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	FECHA: 03/06/2020
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Puerto Colombia, **6 de octubre de 2020**

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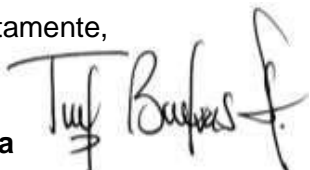**Asunto: Autorización Trabajo de Grado**

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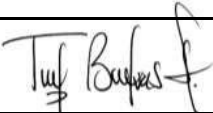
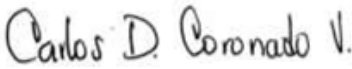Puerto Colombia, **6 de octubre de 2020**

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Programa académico:	LICENCIATURA EN IDIOMAS EXTRANJEROS					

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FORMULARIO DESCRIPTIVO DEL TRABAJO DE GRADO

TÍTULO COMPLETO DEL TRABAJO DE GRADO	THE DEVELOPMENT OF ENGLISH COMMUNICATION IN STUDENTS OF A PUBLIC SCHOOL
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PROGRAMA	LICENCIATURA EN IDIOMAS EXTRANJEROS
PREGRADO / POSTGRADO	PREGRADO
FACULTAD	EDUCACIÓN
SEDE INSTITUCIONAL	UNIVERSIDAD DEL ATLÁNTICO VÍA PUERTO COLOMBIA
AÑO DE PRESENTACIÓN DEL TRABAJO DE GRADO	2020
NÚMERO DE PÁGINAS	100
TIPO DE ILUSTRACIONES	TABLAS, GRÁFICOS, IMÁGENES Y FOTOGRAFÍAS
MATERIAL ANEXO (VÍDEO, AUDIO, MULTIMEDIA O PRODUCCIÓN ELECTRÓNICA)	NO APLICA
PREMIO O RECONOCIMIENTO	NO APLICA

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2020

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TRINIDAD KARINE BUELVAS HEREDIA

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CARLOS DAVID CORONADO VILLA

Monograph submitted to the Foreign Languages Department in partial fulfillment of the

requirements for the degree as a Teacher in Languages

Tutor:

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ACKNOWLEDGEMENTS

First of all, we would like to thank our families because without their support and patience it would not have been possible to finish this project. Special thanks to them that watched over us not only during the final stages but the entire career that we are prompt to finish. Thanks to each one of the tutors we went through and that made part of this, that gave us a little bit of them in every session we had; sharing their valuable knowledge and time with us. Thank you for every advice, for every minute you spent reading, correcting, advising and cheering us up to finish this project.

Finally, thanks to every teacher and classmate with whom we shared our process from beginning to end, for sharing a live path that made us grow not only intellectually but personally, emotionally and somehow spiritually.

Thanks to every person that directly or indirectly helped us to achieve this goal and that were not mentioned here, know that your support was also valuable to us.

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DEDICATORY

I would like to dedicate the accomplishing of this goal to my parents, who have been supporting me since the very beginning of my life. I have no words to express how much gratitude I feel towards you, everything I am is because of your teachings and your love.

Moreover, I would like to thank the people who has been beside me during all these years, Carlos, Trinidad, Mariangela and Jessica, who became my best the reason I can say that I had a beautiful time in this degree, I hope you remain in my life as what you are, my dearest and closest friends.

And, last but not least, I would like to thank Adriana, with your support and encouragement you have become my happiness even in the hardest days, life is awesome because of you, thank you.

Yoiner Andrés Barrios Castilla

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DEDICATORY

Thank God for allowing me to have and enjoy my family, thanks to my mother, sisters and aunts for supporting me in every decision and project, thank you for allowing me to fulfill with excellence in the development of this project, thank you for believing in me.

Special thanks to my Dad, who takes care of me and my sisters from heaven. I am sure you are proud of me. I miss you

I thank Claudia because thanks to you this goal is fulfilled. Thank you for being present not only at this stage of my life but at all times offering me the best for myself.

To my husband Andrés, for his unconditional support, for the patience, you have had for the past few days. It was not easy to complete this project successfully, however, you were always there giving me support and giving me your help.

Thank you very much Isaac for motivating me every day to successfully complete this graduate project. You may not understand my words right now, but by the time you are able, I want you to realize what you mean to me.

You are the reason I wake up every day. You are my main motivation. You push me every day to surpass myself, to always give you the best. It is not easy, I know, it has been difficult days for both of us, but we will see the reward. Thank you for teaching me so much in such a short time. I love you.

Last but not least, my friends, my accomplices Yoiner, Carlos and Jessica, thank you for putting up with me, supporting me whenever I need it and not leaving me alone.

Trinidad Karine Buelvas Heredia

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DEDICATORY

During my college journey, many people influenced me positively. They helped me, supported me and many times motivated me to follow my dreams. I must thank my family, they were the basis of this whole process, my mother Vilma is my role model and the person to whom I owe my life, I thank God for giving me the best mother in the world. In addition, I must thank my sister Patricia and her husband José, they accepted me into their home during my student period, without them, this dream that comes true today wouldn't be possible. To the rest of my family I must also thank them for their support.

On the other hand, during this journey, I made friends that accompanied me from the beginning, so deep bonds were created that I am sure that this friendship will last a lifetime, Trinidad, Jessica, Mariangela and Yoiner, I only have words of thanks for you guys, you were the best friends I could meet.

At the end of this journey I also made new friends, People I knew were there but at first weren't part of my life, However, we became really close, a proof that with time strangers can turn into family. I must thank them letting me be part of their lives.

Thank you so much "Eso va"

A special mention for the person who, with her love, came to change my life, I am deeply grateful to God for giving me the fortune to meet you. I love you so much Andrea, I can say it without a doubt, you are the love of my life.

Now I must thank my father, I am sure that from heaven he still takes care of me, Carlos Coronado De Arcos, we miss you.

Carlos David Coronado Villa

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ABSTRACT

Seventh grade students from Alexander Von Humboldt School had a poor knowledge of English vocabulary and oral communication. Through a didactical strategy and using movies, short films and series, students improved their English communication and speaking skills and were able to follow simple directions in English.

It was used a mixed method focused on the Hermeneutic paradigm. The sample was of 25 students, 11 boys and 14 girls aged between eleven and thirteen, in an exploratory study.

These results suggest that with a good strategy the objectives of a research can be achieved

Key Words: Movies, short fimls, series, teaching, learning, speaking, communication.

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CHAPTER I

1.0 INTRODUCTION

1.1 Description of the problem

The growing need for excellent English communication skills has led to a high demand for language teaching worldwide. Today, millions of people want to improve their English skills or make sure that their children master them well. To solve these needs, there are many opportunities to learn English in many ways: for example, through formal education, online courses, travel, study abroad, and the primary focus of this research through the use of media communication.

The global demand for a common language has led to a huge demand for high-quality materials and resources for language teaching and learning. It is almost undeniable that we want to speak English with a high degree of precision and fluency, because in the modern era people need to be connected to understand what our neighbors are trying to tell us.

In general, a rich vocabulary and knowledge of grammatical rules were considered the most important skills for communicating in English. Finally, there is no doubt that knowing the structure of language and becoming familiar with many words and meanings are crucial for communication. However, that perspective has changed in recent decades. The grammatical precision or the precision of the vocabulary has been overshadowed by the disgusting desire to express ourselves while we understand others to describe the world around us, while we understand the world around us, to request information to internalize it. . The desire to communicate the need and demand of today.

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With respect to this research project, we decided to monitor and analyze the situation of one of the best-known secondary schools on the Colombian Caribbean coast, the Alexander Von Humboldt Institute, in the city of Barranquilla. Observation showed that some students had difficulty communicating with another language.

These students were in the 7th grade. and most of them were still actively participating. A small number of them had to be selected by the teacher and forced to speak. Most showed communication problems; B. Speaking words according to Spanish rules instead of English rules, getting stuck with unfamiliar words for a long time, or speaking quickly and quietly to avoid making mistakes on the part of the teacher, did not even bother to repeat or correct what mistakes were made. Have identified. They were very shy when it came time to speak the foreign language, they even avoided looking the teacher in the eyes and tried to hide in their chairs, and this is a problem when the teacher tries to perform certain activities when social interaction is necessary.

These observations were verified after examining the data collected in an activity that measured students' communication skills. These students, who avoided attending classes, were evaluated during an oral presentation that showed that it was difficult for them to express and understand the meanings.

Thus, was born the objective of this research project. We want to develop an educational proposal that develops 7th grade communication skills at the Alexander von Humboldt Institute, while creating the means to better understand how some aspects of language can be addressed to any other student, in order to create confidence and ability to improve that the student needs in this networked world.

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1.2 Problem question

What pedagogical strategies can improve the oral production of English in 7th grade students. degree of the Alexander Von Humboldt Institute?

1.3 Objectives

1.4 General objective:

To improve the communication skills in English of a public school on the Colombian Caribbean coast.

1.5 Specific objectives:

● To Determine the current level of oral production of students during the teacher's class.

● To Analyze the result in terms of strategies that the teacher uses in speaking activities and the current level of that student's oral practice.

● To Implement a pedagogical proposal to compensate for the lack of communication skills.

● To Evaluate the educational proposal in terms of developing good communication skills among students, before, during and after the project

1.6 Justification

The importance of this research is based on the fact that fear of misunderstandings is a major cause of linguistic anxiety and low participation in classroom activities. Teachers around the world face special moments when students avoid participation or find it difficult to say something in the foreign language they are learning, but cannot. And it depends on the teacher's ability to successfully overcome these situations, regardless of the factor. Which, of course, is a complex goal to achieve.

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According to Sampieri (2014, pp. 39-40), an investigation becomes desirable for several reasons: perhaps help to solve a social problem, to build a new theory or generate new research concerns. What some consider relevant to investigate may not be for others.

Regarding this, usually it defers the opinion of people. However, it is possible to establish criteria for evaluating the usefulness of a proposed study, which obviously are flexible and by no means exhaustive. Some of these criteria formulated as questions, which were adapted from Ackoff (1973) and Miller and Salkind (2002) are indicated. Also this research group affirms that the greater number of questions answered positively and satisfactorily, the investigation will have more solid foundation for its realization.

Convenience. How convenient is this research?; that is, what is the use?

• **Social relevance.** What is its significance for society?, Who will be the beneficiaries with the research results?, in what way? In short, what scope or social projection has?

• **Practical implications.** Will it help to solve a real problem? Has it far-reaching implications for a wide range of practical problems?

• **Theoretical value.** With this research, a knowledge gap will be filled?, may it generalize the results to broader principles?, the information obtained can be used to review, develop or support a theory?, may it be publicized more widely the behavior of one or several variables or the relationship between them?, the possibility of a fruitful exploration of a phenomenon or environment is offered?, what is expected to know with the results that were not known before?, can it suggest ideas, recommendations or hypotheses for future studies?

Methodological Utility. Does the research can help to create a new instrument to collect or analyze data?, contributes it to the definition of a concept, variable or relationship between variables? Can they be achieved with its improvements in the way of experimenting with one or more variables? Suggests it how to study more properly a population? Of course, it is very difficult

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for an investigation to respond positively to all these questions; sometimes only meets one criterion.

This research on the use of movies and series in the school is valid and its implementation is justified because it indicates that the study, management and settlement proposal must be made from a literature, linguistic, pragmatic, semantic and communicative point of view based on the interests and aspirations of students under study.

This research is appropriate to distinguish it from other research on the same subject, but made in different school contexts. No doubt it will leave as input a new concept in the management short stories in the teaching of speaking skill and communicative competence.

Its social relevance filed that hence for the use reciprocal teaching in the teaching and learning of foreign languages will result in obtaining the expected results in the short and medium term. The beneficiaries of this research will be directly students and parents, community members of this institution, the entire educational community, the barranquillera society will also benefit because onwards there will be new highly effective teaching tools in teaching reading comprehension through reciprocal teaching. (Sampieri, 2014, p. 40).

The practical implications are measured from the problems that can be solved in students studied in the issue of improving the process of teaching reading comprehension using reciprocal teaching as a pedagogical tool. (Sampieri, 2014, p. 40).

The theoretical value of this research lies in the study and results produced may not be standardized since only be valid for this particular institution. This considering that there are many educational institutions where they have these tools but teachers do not use them or use them improperly, wasting the great educational and pedagogical potential of these pedagogical tools.

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Surely this research will create new hypotheses for future studies in this theme. (Sampieri, 2014, p.40).

The methodological usefulness of this research lies in the definition of new concepts and variables as the way to research in schools and institutions of stratum one and two is not the same that can be done in schools and institutions of strata five and six. Films and series as a pedagogical tool become a very good tool to investigate and as such will yield new data and concepts in the process of learning some foreign languages. (Sampieri, 2014, p. 40).

Feasibility or feasibility of this research.

This research is viable because there are the necessary human resources and some financial resources that will be provided by the researchers. Besides, it was requested and permission for admission to the Alexander Von Humboldt School to begin the investigative work was obtained. Since this is an educational research, it will have a descriptive scope.

According to Sampieri (2014), in justification of an investigation: "In addition to the objectives and research questions, it is necessary to justify the study by exposing reasons, for what and why the study. Most investigations are carried out with a purpose "(p. 39).

The purpose of this study is to understand why the students are showing and developing certain skills deficiencies in order to learn English in a better way, especially the speaking skills. Without a doubt, speaking is an activity that most of teachers are not really taught how to do it effectively. Teachers always tend to be overly concerned with the outgoing sounds, rather than the incoming signals that's what they are for. Listening is very important, maybe even more important than speaking. (Sharma, 2011)

Some teachers tend to think that speaking is the easiest skill to teach, On the contrary, most of the students think it is the most difficult to improve. Language teachers are regarded as the

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exposable for this situation since many people believe teachers use only Spanish or L1 when they are teaching English; unknowing that the early exposure to L2 inside the classroom, a) would help students to enhance their English learning, and b) if teachers do not talk in English in the classroom, when, how and where the students would speak it?.

