EFL MOTIVATION IN PRIMARY SCHOOL STUDENTS

American films to enhance motivation for EFL learning at school

By

JOSE ANTONIO TASSO MORENO

Thesis presented in the Faculty of Letters in Pontificia Universidad Católica de Chile, to opt for the title of Master of Applied Linguistics to English as a Foreign Language

Leading Professor:

Leyla Karen Lobos Vásquez

December, 2015

Santiago, Chile

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Acknowledgements

Thanks to my mum, Valerie Cox, whose help, support, and care were crucial for this process to get to a happy ending. Thanks for being in the worst moments when the light at the end of the tunnel I could not even see. Thanks for your unconditional support and love.

Thanks to my leading teacher, Leyla Lobos, who was guiding me for an entire semester, and with an excellent disposition to correct me and give me feedback when it was needed.

Thanks to my girl, Catalina Fuentes, who helped me with the stressful year I had at work so that I could take care of my Masters duties. It would not have been possible if you had not been there, honey. Thanks for your caring and support.
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Summary

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The following research accounted on how authentic resources, specifically films, motivate more than traditional resources for FL learning. Thus, the origin of the investigation is the point of departure of every learning process: motivation. The context of this study is primary school education, particularly chosen because as they start their education in the language, the objective is that they do not think of English as a school subject rather of how it should be taken, as a language. For the same reason, one of the objectives was exposing students to the FL communicatively so as to present it as it is in real life.

The means by which English was presented to students attempted to change the traditional resource of the textbook to films which they were interested in. In this regard, the language would be learned because it was more appealing and even considered as fun rather than an obligation because it was school. Even though the fact of them to be entertained was at all the end, the fact that they took it as that helped the investigation in the sense that there were more possibilities that they learned the language incidentally rather than intentionally which is the regular and imposed manner of learning at school.

In the end, the main objective of the investigation was to prove that when learners are motivated learning comes without, or at least with fewer, complications since they are interested in what they are being exposed to. In this sense, the methodology would be in the first place simulating what occurs in reality with the manner language is conveyed, that is, by communicating we learn language. Though the school setting cannot be compared to real life instances at least it can be simulated, and what better than doing it with encouraging resources as films.
I. INTRODUCTION

This paper aims to demonstrate that motivation plays a relevant role in the EFL learning process. For this purpose, this investigation used a mixed method of research in order to explore how and to what extent using authentic films enhances EFL learning. Therefore, the intended goal of this research is to promote students’ interest in the language in a challenging fashion by means of authentic resources. In this regard, the relationship between authenticity and motivation was explored. Further, this exploration attempted to prove whether incidental learning is fostered by means of authentic resources. In all, the expected incidental learning sought that students noticed they were able enough to learn the language meaningfully.

Under the same prism, Ryan (1998), also valued the positive effects of using authentic resources when he stated that, “[a]t a basic level the students should enjoy […] an activity [such as using films] which make[s] them [be] more positively disposed towards language learning, [and] if not immediately then perhaps at some time in the future” (1998, n.p.). The author finally argues that “[a]nything which helps to remove negative attitudes to language learning should not be undervalued” (1998, n.p.) Thus, in relation to motivation and implementing genuine resources, Ryan (1998) has set the ground for teachers to use different array of possibilities in the language classroom. However, what this investigation is going to focus the attention is not only on using films inside the classroom with a clear language focus, as Ryan (1998) did with Japanese college students, but onto attempt to state that learners learn the language incidentally when they grasp it in a meaningful and encouraging manner.

In all, this study explored how motivation was enhanced by authenticity, and in turn, how this connection promoted an incidental learning focusing on the message more than on the language itself. Moreover, seen from another perspective, what originated
this study was the ambition to change the traditional paradigm of teaching language as if it were static and textbook like, \textit{i.e.}, teaching the language with no real application or interest in students’ real lives, to one that leads students to learn it by using genuine and known material. More specifically, the problem of using the traditional resource of textbooks and not generating motivation for learning the FL in students led to investigate to what extent using resources they value as engaging and meaningful would increase their motivation to learn the language.

In specific terms, two groups of primary students were tested, 5\textsuperscript{th} and 6\textsuperscript{th} grade. Particularly, their motivation to learn the FL was measured using a pre test survey so as to have a record of what existed before any intervention came to place. The main process of the investigation went through working with the corresponding curricular contents and objectives for each level of language, 5\textsuperscript{th} and 6\textsuperscript{th}, but using specific scenes of the films for each group; therefore, language learning tasks were given so as to make sure that language was the main focus of attention and films were only the means. Finally, after the intervention with films, students were tested once again in order to measure whether films generated more motivation in them to learn the FL.

In organizational terms, all of what was mentioned above was carried out first by setting the main objective of whether there was a relationship between the quality of the resource, in this case films, and the impact it would have in students’ motivation to learn the FL. Later, the methodological procedure used was mentioned in order to prove the main objectives. Then, a detailed view of the pertinent literature was revised in order to base the present study into solid grounds, basically accounting on the importance of motivation for any learning process to success. After the results were gathered a complete and detailed analysis was given so as to check whether the objectives of the investigation were achieved and to what extent films helped motivation to assist learning. Finally, all what comes after the investigation can be found, the limitations of the study, considerations for further research, and conclusions.
II. OBJECTIVES

a. GENERAL OBJECTIVE

The main objective of this investigation is to explore the effects of films in students’ motivation levels for learning EFL.

b. SPECIFIC OBJECTIVES:

This action research will use American movie scenes in order to explore the effects motivation exerts on:

1) The impact of authentic materials on dispositions to EFL learning.
2) How incidental learning impacts on motivation for EFL learning.
3) How before the investigation students showed signs of extrinsic or intrinsic motivation towards EFL learning and whether these changed after the research.

c. PROBLEM IDENTIFICATION AND RESEARCH QUESTION

Motivation is a key factor for every learning process. As a matter of fact, research (Dörnyei 1994, Oller 1981, Gardner 1985, Au 1988, Kruidenier & Clement 1986, Belmechri & Hummel 1998, Dörnyei, 1998) has proven motivation to be the starting point of any learning process. In order to be more specific, Dörnyei (1998) defines it as “the primary impetus to initiate learning the L2 and later the driving force to
sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent” (p. 117). In this regard, motivation is the basis, the engine, the mean and the end, for every learning enterprise. However, learning at school leaves EFL teachers the hard task of motivating students in a setting where not all the students are interested in the language since they have eight or nine other subjects to care about or are more motivated towards. Therefore, in general terms, this investigation attempted to postulate that when learners are motivated learning comes straightforward. Specifically, this investigation postulates that when authentic materials are employed in the FL classroom, students learn the language incidentally since by using these resources their attention is deviated to the engaging of the materials. Ergo, the task is well accepted by students giving room to learning and not considered school oriented which on the contrary carries a negative disposition to learning.

In order to carry out an investigation to validate the role of motivation for the FL learning, two groups of students were taken to be studied from the school “Centro Educacional Principado de Asturias”. This school provides teachers with whiteboards, unlimited paper for worksheets, and an audiovisual room. However, most teachers only use the whiteboard, worksheets, and when they use the audiovisual room they just do it for assigned presentations to students, for instance, evaluated PowerPoint presentations. In this sense, teaching in this school has been more traditional than innovative, one, because of the financial means it has, and, two, because teachers feel more secure with the known than with the new technologies that the new generations are so acquainted with. At the same time, this scenario affects students’ motivation for learning since they are deprived of using something they enjoy but for teachers thought as threaten instead of a help.

Nevertheless, in the case of the English classes, the resource of the audiovisual room is exploited to the extent that for students it is usual to be there at least two weeks
for English classes. Nevertheless, the audiovisual room is not *per sé* a source of motivation for learning, i.e., it should be used appealing to students’ interests so as to guarantee learning. In other words, the teacher should know how to get benefit of it and use this resource as a pedagogical instrument rather than perpetuating the traditional teaching.

As mentioned earlier, the present study attempted to motivate students with the idea that they were indeed able to learn the language but in an engaging manner. This was done by presenting them with authentic scenes from movies they knew, so as to increase their motivation for EFL learning.

Therefore, the starting goal for this action research is: To measure the effect films exert in students’ motivation for EFL learning.

III. METHODOLOGY:

a. **Universe Sample Characteristics**

The conditions under which this study took place were the following:

1. The subjects of the study were Chilean students from 5th and 6th grade of the primary school “Centro Educacional Principado de Asturias”, a private subsidized school.

2. The English program starts in 5th year of education, thus, for this group the subject is novel whereas for 6th grade students this is their second year. On the other hand, these two groups of students were chosen since they start their EFL school education. Thus, the ambition for them is that they get the notion that English is a language more than a subject; hence, it has to be learned meaningfully and not because it is school which by default it is demotivating.
3. The selected curriculum objectives were, to make invitations using ‘would’ for 5\textsuperscript{th} year, and, to talk about food and the emotions evoked by it for 6\textsuperscript{th} year. This was done to reinforce the contents seen in the first period of each grade, now in an engaging manner.

4. Students’ socioeconomic sectors were examined in order to measure to what extent this socioeconomic factor affected their motivation levels. Specifically, questions from the pre and post test of this investigation (for further reference see Appendix V).

\textbf{a.i. Group Profile}

A section including the main characteristics and differences of both groups is needed with the purpose of not presenting a biased analysis of results. In addition, there was the need to expand the sample of students not using only one group sample.

\textbf{5\textsuperscript{th} Grade}

As mentioned above, English was novel for this group of students since this is the first year the language is given as a mandatory school subject. In comparison to other schools of the country where the FL starts in play group or in elementary education, this particular institution follows the Ministry Education requirement which states that 5\textsuperscript{th} grade is the first mandatory year of English education. As a consequence, this group was more receptive to the subject since it was a complete novelty for them.

\textbf{6\textsuperscript{th} Grade}

In contrast with 5\textsuperscript{th} grade, for this group of students English is treated as any other school subject rather than a language given that this is their second year, ergo, the FL does not carry any novelty for them.
Another important feature of this group is that, as it was mentioned earlier, with these students it can be seen how the traditional teaching approach has affected learning in negative terms. More specifically, English is problematic in terms of comprehension and learning for them, and not only this year but since last year, 2014, too. However, another point to consider is that English was not the only school subject which they had problems in terms of learning, since in all the rest of the school subjects they had complexities in cognitive terms, as for instance from having conflicts with understanding simple instructions to develop more complex reasoning tasks. This can be taken as a proof that English is not the only problematic subject they had and, moreover, the results gathered from this study may also be affected by this characteristic feature.

b. Type of Research Applied: Mixed Method in EFL Learning

Taking into account the conditions and the setting this study comprises, this study will be based on a mixed method. First, it will take part of action research and quantitative research, mainly since this line of investigation, as Stringer (2004) states, is “essentially qualitative or naturalistic, seeks to construct holistic understandings of the dynamic and complex social world of classroom and school. [In addition] it reveals people’s subjective experience and the ways they meaningfully construct and interpret events, activities, behaviors, responses, and problems” (2004, p. 55).

