means that learners has a mental representation of the form in question but can find difficulties or problems speaking under specific conditions.

So, as it can be seen the communicative competence is compounded by many elements and all of them are interrelated and are necessary in order to be competent speaking a language. Once I have given a broad overview of the elements that intervene in the communicative competence, I would like to signal if they are present in the speaking sections of the textbooks that teachers use and consequently, these textbooks present the suitable elements in order to develop the speaking skill.

First of all, the organizational competence, within this competence we find the grammatical competence where vocabulary, syntax, morphology and phonology are developed. It is true that many of these aspects are presented in other section of the textbooks. We usually find the speaking section in the last part of the lesson, so vocabulary and grammar have already been learnt by students. But it is also true that textbooks do not pay much attention to phonology, a really important aspect in the acquisition of a language. There is a very low percentage of textbooks where pronunciation is worked and this is directly and undoubtedly related to the speaking skill. The other competence within the organization one is the textual competence. Along the different lessons of textbooks, teachers and students can observe that linkers and all the elements that help to make a written text or an oral discourse cohesive are introduced. In this sense, textbooks consider this part of the textual competence but referring to the rhetorical organization, it is important to mention that this aspect is not found in textbooks designed for students of E.S.O. or Bachillerato. I have only found this point in those dedicated to prepare official exams such TOEFL tests. I consider this is not well organized because not only advanced students need to know how to organize a written or oral text, this is an aspect that must be learnt from almost the beginning of the language learning.

Considering the pragmatic competence, I have to mention the illocutionary competence. As I have already said, it has to do with the ability to produce several types of sentences according to the circumstances and to the aims. It is not the same to say: Are you cold? Could I close the window?, Why on earth is the window open?. Students have to learn to be able to communicate, to express in different ways and till the moment, students are not able to do this and textbooks do not contribute to work the functional abilities.

The last part of the pragmatic competence and of the language competence refers to several aspects: dialect, register and cultural references. Are they present in the textbooks that our students use? No. There are few cultural references and we always find the same: Halloween, Christmas, some famous people and that is all. With regards to register and dialect, they are not taken into account. We do not see textbooks with a speaking section or other section in which dialects are introduced or different registers.

This global panorama of some of the theoretical aspects that surrounds the communicative competence shows us that textbooks do not contribute to get the principles and ideas presented in the theoretical approach in order to be competent in a language. Textbooks do not deal with many aspects that are completely necessary to develop the communicative skill such as pronunciation, dialects, register, etc.

3. METHODS

The specific methods that seems most appropriate for me to use at this time has been :

➢ A content analysis

➢ A survey using a written questionnaire

➢ A survey using interviews

To refer to these methods, it is important to mention that the research has taken place in a public high – school in Saragosse. The data collection has had a duration of three days.

The research will be conducted to know if textbooks provide or not proper materials to develop the speaking skill.

The content analysis deals with the study of the speaking section in textbooks, specifically, the textbooks of the first and second year of Bachillerato. I chose these two courses in order to see if there is an evolution in the design of activities, in other words, if activities are repeated in the two courses or not, if they facilitate the students' improvement in the development of fluency and accuracy in the English language, if textbooks have activities related to culture, to pronunciation, to all those elements introduced in the literature review and which form the communicative competence in a language. For analyzing the textbooks I have used a template in order to measure the frequency with which they appear in the two courses and lesson by lesson.

This analysis is the main part of the data collection because it has been the element that has given me dates about activities and its appearance on textbooks. Till this analysis I had the impression of finding the same kind of exercises in the speaking section of many textbooks. But with this study, I have carried out a detailed glimpse at the speaking section where I have seen that, in fact, the activities are very similar and repetitive.

To develop this part of the methodology was important teachers' disposition who lent me the textbooks without problems. This task lasted 3- 4 hours ant it was developed at the high – school.

In reference to the written questionnaires, it must be said that they consisted on nine questions addressed to students of second year of Bachillerato. There were seventy students from the different courses of Bachillerato (Humanities, sciences, social sciences). They were chosen because of the age, in other words, they are older and they are in the last year   so they have seem more books and their criteria can be more serious than in students of first or second year of E.S.O.

The questionnaires were anonymous and all the questions were about the speaking section in their textbooks and materials from previous years, if they help them to develop or not the communicative competence.