But, this is not only a problem of non-English exposure, but also the lack of strategies teachers use. A student that is always listening to the same instructions, doing the same boring exercises, is 100% bored, and this lack of motivation is the main enemy of the English teaching process. Teachers have to increase the degree of motivation. To improve all this boring and old strategies, teachers have to catch the student's attention, so if they get it, they would do whatever they want.

The most important aspect teachers have to keep in mind is the student's future. Teachers, as Colombian citizens, are involved in TLC negotiations, and because of that, in some years it would be not only necessary but also to speak in English. Sadly, for those students that do not love English – without mattering the reason why – this is the official language if you want to travel, work abroad or even if you want to work in a big, important company. Teachers can help students to accomplish all these dreams. Teachers only need passion, motivation and a good listening level, because if you don't know how to listen, how will you be able to do the rest?

The importance of the speaking skill is linked to a successful and effective communication. Speaking skill is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. So for the research group it is relevant to take this specific skill as point of reference in order to, hopefully, improve it, so students can produce the basic information that they are supposed to according to their level.

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Therefore this research is relevant and important because it aims to develop the speaking skill through the use of short films as a strategy and proposal. Short films is the type of visual material that is used during the activities, it is very motivating for the students because most of them like to use the technology in class; each student has access to a computer to play the short film and work along with all the material that can be found in the internet such as dictionaries English related sites for learners. So these activities will create a space for the students where they can work freely at them own pace and meeting their individual needs to solve the activity that they have to develop. On the other hand, these activities are a way to have a different class from the traditional ones, where a book is followed as the only tool to develop the class.

There are strengths and weaknesses when people come to performing this type of activity. The Strengths: The students can observe and listen language in context; it allows students a look at situations far beyond their classrooms by practicing speaking and listening skill. Certain studies show that the students show motivation when using videos and films in class.

The Weaknesses: Some students can get distracted; some others can feel insecure because they do not understand the language at the beginning. It is possible to have technical issues.

Cambridge University explains that the skill to speak in a foreign language, like English, is the heart of what it means to be capable to use a second language that means, in other words if it possible to speak in a second language; writing or reading can be in a second place. Our nature, our knowledge of the world and our ability to think and express our thoughts are all produced in our spoken performance in a foreign language. That is why this project is relevant. It aims to development of the speaking skill and it can be used as a tool to foster oral production in the students. Although an ability to read a language is often the limited goal of many learners, it is not common, indeed for the foreign language teacher not to involve learners and teachers in using the

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language in class. Being able to talk to somebody, in their language or in a language which both speakers understand, is surely the goal of very many learners, that is communicate. Cambridge University said that, speaking in a foreign language is very demanding and competence in speaking is not easy to develop. To speak in a foreign language learner it is really important to manage the sound system of the language, think immediately in the suitable vocabulary and be able to connect words together to make the speech familiar. Moreover, they should also understand what has been said to them, and be able to answer properly to keep relations or to get in touch and communicate what they really want to communicate. Because speaking is done in real-time, planning, process and produce the foreign language are taxed significantly. For that reason, the structure of speech differs from that of the written language, where users can plan, edit and correct what they write. Frequently, teachers are focusing on the development of grammatically accurate speech which could conflict with the need to communicate and be understood.

Nowadays, the improvement of the learning and teaching process has been created new ways to learn the language, the four skills are one of the more common strategies to take into account at the moment of planning the learning and teaching process so that, the four skills are *writing, reading, listening and speaking.* All the skills are really important but, the development of the speaking skill is for the teachers and learners, one of the most difficult to improve because of many reasons like the evaluation, the environment of the classes, the attitude of the students, etc.

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

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Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies like the use of minimal responses, recognizing scripts, talk about familiar topics, and using language to talk about English language that they can use to help themselves expand their knowledge of the language and their confidence in using it." (Cambridge university press 2011, speaking EFL).

On the other hand, when learning a foreign language, it is known that the development of the four skills (listening, speaking, writing and reading) is of fundamental importance. Talking about being one of the most relevant for life in this communicative world to which we belong today and in which this research project will focus. Also, one of the most difficult skills is mastering perfectly, because sometimes the slightest mistake in pronouncing a word can completely change the meaning of the message. And this can often be seen as a serious situation that can affect students' nerves and confidence.

One of the main aspects of human social life is the concept of the ability to communicate with different types of languages. It is something we learn through a process that takes years and is never entirely perfect, no matter how old we are. From the beginning, we have tried to understand the world around us, identify everything around us and feel part of the world, and language is one aspect where we tend to focus primarily on the simple fact that it is important to become members of our society and our culture. We all know that cultural problems in the field of second language learning play an inevitable and indispensable role. An example of this is presented when we learn something new. In almost all cases, we try to find similarities with what we have already learned in our sociocultural context. We identify what is already known and combine it with what is new.

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In recent years, Colombia is in the midst of a process in which language skills are increasingly important as they are competitive in higher education and in the labor market. A project to acquire a bilingual country is approaching day by day. For this reason, the government has established new methods and requirements for teaching English. By choosing certain methodological approaches and using new standards and objectives, a common frame of reference was created that any school can follow in an organized way to create a homogeneous generation of students capable of competing in the markets. International.

The objective of this research is to determine the main factors that impede the correct development of spoken language in some students of the Alexander Von Humboldt Institute. We try to understand, during a methodological research process, the origin of these problematic elements that have a negative impact on this specific group of students. We also want to identify the motivation, context and academic difficulties that may arise in the previous process. All this with the desire to find possible solutions to promote the ideal development of students in terms of communication skills, trust and knowledge.

Taking into account all the information mentioned in the previous paragraphs, we believe that it is necessary to find tools and design strategies for this type of pedagogical problem that improve the student's ability to speak, since it is an extremely relevant macro-skill in the world in which we live today. We recognize that all people are different and learn differently, although for some students all conditions in the classroom may be the same. At the end of our research, we want to create a series of activities in which each student can participate without fear of making mistakes. The objective is to form working groups and organize them according to the problems or abilities of similar students and then implement the activities according to the needs of each group.

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Finally, the feasibility of this research project is based on some technological aspects that some schools may not have, since projectors or sound systems are used so that students can look or listen. However, we decided to make the project proposal as simple as possible, so that we can create a terrain where your project can be applied without much difficulty. We believe that the opportunities that this contribution can offer to language teaching processes can be an essential way of meeting the needs of many students. We want to improve the lives of teachers and students by offering different options for each problem they face on this particular complex issue.

More Legal aspects

The present study is supported legally in the new political constitution of Colombia (1991) which says in its article 27 "El Estado garantiza las libertades de enseñanza, aprendizaje, investigación y cátedra"

The constitution guarantees freedom of teaching, learning, research and lecture. In order to ensure a good education, the status shows the freedom to conduct research and apply them in the classroom, considering that this research will be aimed at the pursuit of knowledge and truth.

In the Constitution, Article 44, which states that "Los derechos de los niños prevalecen sobre los derechos de los demás" Established in the same article that named "Son derechos fundamentales de los niños:… la educación y la cultura, la recreación y la libre expresión de su opinión." As is noted, children have the right to recreation, the development of activities that enhance their personal and physical growth. In an accessible quality education that is guided to

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the promotion of student autonomy, where they can express themselves freely; without fear of being judged or labeled in society.

Given that many children do not have sufficient resources for development to be ideal, the General Law on Education, Law 115 of 1994, to be exact Article 4. "Corresponde al Estado, a la sociedad y a la familia velar por la calidad de la educación y promover el acceso al servicio público educativo, y es responsabilidad de la Nación y de las entidades territoriales, garantizar su cubrimiento." The state should guarantee access to education and therefore promotes comprehensive public education. Since the state provides this option of access to public institutions, the family must also sponsor and manager of education for our children that will play a big factor in our future polite society.

As for schools, law 115 Article 77 "*Autonomía escolar.* Dentro de los límites fijados por la presente ley y el proyecto educativo institucional, las instituciones de educación formal gozan de autonomía para organizar las áreas fundamentales de conocimiento definidas para cada nivel, introducir asignaturas optativas dentro de las áreas establecidas en la Ley, adoptar algunas áreas a las necesidades y características regionales, adoptar métodos de enseñanza y organizar actividades formativas, culturales y deportivas, dentro de los lineamientos que establezca el Ministerio de Educación Nacional." Added to this schools must have at least one foreign language, according to article 22 of Law 115 subdivision L "El desarrollo de habilidades de conversación, lectura y escritura al menos en una lengua extranjera."

Students not only develop a skill in a foreign language, will also take an understanding critical in terms of culture and compared with a foreign culture itself, thus promoting our own culture, establishing an identity and establishing cultural differences between our country and another, under article 5 of law 115 subdivision 6 "el estudio y la comprensión crítica de la cultura nacional

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y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad."

With the aim of which continue developing and implementing projects that promote the development of a foreign language the Colombian Ministry of Education created a program called "programa nacional de bilingüismo" which aims "Fortalecer el dominio de un idioma extranjero es esencial para cualquier sociedad interesada en hacer parte de dinámicas globales de tipo académico, cultural, económico, etc. El mejoramiento de los niveles de competencia comunicativa en lengua inglesa de una sociedad o población particular conlleva necesariamente al surgimiento de oportunidades para sus ciudadanos, al reconocimiento de otras culturas y al crecimiento individual y colectivo, incrementando las posibilidades de movilidad social y de condiciones más igualitarias para el desarrollo." With this, it can be shown how important education is in Colombia and learning a second language, and it can help to "tener ciudadanos y ciudadanas capaces de comunicarse en inglés, con estándares internacionalmente comparables, que inserten al país en los procesos de comunicación universal, en la economía global y en la apertura cultural."

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Common European Framework, levels to be reached in learning of the English language

Niveles según el Marco Común Europeo	Nombre común del nivel en Colombia	Nivel educativo en el que se espera desarrollar cada nivel de lengua	Metas para el sector educativo a 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	•Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	•Nivel mínimo para docentes de inglés. •Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		•Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

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CHAPTER 2

2.0 THEORETICAL FRAMEWORK

The proliferation of researchers trying to understand how the learning process of a second language occurs has let to improve day by day this process inside the classroom so that, it is very common to find out many researchers trying to investigate theories and also looking for the best strategy to facilitate and improve the process. New researchers based in old theories and new theories too, in order to obtain better results each day. Is impossible to say that there is only a way to teach because each person is different and now, this is very important in the learning and teaching process.

2.1 Colombian Education Laws and the CEFR

Our research project is supported by the political constitution, Law 115 of the General Law of Education of 1994, national plan of bilingualism, the Estandares para la enseñanza Básica de lenguas extranjeras and the CEFR.

The political constitution of Colombia in the Article 67º states that: "La educación es un derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura."

On the other hand the Law 115 of General Law of Education of 1994 in the 22 article states that: "Los cuatro (4) grados subsiguientes de la educación básica que constituyen el ciclo de secundaria, tendrán como objetivos específicos los siguientes: l. La comprensión y capacidad de expresarse en una lengua extranjera"

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Besides, in the 23 article states: "Para el logro de los objetivos de la educación básica se establecen áreas obligatorias y fundamentales del conocimiento y de la formación que necesariamente se tendrán que ofrecer de acuerdo con el currículo y el Proyecto Educativo

Institucional". Los grupos de áreas obligatorias y fundamentales que comprenderán un mínimo del 80% del plan de estudios, son los siguientes:

1. Ciencias naturales y educación ambiental.

2. Ciencias sociales, historia, geografía, constitución política y democracia.

3. Educación artística.

4. Educación ética y en valores humanos.

5. Educación física, recreación y deportes.

6. Educación religiosa.

7. Humanidades, lengua castellana e idiomas extranjeros.

8. Matemáticas.

9. Tecnología e informática. (Revista Iberoamericana de Educación 4, 1994)

Moreover the National program of Bilinguism says:

Según el programa nacional de bilingüismo Colombia 2004-2019 el Inglés como lengua extranjera es una estrategia para la competitividad. Este programa contiene proyectos estratégicos para la competitividad (PEC) tales como:

-Uso de medios y nuevas tecnologías

-Competencias laborales

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Bilingüismo: Mejoramiento de las competencias comunicativas en inglés como lengua extranjera en todos los sectores educativos.

La visión de este programa para el 2019 es el dominio de inglés como lengua extranjera:

- Dominar una lengua extranjera representa una ventaja comparativa, un atributo de su competencia y competitividad

-Convertir esta competencia en una competencia para todos

-Es necesario crear estrategias para el desarrollo de competencias comunicativas en inglés

Metas específicas

Educación básica y media

Estudiantes de grado 11: Nivel Intermedio (B1)

Profesores de inglés: Nivel intermedio alto (B2)

Educación superior

Futuros profesores de inglés: Intermedio alto (B2+C1)

Estudiantes universitarios de otras carreras: Nivel intermedio (B2)

Institutos de Idiomas

Programas de Idiomas registrados y Acreditados

(Grimaldo, 2005)

In addition, the Estandares para la enseñanza Básica de lenguas extranjeras claims that ninth grade should get a Pre-intermediate B1 Level, reaching the following criteria:

Listening	• Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición. 2, 3
	• Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. 1, 2

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	• Reconozco los elementos de enlace de un texto oral para identificar su secuencia. • Muestro una actitud respetuosa y tolerante al escuchar a otros. 3 • Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses.
Reading	• Identifico iniciación, nudo y desenlace en una narración. 2 • Reconozco el propósito de una descripción en textos narrativos de mediana extensión. 2 • Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. 1, 2 • Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos.
Writing	• Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 1, 2 • Escribo mensajes en diferentes formatos sobre temas de mi interés. 1, 2 • Diligencio efectivamente formatos con información personal. 2, 3 • Contesto, en forma escrita, preguntas relacionadas con textos que he leído. 1, 2
Monologue	• Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. 1, 2 • Narro historias cortas enlazando mis ideas de manera apropiada. 2 • Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. 1, 2. 3

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	• Explico y justifico brevemente mis planes y acciones. 1, 2
Conversation	Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. 1, 2 • Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros. 1, 2 • Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 2, 3 • Me apoyo en mis conocimientos generales del mundo para participar en una conversación. • Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco. • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. 2, 3 • Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura.