On the other hand, as one of the main purposes of this study is also to measure the effects of motivation for EFL learning in students, some part of this research used quantitative techniques in order to account on statistics. By doing this, an exact comparison could be made between the number of students who were motivated before, and after the investigation, a reality that cannot be shown by only using qualitative methods. Ergo, the qualitative half of this investigation is present in the collection of impressions of students’ motivation for EFL learning either by means of the pre and post tests, field notes, and the post enactment survey (see Appendixes V, VI, VII, and VIII
for further reference), and the quantitative half can be seen in the analysis of results where all the final figures of the tests above mentioned are contrasted in the form of tables (for further reference see p. iv). In all, the use of a mixed method, that is, both qualitative and quantitative methods in conjunction were needed for the purpose of measuring the effect motivation exerted for students’ EFL learning.

b. i. Steps in Action Research – Spiral Model

In order to systematize the qualitative part of the study and the steps to follow during the investigative process, Kemmis and McTaggart’s (1988) spiral model was used. Though this model is not prompt to change in accordance to the eventualities that real contexts may present, it is still used for Action Research investigations. The spiral proposed by Kemmis and McTaggart (1988) is displayed as follows in Figure 1:

![Figure 1: Cyclical AR model based on Kemmis and McTaggart (1988)](image)

Kemmis and McTaggart’s (1988) spiral model “involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop” (Burns: 2010, p. 7). Particularly for the purpose of this investigation,
Kemmis and McTaggart’s (1998) iterative spiral will be repeated until the language learning motivational levels gathered in the second cycle can be considered the expected in comparison to the ones gathered in the first cycle where no intervention enhancing motivation had been applied yet. Therefore, the success or failure of achieving the expected motivational levels for EFL learning in students delimits the repetition or the ending of the spiral.

As mentioned early, the present study has been applied considering a model dating from 1988. Nevertheless, studies which came after its creation applied this Action Research model, even though it has been criticized. For instance, Burns (2010) acknowledged that this cyclical model (Kemmis & McTaggart: 1988) has been criticized by many, as for instance Albelda, S.M. (1988) who thought of it as being too “prescriptive”). That is why “[s]he prefer[ed] a more flexible approach that allow[ed] action researchers to be creative and spontaneous. Albelda (1988) argued that the processes involved should be adaptable, according to how teachers’ personal ideas and theories about what is happening in their classrooms are developing” (Burns: 2010, p. 8). In this line, no rigid methodology should be attached to Action Research, however, Kemmis and McTaggart’s (1988) model set the ground for the steps to be followed.

With a basis to start this investigation and considering all the above mentioned criticisms, in the process of this research the suggested phases were implemented; however, neither rigidly nor closely. In all, this spiral model (Kemmis & McTaggart: 1988) was something where to start from and proven useful for this type of research which for its qualitative part needs it.

As mentioned above, this cyclical model (Kemis & McTaggart: 1988) was applied in this investigation. Particularly, for the first cycle six weeks were considered to be applied for the study. A detailed procedural and argumentative view of this cycle 1, and each of its phases with their corresponding actions were taken from Kemmis and
Cycle 1
Phase 1: Planning

This is the phase of the identification of a problem for a subsequent plan of action. In this phase, it is considered: a) “what kind of investigation is possible within the realities and constraints of [the] teaching situation; and [b]) what potential improvements [are thought as] possible” (Burns: 2010, p. 8 in Kemmis and McTaggart: 1988, pp. 11-14). In terms of time, six weeks were considered to carry out this phase.

For this stage of cycle 1, two weeks were planned in order to tackle two main aspects, one week per each:

1. 1. Testing Motivation

The presence of students’ motivation for EFL was tested with a likert pre test (see Appendix V) based on Lamb’s (2012) Full List of Scales in the Questionnaire (English Version) (2012, n.p.). Therefore, the investigation used presented an adequate approach for the realities and constraints of the student universe, i. e., providing films according to their interest, capacities, and EFL level. Particularly, the set of categories integrated in the original version were:

1) motivated learning behavior
2) ideal FL self
3) learning experience in school
4) learning experience out of school
5) international posture
6) instrumentality
Nevertheless, for the purpose of this study, a new labeling was given to these categories. In addition, two main considerations are relevant to take into account. First, as Lamb’s (2012) questionnaire was for secondary students and this study is conducted for primary education the questions were reduced to 30 instead of the 50 of Lamb’s (2012). With this, the fact of having primary students answering a considerable number of questions, such as 50, would have led students to boredom and consequently to unreal answers. This is so because primary students have a very short span of attention specially when being overloaded by too many questions. Thus, including fewer questions would assure the expected positive participation.

Second, the abstract nature of Lamb’s (2012) questions was led to a more concrete one. That is, most of the questions focus on the now-present time. Thus, the questions aiming at students’ future perceptions were driven to a short term term, as to show opposition to secondary students’ perceptions which may go forward than those of children.

Another important aspect to consider for the adapted questionnaire is that, a new labeling of the categories is given with the purpose of framing Lamb’s (2012) questionnaire to the new properties of the present study. Accordingly, the inclusion of the questions into the corresponding categories comprises two criteria. First, some questions may be grouped in more than one category given their broad scope but, for the purpose of providing an orderly organization they were categorized in only one each. Second, categories displayed separately in order to not driving students to dishonesty in
their answers. That is, when two questions aiming at the same answer are worded differently and presented one next to the other, it is more likely that students show dishonesty than when they are differently worded and separately ordered. All of this was carefully designed in order to provide reliability to the instrument.

As a result, the following table presents a new array of categories considering the above mentioned features of the present investigation. Besides, a complete categorization for each of the 30 questions is given with the purpose of facilitating tabulation and for a subsequent analysis of results:

<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self FL motivation</td>
<td>1, 21, 22, 29</td>
</tr>
<tr>
<td>2. Reasons to use the language outside the classroom</td>
<td>3, 6, 9</td>
</tr>
<tr>
<td>3. International Posture</td>
<td>2, 4, 23</td>
</tr>
<tr>
<td>4. Social nature of language learning</td>
<td>5, 15, 16, 24, 27</td>
</tr>
<tr>
<td>5. Films and authentic language</td>
<td>7, 8, 11, 13, 30</td>
</tr>
<tr>
<td>6. Future life</td>
<td>14</td>
</tr>
<tr>
<td>7. Home and family</td>
<td>12, 17, 18, 19</td>
</tr>
<tr>
<td>8. Classroom environment</td>
<td>28</td>
</tr>
<tr>
<td>9. Learner autonomy</td>
<td>25</td>
</tr>
<tr>
<td>10. Teacher’s Influence</td>
<td>10, 20, 26</td>
</tr>
</tbody>
</table>

Table 1: Adaptation of categories of Lamb’s (2012) likert questionnaire (see Appendix V)
1.2. Movie Scenes

Students of 5th and 6th grade were presented with movie scenes thought to be stimulating and favorable for impacting on their dispositions to EFL learning tasks because of the closeness these filmic resources appeals to students in terms of currency and familiarity. In addition, working with language by means of a visual aid of students’ own choice provides a break in relation to the traditional fashion of the FL learning either with the textbook or the traditional whiteboard class.

1.2.1 Selection of the Films:

The films used were first chosen the third week by means of an informal talk in class. After winter holidays, which coincided with summer holidays in The United States and also with the movie releases of the season, students showed a tendency to prefer “The Minions” in 5th grade, and “Inside Out” in 6th grade. However, as the main purpose was to measure students’ motivation for EFL learning, 5th grade’s choice presented a conflict. Considering that in “The Minions” the main characters of the film do not speak proper English but a combination of different languages, the decision was driven to one of the first films where the same characters appear but others, for instance, Gru, speak English, “Despicable Me 2” was accepted as a suitable choice. Hence, the scenes to be worked were chosen meticulously.

Important is to mention that the films chosen were shortened by into one scene of each film per grade. For the selection of the movie scenes, Berk’s (2009) criterion was considered: a) A suitable length, so as to make the language points possible; b) authentic context of everyday language use which at the same time is in connection with the curriculum requirements; c) elimination of actions and visual cues of aspects which can be undesirable and not appropriate for school education; and finally; d) A limited number of characters in order to “make the point [since] too many can be confusing or
distracting” (Berk: 2009, p. 7). The medium to be used for this selection were mainly two. First, an informal student survey of what films they would have liked to work, which can be seen in detail in the field notes section (see Appendix VI for further reference), and second, the channel YouTube was used in order to select the most viewed scenes of the movies (Berk: 2009, p. 8). In this regard, this virtual platform does not present any kind of copyright issues since it is of public access; therefore, a suitable medium to use in the EFL classroom.

**Phase 2: Action**

In this phase the set of actions to solve the identified problem are applied. All these actions need to be constantly questioned in order to come with the most appropriate action (Kemmis and McTaggart: 1988). For the particular study four weeks were conducted as follows:

**2. 1. Working with Language Foci:**

The selection of a scene instead of the complete film will assure the avoidance dispersion of the main language foci. Thus, this plan of action aimed at acknowledging students EFL vocabulary, pronunciation, and culture, as Mishan (2005) suggests (p. 216). In this regard, the study will be ascribed to the curriculum requirements for each group of students that for this study will be 5th and 6th grade of primary education as mentioned previously. Particularly, for 5th grade the curriculum content to be covered in this investigation is formal invitations with the use of ‘would’ with the specific objective of reinforcing what was seen in the unit of “Food” in the first period of the year where students learned expressions as “Would you like to have dessert?”; however, now with the objective of using ‘would’ for invitations that do not necessarily refer to food only. For 6th grade the content was food and the emotions evoked by it. The specific objective
of including this content was to reinforce the expressions seen in the first period of the year for likes and dislikes, but now for food as well. The fourth week of the study was conducted for this stage.

The specific lesson plan designed to achieve the language contained in the movie following movie scenes:

5th Grade – “Despicable Me 2”
6th Grade – “Inside Out”

In addition, the intervention for the language foci was three-phased including: pre-viewing, viewing, and post-viewing:

2. 1. Previewing
2. 1. 1. Presentation of the Language by matching activities

2.1.1.1. 5th Grade – “Despicable Me 2”

The class was presented with a PowerPoint material containing language input of the movie scene performed, specifically, lexical items and expressions, perfectly adapted to be in connection with the curriculum requirements of the level. In particular, this scene was rich in polite questions; therefore, the main phrase included in the scene was shown first by means of pictures in the form of a multiple-choice game. The students were asked to match different polite questions with their corresponding pictures.

Particularly, the main EFL polite cultural aspect tackled in this movie scene was the use of ‘would’ for invitations. This was expressed in the movie scene when Gru, the starring character, was practicing with the help of a Minion a telephone conversation with the girl he was interested in. This was the moment where Gru practiced asking
Lucy to go out on a date with him with the question “Would you like to go out on a date? (for further reference see Appendix I)

In order for 5th grade students to understand the intended learning for this investigation which was the question ‘would’ and its intention, a set of pictures were presented in a PowerPoint presentation, first with the instruction ‘Match the pictures with their corresponding questions’. Once students matched, the second instruction was “Match the questions with their corresponding intentions”. Therefore, by means of these associations students got the general idea of the movie scene they were having in classes for the subsequent enactment (further reference to the PowerPoint presentation see Appendix II).