The survey was made in three days according to the timetables of the different courses. But it took just 10 – 15 minutes and students had to answer   Yes – No questions although I gave them the possibility of longer answers if they considered suitable. An important point is that questionnaires are written in Spanish in order to avoid misunderstandings.

These questionnaires were valid for this study because they help me to know students' perception about the materials they follow and use along the whole year and which are, definitely, their reference.

With regards to interviews, I have carried out two types of interviews. On the one hand, interviews to the teachers of the English department. Five teachers were interviewed about what they think in relation to our level in spoken English and possible reasons why Spaniards have, in general terms, this lack of fluency and accuracy in English.

Interviews were oral, informal conversations but all of them knew the aim of the talk. I spoke with each teacher individually and with each speaker I spent around 15 – 20 minutes.

I considered a very interesting element for this study to know the opinions of other professionals dedicated to the teaching of English language and with many years of experience. The reason why I thought it could be of great value is that it can be a support for the development of my ideas and it can help me to focus my study.

The another interview was realized to four students of Bachillerato too. The aim was to have a general idea about the possible influence of cultural elements such as embarrassment, lack of self – confidence, etc. in English fluency.

In this sense, I believed that a cultural comment on the study can be pertinent so as to consider cultural factors as conditioning in the speaking skill.

4. RESULTS

Analysis of textbooks

<u>1st year of Bachillerato</u>

	Brainstorming	Take turns	Tell a story	Convince other people	Explain your activity	Role plays	Work/ Discuss in pairs	Dialogues	Make suggestions
Lesson 1	0 times	0	0	0	0	0	1	0	0
Lesson 2	0	1	0	0	0	0	2	0	0
Lesson 3	0	1	0	0	0	0	1	0	0
Lesson 4	0	0	0	0	0	0	1	1	1
Lesson 5	0	0	0	0	0	0	1	0	0
Lesson 6	0	0	0	0	0	0	1	0	0
Lesson 7	0	0	0	0	0	0	2	0	0
Lesson 8	0	0	0	0	0	0	1	0	0
Lesson 9	0	0	0	0	0	0	2	0	0

	Descriptions	Odd-one-out	Give advice	Dictation	Ask-answer questions in pairs	Debate	Generate examples. Read aloud	Elicit ideas /answers	Discuss advantages/ disadvantages
Lesson 1	0	0	0	0	0	0	0	0	0
Lesson 2	0	0	0	0	0	0	0	0	0
Lesson 3	0	0	0	0	0	0	0	0	0
Lesson 4	0	0	0	0	0	0	0	0	0
Lesson 5	0	0	0	0	0	0	0	0	0
Lesson 6	1	0	0	0	0	0	0	0	0
Lesson 7	0	1	1	0	0	0	0	0	0
Lesson 8	0	0	0	0	0	0	0	0	3
Lesson 9	1	0	0	0	0	0	0	0	0

2nd year of Bachillerato

	Brainstorming	Take turns	Tell a story	Convince other people	Explain your activity	Role plays	Work/ Discuss in pairs	Dialogues	Make suggestions
Lesson 1	1	0	0	0	0	0	4	1	0
Lesson 2	1	0	0	0	0	0	0	1	0
Lesson 3	1	0	0	0	0	0	0	0	0
Lesson 4	1	0	0	0	0	0	3	0	0
Lesson 5	0	0	0	0	0	0	2	0	0
Lesson 6	0	0	0	0	0	0	7	0	0
Lesson 7	0	0	0	0	0	0	0	0	0
Lesson 8	0	0	0	0	0	0	3	0	0
Lesson 9	0	2	0	0	0	0	0	0	0

	Descriptions	Odd-one-out	Give advice	Dictation	Ask-answer questions in pairs	Debate	Generate examples. Read aloud	Elicit ideas /answers	Discuss advantages/ disadvantages
Lesson 1	0	0	0	1	0	0	0	0	0
Lesson 2	1	0	0	0	0	1	0	0	0
Lesson 3	0	0	0	0	0	0	1	0	0
Lesson 4	0	0	0	0	1	0	0	1	0
Lesson 5	1	0	0	0	0	0	0	1	0
Lesson 6	0	0	0	1	0	0	0	0	1
Lesson 7	0	0	1	0	0	0	0	0	0
Lesson 8	0	0	0	0	0	0	0	0	0
Lesson 9	0	0	0	0	0	0	0	0	0