Vélez, Formar en lenguas extranjeras.

(Octubre de 2006)

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2.2 Background Research

The use of strategies to improve oral communication has been the subject of much research for many years. As theoretical support, we found research that addressed the subject of communication and strategies in English to improve this specific subcompetence. This must be taken into account to improve the development of student communication.

International level

At first place, it was found the work of Khan, A. (2015). *Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners.* Ms. Atiya Khan M.Ed. Researcher, Department of Education, RMIT University, Melbourne, Victoria, Australia Corresponding email address atiya.khan@outlook.com Article reference: Khan, A. (2015).
Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. ELT Voices, 5(4), 46-52.

Summary:

With the ever-increasing developments in audiovisual technologies, their uses are not limited to entertaining people anymore. In fact, audiovisual technologies could be incorporated in the classroom for second language acquisition. In line with that view, this article highlights the effectiveness of exposure to films on improving the speaking skills of non-native English language learners. The article implied that audiovisual technologies, such as films, generally are a great source for teaching spoken English and must be used more in non-native English language learning contexts.

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The second background research for this project was related to the research made by Sekolah Tinngi Keguruan and Ilmu Pendidikan in 2015 titled: *"Using films to increase motivation for speaking in English Course Clasroom".* This investigation aimed to investigate whether the students' motivation to speak could be increased by using this media, which means films. The type of research was an action research that was done in 10 meetings in an English course classroom which involved 10 participants of senior high school students. As instruments and tools to collect all the empirical information were the observation method, a dairy and some interviews in order to analyze and find out the best option to try to solve this problematic of speaking and the obtain the results of the investigation. The results show that most of the students accepted and agreed with learning by using films. So that, it was very visible how they was very motivated at the moment of the discussion activities which were related to the films already seen. Here, the students became active to give their opinion and point of view about the film and they could speak more fluently than before, class by class it was a progressive improvement.

In 2007 Patchara Varasarin, Thailand, conducted notable studies: *"An action research study on communication training, language learning strategies, and language confidence."* The main objective of this research was to examine the formation of communication strategies and language learning and determine if these approaches, how and to what extent, strengthen confidence and improve communication skills of students. To achieve this goal, the author created two work cycles: the first was to train five teachers in communication training and language learning strategies. They then assessed their improvement in the correct language and the development of language confidence. In the second cycle, these teachers again taught a group of four students and similar improvements were observed.

The results of this research showed that the action phases showed the impact of the importance of communication training in the Thai context and the usefulness of using the

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dictionary to help students improve their skills and have more confidence to speak English. However, the author also discovered that there were still many vulnerabilities to correct. Students lack important communication and self-assessment skills. Furthermore, the didactic context and the gap between adults (teachers) and young people (students) in Thai culture hampered their participation in speech.

National level

Here in Colombia, Dorelly Gutiérrez Gutiérrez, in Bogotá in 2005 made an investigation called, "Developing oral skills through communicative and interactive task". This research aimed the students' needs in oral skills, in the Institución Educativa Distrital Britalia was observed that, during the class the practice of speaking or listening were almost zero. This qualitative research was very useful to find out this students need to practice speaking and listening it could be possible by listening to music, or watching a movie or reading an article, but it must be done, the teacher can not forget to practice this skill. For this project, the questionnaires, a diary, video tape and audio tapes and also the observation method let the research to look for the main problem and also try to find a solution. Gutiérrez, has concluded the teacher must let the students express their own ideas, feeling an opinion because they must be prepared to do it if the teacher give to them all the tools in grammar, connectors, etc, and it is very important to feedback the students after any activity. In this case the main subject was technology but, according to this researcher if the topic is interesting for the students the will speak and they will tell their opinions in front of the resto of the students.

National level

In Colombia, at the Universidad Nacional, Bogotá, Eva Fajardo, in a remarkable study was carried out on the use of films and other media as tools to teach English in 2010. The name of the study was *"Cinema and broadcast media as resources for English lessons"* The objective of this research was to examine the educational potential of movies and media streaming in English

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classes and to provide an image of how teachers use movies in the classroom and how they watch

movies. Education. Technology can be said to be a powerful tool or strategy that plays an

important role in human life today. If teachers use it as a teaching method, this process can

produce remarkable results.

Through this investigation, the author attempted to answer the following questions:

● What is the educational potential in movies and media for teaching English?

● How are teachers using movies and broadcast media in the classroom?

● How do teachers view streaming movies and media as educational resources?

The researcher was able to identify certain information while using the observation. I could

observe in different classes, with teachers using different methods and discovering that some

classes were more participatory, but that depended, for example, on how they taught; The

activities in which the films were used were often better received by the students, because they

found the experience to be fun and corresponded to their preferences and preferences.

At the local level

Angely Martínez, Ana De La Hoz and Darling Sabino carried out another study at the

Universidad del Atlántico, in 2008, on Strategies to improve communication and mastery of the

English language. The title of this research was *"Strategies to improve the knowledge of English

in high school students"*, the research project focused on finding the reasons why some students

avoid speaking during classes and continue speaking Spanish. As an expression of their

communication activity. However, the researchers' first step was to identify problems that affect

the development of English teaching. You can do this by looking and using tools like Notes,

voice recording, and video.

The objectives of this research were clear enough, the authors wanted to improve:

Communication and oral skills. For these reasons, they used theories as learning strategies, as

this theory could be of great help to them. The research interest is to identify tools and techniques

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that help students improve their oral skills and develop communication activities that encourage students to speak the foreign language.

At the Universidad del Atlántico, Luisa Almanza, Yuli Barrios and Sandra Solano organized *"Strategies to improve pronunciation, English, and interaction and communication skills"*. The main objective of this research was to develop and implement new strategies: which students could develop meaningful knowledge based on interaction and communication? The goal was to improve communication skills using vocal strategies to develop communication skills in the classroom.

The researchers were able to identify some problems using observation. They found that some students avoided participating in oral activities, even if the activities were simple, such as: Reading a paragraph in their books or a text on the board, regardless of whether the teacher provides them with tools to improve. The researchers noticed these problems during school practice. They attended the courses, took notes and evaluated; interviews, oral presentations to understand what was really happening in the classroom.

As a proposal, the researchers of this project decided to design a large number of activities that would increase the student's need to communicate, share their opinions and knowledge using materials and tools already acquired in their classes. Practice and apply English skills.

2.3 Theories

There is a general agreement among foreign/second language instructors that other than textbooks, audiovisual technologies can be utilized in second language learning. The integration of different audio-visual technologies, such as films, as sources of authentic language input into language learning, have been the focus of many studies. Chapple and Curtis (2000) conducted a study on the employment of different films as authentic and relevant teaching materials in content-based teaching strategies in EFL classrooms in Southeast Asia. The research focused on how intrinsically stimulating materials such as films together with content-based teaching can

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help to enhance English language learning. As reported by Chapple and Curtis (2000), films have numerous cross-cultural values, offer remarkable foundation for the development of critical thinking skill, supply a rich means of content for language learners, and provide linguistic diversities. All these features of films combined with the motivating characteristic facilitate language learners" oral communication skills (Chapple & Curtis, 2000). Identical studies were also carried by Heffernan (2005) and Gebhardt (2004), emphasizing on the enhancement of motivation and language learning by means of films in English language classrooms.

2.4 How to use films in the ESL classroom

There are various ways to teach English to second language learners with the help of films. Students learn a language uniquely, according to their own specific learning abilities. While students develop learning abilities in different ways, the majority of students are visual learners and films are an ideal means for acquiring a second language. It is inevitable that films present language in a manner that is often more natural than that found in course-books, the visual context improves understanding and enhances listening, and students just simply love them. The question is not if teachers can use films in the ESL classroom, but which ones to use and how to use them.

Films can be introduced in a language classroom as an English learning aid. There are many techniques employed to introduce a film to students. Films are effective means for learning a language, as long as students are presented with a variety of visual and relevant contexts in a movie. English teachers can use the film to expose the students to the four language skills; listening, while watching the movie and reading, writing and speaking in later tasks/activities after the film has been watched.

2.5 Things needed to present a film in the classroom

● A movie (fiction, drama, cartoon, documentary, etc.)

● Laptop or desktop computer

● Movie projector

● Speakers

2.6 Suitable films for the ESL classroom

Before showing the film to students, it is essential that teachers select a film that is in line with the areas they're attempting to teach, to ensure that the students can connect the film content to the subject areas taught in the classroom. Make an effort to use films whose content material is popular. There are many films whose content is reliable and well suited for all ages and cultures. However, a number of contemporary films, which have popular content, but in some cases may have explicit and unsuitable scenes related to crime, sex, violence, death etc within them. Teachers should refrain from using these kinds of films.

2.7 Before watching activity in the ESL classroom

A before watching activity could possibly be an alternative way to present a movie to ESL learners. Have the students watch an excerpt of the film and identify what the film is going to be about. Teachers could give them a fill in the blank ELT Voices-Volume (5), Issue (4), (2015) 49 activity with vocabulary words linked to the plot in the film. For higher level students, teachers could have them form discussion groups and talk about the characters in the film and their individual features. To conduct this activity, teachers might have to introduce a list of descriptive adjectives to their students.

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2.8 While watching activities in the ESL classroom

Anytime during the presentation of the film, reduce the volume and have the students restructure the dialogues based on what they're watching. Teachers may also stop the film after a brief watching time period and ask questions concerning who stated what to whom, for instance, who said "he has the missing key" to whom? Teachers could also have the students identify a specific actor or actress by the lines of their dialogue, such as a quote or phrase, during a particular given scene.

2.9 After watching activities in the ESL classroom

After watching the movie, the students may take part in an over-all discussion of the film and the major events that represented it. Have groups of students develop a written and spoken summary of the film to be presented to the entire class. Establish a debate in the classroom by creating two groups, one group in favour of and the other against general ideas covered in the film.

2.10 List of films for the ESL classroom

Let us focus on considering which films to use. Certainly there are cultural aspects and age factors that need to be regarded. There could even be religious issues.

But these are often simply a matter of sound judgment and wise practice. More challenging to tackle is the issue of the students" level. Some recent films may have too much slang and idioms to make them suitable for lower level learners, and may be appropriate for more advanced learners who are keen on the nuances idiomatic language. I suggest the following films:

• The Harry Potter Series.

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- The Chronicles of Narnia trilogy.

- Finding Nemo.

- E.T. the Extra-Terrestrial.

- The Karate Kid TIPS.

When making use of films in ESL classroom, although, there are few important factors that must be taken care of. Firstly, students need to keep in mind that they are not supposed to comprehend or fully grasp every word. Non-native English language learners can watch an English movie even without subtitles and still get a reasonable idea of what is going on merely from the scenes, the tone of the actors' voices etc. Secondly, and this is for both teacher and students, using films in class is not an opportunity to "pass time". It should be quite the contrary in real-time classroom environments. Its application in the classroom for teaching is intensive, and it demands skill and hard work, but effective and useful for the both teachers and students when done properly; as the teachers, all things considered , not just "showing the film", they are teaching (and students are learning) English. Thirdly, avoid showing the entire movie. It's easy to do this, and students will want it, nonetheless it isn't what the ESL lesson should be about. Snippets of a film and a high-quality dose of the "pause" key/button fulfil everyone's final objective significantly better (Soong, 2012). How English teachers actually use the film in ESL class will be based mainly on the level of the students and what the purpose of the lesson is. In a lesson based on culture and literature during the Victorian era, for example, the language on its own could very well be secondary. Is the film intended to build classroom environment, cement a pre-learnt grammar 50 Khan (2015) theme, or initiate a fresh theme, or simply establish a context for additional teaching? In certain situations the film and its context can provide the foundation for a classroom discussion. The rationale behind using films in ESL class traces closely that of employing the cassette player. Build up with a pre-viewing activity, have an activity for while viewing, and follow up with a post-viewing activity. Have a relatively lucid

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objective behind utilizing the film, otherwise the lesson degenerates into a baby-sitting situation. Prepare students for challenges beforehand by providing vocabulary, or reassure them that they need not stress. When students get impatient or curious, be open to unusual queries and comments. There are a lot other techniques to teach a second language with films. Although there are myriad approaches to present a film to ESL learners, the tips that I have presented in this article could result in the more effective and constructive acquisition of a second language. Teachers can modify the approach based on the level of their students; however, the success achieved could be more effective if the presentation of the film is supported with active engagement of the students.

2.11 Summary

Students typically present a lot of interest when watching English language films. The teacher's goal is to channel this enthusiasm in a direction that has a constructive influence on their language learning. The fundamental key to the productive application of films in the ESL classroom is situated in the innovative presentation of films and in the design of challenging, but practical, learning tasks which are enjoyed by ESL students. Teachers and facilitators should induce and cultivate motivation by focusing on teaching-learning objectives, and attainable tasks employing films which might normally be beyond the linguistic ability of the students. The remarkable developments, easy accessibility and inexpensive usability of different audiovisual technologies can provide natural language learning environments for non-native learners of English. This article aimed at highlighting the implications of using audio-visual technologies such as films on boosting the English language proficiency of non-native learners. Accordingly, it is suggested that greater exposure to audio-visual technologies, such as films, can lead to growth in second language acquisition to a significant extent in non-native English language

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learning environments. One of the most important pedagogical implications is that the use of

films holds great potential in ESL learning context, but it should be conducted carefully by

English teachers and in consultation with experts. English teaching solutions don't lie in films;

they lie in what English teachers do with films in the ESL classroom. Moreover, though films

offer an innovative opportunity to help English teachers in teaching more effectively, its future

success is entirely dependent on support of the schools. Schools need to be more open to change

and support and promote the use of films in the ESL classroom.