2.1.1.2. 6th Grade – “Inside Out”

In the case of 6th grade, the lexical items included in this movie scene consisted of lexical items and collocations such as “this looks new”, “hold on”, “broccoli”, and the 1st conditional expressed in “if you don't eat your dinner, you're not going to get any dessert” (see Appendix III). Particularly, these and other lexical items of this movie scene were covered in the 5th grade curricular content of the unit “Food”, like for instance “broccoli”, “dinner”, and “dessert”; besides, the content of “going to” was covered in the unit of “Weather” specifically when identifying and expressing weather predictions in 5th year as well. However, in the case of the first conditional which is not taught until 8th grade, as it was part of the scene and as important as the other expressions and lexical units, the fact of including this conditional was a plus for students to go beyond their current level of linguistic competence, as Krashen’s Input Hypothesis (1985) of i+1 suggests. Specifically, the author (1985) suggests that a learner is able to receive input that is not able to produce but can still understand. This cognitive achievement can be accomplished when the linguistic items are presented in context (pp. 80 and 81). In this case, the hypothesis is evidenced since 6th grade students are already
familiar with the grammatical structure of ‘going to’ when they learned it for predicting the weather in 5th year; however, this time with the ‘if conditional’. In fact, they were capable of understanding the message contained in the movie scene of “if you don’t eat your dinner, you’re not going to get any dessert” since they knew all of the vocabulary related to food and specifically because Rilley’s reaction to her father’s warning was crying.

On the other hand, the same matching methodology used with 5th grade was applied with 6th grade students so as for students to identify pictures with lexical items of the intended learning for this group which were mainly vocabulary and fixed expressions. For instance, in the case of the expression “this looks new” a set of pictures was displayed for students to identify the particular lexical item ‘new’ with the specific semantic charge of ‘strange’ or ‘awkward’ in a picture, in order to proceed with a slide showing “broccoli” as new for a newborn (see Appendix IV).

Then, an organization of a typical dinner containing main course in the first place and dessert in the last, dessert in this sense is shown as it is considered in culture, that is, as the prize of having eaten it all. After that, students were shown with the negatives of “no broccoli” in order to predict the next idea of “no dessert”. Finally, they were shown with the acceptable and grammatical expression containing if as the starter to express the condition of having dessert.

2.2. First Viewing

2.2.1. Identification of target language

Then, after all the lexical items and expressions were identified the, 5th and 6th year students were presented with the movie scenes version and at the same time asked to make a stop every time they identified a lexical item or expression seen in the PowerPoint presentation. The purpose of this first viewing is to check whether there was
incidental and intentional learning after the pre-viewing stage.

2.2.2. Identification of Lexical Items and Expressions – English captions of the Scenes

Once all the presentations were shown and worked by the students, they were presented with the corresponding English captions and asked to identify the lexical items just seen in the PowerPoint presentations and the movie clip. With regard to the 5th grade group students was expected to identify the use of “would” in questions, and in the case of 6th grade students, they were expected to find the “Food” vocabulary of “dinner” and “dessert” among others.

2.3. Second Viewing

Finally, they were presented with the video once again, all in order to get familiar with the target language by means of repetitions, drilling, and reinforcement of the language input seen throughout the class, all to be familiar with the last stage of the investigation which will be the enactment of the scenes.

2.4. Post - Viewing
2.4.1. Work on scripts

The next step after the introductory class was to use the script for practicing purposes. At first, students watched the video clips using the scripts as a backup for keeping track of the visual image of the lexical items they were listening from the video. Then, they were asked to repeat the lexical items orally with the purpose of checking the visual image of them in connection with their spoken features.

After the first encounters with the videos in connection with their scripts, the
next step was to tackle general comprehension of the scenes by means of the tasks using both the videos and the scripts, and finally without using the videos. All of this with the intended purpose of students to start rehearsing not only their verbal parts but the connection between the linguistic and the paralinguistic only through exposure that an enactment task requires. An example of general comprehension was matching the body language of the characters with the spoken language they displayed. In this respect, once students got the verbal part in concordance with the paralinguistic is when they understood mostly what was said.

**2.5. Checking Pronunciation**

The last step of the work using the script was to drill on pronunciation techniques until the last day of the enactment of the scenes. This rehearsing took place from the seventh week until the 12th week, according to the cycles (Kemmis & McTaggart: 1988) mentioned earlier. This was done mainly by two instances. First, students watched the video by themselves in their free time in a special room they were given where a student was in charge of controlling that the task of rehearsing was complete, mainly by checking that their classmates produced the most similar pronunciation to the videos. Second, they had the chance to rehearse in classes with the teacher’s help.

The knowledge of pronunciation was not only useful for the performers of the scene but for the rest of the groups as well, though this was the last linguistic aspect to be covered in the investigation. In other words, what this methodology finally intended was language attainment in all aspects by means of motivating resources mainly by checking students’ progress in comprehension every class. Furthermore, by having used films, the main objective of this investigation, motivation for the language was thought to be achieved even up to the segmental management of the FL.

**2.6. Enactment**
The moment they were informed they would be working with films in classes they were also informed that they would have to enact a specific scene on stage for the rest of their primary peers. This activity was given a mark as it was asked by the pedagogical authority of the school.

Specifically, for the first group of students, 5th graders, the performers were five: the first playing the role of the main character, Gru, who enacted the simulation of the phone conversation, and four Minions who simulated a firefighter intervention when Gru used a flamethrower.

In the case of 6th graders, eight students enacted the scene: the first playing the child, Riley, who does not want to eat her broccoli, the second playing the dad who warns his child of not having dessert if she does not eat her broccoli, the third playing mom, and the rest of the five emotions in Riley’s mind: Joy, Fear, Sadness, Disgust, and Anger.

On the other hand, the students in every group who did not have a role of characters were in charge of preparing the corresponding scenery of the scene so as to imitate as much as possible the film they worked with. They were given a mark as well. However, as the main learning objective of the investigation was the language, the mark for them was divided in two, where the first half of it was the progress they made class after class in relation to the vocabulary seen there, and the second half the progress they showed every class of the scenery preparation. Though this was time consuming in classes it had to be done for the sake of the learning objective of the investigation not to be lost.

2. 7. Presentation of movie scenes scripts

Therefore, so as to deal with these curricular contents, by the fifth week of the
study students were presented with English captions in a worksheet for each movie scene so as for them to follow classes focusing on the EFL aspects previously mentioned.

Particularly, these worksheets presented a practical use since these were designed for students to follow the movie scenes with their corresponding written backup or script. In this sense, besides following the listening of the scenes, students were provided with the pronunciation features of them. This specific aspect was covered by the repeated watching of the scenes plus the matching with the script. By doing this, students had the possibility to coincide the written form of the lexical items with their corresponding aural image. Ergo, these learning tasks of receiving input from various modes promoted an integration of skills unique of the intervention (for further reference see section of Multimodal Pedagogies in pp. 50, 51, and 52). In addition, this was designed as such for the purpose of adapting students for the first phase of planning of cycle 2: enacting the movie scenes in front of the school.

2. 8. Testing Learning

The sixth week and after having worked with the movie scripts, students of both groups were tested in classes with vocabulary activities in order to check whether their comprehension of the scene was achieved. In this sense, the results gathered from this intervention revealed that the language included in the scenes was attained mainly due to the comprehension they got from the situations these appealed.

Phase 3: Observation

This is the “data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information, in this context field notes about what is happening (Kemmis & McTaggart: 1988).
3. 1. Field Notes

With respect to the present investigation, this phase was traced by using field notes (see Appendix VI) which observed students’ reactions to the movie scene selection, and their corresponding presence or absence of motivation seen in the manner they behaved, meaning excitement, dislike, or any facial expressions, plus the effort they made in every session of the work.

Phase 4: Reflection

This is the phase where all of what has been done goes through analytical and reflective lenses so as to conclude whether the plan of action applied has been appropriate. According to Kemmis and McTaggart (1988), in some cases the AR cycle could be done once again or as many times as needed.

With regard to this study the results obtained from field notes and the test conducted in classes were analyzed in order to proceed with Cycle 2.

Summing up with cycle 1, Kemmis and McTaggart’s cycle for Action Research (1988) and its four broad phases are described and synthesized in the following table:

<table>
<thead>
<tr>
<th>Cycle 1 Phases</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>1) Likert Survey to test motivation and language learning dispositions before the plan of action</td>
</tr>
<tr>
<td></td>
<td>2) Selection of movie scenes</td>
</tr>
<tr>
<td></td>
<td>1) Movie scenes</td>
</tr>
<tr>
<td></td>
<td>2) Working with language foci for each</td>
</tr>
</tbody>
</table>
Table 2: Kemmis and McTaggart’s (1988) AR spiral model applied for the cycle 1 of the present study.

<table>
<thead>
<tr>
<th>Action</th>
<th>group according to the curriculum requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3)</td>
<td>Presentation of movie scenes scripts</td>
</tr>
<tr>
<td>4)</td>
<td>Activity for testing comprehension of the movie scenes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation</th>
<th>1) Field notes used in order to trace presence or absence of motivation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>1) The results obtained from field notes were the point of departure for Cycle 2</th>
</tr>
</thead>
</table>

**Cycle 2**

**Phase 1 - Planning**

Seven weeks were conducted in order to apply this cycle of ‘Revised Plan’ already mentioned above.

**1. 1. Rehearsing of movie scenes**

The first week after having checked students’ comprehension of the corresponding movie scenes, students voluntarily expressed their ambition to enact the characters in front of the school and, moreover, before they were told they would be given a mark for this. Then, by means of the scripts delivered in the first cycle of actions, considering the specific language foci of pronunciation, and with the teacher’s help, the voluntary students started rehearsing their parts. This step of rehearsing was not only carried out the first week but continued until the fifth and final stage of enactment. Particularly, the first week they were given the corresponding characters to be
performed. The second week, after having worked in the language foci of the scenes, a space of thirty minutes each class was given for them to practice by their own and with the guidance of the teacher.

1. 2. Preparing giant English captions

The second week, students wrote giant English captions which were shown to the audience as simulating they were watching a film on a theater. Particularly for this action, students used a giant roll of corrugated cardboard which the voluntary ones, who did not act, spin so as to be in connection with what the performers were saying on stage. The rationale behind this is that by having the written form, or the captions, of the lexical items the spoken form is comprehended in a higher degree. In this sense, students had more exposure and interaction with the language at the different oral and writing levels. In short, they were exposed to multimodality.

1. 3. Preparing of Scenery

Accounting on the scenery to be accompanied with the performance on stage, during the second week some students worked in this aspect. The criteria to assign different roles besides of having the ones in charge of enacting the scene was to give the show the aesthetic and closest match to the movies they were representing in order for all the audience to identify the movie immediately. On the other hand, in terms of language learning these groups of students would not show the same language learning of the enactors since they had only the input exposed in classes but not the one they could have developed if they had rehearsed what the enactors did.

However, as these students did not enact the movie scenes, in the end they may show a different impact in terms of motivation in comparison with the ones who were, aspect that can be detrimental for the group as a whole. In other words, the ones working
with the scenery and the corrugated cardboard may not show the same positive levels of motivation that the ones acting may present. Moreover, as all the tests were given anonymously, so as for students not to feel threatened, there was no possibility to trace which answers were for the ones who did not act.

Phase 2: Action

The set of actions for this second cycle of enacting the movie scenes was carried out in 3 weeks. These are the following:

2. 1. Enactment of the movie scenes

After checking EFL lexical aspects and culture comprehension in classes, students will enact their corresponding scenes in front of all the primary courses. Five weeks were applied in order to accomplish this final stage of enactment. It finished the third week when the students in charge of the enactment of the scene in both groups showed their performance in front of the school. Particularly, the enactment comprises only one scene per group, ergo, not the entire classes represented the scene for the rest of the school.