Questionnaires

Questions	Yes	No	More or less
1. ¿Qué importancia tiene para ti la destreza de *speaking?*	68 estudiantes	2	-
2. ¿Ves la sección de *speaking* de tu libro apropiada para tu nivel?	50	20	-
3. ¿Crees que el libro propone material suficiente y real para desarrollar la destreza de *speaking?*	27	36	7
4. ¿Consideras que las actividades del libro en la sección de *speaking* se repiten en los libros de los diferentes cursos?	31	23	16

5. Si ves las actividades repetitivas, ¿piensas que te permiten avanzar en tu capacidad comunicativa?	28	33	9
6. ¿Te parecen las actividades de *speaking* densas o monótonas?	49	17	4
7. ¿Realizas todas las actividades de *speaking*?	32	31	6
8. ¿Revisas en casa / academia las actividades de *speaking* del libro de texto para practicar?	15	52	3

9. Comentarios o propuestas sobre la destreza de *speaking* en los libros de texto.	➢ Son muy mejorables. ➢ Más horas de *speaking*. ➢ Más material audiovisual. ➢ Intercambios con otros países. ➢ Sección de *speaking* más extensa. ➢ Apenas se hace *speaking* y es la parte más importante. ➢ Ejercicios más entretenidos. ➢ Más ejercicios de diálogo. ➢ Hay poco speaking. ➢ Los ejercicios deberían ser más complejos. ➢ Hacer conversaciones orales. ➢ Exposiciones en clase. ➢ No se trabaja lo suficiente, hacen falta más horas y que el libro permita un avance respecto a la comunicación.

<u>Interviews</u>

<u>Teachers' interviews</u>: What do you think about the low level of English and moreover, spoken English in Spain? Give your opinion.

Teacher 1	- Concept of English and other languages: people think that languages are not studied, you know or you don't know a language. That is all. - There are no subtitles on TV, movies, series, etc. If we had subtitles, people would learn English or other languages easily. - I do not think that our low level in English is conditioned by cultural aspects but what I believe is that there is an idea of "españolizar" the world. Spanish is spoken by millions of people and it is believed that we do not need to know more languages, so there is also a lack of culture.
Teacher 2	- Languages and specifically, English, have not received attention. - Input is very important in the learning of a language and students are not exposed to input. - It is needed to dedicate more time to languages. There are only three hours, this time is very superficial to expose students to the language. Spain (3h) us USA /other European countries (5h)

	- It is also an important element to memorize words. - It is believed that we do not need English. - There must be an emphasis in the necessity of expressing / communicating in English.
Teacher 3	- Speaking has not been worked. - No bilingual society like in other countries (TV, series, movies, etc) - I do not think this is a cultural aspect. Now, we are aware of the importance of languages but this is a long process. - There are many students in classes so the teaching is more difficult and some skills cannot be worked properly.
Teacher 4	- There are only 3 hours of English during the week. - The use of the book, there are no changes in the way of teaching. - Lack of culture. - Students do not study, they are not participative in class and they are not very motivated.
Teacher 5	- English has not been studied. Some years ago people studied French and there is not a long tradition with English.

Students' interview

	Interesado/a en los idiomas	¿Con qué frecuencia hablas inglés fuera de clase?	Cuando tienes que hablar inglés en clase, te da vergüenza, timidez,…	¿Qué es lo que condiciona que ante una situación en la que tengas que hablar en inglés te paralices?	¿A crees que se debe que en España tengamos un nivel tan bajo en inglés?
Estudiante 1	Sí	Casi ninguna	Otro sentimiento/pensamiento. Cree que debería ser normal hablar inglés.	Un poco todo aunque sobre todo la pronunciación.	A la falta de educación en ello en una escuela pública desde jóvenes, además del poco nivel exigido.
Estudiante 2	Sí	Nunca	Vergüenza	Gramática, vocabulario	A nuestra falta de práctica oral.
Estudiante 3	Sí	Pocas veces, casi ninguna	Vergüenza	Pronunciación	A que el profesorado no tiene nivel para enseñar.
Estudiante 4	Sí	Poca frecuencia	Otro sentimiento/ pensamiento	Vocabulario	A que hasta ahora no lo exigían para estudiar en la universidad.