2.12 Speaking

According to Brown and Burns & Joyce speaking is a process of creating meaning that

involves producing and receiving and processing information in which interact more than one

person. The context in which it happens, including the participants themselves, their experiences,

the environment itself, and the purposes of the conversation this aspects, are the main components

for this act of speaking. It is often natural, open-ended, and changing. However, speech can be

predictable, in some cases.

2.13 Movies

Movies   also   known   as films,   are   a   type   of visual communication which

use moving pictures and sound to tell stories or inform , indeed, help people to learn. People in

every part of the world watch movies as a type of entertainment, a way to have fun. For some

people, fun movies can mean movies that make them laugh, while for others it can mean movies

that make them cry, or feel afraid. Today it has been part of people's life and culture and it

becomes an important source of education nowadays especially, for the English as second

language (ESL) students. As Louw (2006) states that there is no doubt that film can be used to

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encourage students' motivation in learning English. Then, to Louw (2006) adds that films present language which is more natural than found in course-books, the fantastic visual context aids understanding and the students like it. It means that by presenting the real of English language use, movies can help the students to learn how to be a good speaker, to talk and to pronounce the words as good as the native speakers, and ot get familiarize with the language and the culture. Relating to this, film movies become good sources in teaching process. Nowadays movies could have two different and useful functions, to entertain and also it can be used as a tool in language classes by teachers to motivate students to speak. The instructor who understands this principle does not "show" movies but uses them, like a dynamic part of the class and an unforgettable learning experience for students.

2.14 Relevant theories

In this research some theories are the base of the investigation, theories that are very important for the education field and theories that have let the language learning and teaching process evolve.

2.15 Learning Styles

Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory,

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We are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains (p. 78).

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well" (p. 90). Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means" (p.59).The learning styles are as follows:

2.16 Visual-spatial

- Think in terms of physical space, as do architects and sailors. They are very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, movies, texts with pictures/charts/graphs.

2.17 Bodily-kinesthetic

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- Use the body effectively, like a dancer or a surgeon. They like movement, making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

2.18 Musical

- Show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

2.19 Interpersonal

- Understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

2.20 Intrapersonal

- Understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

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2.21 Linguistic

- Using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

2.22 Logical - Mathematical

- Reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details.

2.23 Movies in language teaching

According to the British Council, language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool.

2.24 Learning from films is motivating and enjoyable:

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

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2.25 Film provides authentic and varied language:

Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

2.26 Film gives a visual context:

The 'visuality' of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

2.27 Variety and flexibility:

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

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Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees.

2.28 More Theories

This research is based on a series of theories supported by various authors. In addition, we present a theoretical discussion on language development, conversation strategies, and teaching strategies, improving pronunciation and the difficulties students face during the language process.

2.29 Talk

Language is "the process of constructing and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (Chaney, 1998). An Brown, 1994; Burns & Joyce, 1997, is an interactive meaning-building process in which information is produced, received, and processed. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the objectives of speech. It is often spontaneous, open, and develops.

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This skill is generally considered the most important of the four skills (reading, listening, writing, and speaking). One frustration that students often express is that they have been learning English for years, but still cannot speak (Segura. 2011-2012) and, given the importance of good communication in human life, this is really important. Today, many people prefer not to use the language they have learned during the foreign language learning process, because they are afraid to speak aloud in that target language to express themselves spontaneously (Eckard and Kearny, 1981). As Cotter (2007) points out, oral skills must be trained to allow students to communicate and interact in a meaningful and enriching way (for example, exchanging information, negotiating meanings, supporting ideas, comparing them with oral defense mechanisms). It is a great way to improve student skills. Motivation for the foreign language as a tool that can be used for successful oral communication and social interaction.

Regarding oral communication, Backlund (1990) attributes three areas of knowledge that influence the effectiveness and performance of oral communication: social knowledge, self-knowledge and content-related knowledge. If one of them is weak, oral communication will be somewhat impaired and unstable. Explain that students must have a basic belief in the power of language and their ability to use that power with positive effect. Other problems that hinder effective oral communication are: mastering the conversation, using inappropriate volume and tone, using excessive conversations, ignoring someone, and constantly interrupting. People (Newcombe, 1982).

2.30 Pronunciation

Today we live in a networked world, a world very different from that of our ancestors who lived a hundred years ago. At this time, when we can communicate with people from different countries and cultures, we need a language to fluently define common goals, meanings and ideas,

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and English has become that language. A language that emphasizes the importance of finding clear paths for the effective delivery of spoken ideas through the development of pronunciation, which, according to Dalton and Seidlhofer (1994), is the generation of discourse to convey a message.

Communication in learning foreign languages is extremely relevant for oral communication. It is also important to recognize that foreign language students should try to develop good pronunciation. However, this does not mean that they must sound exactly like a native speaker. Instead, speakers of foreign languages must understand each other in the target language (Celce-Murcia, Brinton and Goodwin, 1996). Therefore, the emphasis on pronunciation should be seen as a crucial and essential aspect in foreign language programs, as research has shown that some errors never completely disappear. Littlewood (1984) argued that "these errors are often described as petrified, meaning that they become permanent features of student discourse" (p. 34).

2.31 Teaching of communicative languages (CTL) or communicative approach

We chose this approach to language teaching because it highlights interaction as a resource and as a final learning objective. Learn and practice language courses in environments that use CLT techniques according to Nunan (01-01-1991) to work in:

1. Focus on learning communication through interaction in the target language.

2. The introduction of authentic texts in the learning situation.

3. Allow students to focus not only on the language, but also on the learning process itself.

4. Improve the student's personal experience as an important contribution to classroom learning.

5. An attempt to combine language learning in the classroom with language enablement outside the classroom.

In addition, teachers support this process by teaching subjects outside of traditional grammar to promote language skills in all kinds of situations.

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2.31 Learning strategies

In the area of learning a foreign language, teachers and students need to find ways to make the process more efficient. Learning strategies appear here. It can be said that if a person uses learning strategies to manage and acquire new information in a foreign language, this is mega, he is on the way to make good decisions. O'Malley and Chamot (1990) defend this claim by defining learning strategies as "special thoughts or behaviors with which individuals understand, learn, or retain new information."

Language learning strategies are one of the first studies on this topic. Rubin (1975) defined learning strategies as "the techniques or devices with which a student can acquire knowledge". More recently, Oxford (1990) found a somewhat broader definition: "Learning strategies are measures that students take to improve their learning." Research on language learning strategies has increased in recent years, and studies have identified many different strategies used by second language learners. Selective attention, repetition, notes, conclusions, and collaboration are just a few examples (Chamot, 1987). Oxford (1986) points out that learning strategies are very relevant because they can "improve language performance, promote student autonomy, be teachable and significantly expand the role of the teacher".

On the other hand, there has been an active and accelerated improvement in the use of foreign language teaching strategies each year. This assumption is based on (Andrew D. Cohen, Susan J. Weaver, and Tao-Yuan Li, 1996) from research that found:

"Strategies for learning and using languages are receiving increasing attention in the areas of foreign language teaching and learning. It can be rightly said that language teachers, in many different contexts, have sought ways to help students learn and communicate more successfully in foreign languages. Applying strategies for learning and using foreign languages is seen as a

way to promote greater success. A strategy is considered "effective" if it positively supports students in their attempts to learn or use the foreign language. "

Teaching speech

A large percentage of English language learners from around the world strive to improve their language skills. The ability to speak a second language or a foreign language in a healthy way is a complicated and authentic task, if we want to understand the essence of what it seems to be. First, language is often used for a variety of purposes, and each of these purposes can be used to socialize, relate, or start a discussion with someone. The goal may be to obtain or express opinions, convince someone of something, or clarify information.

In many cases, we use language to convey instructions or perform activities. We can use language to describe things, complain about the actions of others, ask polite questions, or amuse people with jokes and anecdotes. Each of these different linguistic objectives includes knowledge of the rules, which take into account the way in which spoken language reflects the context or situation in which the discourse occurs, the participants involved and their specific roles and relationships, and the type of activity in which they speak. The speakers are involved.

According to Stovall (1998), many students and language teachers consider the ability to speak as a measure of the knowledge of a language. These students and teachers are fluent in defining the ability to communicate with others, much more than the ability to read, write, or understand the language they speak.

They see language as the most important skill they can acquire, consider, and evaluate their progress and development in terms of success in oral communication.

However, language teachers and students must recognize that speech includes at least three areas of knowledge:

● Mechanics (pronunciation, grammar and vocabulary): use of precise words in precise order with the correct pronunciation

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● Functions (transaction and interaction): knowing when the precision of the message is essential (transaction / exchange of information) and when a precise understanding is not required (interaction / relationship building)

● Social and cultural norms and standards (inflection point, speed of speech, duration of the intervals between speakers, relative roles of the participants): understand how to take into account who speaks to whom, under what conditions, under what circumstances and why reason.

In communicative language teaching models, the teacher's goal is to help students develop this knowledge base by providing authentic practice that encourages and prepares students for real communication situations. They help students develop the ability to create grammatically correct and logic-related sentences that are appropriate for certain contexts, using acceptable (ie, understandable) pronunciation (Stovall, 1998).

Although there are several approaches to teaching foreign and foreign languages that focus on teaching the spoken language, in most cases they seem to have a very limited view of what constitutes the spoken language and the spoken word (Shrum and Glisan 1994). For example, the audio-lingual method (ALM) was revolutionary in its day, among other things to try to listen and speak, instead of reading and writing. In practice, however, speaking in general means repeating after the teacher, reciting saved dialogues, and practicing cleverly constructed but more mechanical grammar and pronunciation exercises. Students had little opportunity to use language to express its meaning in new communications.

One of ALM's successors was learning cognitive code, which required more meaningful use of the target language and more opportunities for students to use the language creatively. Other successors claimed to be "communicative" approaches. However, even with these approaches, there is often not much time left for real communication. Walz (1989) reports on several studies that showed that the majority of teaching time is still spent on activities other than communication. Often the teachers themselves were unaware of the lack of communication activities. Stovall (1998).

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How do we know when to teach communication? What does a "communicative" and "real" linguistic activity do? Taylor (1983: 73-74) identified five characteristics of real communication:

1. Participants deal with spontaneous language segments above the sentence level.

2. One of the main objectives of communication is to remedy the lack of information.

3. Speakers have a choice, not only what they say, but also how they say it

4. Speakers have a goal in mind when they speak generally about the success of a real task.

5. The speaker and listener must consider many factors quickly and simultaneously.

It should be instructive to evaluate the typical verbal activities of language teaching based on these characteristics of effective communication.

2.32 Oral activity

It is normal for students to think that it is better to avoid speaking if they do not have the correct pronunciation, but for teachers this problem has very embarrassing consequences, teachers have a duty to find ways " to encourage student motivation. An effective way to do this is through activities that promote interaction and communication. This statement is supported by H. Hayi (2012):

"Many English and language teachers now agree that students learn to speak the second language through 'interaction.' Communicative language classes and collaborative learning are best suited for this purpose. Teaching in communicative languages it is based on real situations that require communication. This method in ESL courses allows students to communicate in the target language. In short, ESL teachers must create a classroom environment in which students have Real communication, authentic activities, and meaningful tasks that promote oral language. This can happen when students work together as a team to achieve a goal or complete an activity.

The author himself offers a list of activities that can promote language. Some of them are: role playing, simulation, storytelling, interviews, relationships, etc. And the author also provides

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a very precise and clear conclusion about these activities and what we can get from H. Hayi (2012):

Language classes are a very important part of learning a second language. The ability to communicate clearly and effectively in a second language contributes to student success in school and, subsequently, to success at all stages of life. Therefore, it is important that language teachers pay close attention to language teaching. Rather than inducing students to memorize, it is desirable to create a rich environment in which meaningful communication occurs. To that end, various oral activities, such as those listed above, can help students develop the basic interactive skills necessary for life. These activities make students more active in the learning process and, at the same time, make learning more meaningful and fun for them (p. 32).

Herazo, J. (2009) is another researcher who provided information and worked in the same field. He says:

The development of Communicative Language Teaching (CLT) has led to a variety of activities to promote oral communication in the EFL classroom. I am sure that many of us are familiar with various terms such as homework, role play and simulations, work projects, conversation strategies, dialogues, presentations and many other activities that we call communicative and that we use our role as teachers. apart. initial training to promote oral communication (p.19).

2.33 Language assessment

In the language assessment process, there are challenges that teachers must master, Hughes (1984) said, that good interaction combines understanding and production. For this reason, he believes that it is very important that an activity induces behaviors (or performances) that

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effectively represent the oral competence of the test participants. In addition to selecting the

appropriate classification, O'Malley (1996: 58) also mentions the definition of classification

criteria as another major challenge. Brown (2004: 140) also describes two main challenges in

language assessment:

1. The interaction of listening and speaking (for example, very clearly) can hinder speech

processing separately.

2. The speaker's strategy of avoiding a specific way of conveying meaning can make it difficult

for evaluators to develop a sound investigative technique (which can lead to the desired objective

form).

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CHAPTER 3

3.0 METHODOLOGICAL FRAMEWORK

In this chapter you will find different items related to the paradigm and the type of research that guides it; in the same way the methodological approach, the techniques and instruments that were used to carry out each one of the phases of the project, as well as the context of the research, the population, the sample and the temporal delimitation.