2. 2. Post enactment Test

By the end of the set of actions for this ‘Revised Plan’ cycle, the last procedure was testing students once again on the curricular requirements already mentioned above but this time after having enacted their parts, having prepared the captions in English, and having comprehended the scenes. Nevertheless, and as it was mentioned above, as the analysis of results showed, motivation for all the students of the groups was not achieved since not all of them enacted the scenes but only one group. This was so, given that if all the students had performed, it would have counted as a public pedagogical
activity when the main objective was that it was a show. In terms of time, the fourth week was conducted for this action.

2. 3. Post Test

The test applied in the first cycle of the investigation (see Appendix V) with the purpose of collecting general impressions of students’ motivation for EFL learning was applied one more time after the enactment action of cycle 2. The purpose of collecting data with the same instrument in this second cycle was to explore whether there were positive variations in motivation in comparison to the first cycle.

Phase 3: Observation

During the fifth week and the seventh week, the results elicited from the post enactment tests served the purpose of measuring the success or the failure of the main objective of this investigation: to determine the extent to which films affect students’ motivation levels. Specifically, the first one was the pre test of the first cycle which was taken once again, and the second test was the post enactment test (see Appendixes VII and VIII) which focused on films and the impact they had in students’ impressions on how English classes were or were not more engaging or motivating as this was the core of the investigation. In this regard, the enactment was just one of all the tasks designed for the intervention with films, since what was been measured here was the overall impact of working with films, not the particular effects of performing the scenes. Taking this into account, this study aims at a more integral or holistic perspective towards motivation; however, with language learning motivation as the core of it.

The next table summarizes the post enactment test with its categories and corresponding questions:
Table 3: Post Enactment Test focused on the impact of films in the English classes

<table>
<thead>
<tr>
<th>POST- ENACTMENT SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self FL Films Motivation</td>
</tr>
<tr>
<td>Q1</td>
</tr>
<tr>
<td>Q3</td>
</tr>
<tr>
<td>Q7</td>
</tr>
<tr>
<td>Q8</td>
</tr>
<tr>
<td>2. Films for language learning</td>
</tr>
<tr>
<td>Q2</td>
</tr>
<tr>
<td>Q4</td>
</tr>
<tr>
<td>Q5</td>
</tr>
<tr>
<td>3. Intrinsic Orientation for Movies</td>
</tr>
<tr>
<td>Q6</td>
</tr>
</tbody>
</table>

3. 1. Discussion of Results

By means of the tests mentioned above and the ones from the first cycle, an analysis of results was driven in order to account on the objectives of this investigation.

Phase 4: Reflection

In order to give the study a framework and a basis for future researchers interested in motivating school students and learners in general, a complete discussion was presented in order to consider the benefits of using films in the EFL classroom. This reflection was carried out after all the analysis of results was elicited, and considering field notes as well since what came after the observation of every session cannot be left aside given the importance that every process accounts for. Finally, this phase of reflection was materialized under the sections of Limitations of the Study, Further
Finally, the plan of action can be synthesized in as follows:

<table>
<thead>
<tr>
<th>Cycle 2 Phases</th>
<th>Actions</th>
</tr>
</thead>
</table>
| **Planning**   | 1) Rehearsal of movie scenes  
|                | 2) Preparing giant English captions  
|                | 3) Preparing of scenery |
| **Actions**    | 1) Enactment of movie scenes  
|                | 2) Post enactment test measuring on films impact on students’ EFL learning  
|                | 3) Repetition of test of cycle 1 measuring students’ general motivation for learning the EFL. |
| **Observation**| 1) Discussion of Results |
| **Reflection** | 1) Limitations of the Study  
|                | 2) Further Research  
|                | 3) Conclusions |

Table 4: Kemmis and McTaggart’s (1988) AR spiral model applied for the cycle 2 of the present study.
IV. THEORETICAL BACKGROUND

To come to a more specific understanding of this paper, five main topics will be discussed in full. The axis of this investigation, motivation, will be described first in order to derive to more specific subparts of it such as types, dispositions, and how it shifts according to the factors affecting it. Later, the concept of motivation will be analyzed under the lenses of students’ perceptions according to settings, age, resources used, and socioeconomic status. In this regard, for the present study all of these variables will be considered since motivation is not only driven to the fashion classes are given but to other factors as the ones just mentioned as well. This is how complex and multifaceted the concept to be tackled in this investigation is.

The second axis of this study will be the section of the mode of delivery and processing of learning, dispositions to learn, mainly covering incidental and intentional learning. The third section will be mainly driven to the multimodal pedagogies, that is, the style which the language learning of this technological era challenges teachers to manage EFL classes. In fact, the relevance of this section is that the decisions made for this investigation are informed based on the multimodality of this era. The fourth aspect to be covered in this research is the importance Authenticity entails as a characteristic of the resources to be used in the classroom in order to promote motivated students. Finally, the last axis of this investigation will be covering one of the many authentic resources to be used with students: films. In turn, this section will be subdivided in two main aspects: the language focus to be used in classes and to expect from students; and, instructional strategies when using films in the classroom.

1. Motivation
Towards an understanding

1.1. FL Motivation

One of the first attempts to define the concept of FL motivation started with
Gardner and Lambert (1972) who stated in favor of motivation acknowledging it as a leading factor for L2 learning. The authors (1972) contended that, neither abilities nor aptitudes are sufficient to acquire a second language. The Canadians (1972) supported the same idea by questioning “[h]ow is it that some people can learn a second or foreign language so easily and do so well while others, given what seem to be the same opportunities to learn, find it almost impossible?” (p. 30). In this sense, the early definitions of the concept started by referring to what learners need to have to acquire an L2.

Later in the early 80’s, Gardner (1985), one of the first referents of L2 motivation defines the phenomenon as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (p. 10). Whereas in the 90’s, Ushioda (1996) goes even further signaling that learners’ motivation may be a measurable cause or product of particular learning experiences and outcomes (p. 3). In this sense, motivation would then be considered as a personal cognitive factor which would either enhance or decrease progress in EFL learning according to its presence or absence.

Later on, Dörnyei (1998), one of the most renowned researchers on motivation would then define it as the factor which “provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent” (p. 117). Following Dörnyei (1998), motivation is a key factor since it is the point of departure and sustainment in time of any learning process. The author (1998) goes even further signaling that no matter how capable learners are of retaining information, if there is no motivation gearing and guiding them, such information will never be retained (p. 3).

Under the same line of thought, in the 2000’s, Dörnyei (2005) serves the concept of self confidence as a key motivational factor to understand motivation better. In this line, Dörnyei (2005) defines self confidence as “the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently” (2005, p. 73). In his words, self confidence “is a major motivational factor in learning the other community's language, and
determines the learner’s future desire for intercultural communication and the extent of identification with the L2 group” (Dörnyei: 2005, p. 73). In order to make this point feasible self confidence is not exclusively present when speakers have the possibility to be in contact with the L2 community (Dörnyei: 2005, p. 74). For instance, in the case of Canada, learners are faced two languages, English and French; they are still able to develop a self confidence in the L2. In fact, although they do not have real contact with the L2 French native community, which is in France, they do receive input of the L2 culture and language by means of the media.

Later in the 2010’s, Ushioda and Dörnyei (2012) acknowledge the theoretical progress towards a more complete definition of motivation, stating that “[t]he social-psychological tradition established a rigorously articulated analysis of L2 motivation, which distinguished between motivation per se (encapsulating effort, desire, and positive affect toward learning the language) and its socio-psychological determinants (orientations and attitudes)” (p. 399). Therefore, motivation is thought to comprise three factors. The first being the “intensity, desire to learn the language, attitudes toward learning the language…; … [the second being the] motivational antecedents comprising orientations (i.e., integrative or instrumental reasons for learning)” (Ushioda & Dörnyei: 2012, p. 398); and finally, the instrumental social factor which is “associated with … some level of willingness to interact with other communities” (2012, p. 399).

On the other hand, Ushioda and Dörnyei (2012) claim that a suitable definition for motivation still comprises theoretical insufficiencies. They contend that for learning to occur there must be a connection between the degree of interest in the language to be learned and the utility the learning tasks have in students (p. 400). In simple terms, motivation is not only based on the individual’s interest to start learning but on the impact the learning task causes in them.

This latter factor of the learning task to be achieved gave room to what started gaining ground in the field; the orientations a learner has to learn the language. The authors (2012) refer to this as the reason “why people learn languages or choose particular
languages to learn” (p. 400).

From a historical point of view, the concept of L2 motivation started in the early 1970’s with Gardner and Lambert (1972) suggesting that there must be other factor than abilities or aptitudes guiding L2 learning to be attained. From the 1980’s until the late 1990’s, the concept was straightly related to a personal cognitive factor which was measured by its presence of absence. Later on, in the 2000’s, Dörnyei (2005) defined motivation as a two-folded concept in which the personal abilities to produce the linguistic tasks competently were also interrelated with the personal desire of belonging to a community. Finally, in the 2010’s, Ushioda and Dörnyei’s point of view (2012), would treat the concept as all of the above mentioned plus the utility the leaning tasks impacts in learners. In this sense, motivation would comprise in its definition the orientations (Dörnyei: 2012) learners follow when they learn an L2 being them intrinsic and extrinsic.

1. 2. Motivation: Intrinsic and Extrinsic Orientations

There is a long dated discussion on what “classes of reasons for learning the L2” (Noels: 2001, p. 43) or orientations gear to a more efficient language learning. The debate started in the 1970’s, when Gardner and Lambert (1959; 1972) defined the two orientations as integrative and instrumental. The first one, stated as the one being “the desire to learn a language in order to interact with, and perhaps to identify with, members of the L2 community” (Noels: 2001, p. 44); and instrumental, defined as “reasons for L2 learning that reflect practical goals, such as attaining an academic goal or job advancement” (Noels: 2001, p. 44).

After having described these two main orientations to learn a L2, Gardner and Lambert (1959) suggested that the integrative one was a better motivation to achieve such language learning (Noels: 2001, p. 44). However, research moved forward so as to state that the instrumental orientation has showed to be as equal and even more effective in learning an L2 in comparison with the integrative orientation (Gardner and Lambert: 1972; Lukmani, 1972; Oller, Hudson, & Liu: 1977). Moreover, the integrative orientation is
almost non-existent for many learners, and in turn, the instrumental one being the key for successful language learning (Gardner: 1985).

What Noels (2001) suggests in his paper is that “the difference between the types of motivation lies in the different attitudes espoused and the likelihood of engagement in the activity in the long run” (p. 45). These types of motivation (or orientations) are divided in three broad categories, according to Deci and Ryan (1985 in Noels: 2001, p. 45): intrinsic, extrinsic, and amotivation.

Intrinsic orientation is defined as the “reasons for L2 learning that are derived from one’s inherent pleasure and interest in the activity; the activity is undertaken because of the spontaneous satisfaction that is associated with it” (Noels: 2001, p. 45).

Extrinsic orientation is defined as the “reasons that are instrumental to some consequence apart from inherent interest in the activity” (Noels: 2001, p. 46). According to Ryan and Deci (2000) not all activities are sufficiently “aesthetically pleasing to be intrinsically motivating” (p. 46). Therefore, learners who are not intrinsically motivated are perfectly likely to be moved by external incentives.