4. DISCUSSIONS

In the previous point I have tried to show the different data collection through tables. But apart from that, I consider relevant to support these tables with an analysis and commentaries.

My first comment is for the content analysis, I examined the speaking section of the two books and as it can be seen on the tables, it is shocking the lack of variety and the number of activities developed in the speaking section. And there is no evolution from the first year of Bachillerato to the second year, we do not find an increase in the number of activities and in their complexity. Both courses present similar speaking sections and this similarity does not contribute to a better use of the language. It is a very static part of the lessons in both textbooks and in several senses such as no evolution, repetitive and monotonous activities. According to this, these tables do not speak positively about the organization and selection of exercises. It is impossible to think on the improvement of fluency and accuracy in students with this kind of activities. It is observed that on the one hand, there are no many speaking activities. The figures are very low, which is a negative aspect because with so few exercises it is strange to improve students' fluency, they need practice. And the only thing presented with this number of tasks is the existence of the speaking skill and a little practice of some grammatical contents belonging to the unit. On the other hand, it can also be observed that the sort of activities found in the books deal with the work in pairs, discussion, take turns. This sort of activities share that students work is not very interactive because they always speak before one person if they are doing the exercises by pairs. I strongly believe that this is a negative way of developing the speaking skill because students are usually seat with friends. This has implications because they take advantage of that in order to give short answers, Yes/ no answers or if the teacher is not paying attention, they speak in Spanish. So time is wasted and students do not advance in the acquisition of fluency and accuracy. At the same time, this point is reinforced by the fact that activities are always the same, in other words, students have to do the same activity over and over again, consequently, motivation is not arisen and activities seem very boring to students. The final result is a complete lack of interest in the task, in the lesson and finally, in the language. Students do not see that they can improve their dominion of the language with this type of materials.

Many people think that one of the roles of teachers is to prepare creative, motivating and interesting activities in order to involve students and to get better results. I agree with that but not entirely. I am convinced that there are many teachers who prepare new and funny materials, they spend a lot of time designing or adapting exercises but at the same time, I think that there are also many teachers who do not prepare new materials for several reasons such as lack of time, they prefer following the book, etc. Furthermore, in our education system textbooks are an important part in everyday classes. Many teachers follow textbooks in a strict way and in general terms, they are a guide for teachers.

Taking into account these considerations, it would be of great value that publishing houses or textbooks include a higher number of exercises in the speaking section. They have to be included and a different design of activities in which an extensive repertoire of tasks could be found in order to help students to improve the skill and at the same time, to fulfill the objectives and aims established in the law (Aragonese Curriculum).

So as I have already explained and can be seen on the tables, speaking sections in textbooks do not contribute to the improvement and development of the speaking skill in our students.

Following the same idea but taking into consideration students' opinion, on the tables we can see that the vast majority of students think that the speaking skill is important. And a good number of students coincide in the idea that the activities in textbooks are not varied and they do not allow to advance in the language. Their answers give a coherent opinion in relation to the textbook, in other words, I see that the great part of the class say that the activities are repeated year after year and as a consequence, they also answer that they do not evolve in the learning of the language. Furthermore, question nine asks for suggestions and although there are many students who do not give an answer, those who provide suggestions give options according to their previous opinions. In this sense, I consider this questionnaire very relevant because boys and girls have answered seriously and they have provided some new ideas for improving the speaking part of books and these ideas let us to see they are not really satisfied with the orientation given to this skill in books. I think my aim has been addressed. Not only that but also, this survey has implications for the research because the results coincide with

the analysis of the textbooks and students are the addressee of textbooks, so, their opinion is important and helpful in order to do changes in the speaking sections.

The next point is the comment on teachers' interviews. They are not very long as I explained in a previous part of the project. So to point out some main ideas in which all teachers have the same opinion. All of them think that English has not been studied and the speaking skill has not been worked and it is not worked. They mean that we have not a long tradition in the learning of languages and in concrete, English. It has received little attention. Another common point is the clear necessity of more hours. Other countries in Europe or USA dedicate more time to the learning of languages and this is clearly reflected on the results. Almost all teacher put emphasis on the importance of input, on being exposed to the language in order to improve the acquisition of the language.