According to the Venezuelan author Miguel Martínez (1994), the methodology is, by definition, the way to achieve safe and reliable knowledge and, if they are demonstrable, also science; The choice of a certain methodology involves the acceptance of a concept of knowledge and science, ie, a prior epistemological choice (theory of knowledge); but this option is accompanied, in turn, by another option, the ontological option (theory on the nature of reality). Unfortunately, many academics are not sufficiently aware of this, and this leads to a number of disorienting consequences.

The theory of knowledge or philosophy of science on which qualitative methodology is based, rejects the specular (positivist) model, which considers the knowing subject as a mirror and essentially passive, in the style of a camera. It accepts, on the other hand, the dialectical model, considering that knowledge is the result of a dialectic between the subject (his interests, values, beliefs, etc.) and the object of study. Therefore, strictly objective knowledge would not exist.

The object, in turn, especially in the area of human sciences, is seen and evaluated (ontological option or assumption) by the high level of structural or systematic complexity, produced by the set of bio-psycho-social variables that constitute it. In general, it is considered that all reality, from the atom to the galaxy, is configured by systems of very high level of complexity, where each part interacts with all others and with the whole. (p.10).

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These two conceptualizing ideas (the dialectical and the systematic) will change most of the methodological concepts that are applied. The qualitative research approach is, by its very nature, dialectical and systemic. These two presuppositions, epistemological and ontological, should be made explicit, in any project or research development, to avoid misunderstandings in the evaluators of the same. In fact, most evaluators of qualitative research projects usually do so from the epistemological framework of the specular (scientific-positivist) model, which is why evaluation fails on the ground.

The specific qualitative method to be used depends on the nature of the structure to be studied. The qualitative-systematic methodology has a series of methods, each one of which is more sensitive and adequate than the other for the investigation of a certain reality. Here we illustrate the central idea that characterizes and differentiates them.

The Hermeneutic-Dialectical Method in the broad sense, this is the method it uses, consciously or unconsciously, every researcher and at all times, since the human mind is, by its very nature, interpretive, that is, hermeneutic: it tries to observe something and seek meaning. Strictly speaking, it is advisable to use the rules and procedures of this method when the information collected (the data) needs a continuous hermeneutic, as will be the case, for example, the study of organized crime, paranoid subjects, etc., where Information given to us may be expressly intended to mislead or mislead. However, this method has a much wider application area: it is appropriate and advisable as long as the data or the parts of a whole lend themselves to different interpretations.

The Phenomenological Method. This method is most appropriate when there is no reason to doubt the goodness of the information and the researcher has not lived nor is it easy to form adequate ideas and concepts about the phenomenon that he studies because he is very far from his own life, For example, the axiological world of drug addicts, the experiences of people who

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were docked and who were about to die, the rupture of a love relationship when there has not been a peak experience.

The Ethnographic Method. It is the most preferred to get to know an ethnic, racial, ghetto or institutional group (tribe, race, nation, religion, prison, hospital, business, school, even the school classroom, etc.) Very sui generis and where the concepts of the realities that are studied acquire special meanings: rules, norms, ways of life and sanctions are very typical of the group as such. Therefore, these groups ask to be seen and studied holistically, since each thing is related to the others and acquire their meaning by that relation. Hence the explanation also demands this global vision.

The Research-Action Method. It is the only one indicated when the researcher not only wants to know a certain reality or a specific problem of a group, but also wants to solve it. In this case, the investigated subjects participate as co-investigators in all phases of the process: problem solving, information collection, interpretation of the same, planning and execution of the concrete action to solve the problem, etc. The main purpose of these investigations is not something exogenous to it, but is oriented towards the awareness, development and emancipation of the studied groups.

The Method of Life Stories. This method is recommended for the longitudinal studies of certain social groups, where the diachronic vision of reality is a gestalt in the field that can not be divided without losing the essential relationships that shape it as such. It focuses on a family, and sometimes on a single person, studied over a long period of their lives. The most classic example of the Mass we have in Los Hijos de Sánchez, by Oscar Lewis, a work that revolutionized the methods of sociological research and gave contributions like none before.

It is also of the utmost importance that emphasis be placed on the specific nature of each of the topics outlined below. Collection of information: The instruments, as well as the procedures

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and strategies to be used, dictates the method chosen, although, they basically focus around the semi-structured interview and direct observation. It is necessary to describe the ones that are going to be used and to justify them. However, the qualitative methodology understands the method and the whole arsenal of instrumental means as something flexible, which is used while it results   Effective, but changed according to the unforeseen opinion of the progress of the investigation and the circumstances.

   The Sample: each of the methods indicated have their own way of understanding the sample that will provide us with the information needed to conduct the research. But, on the whole, the ontological option assumed by all of them (which is structural-systemic) demands a sample that can not be constituted by random elements decontextualized (as is, most of the time, information collected through preconceived questionnaires), But by a systemic whole with a life of its own, such as a person, an institution, an ethnic group or social group, etc. Therefore, depth is imposed on the extension and the sample is reduced in its numerical amplitude, and the conceptual criteria for its choice are explained, according to its relevance to the research objectives. However, it should be chosen in such a way that the variables of sex, age, socioeconomic level, profession, etc., depending on the case, are represented in the best possible way, since their information may be different and even contrasting.

   Categories. There are no preconceived categories, prior to the investigation. If the researcher has them in his mind, it is because he has taken them from other investigations, from other samples, made by other researchers elsewhere. The real categories that conceptualize our reality must emerge from the study of the information that is collected, in the process of categorization. However, it could be based on a group of pre-established categories, provided they are used with great caution and as something tentative until they are confirmed, and do not let one be led by the tendency (very easy and natural thing) to label The new reality with old names.

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Variables. Nor are there preconceived variables (or dimensions), whether they are considered independent or dependent, as they would also come from the study of exogenous realities of the sample. The real variables of our reality will also emerge when, after categorization, we begin the process of theorizing, that is, when analyzing, relating, comparing and contrasting categories.

Categorization and Theorization. These two processes constitute the essence of investigative work. Good research can not remain at the empirical level, for it will not be research properly; "Science is about creating theories," Einstein used to say. The purpose of the theorization (and of the preceding categorization) is to structure a representative image, a coherent and logical pattern, a theoretical model or an authentic theory or configuration of the studied phenomenon, that gives meaning to all its parts and components. Also, today, more than a dozen computer programs are available that facilitate the technical part of both processes: programs that manipulate, organize, and even attempt to interpret and theorize with qualitative data. (Martínez, 1994, pp. 12-20).

On the other hand, the American Psychological Association (Manual Publication, Apa, 6th edition, 2010) argues that when doing diverse studies of research will have to use different methodologies; However, the full description of the methods used enables the reader to evaluate the membership of the methods and the validity of the results. They will also allow expert researchers to replicate the study. If the report is an up-to-date and / or ongoing study or a previous study and the methodology has already been published in detail elsewhere, reference should be made or quoted to that source and a simple synopsis of the method is this section.

Sub-levels. It is convenient to divide the section of the method into labeled subsections. This usually includes a section describing the participants or subjects of studies, as well as a section describing the procedures used in the research. This latter section sometimes includes the description of any experimental manipulations or interventions performed and the manner in

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which they were conducted, for example, any mechanical instrument used; Procedures in making the sample, size and accuracy of the same, measurement approaches, and research design. If the study design is complex or the stimuli require a detailed description, additional subsections or additional subheadings will be needed to help readers find specific information.

In these subsections, essential information must be included to understand and replicate the study. Insufficient details leave the reader with questions; and too much information in detail overwhelms the reader with irrelevant information. The use of appendices and / or additional internet sites should be considered for more detailed information. (Publication Manual, Apa, 2010, pp. 29-32).

In this research the group used a Mixed method research which is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research.

This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviours (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses.

Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. The analysis of the qualitative data (words, text or behaviours) typically follows the path of aggregating it into categories of information and presenting the diversity of ideas gathered during data collection.

We choose this method because by mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. One of the most

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advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques.

The nature of the study is Exploratory and observational: the group tries to explore and observe what is happening in a given context. In this case, the classroom where the research was carried out.

Exploratory research is defined as the initial research into a hypothetical or theoretical idea. This is where a researcher has an idea or has observed something and seeks to understand more about it. An exploratory research project is an attempt to lay the groundwork that will lead to future studies or to determine if what is being observed might be explained by a currently existing theory. Most often, exploratory research lays the initial groundwork for future research.

3.1 Quantitative-Qualitative

Mixed methods research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research.

This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviours (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses.

Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. The analysis of the qualitative data (words,

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text or behaviours) typically follows the path of aggregating it into categories of information and presenting the diversity of ideas gathered during data collection.

We choose this method because by mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques.

Finally there are the participants. The group of participants in this study were 25 students, from 11-13-year-old, 14 girls and 11 boys, from Barranquilla which are in 7th grade, currently, when the research project began they were in 6th grade all of them come from middle class families. Their level according to the grade in which they are, and according to the CEFR which is taken by the school as reference, students are supposed to be A1 level. So this means that these students can recognize and use familiar words and simple phrases for concrete purposes, they also can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way. But it is not like that because there is a lack of knowledge regarding speaking skill. In this study participants did not have to meet any particular characteristic or requirement to be part of it. There were no exclusions or things that would mean that someone should not be in the study. Participants may be of any sexual orientation and any race or ethnicity.

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The development of spoken language is one of the main interests of this research, designed to be qualitative, since it aims to improve the quality of students' oral skills. This suggestion was made to use a small part of the films as a dynamic strategy, designed based on their usefulness and effectiveness in carrying out activities that use a series of different real contexts. To improve students' pronunciation, grammar and use of new vocabulary, they can be taught in a fun way.

For these reasons, a series of four seminars was created to develop the main idea of this research. The first was developed taking into account the knowledge and vocabulary of the students according to their level. The seminar was titled: "The Time of Mistakes! What Happens Next?" The goal is to practice speculation and prediction, conduct authentic discussion, and arouse interest in a topic.

At the beginning of the activity, you will show students a series of video problems. The idea is to use videos and these types of videos are unpredictable. The opposite is usually the case, people are waiting.

Procedure: you must resolve the situation. It is compulsory to teach all the necessary vocabulary in advance (traffic accidents, sports, etc.). Play the video and stop in an exciting enough place. Then, students should discuss in pairs or in groups what they think will happen next. You have to choose a foreman and he has to guess what will happen next. Play the rest of the video to see if they were correct.

The second seminar was: Mr. Happy, the main objective is to learn to describe people orally. This workshop is about a short film by Matt Morris about Johnny Barnes, an 88-year-old Bermudian who uses his life to make people happy.

This seminar should be developed as follows:

1. Students must group and display Mr. Happy Man's photo. Next, they must provide a description of the man and try to guess his life and character. You have 15 minutes to do this.

2. Students are then informed that they will see a short film called Mr. Happy Man about this man, Johnny Barnes.

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3. Then, students in their groups should ask the following questions:

Why do you think Johnny is so happy?

What do you think you see in this movie?

What will people say about it?

What do you think he will say is the secret of happiness?

4. At this point, the movie is shown and the students compare their previous responses with what they see and hear in the movie.

5. Finally, the teacher should write the following sentence on the board:

The secret to happiness is to help others.

Therefore, ask students to find different answers with the same structure:

The secret to happiness is...

After a few minutes, they need to write their answer, the teacher can help with any vocabulary they want to use and randomly choose a student to share their thoughts.

The third seminar was called: Hotel Transylvania 2

The main objective of this seminar is to learn, compare the situation and be able to speak on a topic in front of the class. It will develop like this: at the beginning, the lessons for the students are:

You should pay attention to the excerpt from the film.

You have to write the answer below

You need to share your answer with the class

You need to form a group and prepare a discussion.

Then, students must compare situations between what is happening in a human marriage and a monstrous marriage. At the end of the seminar, students should discuss in pairs and share with the class.

1. What is your opinion on this type of marriage?

2. Talk about an unusual wedding you have witnessed or seen on television.

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3. Talk about the type of wedding you would like to have (or your wedding)

The last seminar was: play with the translator. The objective of this seminar is to improve students' self-confidence when playing role-playing games in the classroom, but also to improve their improvisation skills. In this seminar, students can get up, get out of their shells and speak English in a fun and relaxed way.

The student must see a short film entitled: The translator.

Then the students and their colleagues should perform similarly to the clip. You must form groups of three because the clip contains only three characters. The goal is to have the correct number of characters for the number of students in a group.

There are several ways to do it. Students can only receive a short period of practice and writing is not allowed. It is also possible not to give them time and see if they can create an impromptu version, although this should be reserved for more or safer students.

Another version is to allow students to prepare some kind of script before starting to practice or even print a part of the script to be used. After a sufficient trial period, the students play with each other. Due to the short term, we generally choose the first option.

3.2 Theoretical references

The language classes are constantly changing. And those who do not adapt to its changes must be left behind by those who understand that we live in a time when we need to be competent with the new developments required by our society, or we are doomed to failure if we try to succeed. For language teaching, it is important to understand what technologies can be used to improve the learning process and your skills in this increasingly demanding world.

3.3 Multimedia in EFL lessons

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If the world changes, we must do the same. Life is no longer the same as it used to be, for example, using new technologies to improve the way teachers teach. Today it is easier to teach, because teachers have many technological tools such as; The use of multimedia as an interactive teaching tool. It can be defined as the combination of text, audio and images in a single instance. It is "the combined use of various media, such as movies or films, slides, music, and lighting, especially for educational and entertainment purposes" (Brooks, 1997, p. 17). Interactive multimedia can revolutionize the way we work, learn and communicate. (Stemler, 1997).