Amotivation, the third category, is defined as “the opposite of other types of orientations, particularly the intrinsic subtypes” (Noels: 2001, p. 48). The author refers to the learners affected by this type of motivation as neither pleasingly moved nor encouraged to “value the activity, do not feel competent, and do not expect it will necessarily lead to a desired outcome” (pp. 48 and 49).

For the purpose of this study, the types of FL learning achieved, whether incidental or intentional, will be associated to these three types of motivations or orientations. In doing so, the objective is to prove that the type of learning will always vary according to and depending on the type of motivation leading it, being them intrinsic, extrinsic, or amotivation.
1. 3. Students’ Perceptions towards Motivation

1. 3. 1. According to Settings

The first kind of motivation to be discussed here is the one existing at schools. Following Lamb’s study (2007) on the impact of school for EFL motivation, “[m]ost teachers recognize that motivation ebbs and flows, in classes as well as in individuals. [An example may be that] normally studious students may not apply themselves so well when they have just had physical education” (p. 757). In fact, as Lamb (2007) points out “at the same time teachers also refer to classes and individuals as motivated or unmotivated, as if these were relatively fixed qualities which outlast the temporary effects of good or bad teaching” (Lamb (2007).

However, what Lamb (2007) found in his study was that “learners’ initially presented very positive attitudes toward the language and [their] expectations of success were maintained over the period, whereas their attitudes toward the experience of formal learning tended to deteriorate” (p.757). In this sense this is a proof that motivation for EFL learning is not only due to cognitive and personal reasons but it is also a matter of other factors involved in the process as it would be stated further in this section and particularly in the present study.

As a consequence, what Lamb (2007) concluded was that the demotivating factors came from “the social context and, in particular, in how individuals view English as pertaining to their futures” (p. 757). In this sense, his (2007) study can be taken as a further research to prove that students are actually prompt to be motivated with the language. The present study will do so by presenting them an authentic version of the language, and by subsequently exploring whether this EFL learning motivation leads to intentional learning.

Another perspective is offered by Lamb (2012) now in the light of urban and rural contextual differences. The study (2012) compares contextual differences of Indonesian students aging from 12 up to 14, from urban and rural settings. The selection was as follows: The first group holding two renowned institutions from the metropolitan area,
being classified by Lamb (2012) as “urban” students; the second group consisting of three schools located in three different villages between 7 and 40 kilometers from the urban area of provincial town in Sumatra, being the three categorized as “rural” students given the provincial location they were located (Lamb: 2012, p. 1003).

Students’ perceptions were analyzed by means of a 50-question questionnaire mainly focusing on aspects of motivation for the L2 learning, and background information. “The items were mainly drawn from previous research studies on the L2 Motivational Self System, notably the questionnaire created by Ryan (2009), which itself drew on the instrument used by Dörnyei et al. (2006) in Hungary from 1993 to 2004” (Lamb: 2012, p. 1004). In turn, the items in this questionnaire subdivided motivation for L2 learning in eleven scales, all consisting of: 1) motivated learning behavior, 2) ideal L2 self, 3) learning experience in school, 4) learning experience out of school, 5) international posture, 6) instrumentality, 7) family influence, 8) peer influence, 9) language anxiety, 10) ought-to L2 self, and 11) teacher influence (Lamb: 2012, p. 1007). All of these 11 aspects were covered but adapted to a similar questionnaire for the present study, including the corresponding change of L2 to FL since Spanish is the only language widely spoken in Chile, the country of this study.

The analysis of results displayed that motivation for the L2 learning was strictly related to three main aspects, being the first, students’ place of residence. In the particular case of the study (2012) “those living in a central area of a city [held] a huge advantage over those from rural areas. They are also likely to be more motivated to learn English than their rural counterparts, in almost all ways, though in absolute terms rural learners still have positive attitudes and high hopes for the future” (Lamb: 2012, p. 1017). Yet, regarding this research, the socioeconomic factor was analyzed instead of comparing urban and rural settings. That is, even though the findings out of Lamb’s study (2012) accounted on different settings, their relevance impact directly in this study considering that students’ expectations between rural settings and the low socioeconomic sectors are considerably similar.
Second, strong evidence was found in relation to teachers’ influence on students’ motivation, so as to place it as the most important for “both … [students’] learning behavior and … their L2 proficiency at this stage in their learning” (Lamb: 2012, p. 1017). In the particular Indonesian context of the study as students had the possibility to encounter the L2 in the media, this aspect “appear[ed] to obviate the need for teachers to provide enjoyable language lessons or materials” (Chen et al., 2005, in Lamb, 2007, p. 1014). Therefore, students’ motivation was not crucially measured along this variable; however, in the questionnaire for the recent study this aspect is expected to be more influential in the results given that in the Chilean context the L2 is not present whatsoever.

Third, the opportunities students are offered out of school plays an important role for motivation to learn the language at school. Results showed that “rural learners ha[d] fewer opportunities to learn English outside school” (Lamb: 2012, p. 1018). Though the author (2012) acknowledges that, the arrival of Internet to rural settings will eventually change results.

In this particular study though the setting analyzed is different, but in this case in relation to socioeconomic sectors, the unprivileged stratum does share the constraint of the rural context of not encountering English outside the classroom. Partly because the students of this research do not have the possibility of making contact with any other L2 native or competent speakers, and partly because their parents do not have financial access to private classes either. Moreover, even though new technologies allow students to access Internet they do not have an intentional teaching of the language they encounter, therefore, not learning can be guaranteed and measured.

Nevertheless, the study presents a failure in the questionnaire to elicit more efficient results from the “Ought-to L2 self” scale; defined as the one “which represents not one’s own internalized aspirations but those of other people, such as parents, significant others, and local authorities like teachers” (Lamb: 2012, p. 1001). This failure is expressed in the incapacity of questions to determine the expected students’ mastery of English. Accordingly, for further research, the author (2012) states that, [m]ore in-depth, qualitative
investigation of young learners with apparently strong Ideal L2 selves may help resolve the issue of when and how these future self guides motivate” (Lamb: 2012, p. 1018). Hence, this particular Chilean study gave further account on this aspect of how future motivates students for language learning.

In simple terms, the study mainly elicits that motivation for L2 learning is intrinsically related to three main aspects: 1) the place students live and the level of importance the language plays in that setting, 2) the opportunities to encounter the language outside the classroom context, and, 3) the influence of the teacher; all aspects that will be researched in the present investigation in order to cover all possible motivating or demotivating aspects of students’ language learning.

Another case of students’ perceptions according to setting is the investigation carried out by Qashoa (2006). The study explored 100 national students’ integrative and instrumental motivation for learning English in the EAU state secondary schools in Dubai. Focusing on the factors affecting the learning of the language and its motivation, by means of a questionnaire and successive interviews, the study elicited instrumentality above integrativeness degree in students (2006, p. 2).

In contrast with previous research, Qashoa (2006) found that more than other factors influencing negative attitudes to the language, the complexity of it in terms of vocabulary, grammar, and spelling errors, or in other words the influence of students’ L1, showed prevalence in demotivating students, which are also expected to be found in the Chilean context of this investigation. Some other considerations were found in the social and religious area, as well as teachers style of not using Arabic in the classroom, aspect that can be considered a disadvantage in this decision since as L1 is extremely different learning runs the risk of not being attained. The same happens with the rare use of technology provide a broader overview of the learning situation in Dubai. Yet, in the context to be explored here, English is used interchangeably with Spanish in the classroom but prevailing English most of the class period. On the other hand, the resource of technology is either used since there is only one audiovisual room and it is not always available.
An interesting finding is in relation to the identity dilemma the learning of English evoked in students, as it was stated in the first assumptions of the study (Qashoa: 2006) and proved to be true by the analysis of the results, since more than the half of the universe were prompt to “preserve their identity unconsciously [by] selecting to be motivated instrumentally” (p. 12). Therefore, analysis showed that the majority of the students presented no interest for the English culture whatsoever. The reason found was that “[a]spiration related to integrative motivation … affect students’ Arab identity and the fear of identifying with English (Western) culture and values [was] related to the colony or to the latest American campaign against some [Arabic] countries in the area” (Qashoa: 2006, p. 12). However, integrative motivation is usually more related to ESL contexts rather than EFL contexts as it is the case of Arabia and Chile.

However, though the cultural aspect resulted as a negative factor, the goal of learning the language for better and more solid ground for future sustainment in life. In fact, “all of the interviewees (students) mentioned that they like[d] studying English for various practical reasons such as getting a good job, improving future career, continuing higher education” (Qashoa: 2006, p. 25). Some of the students (12) mentioned their intention to learn the language in an integrative fashion since their motivation was “to give [the English-speaking people] an idea about Islam and Arabic culture” (p. 26).

Accounting now on the demotivating factors found in the investigation (2006), the following response gives a clear picture of the impressions around the “complexity of the language”, specifically in relation to participation in listening activities:

"I dislike the English lesson when I find myself unable to speak out some sentences or express myself correctly in front of my colleagues and my face will be lost if I am asked to answer any question concerning the listening texts. (S5)” (Qashoa: 2006, p. 30).

1. 3. 2. According to Teachers’ Influence
Another demotivating factor elicited from some students was the instruction style of their teachers aspect which predisposed students negatively: "My teacher begins every English lesson by saying ...open your books page and read the lesson silently so, my friends dislike this routine. Also the teacher refuses to use Arabic in the English lesson. (S 1 in Qashoa: 2006, p. 31)".

Although most of the demotivating factors elicited from Qashoa (2006) are not likely to be applied in this study; however, the last one of teaching style is going to be explored here further. An example of this teaching style is the still existing dependence on textbooks as opposed to the limited use of other resources which are more engaging for students.

1.3.3. According to Education Level

Considering that the students taken for the present study belong to primary education, what the inclusion of Abelha, Aloyseo, and Edi’s study (2013) will contribute is mainly to show the way adolescent students perceive learning, and most importantly, how these perceptions can be changed if in primary levels the manner and the resources used in L2 are meaningful for students.

396 Brazilian students of public schools, aging from 12 up to 17 were studied considering their perceptions towards their learning contexts. Particularly, Abelha, Aloyseo, and Edi (2013) researched on the relationship existing between the learning of the language and the educational level in which this is learned.

Approximately, half of the universe of the study (244 students) belonging to 7th and 8th grades of primary education, plus the three grades of secondary school composed the first group. This half of the sample comprised the group which was taught Spanish as a mandatory second language according to the curriculum. The second half (152 students) consisted of students studying Spanish by their own choice (Abelha, Aloyseo, and Edi: 2013, p. 347).
The instrument the researchers (2013) used for their study was a questionnaire aiming at “students’ demographic information, followed by three scales designed to assess, respectively, students’ achievement goals [which is defined as “the reason or purpose in performing tasks and in the application of effort, influencing the quality of their involvement” (Bzuneck: 2009, p. 1484 in Abelha, Aloyseo, and Edi, 2013)], their perception of classroom teaching and, finally, their perception of utility value of the foreign language” (Abelha, Aloyseo, and Edi: 2013, p. 347).