From these ideas we infer that we do not speak English because we have not studied it properly and we follow with the same dynamic. They do not consider a cultural element, in other words, they do not think that we are worse than other countries learning languages and I agree with that. But there is a mixture of many elements that influence in the acquisition of a language like input, hours of study, interest, etc. And relating teachers' ideas with the topic of the research I want to say that they consider the way of studying it as one of the main conditioning and in this aspect, textbooks are included because we follow them and we use them in the organization of lessons. And they do not give a considerable importance to speaking. They always present the same pattern in the organization of activities, there is no innovation and there is no a focus on students' necessities.

The last point has to do with some questions made to a few students. From these questions I have wanted to point out on the table the fact that students are interested in languages, they give importance to them and they consider them necessary nowadays. According to their opinions, it can be said that students are aware of the elements that condition a good communication. In this sense, they think everything is important (grammar, vocabulary, pronunciation, etc.) and they signal an important lack of practice and the little attention given to English and to speaking. All of this coincides with teachers' view, my own point of view and in fact, considering everything corroborates the poor consideration to the work of the speaking skill, mainly, in the textbooks.

5. CONCLUSIONS

To conclude this research project I would like to mention my experience during the Practicum III, in which I have had the opportunity of being witness to the development of speaking skill according to the textbook and where I have been able to carry out a different way of developing the mentioned skill.

So, to observe speaking classes developing the activities proposed in the textbooks provoke on me to do this research project. I saw that students do not develop the skill and we were doing the same activities with different lessons and in different weeks.

In order to develop a different way of working the speaking skill and thinking on possible materials to be included in textbooks, I organized for the following two weeks speaking sessions in which I considered a new focus for the improvement of the speaking skill. First of all, after examining textbooks I thought it could be a better alternative that textbooks have to include authentic materials in an extra book or folder dedicated exclusively to the speaking skill. Those materials can be posters or cards, if there is a lesson entitled Scotland or wherever, the textbook could include some real cards about Scotland; materials that students can touch such as small versions of games, materials to cut, to include more cultural elements that can introduce a lot of new activities and plenty of curiosities which are going to arouse interest in students, to design activities which require a previous screening of a film, documentaries or news in order to expose students to input, some publishing houses have an online version of the book in order to do more exercises and in relation with this, they can create forums for those students who use that book in order to share ideas, opinions, etc; The design of activities has to be conditioned for a different distribution or organization of the class in order to break with that monotonous work in pairs. To form with all the students a circle could be a very good option in order to gain practice and self – confidence speaking before many people who are waiting for your answer, development of ideas, etc. Not only that but also students are going to be more involved, more participative because all of them are included in the activity. To add another point is to put into practice the emotional education because if the teacher is involved with students, if they work together and the teacher has a collaborative work in which students find support, results are to be better than if teacher gives the lesson and he/ she is very strict with them. In

this sense, the design of activities must include this perspective in order to avoid the role of the teacher as an observer.

During the Practicum III I carried out some sessions according to the points that I have just mentioned. So I developed a speaking session forming a circle with the whole class, I distributed cards about Innovation is great, a topic belonging to my unit of work: *Discovering the inventions,* another day I gave them a card with a big image of The London Eye and a lot of questions to answer and to debate, and I was another member in that circle, I participate with them. The results I saw were that students felt comfortable during the speaking session, there was participation, all of them spoke, there were some laughs, I felt there was a good atmosphere in the class and all students were focused on the activities. I also saw that the activities were funny and motivating for them so the general results were positive and I strongly believe that all of us took advantage of time and practiced oral skills.

After this study in which I have followed some aspects such as to be focused on the research topic from the very beginning, to take into account the use of appropriate and relevant methods for this study and of course, to choose a topic presenting problems and needing a study, to set out realistic aims for this research and of course, to consider issues of confidentiality. For me, the main conclusion is that a drastic change in the organization and development of the speaking skill in textbooks is needed in order to give students the possibility of improving their fluency and accuracy in English. One of the main points which are failing in the speaking skill is the use of the speaking section of textbooks, it does not consider students' necessities so I can conclude that it does not help students in the improvement of the communicative competence.