3.4 Movies in EFL classes

The proposal aims to use extracts from short films to create a more attractive environment for students, thus improving their ability to communicate and interact with other language users. The use of films to learn English as a foreign language offers students various opportunities to fully engage in their learning process, motivating them to deal with all kinds of topics with different types of reality, due to their different, diverse and diverse possibilities. - Inputs for life that can be difficult to obtain in an environment that does not speak English and produces even more outputs. Also, when planning the lessons, it is important to note that the student's grade level is sometimes not as consistent as we would like it to be.

Stoller (1988: 1) points out that films expand the range of techniques and resources for classroom teaching and not only improve the curriculum, but also diversify it. There are also several reasons for using movies in teaching foreign languages: the authenticity, quality and degree of exposure to foreign languages, as well as the fun of movies, which also affects motivation. Students Champoux (1999) also highlights the idea that the scenes in the film, due to their visual nature, can facilitate the teaching of abstract themes and concepts. Inexperienced

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students can also benefit from movies, thanks to their greater sense of reality. According to Allan (1985: 48-65), the films offer realistic examples that combine audio and visualization to make them a complete tool for language teaching.

Additionally, using movies can be a fun and motivating tool for students with different abilities, as they can flexibly learn and teach a second language, add courses to the design of an additional dimension, and offer a variety of language and Stoller experiences. Cultural, 1988).

In this special part of the chapter, a theoretical analysis of the methods and principles of this research is created. It combines concepts such as paradigms, theoretical models, phases and qualitative techniques necessary to continue during the investigation. This methodical approach also provides the theoretical basis for understanding perhaps the most appropriate methods and techniques for finding solutions to pronunciation problems in the seventh year of the Alexander von Humboldt Institute.

3.5 Contextual Framework

The Alexander Von Humboldt Institute is a public institution in Barranquilla, with 740 students and 45 teachers, divided between kindergarten, elementary, middle and high school. Most of the students come from different social classes. The age of the students varies between 4 and 16 years old. They are distributed as follows: preschool children of 4 and 5 years; 6 and 11 years in primary school; 12 and 16 years old in middle and high school.

The group of students to which this research refers belongs to the seventh grade. There were 25 students, divided into 14 girls and 111 boys from 11 to 13 years old. Her knowledge of English, based on the standards of the ministry, is A2 and her attitude towards learning is always respectful and caring. The motivation of the group during the course was easily measurable.

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Some of them said they liked English very much because they used it continuously to watch

movies and series. Or listen to music.

3.6 Paradigm

A scientific paradigm in the most basic sense of the word is a structure that contains all the

generally accepted opinions on a topic, a structure of the direction in which research should

proceed and how it should be carried out. According to Kuhn (1962), a paradigm is "a generally

recognized scientific result that sometimes offers model problems and solutions for a research

community". (Page?) For him, it describes what should be considered and questioned. The kinds

of questions that should be asked and investigated to get answers on this topic: How should these

questions be structured and how should the results of scientific research be interpreted? In short,

a paradigm is a complete model of understanding that offers members a domain vision, a set of

concepts or patterns of thought, theories, research methods, postulates, norms, and rules. to

According to Lather (1986), "research paradigms reflect our beliefs about the world in which

we live and want to live" (page 259). For this reason, many theoretical paradigms have been

created around the world. These paradigms aim to reflect the best practices for the development

of a research project. The most common are: positivist (and post-positivist), constructivist,

interpretive, transformative, emancipatory criticism, pragmatism, and deconstructivism. The

different terms in another text and the different statements related to the number of research

paradigms that sometimes exist.

3.7 Interpretative paradigm

With this paradigm, reality can be understood as dynamic and diverse, qualified as

qualitative, phenomenological-naturalistic or humanistic. His focus is on human action and social

practice. In contemporary research practice, this means that it is recognized that facts and values

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cannot be separated and that understanding is inevitably disadvantageous because it is based on the individual and the event (Cugino), 2005; Elliott and Lukes, 2008). Its objective is to refute the scientific movements of explanation, prediction and control of the positivist paradigm through the concept of understanding, meaning and action. Its basic characteristics are:

● Its orientation is "discovery" (or discovery). Try to connect elements that can influence something that translates in a certain way.

● The relationship between researcher and object of study goes hand in hand. There is a democratic and communicative participation between the researcher and the examined subjects.

● Consider interviewing, systematic observation, and case study as a method of producing knowledge. Its logic is the knowledge that allows the researcher to understand what is happening in his object of study. From the illustrated interpretation.

● There is an imbalance in the theory-practice relationship. Practice prevails, therefore it is not essential to make generalizations or laws or to incorporate theoretical knowledge.

● Commits to discover and understand phenomena in natural conditions. Its objective is to penetrate the personal world of men and women.

She would like to develop "ideographic" knowledge. It highlights the description and understanding of the individual, the singularity, the special and singular phenomena. It focuses on differences.

● There is a permanent interaction between research and action. Action is a source of knowledge and research is a transforming action.

● Can be used in small groups or to resize.

The premise was that if a small group of randomly chosen students had a common difficulty, it would mean that the rest of their classmates might have the same problem. For this reason, the

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following three tools were used: observation, recording of oral presentations and interview. This helped identify three common and recurring problems among the students. Petrification of errors, disorders in the mother tongue, stress and intonation.

First, the results related to the petrification of the words and the intonation represented in some words are analyzed using the tools used. These two problems arose when the class was first contacted, observing class activities. Pronunciation error was common in student speeches and the teacher in charge used not to mention them. For this reason, we decided to organize a session to record oral presentations to determine which words were less pronounced and then classify them in a list to facilitate corrections and comments. . In the end, informal interviews revealed the reasons for these problems. The students' responses were almost the same; most of the students said the same words because they heard them from one of their former teachers and, as that teacher was their role model, they repeated the example and followed it.

In the end, informal interviews revealed the reasons for these problems. The students' responses were almost the same; Most of the students said the same words because they heard them from one of their former teachers and, as that teacher was their role model, they repeated the example and followed it.

On the other hand, the use of these tools has highlighted another common difficulty, a problem that occurs even among the most advanced students. Interventions in the mother tongue; This problem occurs repeatedly among students who have a better understanding of their native language. These cases are most evident when students are confronted by famous false friends or when they do not know the format of an English word and prefer to use the native language directly.

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CHAPTER 4

4.0 RESULTS

Throughout this process where the proposal will be applied our expectations are that students can improve their performance. Also, we expect that students can compare information, organize ideas in different context and create their own understanding of the different information that is given in different activities and situations. This group will apply 5 activities that involve the use of short clips to work on the oral production and speaking skill of the students. Since the group want to use "short films" that will be play are fragments from movies, activities require no more than 15 minutes of the playable material. Considering the age of the students all the films that will be played are animated short film. So, they are well-known films like: toy story, frozen, finding nemo, ant bully and some others. The activities are based on listening and speaking. In the development of the activity students will first watch the short film and will be given a paper with instructions on how to proceed. Activities can be fill in the gap activities, oral production activities and reproducing or acting the scene that they watch. The input is the video they watch and the information they got first and the outcome is the production they do. They will act out scenes as they watch them, they will as well reproduce scenes but changing the script and they will fill out sentences with gaps as they watch the movie to finally speak them out. These activities will be always in groups it could be pairs or groups of three people, where every student will produce information to practice speaking. One of the benefits of using short films is that it provides a source of authentic and varied language. Short films provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Short films expose students to natural expressions and the natural flow of speech. Also Short films can bring variety and flexibility to the language

classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Short films can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts. And if they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

4.1 The use of movies in EFL classroom in general

The second part of the questionnaire (the first part being the background information) aimed at finding out teachers' opinions about using movies in EFL classroom. It consisted of both multiple choice questions which the respondents were asked to answer and also give reasonings for their answers. There were also claims and the respondents were asked to answer the claims on a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The first question was, whether the teacher has used some of the following materials on his or her EFL class: *a whole movie*, *parts of a movie* (for instance scenes of a DVD film), *video clips from movies* (for instance from YouTube) or *no audiovisual material concerning movies*. The results are presented in Figure 1.

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Figure 1. The use of movies in EFL classroom.
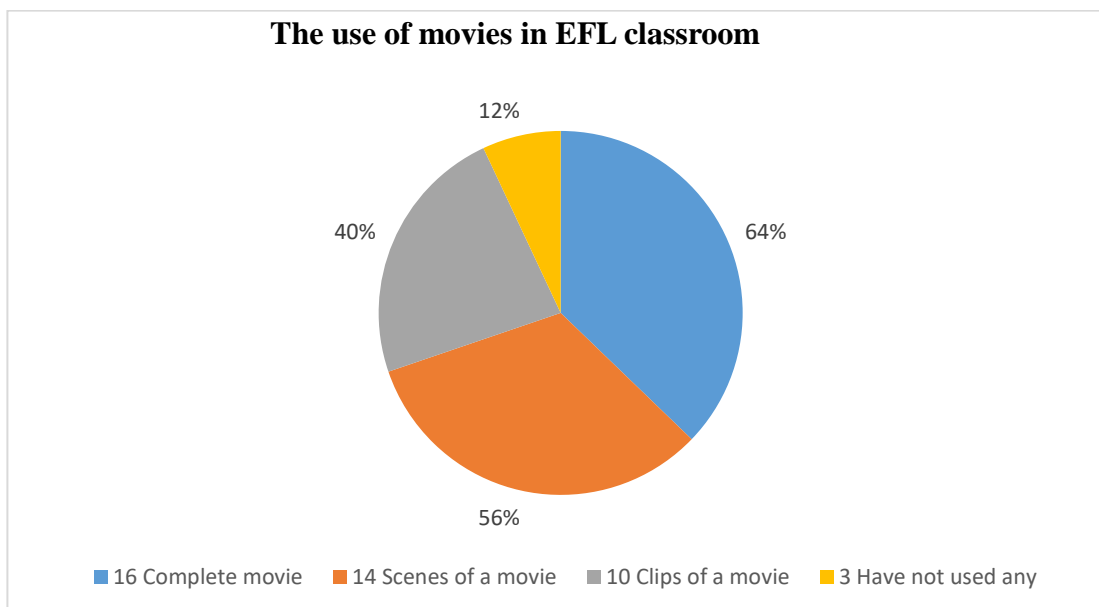
16 (64%) of the 25 respondents had showed a complete movie in their class. 14 (56%) of the respondents had used some scenes of a movie and only 10 (40%) had used clips of a movie (for instance from YouTube). This can have something to do with the age of the respondents: since only a minority of the respondents were aged 20 or younger, it is possible that the older teachers are not as much oriented towards using computers in their teaching, as younger teachers. Thus, majority of the respondents may not be fully aware of the possibilities that Internet provides in EFL teaching.

Finally, only 3 (12%) of the respondents answered that they had not used any audiovisual material concerning movies. This result was expected, since at this point we know that a clear majority of 96 % of the respondents was interested in movies and only small minority answered that movies do not interest them. Thus, these 5

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respondents may actually be interested in movies but for some reason they have not used them in their own teaching. There can be several of these reasons, for instance lack of knowledge, lack of ideas or lack of time.

The respondents were also asked to give reasons for why they have used or have not used the types of materials presented earlier. Some of the comments were as follows:

Example:

"Usually the spring term on the eighth grade ends with a movie. I do not bother to search for clips and use them, since if the clip is very short, it takes almost as long to install the video equipment." (Respondent 7)

Example

"Movies are really useful. Students can hear authentic language and they can help with listening comprehension. They are also a great chance for variety in the middle of more traditional studying." (Respondent 8)

Example

"To cheer up the students and to broaden the theme, a whole movie to teach about the culture or as a base for an essay or oral presentation." (Respondent 12)

Example

"Usually I have used movies when they have been relevant for the theme and add something extra. YouTube clips have sometimes also worked as a springboard for a certain theme." (Respondent 21)

Example

"To give more information about culture, for listening comprehension, also for reading comprehension (with English subtitles), also to lighten studying" (Respondent 40).

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In conclusion, also the respondents had noticed the positive effects of using movies. As for instance Stoller (1988, p. 1), Allan (1985, p. 48-65) and Champoux (1999) point out, movies diversify the curriculum and bring variety and entertainment into the classroom. Using movies also motivates the students and makes it easier for the teacher to handle even abstract themes and topics.

Nevertheless, there was also some reasoning for not using movies or any audiovisual material in EFL teaching. Some examples were:

Example

"It is difficult to find suitable films (not too exciting but on the other hand not too childish either) with a proper theme." (Respondent 12)

Example

"I do not know much about movies." (Respondent 11)

Example

"I feel that there is not enough time to use movies in addition to all the course material." (Respondent 24)

Thus, the lack of time seems to be why many teachers choose not to use movies in their own teaching. Since the curriculum should be the main tool guiding the teaching, the teachers perhaps feel that there is no time for any extra activities. The traditional point of view also emphasizes the role of course books and it may be difficult to combine the book and some additional materials. In addition, also copyright matters were mentioned in the answers. It is an important point but it was also a conscious

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decision to leave out all the questions and references concerning copyright matters, since the presupposition was that it would affect the respondents' answers and perhaps prevent them for telling freely about their own habits of using movies in EFL teaching.

In the next question the respondents were asked to name some of the movies they had used at some point in their teaching. Some examples were for instance *Wallace and Gromit, Mr Bean, Dead Poets' Society, The Lord of the Rings, Winnie the Pooh, Casablanca, Romeo and Juliet*, *Back to the Future, Little Women, Big Fish, Shakespeare in Love, Monty Python* and *About a Boy*. The range of the films used was thus quite wide. There were movies from both cartoons to drama films and from comedies to classics. There were also both classics and more contemporary films. In addition, it seems that the teachers actually use movies for several different purposes and have really put some thought into planning the lessons. Moreover, for instance Stoller (1988) and Allan (1985) emphasize the importance of planning the lessons well beforehand and choosing films that interest the students and thus motivate them to learn.