The theory used in this study, The Achievement Goal Theory developed by Ames, 1992, Bzuneck, 2009, and, Urdan and Schoenfelder, 2006, is based on a three-fold type of goals: 1) learning achievement goal, 2) performance goal, and, 3) work avoidance goal. The first one is defined as the one where “the student seeks to develop competence (…). Research has revealed that this goal is associated with interest, preference for challenge, persistence and better performance” (Abelha, Aloyseo, & Edi: 2013, p. 346). The performance goal is delineated as whether “there is concern either to demonstrate ability (performance-approach) or to avoid the demonstration of lack of competence and unfavorable judgments (performance-avoidance)” (p. 346). The third goal, avoidance, is defined as the stage where “student[s] aim[...] to succeed in learning, provided that they do not have to apply effort, which, if required, should be at a minimum level” (p. 346). All of these goals will be assessed within the students of this study.

The results drawn from the questionnaire showed, on the one hand, positive relations among mastery goal orientation and students’ perceptions of interesting classes and utility. On the other hand, results displayed negative relations among the third type of goal achievement, work avoidance goal orientation, and the former variables.

With respect to the present study, what is important to retrieve from Abelha, Aloyseo, and Edi’s (2013) is students’ perceptions of the first variable: learning achievement goal. The purpose is to ameliorate students’ perceptions by providing them with authentic resources. In other words, this study attempted to prove that where there is
learning achievement goal, subsequently performance goal orientation comes next almost by default.

In all, analysis showed that there is a tight connection between students’ perceptions of engaging classes and utility value they attribute them. Moreover, this connection leads to performance goal orientation. Some significant differences aroused among students of the two learning contexts. Therefore, the final considerations is for teachers to make their classes more dynamic and engaging, suggesting that “[t]eachers should bear in mind the complaint of teenagers about uninteresting lessons, boring content stripped of personal meaning (Vallerand et al., 1997; Wigfield & Eccles, 2000 in Abelha, Aloyseo, and Edi, 2013, p. 351). Finally, students’ perceptions drawn from this study is that, classes, where teachers are directly implicated, should be more engaging in order to “achieve better social relationships, success in life beyond school” (Abelha, Aloyseo, and Edi, 2013, p. 351), and most importantly, for all classroom settings, since this was elicited in all groups of students.

As a consequence, this study shows a considerable connection to what is expected to find in this study. Particularly, students’ perception of English classes before and after this intervention is key in order to demonstrate three main considerations. First, that by making classes more dynamic and engaging with resources familiar and appealing to them this fact will contribute to students gaining more learning achievement purpose or goal, as suggested by Abelha, Aloyseo, and Edi (2013). Second, and as a consequence of the first, “[t]eachers should bear in mind [after the results of this study] the complaint of teenagers about uninteresting lessons, boring content stripped of personal meaning. Third, and as the conditions and subjects to be studied belong to primary students, this study claimed that by promoting an appropriate learning achievement goal scenario in early or primary education, secondary and further education will be based on a more solid ground, and will generate more positive orientations and motivation for FL learning.

1. 3. 4. According to the Resources Used

Textbooks aiming at foreign language learning are dated from the Audiolingual
approach. In those days, times of the Second World War, textbooks were designed so as for soldiers to understand and simulate the language spoken in the foreign culture they were visiting. Guided by a structured model, the textbook was the most formal and genuine medium of learning the second language. However, with time, the use of the textbook went from aiming at specific and express language learning results to an overall management of the language. Nowadays, “there is research that looks at the effectiveness of the pedagogical aids provided by the textbooks including how students use those aids” (Weimer: 2011, n.p.) and what the rating and selection of the most appropriate set of textbooks is.

However, it is important to mention that what is drawn from this analysis does not come from second language acquisition research; it comes from the Psychology field given the scarce investigations in this particular aspect in the linguistic area. Gurung and Martin (2011) investigated students’ perceptions of the real value they attributed to the use of textbooks. The results elicited that “the quality of visuals and photographs, instructor involvement (how the instructor enforced reading the text, as in using quizzes, asking questions in class about the reading and/or including questions about the reading on tests), the quality of the research examples, and pedagogical (study) aids predicted the percentage of the textbook read” (Gurung & Martin, 2011, in Weimer: 2011, n.p.).

As a consequence, the study (Gurung, R. A. R. & Martin, R. C.: 2011) revealed that it is of great relevance to reckon students’ interests and experiences when designing a textbook learning instrument. Accordingly, these findings are perfectly extrapolated to second language acquisition given the fact that students notice the difference of a textbook designed with the solely purpose of teaching with one which serves the teaching purpose by means of their specific interests and needs. In simple words, motivation will not be present if learners are not taken into consideration at the moment of designing the teaching instrument. By the same token, this is possible when before designing the course or the materials to be seen in classes students’ voices are taken into consideration.

Finally, the purpose of this study is to consider students’ interests in order to explore
whether learning takes place if these perceptions are reflected in the designing or use or adaptation of the learning instrument. Particularly, the use of films complements the textbook which is created for an ideal, generic audience.

Regarding textbooks containing examples of real-life communication, the benefits of using corpus based textbooks can be traced back to the mid-eighties. According to McEnery and Xiao (2011) “one of the strengths of corpus data lies in its empirical nature, which pools together the intuitions of a great number of speakers and makes linguistic analysis more objective” (McEnery & Wilson, 2001, p. 103 in McEnery & Xiao 2011, p. 1).

Therefore, one of the most beneficial aspects of using this type of instruments in the foreign language classroom is the linguistically closer they are to the cultural aspect of the language, that is, they contain authentic (see the section Authenticity for further reference) language in terms of collocational expressions (for further reference see the section of The Language in Films in pp. 57, 58, and 59). In this sense, corpus based textbooks provide students with the frequent samples of real life situations. (McEnery & Xiao: 2011, p. 2).

Another important contribution to the use of corpus based textbooks is the usage description of lexical items provided in textual detail, offering register, genre, and domain, in concordance with sociolinguistic metadata such as gender and age. In this sense, this type of material offers elements and tips which go beyond the sake of the linguistic correctness that most other books aim at (McEnery & Xiao: 2011, pp. 2, 3).

Another not least important benefit of using corpus based textbooks is the samples’ lack of adaptation for pedagogical purposes. In other words, the topics discussed in this format of textbooks are not manipulated so as to grade students, on the contrary, by using empirical and real language, information is delivered to students the same way they would encounter it in real use of the language. As a consequence, the emphasis on authenticity is clearly developed in corpus based textbooks (McEnery & Xiao: 2011, p. 3).
Thus, by being “[b]ased entirely on the 40-million-word Longman Spoken and Written English Corpus ... [t]he new corpus-based grammar [used in corpus based textbook] is unique in many different ways, for example, by taking account of register variations and exploring the differences between written and spoken grammars” (McEnery & Xiao: 2011, p. 4).

Finally, what this study intends to replicate is using an authentic methodology so as for students to acknowledge the real use of the language and not as grammatically intended by most of textbooks. By the same token, the material to be used in this study (for further reference see the section of The use of Films as Authentic Resource in pp. 56, 57, and 58) will be delivered to students considering the principles of authentic language sample, that is, providing students with similar situations using the same linguistic samples.

1. 3. 5. According to Socioeconomic Status

One of the factors above mentioned for the present study is students’ socioeconomic status. Accounting on this factor, Gayton (2010) examined the relationship established between socio-economic status and students’ language-learning motivation (p. 20), leaving at substantial conclusions.

The author (2010) investigated two groups, one having English as L1, Scotia, and the second one as L2, France and Germany. Focusing on the influence that English as an L1 or L2 generates in language learning motivation, the study presented the following results. First, motivation is highly driven by the value it has for learners’ lives. On the one hand, the setting having English as an L1 subject, Scotia, regarded English as “futile”, “partly because of geographical location: the school’s rural and isolated nature led it to being a “backwater in Scottish education”, where there was “not a terrible interest in languages” (p. 20). On the other hand, the setting having English as an L2 subject, France and Germany, valued English as “exceptionally high … as a school subject, and a life skill” (p. 20). The author points out that English is seen as necessary given “[it] is practically everywhere, [and] … because it’s [the language] that dominates” (p. 21). Therefore, language learning
motivation is highly dependent on the importance the corresponding communities give to the language.

Finally, the study led to the following two-folded conclusion. Firstly, language learning motivation is strongly related to the role such language plays in students’ lives. Moreover, the study points out that language learning motivation will depend on the relationship established between “mobility, … defined as the possibility to travel: a factor mentioned above as highly relevant to language-learning motivation, and socio-economic status” (Gayton: 2010, p. 23). In the present investigation mobility was measured in the pre test (see Appendix V for further reference) in questions 2 and 4 with the purpose of measuring what Gayton (2010) suggests which is that, if learners have the possibility to travel abroad, they will attribute a real importance to the language that such community uses, whereas when learners are not able to mobilize because of low socioeconomic factors, they will not regard that language as relevant whatsoever. Secondly, following “Ausubel’s (1968) claim … there is a tendency for parents of a lower socioeconomic status to give less weighting to their children’s education, making these pupils less academically predisposed than their counterparts whose parents value their education highly” (in Gayton, 2010, p. 26). Nevertheless, though Gayton’s study (2010) proves that this reality is still seen on these days in Scotia, families belonging to high socioeconomic settings reckon a similar panorama. Thus, what the study leaves for consideration is “that macro-level variables [such as socioeconomic factors] play an undeniable role in classroom dynamics” (Gayton: 2010, p. 27). However, the open question of whether “it [is] possible to leave at the classroom door potentially harmful variables that enhance inequality” (p. 27) still remains unsolved.

Another perspective in relation to socio-economic factors is offered by Kormos and Kiddle in the context of Chile. The concepts of instrumental orientations (Quashoa: 2006), and mobility (Gayton: 2010), are the starting point for Kormos and Kiddle’s research (2013) in the Chilean context. Social classes and their impact on students’ motivation was explored so as to determine whether the assumption of mastering a “foreign language competence might open up new opportunities for students from lower social classes and
[whether it] can assist them in breaking social barriers” (p. 399). In this sense, the socioeconomic factor was assessed in order to reaffirm Lamb’s (2012) assumption that students belonging to unprivileged classes suffered the consequences of being instructed in poor and precarious conditions (Kormos and Kiddle: 2013, p. 399).

For this purpose, the study (2013) examined the relation between the socioeconomic factor and the different motivational factors attached to it such as self-regulation strategies and autonomous learner behavior. Ten Chilean secondary schools having learners studying in eleventh year of education were conducted; four state schools fully financially aided by the government; three subsidized partly sustained by the government and the rest by the owners and parents; and three private where students’ education is paid entirely by their parents (Kormos & Kiddle: 2013, p. 403).

The main differences found by Kormos and Kiddle (2013) in each of the different socioeconomic sectors were the type of materials used and teachers’ precedence and certifications. In state schools belonging to unprivileged sectors, the materials used were unauthentic-language or graded (meaning adapted for pedagogical purposes) textbooks provided by the Ministry of Education, and teachers having a low level of English. In subsidized schools part of middle class sectors, the materials used were textbooks selected by the schools, and teachers having preferable high certifications of English. Finally, in private schools belonging to high class sectors, the materials used found were textbooks selected by the schools, and native teachers, providing genuine language samples and promoting overseas study-trips (p. 403).

The study (Kormos & Kiddle: 2013) employed a 69-question questionnaire comprehending items to measure motivational aspects being the most important self-regulatory strategies and autonomous learning behavior. Particularly for self-regulation strategies “[t]wo variables were selected … : satiation control, in other words, the capacity to overcome boredom and make language learning tasks interesting and a general scale assessing how learners organize and regulate their learning behavior” (p. 404). Regarding specific aspects of autonomous learning behavior two were explored, “[o]ne of the learner
autonomy scales aimed to gain insights into learners’ independent use of learning resources in general, the other into the independent use of learning technology in particular” (p. 404). These two scales were adapted from an earlier instrument devised by Kormos and Csizér (in press).