6. REFERENCES

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SAMPLE OF THE SURVEY

ENCUESTA SOBRE LA SECCIÓN DE SPEAKING EN LOS LIBROS DE TEXTO

*Valoración única y exclusivamente de los libros de texto

Anónimo

Por favor, da tu opinión sobre la sección de speaking en los libros que utilizas y has utilizado en la clase de inglés.

P.1	P.2	P.3	P.4	P.5	P.6	P.7	P.8	P.9

1. ¿Qué importancia tiene para ti la destreza de speaking?
2. ¿Ves la sección de speaking de tu libro apropiada para tu nivel?
3. ¿Crees que el libro propone material suficiente y real para desarrollar la destreza de speaking?
4. ¿Consideras que las actividades del libro en la sección de speaking se repiten en los libros de los diferentes cursos?
5. Si ves las actividades repetitivas, ¿piensas que te permiten avanzar en tu capacidad comunicativa?
6. ¿Te parecen las actividades de speaking densas o monótonas?
7. ¿Realizas todas las actividades de speaking?
8. ¿Revisas en casa/academia las actividades de speaking del libro de texto para practicar?
9. Comentarios o propuestas sobre la destreza de speaking en los libros de texto

SAMPLE OF THE INTERVIEW

ENTREVISTA SOBRE ASPECTOS CULTURALES QUE CONDICIONAN A LOS ESTUDIANTES A LA HORA DE COMUNICARSE EN INGLÉS

Curso:

1. ¿Te interesa aprender inglés? ¿Por qué?
2. ¿Qué nota le pondrías a tu nivel de inglés?
3. ¿Tienes facilidad para el inglés /otros idiomas?
4. ¿Qué destreza es la más fácil para ti? Writing, speaking, listening, reading.
5. ¿Y la competencia comunicativa?
6. ¿Con qué frecuencia hablas inglés fuera de clase?
7. ¿Sigues aprendiendo el idioma fuera de clase, es decir, vas a academias, campamentos, cursos de verano, estancias en el extranjero?
8. Si has estado en el extranjero con cursos o viajes del instituto para mejorar el inglés, ¿Cuántas veces has estado? ¿Cómo crees que ha ayudado a mejorar el idioma?
9. En la destreza de speaking, ¿qué nota te pondrías?
10. Cuando tienes que hablar inglés en clase,
    a. Te da vergüenza
    b. No te interesa
    c. Te parece inútil porque no mejoras
    d. Crees que tus compañeros se van a reír de ti
    e. No te gusta que te vean hablar en un idioma que no es el tuyo y que no dominas completamente
    f. Timidez
    g. Crees que no eres bueno con los idiomas
    h. Otro sentimiento/ pensamiento
11. Si tienes que hacer una actividad de speaking en clase con tu compañero de al lado, ¿tienes los mismos sentimientos/ ideas a la hora de expresarte en inglés?
12. ¿Y si tu compañero de al lado es tu mejor amigo?
13. Si estuvieras en un curso o cualquier otra actividad con otr@s chic@s de otras nacionalidades (el único español eres tú), ¿ tendrías los mismos sentimientos / pensamientos (timidez, vergüenza, etc.)
14. ¿Intentarías hablar inglés o te quedarías callado?
15. ¿Y delante de tu familia, te daría vergüenza o te sentirías más cómodo si tuvieras que hablar inglés?
16. ¿Qué es lo que condiciona que ante una situación en la que tengas que comunicarte en inglés te paralices y te aparezcan los sentimientos antes mencionados?
    a. Pronunciación, no sabes pronunciar bien las palabras.
    b. Gramática, no tienes los conceptos gramaticales claros.
    c. Vocabulario, no encuentras las palabras o no las tienes.
    d. No entiendes lo que te han dicho.
17. ¿Crees que lo que te pasa a ti, le pasa al resto de tus compañeros/amigos?
18. ¿Qué harías para cambiar esta situación y poder decir realmente que hablas inglés con x nivel?
19. ¿Crees que estar una temporada en un país de habla inglesa es la única alternativa?

20. ¿Si no vas al extranjero, descartas cualquier posibilidad de hablar/ de ser capaz de dominar otro idioma?
21. ¿Cómo ves a los españoles en el inglés?
22. ¿A qué crees que se debe?
23. Otros comentarios