The next question was about how often the teachers use movies in their own teaching. The alternatives were 1=every week or more often, 2=a couple of times a month, 3=once a month, 4=every couple of months or more seldom, 5=never. The results are presented in percentages in Figure 2.

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Figure 2. Frequency of Using Movies in EFL Teaching.
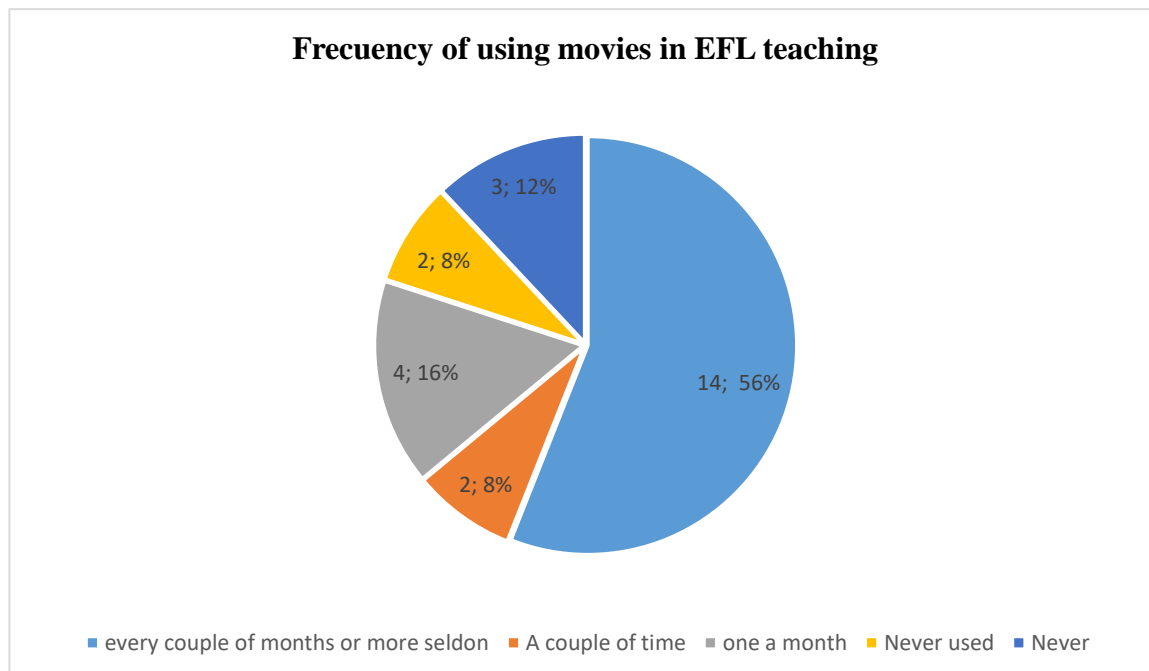
3 (12%) of the respondents answered every week or more often. This was rather unexpected, since the presupposition was that only a few of the respondents would use movies this often. 2 (8%) uses movies a couple of times a month. 4 (16%) uses movies once a month. The majority of the respondents, 14 (56%) uses movies every couple of months or more seldom and 2 (8%) says that they never use movies in their own teaching. The results of this question were rather as expected, however the high percentage on both extremes was somewhat unexpected.

The next six questions were aimed for finding out the respondents' own opinions about using movies. A Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree) was used for responding to the claims. The firs claim was: *I think that using movies in EFL teaching is too time-consuming and takes time from other teaching.* 10 (40%) answered "strongly disagree". 10 (40%) of the respondents answered "disagree".

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1 (4%) answered "do not know". 2 (8%) answered "agree" and 2 (8%) of the

respondents answered.

Own opinion about using movies

2: 8%

2: 8%

1: 4%

10: 40%

10: 40%

■ Strongly disagree　■ Disagree　■ Do not know　■ Answered agree　■ Answered agree
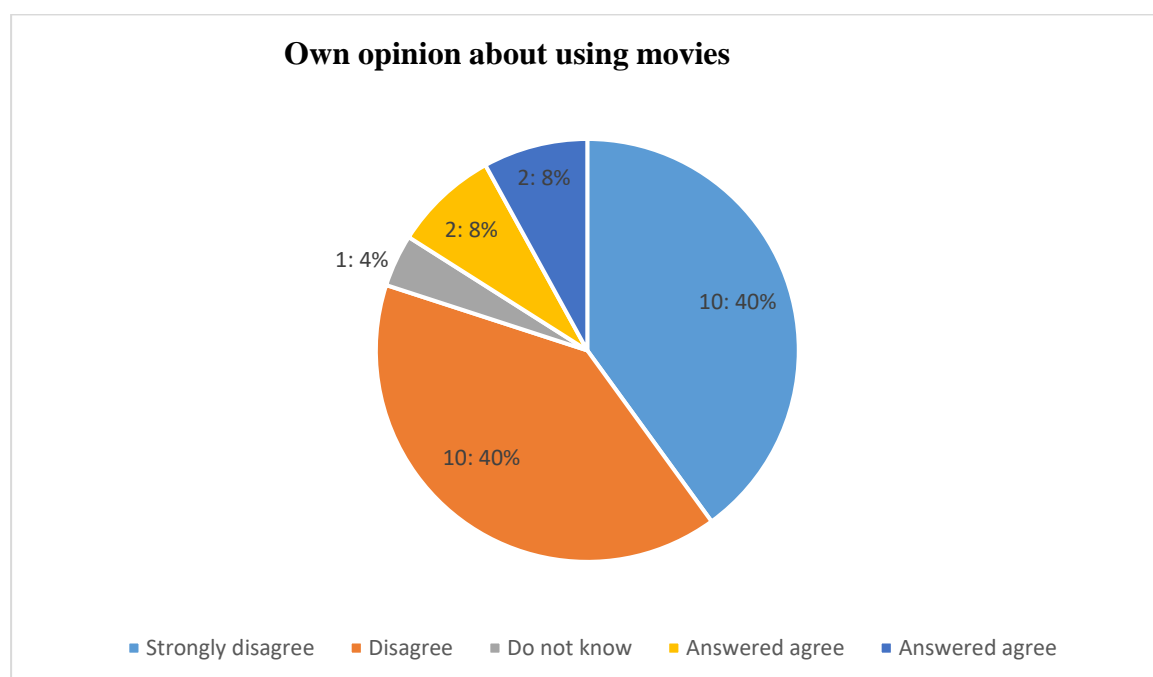
"strongly agree". The result was rather positive, since although many of the

teachers had mentioned the lack of time being an important hinder in using

movies, only 10% of the respondents strongly agreed with the claim and majority

(40%) of the respondents disagreed with the statement.

The second claim was: *"It is difficult to find suitable movies."* The results are

presented in percentages in Figure 3.

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Figure 3. The difficulty of finding suitable movies.
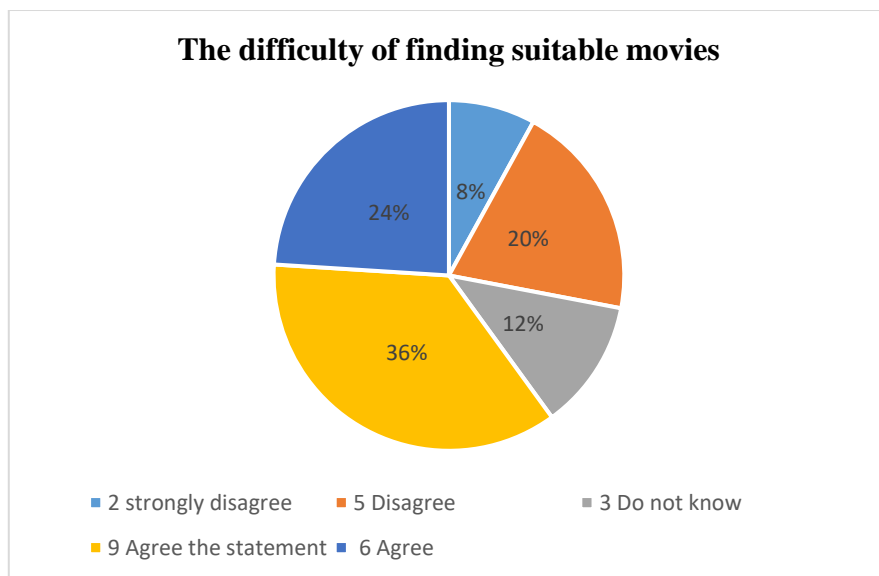
(8%) answered "strongly disagree". 5 (20%) answered "disagree". 3 (12%) answered" do not know". 6 (24%) answered "agree". This shows that teachers would need guidance for using movies in teaching, since majority 9 (36%) of the respondents agreed with the statement.

The third claim was *"Finding or coming up with suitable, movie-related assignments is difficult."* The results are presented in percentages in Figure 4.

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Figure 4. Difficulty of finding suitable movie-related assignments.
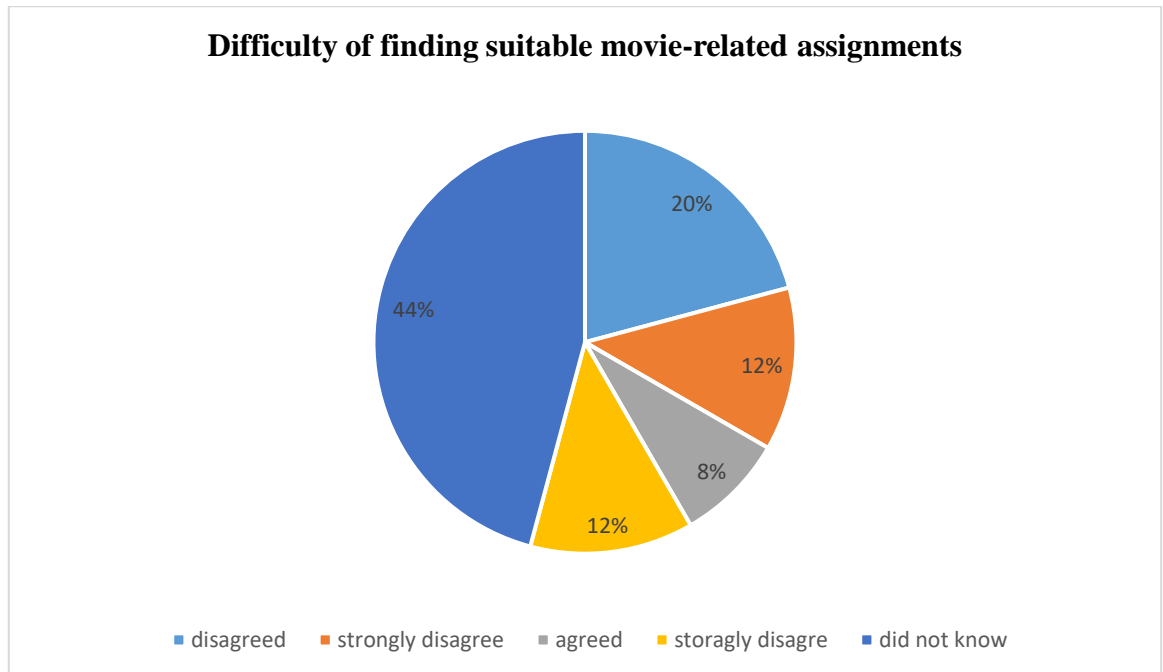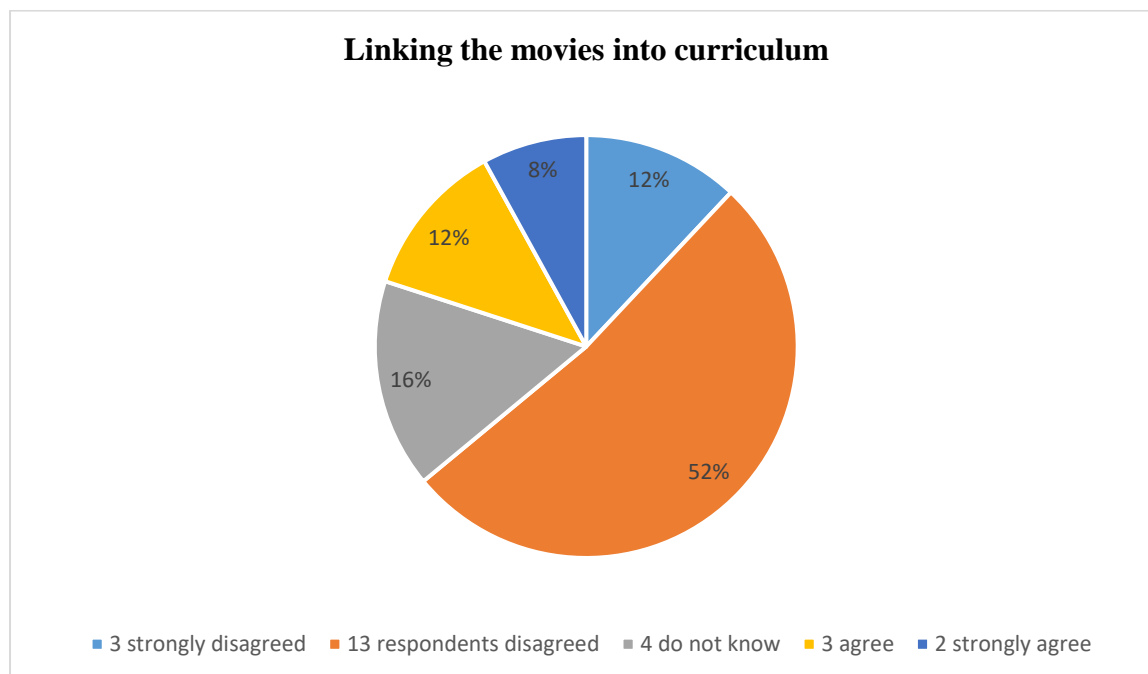

6 (12%) answered "strongly disagree". 10 (20%) disagreed with the statement and 8 (16%) did not know. 22 (44%) agreed and 4 (8%) strongly agreed. The majority of the respondents agreed with the statement, which shows that there is a real need for some ready-made material.