In addition, concerning the collection of data in relation to students’ settings, Kormos and Kiddle (2013) gathered information on 1) parental encouragement, and 2) the role of peers. Both aspects were measured in the present study where questions 12, 17, 18, and 19 measured the parallel “Home and Family” category, whereas questions 5, 15, and 16 rated the corresponding “Social Nature of language learning”.

The results showed that “social class has an overall medium-size effect on motivational factors with self-efficacy beliefs being the most strongly influenced by socio-economic status. The most important differences in motivation, self-regulation and learner autonomy were found between upper-middle and high social class students on the one hand and low and lower middle class students on the other hand, which [Kormos & Kiddle: 2013] explained with reference to the inequality created by the Chilean schooling system” (p. 409).

In conclusion, Kormos and Kiddle’s contribution (2013) is crucial for the present study considering, first, the coinciding Chilean context it researched, and second, the implications it presents regarding the unprivileged socioeconomic sector this research will be based.

2. Dispositions to learn: Incidental and Intentional Learning

Regarding the mode of delivery and processing of learning in any setting, age, resources used, or socio-economic context, literature on the SLA field (Doughty & Long: 2008) takes on one of the theories that account for language learning; the one defined as incidental and intentional learning (Hulstijn in Doughty & Long: p. 349).

Hulstijn (2008, in Doughty & Long, p. 349) states the first, incidental learning as
“the “picking up” of words and structures, simply by engaging in a variety of communicative activities, in particular reading and listening activities, during which the learner’s attention is focused on the meaning rather than on the form of the language” (p. 350). In simple terms, incidental learning is the internalization of the language by focusing on communication rather than language itself. This statement was crucial to the purpose of deciding the actions of the enactment and their corresponding giant captions where incidental learning can be possible under a communicative framework.

On the other hand, intentional learning is defined by the author (2008, in Doughty & Long, p. 349) as “the deliberate committing to memory of thousands of words (their meaning, sound, and spelling) and dozens of grammar rules” (Huljstijn: 2008, in Doughty & Long, p. 349). Simply put, intentional learning is incorporating the language in a premeditated fashion so as to be conscious of what is being learned. This intentional learning was promoted when vocabulary tasks were worked in classes. In this sense, drilling on lexical items and expressions (for further reference see the section of Working with Language Foci in pp. 14 to 19), for instance, can be considered to appeal students to be conscious of what is being learned.

Following Nation (2001) throughout his work “Learning Vocabulary in Another Language”, the general assumption of intentional learning only possible outside a school, therefore in a deliberate, context is erroneous (p. 232). The possibility still exists when “[a] well-designed language learning program has an appropriate balance of opportunities to learn from message-focused activities and from direct study of language items” (2001, p. 232).

Hence, considering Nation’s view (2001), “learning from context is taken to mean the incidental learning of vocabulary from reading or listening to normal language use while the main focus of the learners’ attention is on the message of the text” (p. 232). More specifically, by learning from context the discussion should not follow the line of absence or presence of context in sentences or phrases, rather it should be in considering context when lexical items or collocations (further reference in Chunks and Collocations) are in
“between message-focused” (Nation: 2001, p. 233). In all, “the distinction of incidental and intentional is not easy to maintain, particularly if we accept that all learning involves [and needs] conscious attention” (p. 233). In addition, and more importantly, Nation (2001) acknowledges “the quality of the mental processing that takes place during learning” (p. 233) rather than the means by which the learning takes place. For instance, not only cognitive factors affect the presence or absence of learning but others such as settings, socioeconomic, resources, and dispositions to learn as well (see the section of L2 Motivation, p. 31 for further reference). At the same time, incidental learning is then facilitated by authentic and encouraging language samples as the one of films researched in the present study.

3. Multimodal Pedagogies

Learning has changed in strict connection with the massive access to technology of these days. As a consequence, from being a two-fold learning being these two the aural and the written forms mainly, the scenario has changed into a multimodal fashion. In the same line, Gunther Kress and Theo van Leeuwen (2001, in Chan and Herrero, 2010) posit that “other modes of communication, such as image, gesture, music, spatial and bodily codes, could also contribute to the multimodal ways of meaning-making and knowledge construction” (p. 9). Consequently, using films is crucial in constructing meaningful learning for students as carriers of all of these components.

As a consequence, as most interactions in real life, messages are conveyed by means of more than one semiotic systems, being these the visual, written, oral, spatial, gestural, etc., according to The New London Group Multiliteracies Framework. (Kress: 2010, pp. 1-2 in Chan and Herrero, 2010, p. 9). The following model shows the different modes meaning-
making processes are carried out:

By the same token, and as new generations have grown with the new technologies that media beholds, in order for learners to get involved with the globalized and connected world of today, teachers—language teachers need to recognize and work with these new technologies. This new “valuable and powerful learning tools … should be incorporated into school-based practices” (Chan and Herrero, 2010 p. 11).

Finally, movies are *par excellence* multimodal meaning-makers, and with the new technological era “[d]ue to the increasing importance of visual and media images, films
have a great potential in the language classroom, as they bring ‘together a large variety of modes’ (Kress, 2010: 30 in Chan and Herrero, 2010 p. ); thus, facilitating learning.

4. Authenticity

Authenticity has been for long regarded as essential for the process of learning (Wilson, 1997, Taylor, 1994). Moreover, following Mishan (2005), the fact of providing learners with authentic samples of language is essential for improving “understanding of inductive language processing” (p. 41). However, what is understood by the term ‘authenticity’ needs to be covered here.

Mishan (2005) initiates the debate by examining history starting with how language was acquired in ancient times when no formal instruction was given whatsoever’. As a matter of fact, the colonized Sumerian community is taken as example (Titone: 1968, p. 5). The colonizers’ desire to adopt the local language led them to learn it via direct encounter and not by a pedagogically intended approach. Therefore, language was acquired on the basis of daily life interaction and with a communicative purpose.

Later on, Krashen (1982) affirmed that this natural approach could not be denied nor the second of a formal instruction. His contribution was that of having distinguished the two instances when learning a second language; language acquisition and language learning correspondingly. In fact, Krashen’s Second Language Acquisition Theory (1982) is considered the most acceptable theory on the subject up to date. The first way, language acquisition, is considered as an internalization of the language in an unconscious fashion, that is, in an authentic manner since there is not a formal instruction in the process. According to the author (1982 ), “language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication” (Krashen: 1982, p. 10). The second way to develop language proficiency, language learning, is considered as a conscious internalization of the language.

In fact, Krashen (1982) acknowledges that, learning a language is “knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is
"knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning” (p. 10). Moreover, according to Doughty and Long’s view (2008), language acquisition can be related to incidental learning, and language learning to intentional learning. In analogical terms, Krashen’s Language Acquisition Theory (1982) is strictly related to the manner authenticity forms and later shapes language attainment. In simple words, when language is acquired incidentally, is mainly due to the authentic resources the learner has since the main purpose is communication not learning it for the sake of knowing the rules intentionally as it occurs with intentional learning.

In the same line, Mishan (2005) posited that, the nature of the language received and its succeeding learning is as genuine as the living interactions which make them possible (p. 2). In addition, it can be stated here that early definitions for authenticity pose the term as “stretch[es] of real language, produced by a real speaker or writer for a real audience and [produced] to convey a real message of some sort” (Morrow: 1977, p. 13 in Mishan, 2005, p. 11).

However, taking the discussion to language teaching, the chances to encounter or emulate a genuine communicative situation in a classroom setting are rare since all aspects of real life cannot be replicated in such a context. As a consequence, the effort is pointless if there is an “incessant repetition of certain grammatical constructions, certain elements of vocabulary, certain combinations of words (for further reference see Nation, 2001) [and with this the instruction leads] to the almost total exclusion of others” (Sweet: 1899, p. 178 in Mishan, 2005, p. 5). Accordingly, by not including a considerable array of possibilities when instructing by not using authentic resources it is not possible to “do justice to every feature of the language” (Sweet: 1899, p. 178 in Mishan, 2005, p. 5). Yet, the question of whether this inclusion of authenticity in language classrooms remains unanswered.

In present days, the discussion of whether using authentic language leads to an authentic learning of the language is put into question. Under this complexity, the certainty of using authentic materials turns blur given the assumption that genuine language is produced in the unique context that originated it and not once it is repeated. Therefore, re-using authentic language as it is the case of including it in textbooks, the nature of being authentic gets lost (Morrow: 1977, p. 14 in Mishan, 2005, p. 13). This is why the use of authentic language in materials does not necessarily mean that language learning will be achieved.
Therefore, considering that using authentic language in materials does not necessarily lead to language acquisition, Mishan (2005) points out that “authenticity may be something that is realized in the act of interpretation, and may be judged in terms of the degree of participation of the learner. This concept has critical implications for the pedagogical context, where it implies that what is important is what we do with a text rather than its having occurred in a ‘real’ environment” (p. 15).

Further, authenticity is not defined nor measured by the degree of genuineness the material used entails rather the term is more accurately defined as the promotion of genuineness the task produces in learners. In other words, using authentic materials is not a guarantee of language learning but the genuine character in terms of communication the learning task fosters.

Finally, there must be a formal language learning promotion rather than the solely interaction between learners and texts (Mishan: 2005, p. 16). More precisely, Mishan (2005) points out that authenticity in the use of language is “a factor of the:

1. *Provenance and authorship* of the text.
2. *Original communicative and socio-cultural purpose* of the text.
3. *Original context* (e.g. its source, socio-cultural purpose) of the text.
4. *Learning activity* engendered by the text.
5. *Learners’ perceptions and attitudes to*, the text and the activity pertaining to it.” (2005, p. 18)

Mishan (2005) and Wilson (1997) consider the last two instances as more relevant when defining the concept. For the purpose of this study, Mishan’s definition (2005) will be taken so as to postulate that contrived materials do not promote students’ appropriateness of the language as authentic materials do when they “relate[...] to the *response of the language user.* In this sense, therefore, authenticity is “the activity or task the user-learner undertakes, and of his/her perception and conviction of the task” (p. 18). In short, the sum of the authenticity of both the materials presented (movie scenes), and the authenticity of the learning task (enactment) will promote an effective language learning in students.
5. The Use of Films as Authentic Resources

In order to promote motivation in students “[f]ilms is probably the most challenging of all the cultural products … to [be] use[d] productively for language learning … [in the sense that it raises] enjoyment and emotional involvement” (Mishan: 2005, p. 216); factors that by essence lead to motivation.

However, for language learning to occur entertainment should be the mean not the end of the task. Particularly, students should have a reason previously informed of why they are going to watch a specific movie or movie scene and not only for the sake of enjoyment promoting with this incidental learning. As Mishan (2005) acknowledges “it may be necessary to check learners’ knowledge of vocabulary and/or of culture-specific concepts, customs, etc. that are essential to an understanding of the film” (p. 216).

Besides, an important fact to consider is that one of the greatest advantages of using films is that they “can be understood even without language, as the films of the Silent era demonstrated” (Mishan: 2005, p. 224). Therefore, using films is likely to promote a challenging and motivating language learning in students since it “can provide valuable training in tolerating [language] uncertainty and guessing in context” (p. 225).