The fourth claim was: *"I think that it is difficult to link the movies used in EFL class to the curriculum."* The results are presented in percentages in Figure 5.

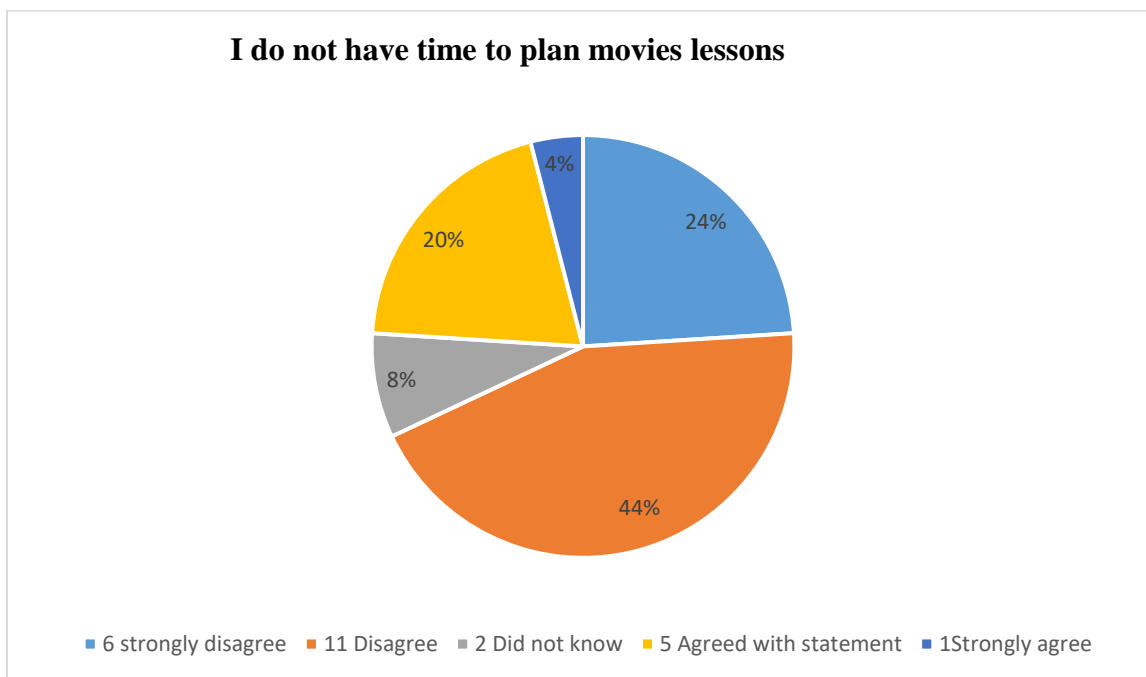**THE DEVELOPMENT OF ENGLISH COMMUNICATION IN STUDENTS OF A PUBLIC SCHOOL**

Figure 5. Linking the movies into curriculum.

Linking the movies into curriculum

- 3 strongly disagreed
- 13 respondents disagreed
- 4 do not know
- 3 agree
- 2 strongly agree

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1 (12%) of the respondents strongly disagreed. 13 (52%) of the respondents disagreed. 4 (16%) of the respondents answered "do not know". 3 (12%) agreed and 2 (8%) strongly agreed.
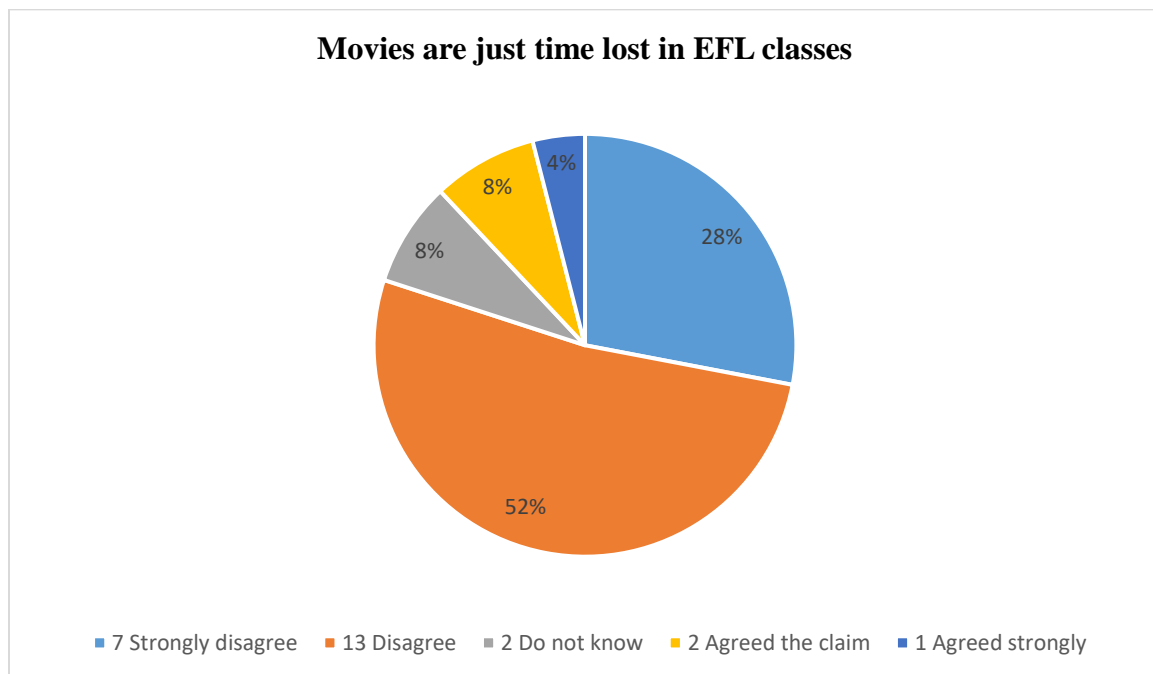
I do not have time to plan movies lessons

- 6 strongly disagree
- 11 Disagree
- 2 Did not know
- 5 Agreed with statement
- 1Strongly agree

The fifth claim was: "*I do not have time to plan movie lessons.*" 6 (24%) answered "strongly disagree" and 11 (44%) answered "disagree". 2 (8%) did not know. 5 (20%) agreed with the statement and 1 (4%) strongly agreed.

Claims from one to five claim that perhaps some ready-made material would encourage the teachers to use more movies in their own teaching. For instance a material package with movies grouped according to their themes and ready assignments linked to the movies would probably help teachers to plan their own

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teaching and make it easier for them to use movies, since they did not have to plan the movie lessons from a scratch and they would not have to use too much time for finding the suitable films and assignments. All in all, a ready-made material would save the teachers' valuable time and make it easier for them to take advantage of movies in their own teaching.

Movies are just time lost in EFL classes

Legend: 7 Strongly disagree ■ 13 Disagree ■ 2 Do not know ■ 2 Agreed the claim ■ 1 Agreed strongly

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The sixth claim was:*"I think that movies are just time-lost in EFL classes."* 7 (28%) of the respondents strongly disagreed and 13 (52%) disagreed. 2 (8%) answered" do not know". 2 (8%) agreed with the claim and 1 (4%) agreed strongly. Even though the percentages of "agree" and "strongly agree" were surprisingly high, still the majority of the respondents either strongly disagreed or disagreed with the claim. This shows that the teachers' attitude towards using films is positive.

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CHAPTER 5

5.0 PEDAGOGICAL PROPOSAL

5.1 Use of films and series to develop students' communication skills in a public school on the Caribbean coast

During our teaching practice, we found that students at the Alexander Von Humboldt Educational Institution have difficulties using spoken English. Most of the time, a large group of students avoided speaking in the classroom and had made many mistakes in trying to do so. Another problem was the use of Spanish grammar (mother tongue) to communicate their ideas and influence their development and learning process.

However, it was possible to notice that whenever we use dynamic activities with the use of multimedia, such as role-playing games, music, videos about real problems, they value the class more and are more enthusiastic and participatory. From there, we develop some ideas that we could work with. The first was to use music as a method of teaching pronunciation, and the second was to use short films and excerpts from series as a way to develop students' oral skills.

The use of music proved to be very effective in teaching grammar and pronunciation. Most of the students participated in the activities and the majority presented good results. However, there were cases where students avoided speaking and were not interested in this type of learning and generally considered something that should be done frequently, but not always.

Choosing a different approach to the topic was attractive, and it was the use of short films and excerpts from series as a method of improving speaking, grammar and vocabulary skills.

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The students were very receptive to this approach, showed interest and said that it was attractive and fun for them to find many different ways of working effectively.

Therefore, based on classroom activities, we discovered that film activities were a better option due to the amount of material and enthusiasm displayed by the students. during the activities proposed with your participation. Furthermore, we decided to use this approach in our proposal, because the student who avoided talking to his classmates could participate more in our class. So have fun while you study. Therefore, this proposal aims to improve communication skills, mastering the oral sections, with special attention to pronunciation. Using different contexts can effectively promote students' confidence when using the second language orally.

5.2 OBJECTIVES:

5.3 General objective:

To Improve your communication skills at a public school on the Colombian Caribbean coast by implementing standard short films and excerpts.

5.4 Specific objectives:

To Describe the difficulties students face during the speech.

To Identify the advantages of different strategies to select the most appropriate to the context of the student.

To Develop activities and strategies to improve students' communication skills.

To Conduct a series of seminars based on the use of short films and excerpts from series to improve communication skills and self-confidence.

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To Evaluate the educational proposal related to the development of communication skills of students.

Workshop 1

Bloopers time! What happens next?

- Aim: to practice speculating and predicting, initiate authentic discussion and generate interest in a topic.
- Skill: speaking

At the beginning of the activity, it is going to be shown to the students a series of videos-bloopers. The idea is to use these videos, rarely predictable, to improve the students' abilities to orally speculate and predict, using a material where it is faced the opposite of what could be expected.

Procedure: it is needed to set up the situation. It must be taught any necessary vocabulary beforehand (car accidents, sports…). Play the video and stop at a suitably exciting place. Then the students have to discuss in pairs or groups what they think will happen next. They have to choose a team leader and he or she have to guess what is going to happen next. Play the rest of the video to see whether they were right or not.

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Workshop 2
Mr. Happy Man

- Aim: to learn how can be described the people in an oral way.

- Skill: speaking.

This activity is based around a beautiful short film by Matt Morris about Johnny Barnes, an 88-year-old Bermudian who dedicates his life to making people happy.

   Activity:

1. You have to describe the man below, try to guess about his life his character in the film.

2. After that, we are going to say to our students that they are going to watch a short film called Mr. Happy Man about this man, Johnny Barnes.

3. Then the students have to be in the same groups and ask them the following questions:

   Why do you think Johnny is so happy? What do you think you will see in this film?

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What do you think people will say about him? What do you think he will say is the secret of happiness?

4. The students will see the film and after it they will compare their previous answers to what they see and hear in it.

5. In this point, the teacher will write the following sentence on the board: The secret of happiness is helping others. And then will ask to the students to think various answer with the same structure: The secret of happiness is ……………

After a few minutes to think and write their answer, they will share their thoughts and ideas with their classmate. Meanwhile, the teacher can provide help with vocabulary and clarification of doubts.

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Workshop 3:

Hotel Transylvania 2

- Aim: To learn how to compare situation and also to be capable to speak about an topic in front of the class

- Instruction for the students:

You should pay attention to the movie's extract

You should write the answer below

You have to share your answer with the class

You have to make a group and prepare a discussion

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IT HAPPENS IN A MONSTER'S WEDDING BUT NOT IN A HUMAN'S ONE.	IT HAPPENS IN BOTH A MONSTER'S AND IN A HUMAN'S WEDDING.
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Discuss in pairs and share with the class.

1. What's your opinion about this kind of wedding?

2. Talk about an unusual wedding you have gone to or saw on TV.

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3. Talk about the kind of wedding you would like to have (or talk about your own wedding).

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Workshop 4:

Act it Out with THE TRANSLATOR.

- Aim: To improve the students confidences when they have to play roles in

class, and also to be prepared in cases when they have to improvise.

This activity will get students up, out of their shells and speaking English in a fun, relaxed way.

The student have to watch a short film called: The Translator.

Then the students have to make a performance similar to the one of the clip with their peers. They have to make groups of three people because there are only three character in the clip. The aim is to have the right number of characters for the number of students in a group.

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CHAPTER VI

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This thesis sought to determine what factors prevented the improvement of communication skills in the English language. This was due to the low participation of students in the classrooms, in addition to the clear deficiency of the use of the second language in speech activities. It was possible to establish the communicative level of the students by observing the classes in order to develop pedagogical strategies and complete the achievements required by the institution which firstly sought to enumerate the difficulties that the students had at the time of presenting an oral activity, this was a way to isolate problems and thus attack them properly. For this reason, a practical and attractive way for young people was developed, such as the use of technological tools in the classroom.

The main help was the implementation of suitable activities with the use of animated films and series, which was selected due to the clear intention of making attractive assignments for students, who are children with interests clearly guided to this kind of audiovisual resources. With this in mind, the activities were created considering the level and communication skills of the students in order to obtain positive results and create the feeling of success in them. When students were tested with these activities, the comfort and tranquility with which they developed everything was evident.

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8.0   APPENDICES

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