Finally, one of the authentic tasks when working with a film is that this work “should not [only] consist of reiterating language heard in the film but of reacting to it, with language use arising ‘naturally’ from the viewing of the film” (Mishan: 2005, p. 225). However, this point was not covered in this study since the main focus was to enact or reproduce the language on the movie scenes.

Ryan (1998) in his action research identifies the problem of college curriculum demands. According to the Japanese study (1998), the curriculum fails in its attempt of developing students’ “communicative competence leading [instead] to frustration and, more often than not, antipathy” (n.p).

In order to solve this frustration problem and to raise motivation to learn the SL in
his Japanese college students, Ryan (1998) designed a plan of action that used movies as raw source. In his (1998) context, students showed an interest of watching English-spoken movies. Thus, the main purpose of his study was to raise students’ enthusiasm in learning the language in a more challenging fashion. Therefore, motivation would come by a “successful exploitation of raw materials, in the construction of challenging yet achievable learning tasks” (1998, n.p.).

The language learning objective of Ryan’s (1998) study was to use movies for students’ production of the scenes they liked the most. Once they chose the scene, they role-played it not reproducing the script but adjusting it to “the context and the action of the screen” (n.p.).

Finally, the study showed two general results when aiming at motivation for language learning, and these are: 1) that “[a]t a basic level the students should enjoy [working with movies] making them more positively disposed towards language learning, if not immediately then perhaps at some time in the future” (Ryan: 1998, n.p) when other classes are given using this resource and promoting students’ L2 learning motivation; and 2) that they will enhance their self interest in looking for the language beyond the classroom setting.

Furthermore, the use of films in classes would make them work similarly anytime they encounter L2 films in their day-to-day lives. And 2) that “[t]he activity gives learners a clear goal, and a goal that is achievable; there are no right or wrong answers, as long as the script fits the scene” (n.p.). In this sense this accomplishes in a friendly manner what Ushioda and Dörnyei (2012) state in their orientations model, i.e., for learning to occur there must be a corresponding “intensity, desire to learn the language, or attitudes toward learning the language” (Ushioda & Dörnyei: 2012, p. 398), i.e., integrative or instrumental reasons for learning; and finally, the instrumental social factor which is “associated with … some level of willingness to interact with other communities” (2012, p. 399). However, this last point is not an attempt of the present study since community immersion or interaction is not the aim, rather, the motivation to learn the FL.
5. 1. The Language in Films

Though films are a good source of collocations, formulaic language, expressions, and chunks, they are not the only source that accounts for these features of authentic communication; broadcasts, newspapers, radio programs, television, music, only to mention some, are instances of real and communicative language as well. However, in order to give the study a framework, films was the selected genre for the investigation. Particularly, as described by Nation (2001), not only lexical items knowledge and use assures a mastery of the language but the “association of [these] between sequentially observed language items” (p. 318). Particularly, as the author (2001) suggests, what ensures the knowledge of the language is the ability to use words not only separately but the mastery of them in collocations. This concept is defined as “a group of words that belong together, either because they commonly occur together like take a chance, or because the meaning of the group is not obvious from the meaning of the parts, as with by the way or to take someone in (trick them)” (Nation: 2001, p. 317). Therefore, “many words … used in a limited set of collocations and knowing these is part of what is involved in knowing the words [as well]” (p. 318). Moreover, “in some cases [like in elegant sufficiency] the collocations are so idiomatic that they could only be stored as memorized chunks [or groups of words together embedding a meaning as if all together they were a unit]” (Nation: 2001, p. 318). Or in some other cases the words can be isolated and treated as units and they would still convey meaning by themselves, however, in some instances when they go together they are preferred more than others. For instance, the use of ‘would’ in ‘would you like to…’ this combination of words are used more in formal rather than informal invitations, like the one worked in this investigation with 5th grade in “Would you like to go out on a date with me?”, or the use parents give to ‘if’ at the table when children do not eat their food in “if you don’t eat your dinner (lunch) you’re not going to get any dessert”.

In addition, for the purpose of this study, several chunks were presented to students by the multimodal resource of films; therefore, the teacher guided students’ learning of collocations “by analysis and explanation of their parts and history, [plus] some attention … given to the way they function in discourse” (Nation: 2001, p. 335). In this sense,
intentional learning was fostered. Accordingly, using specific interesting story, in the case of the present study movie scenes, the author (2001) suggests providing them with the listening of the story in a regular fashion so that they just listen and enjoy it (p. 338). In other words, this concept is related to ‘incidental learning’ already mentioned. The next step is to “write… any words that the learners may not recognize in their spoken form (p. 338)”. In this matter the author (2001) advises not to use stories containing unfamiliar words for learners. Nevertheless, as the period of time available for this research is more than a few classes, it is expected that students would learn all the unfamiliar words and collocations. Another advantage suggested by Nation (2001) is that by the regular repetition of the movie scene “learners can consider what has just been heard and anticipate what may come next” (p. 338).

5. 2. Instructional Strategies to consider using films

As seen in Kaiser (2011), in order to introduce students with real life examples of social interaction, films are exceptional for this purpose since they reflect how speakers deal with real situations in real contexts (p. 233). Nevertheless, it is particular for this study not to use complete films with the purpose of learning the language considering that the language focus is most likely to get lost given the overload of language. Accordingly, using excerpts or short scenes of films is the most appropriate strategy to cope with time and attention constraints present in whichever classroom setting. For this reason, Kaiser (2011) points out that “instructors can use strategies to contextualize the clip in order to facilitate analysis and comprehension. For example, instructors can provide the context of a scene, show longer segments before focusing in on specific clips and/or show multiple clips” (2011, p. 237).

With respect to the language focus to be worked with the film resource, teachers are free to use it according to the particular language content. Following Kaiser (2011), “[i]nstructors [particularly] have the ability to create lesson plans around a clip or clips. [In addition, m]etadata about the lesson plan (language level, areas of knowledge, activities involved, in-class or homework) are collected, and handouts or exercises can be uploaded,
and any clips in the lesson plan are listed” (p. 238).

Talking of the choice of whether including the written form of a particular scene teachers must be careful. If the teaching decision is to include subtitles, students are prompt to lose track on the target sample and focus on the L1 counterpart (Kaiser: 2011, p. 239); therefore learners would only focus on entertainment and the language learning objective would be lost. For this reason, the inclusion of L2 captions is a more suitable alternative since “[c]aptions … [would] aid in acquisition and in the retention of new vocabulary and overall [and specific] comprehension” (p. 239) leading to incidental language learning.

For the purpose of this study, movies were shown in the form of excerpts. At the same time, students had the possibility to access the scripts in handouts so as for them to follow what was said. Before working with a particular film, Berk (2009) also provides a set of criteria to bear in mind. Berk (2009) stated that “the structure of the video must be appropriate for instructional use:

(a) Length: as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract. In the present study the movie scene for 5th grade was of 1:29 minutes, and the one for 6th graders was of 00:59 seconds;

(b) Context: authentic everyday language use unless purpose relates to language (see the section of Methodology for further reference of the description of the clips used in this study in p. 13);

(c) Actions/visual cues: action should relate directly to purpose, eliminate anything extraneous; and

(d) Number of characters—limit number to only those few needed to make the point, too many can be confusing or distracting” (Berk: 2009, p. 7).
Besides considering all of these aspects, Berk (2009) promotes the previous investigation of the films to be used in the classroom. For this purpose, the following techniques are suggested for the selection of the films that students would eventually enjoy watching. The first procedure is to “pick videos the students recognize, with which they are familiar and in which they have an interest.” Thus, the final purpose is to match the language lesson planned by teachers with an engaging object of their interest. For this reason there are 4 sources where these films can be selected:

1. *Movies* based on cult classics, Oscar winners, and most recent and popular ficks
2. *YouTube videos* [containing film scenes] that are top-rated or most often viewed
3. Informal and formal student surveys of what films students watch
4. All of the above” (Berk: 2009, p. 8).

On the other hand, considering the language treatment of the selected movie scenes, another study starts making reference to the massive spreading of information promoted by Internet and its consequences for language teaching. According to Valdes (n.d.), this new reality has brought to education the challenge of using this new media in classrooms. Regarding language learning teaching, Valdes (n.d.) acknowledges the importance of using films as an important resource in the language teaching setting, however, he fosters the use of short excerpts as a more suitable aid given to the overload of language provided in an entire movie. As a matter of fact, Valdes (n.d.) posits that “featur[ing] films, documentaries, animated cartoons, and other visual aids in video format may be very useful in foreign language instruction. [He emphasizes in that] teachers may use these videos in instructional activities, always placing special attention to the selection of motivating and appropriate materials” (p. 9).

Indeed, by using a selected part of a film, “students should be prepared to … focus their attention while viewing the segments” (p. 9). In this sense, teachers will allow [them] to progress from listening comprehension to speaking and writing skills. To be more precise, Valdes (n. d.) proposes a methodological teaching plan so as to adapt films for the purpose of language learning. The most important steps suggested by the author (n.d.) in
order to consider for the present study are:

1) identify segments of video or films that are brief enough to eliminate memory problems and that allow students to work intensively with the language through repeated viewing and focused tasked;

2) use short segments with content that can be easily replayed and readily absorbed by the entire class;

3) select materials with equal entertaining and pedagogical values [though for the present study these pedagogical values were not considered since the focus is the language];

4) schedule regular small-group work during class time in order to give students more opportunities to use the spoken language or to work in collaboration to discover meaning; and

5) give learners individualized control over difficult elements of the video via individual or small-group work in the language lab, if you have one. An alternative is to lend students the videos for home viewing of specific assignments” (pp. 4-5).

It is suggested that by means of a short sample of the film selected, students have the possibility to progress in their listening abilities by means of “targeted listening activities, where the teachers ask students to listen carefully to specific vocabulary, [and] help students to understand important aspects of even the most challenging video programs” (Valdes, n.d., p. 6). In the case of this study, students were encouraged to improve in their listening skills when they were asked to predict what was going to come next in specific points of the movie scene.

Regarding the linguistic mode of making meaning out of the film scene selected, Valdes (n.d.) also promotes the use of scripts. This action avoided the fact of students relying on the translation of the specific words or expressions contained in the subtitles. He
(n.d.) states that “[u]sually these translations are not accurate enough to reflect the linguistic and cultural realities in the films. Transcripts may be very useful for the teachers to develop vocabulary building activities, but it may be unwise to place them in the hands of the students” (p. 5). Rather, the use of scripts is a more convenient choice for teachers since it helps “to develop vocabulary building activities” (p. 5). However, presenting students with transcriptions of the audiovisual material will shift their attention to what is presented there. In this sense, scripts will be harmful for students’ ability of predicting the vocabulary since they will have all the lexical items in the screen or in a worksheet (p. 5).

Talking of the language activities to be worked when using a film scene, Valdes (n.d) proposes the following plan of action:

1) For every minute of video presentation there should be several minutes of learning activities.

2) Encourage the students to learn how to predict what will come next [in the story]” (p. 7). By doing so, it will guarantee teachers whether comprehension of the context portrayed by the scene has been achieved.

3) Give students a particular task to concentrate on while viewing the film. When the students view the image with no particular task in mind, the after viewing activities can be diluted because different students have noticed different aspects of the image.

4) Use traditional teacher aids, such as the blackboard, to assist the students to understand the film during its viewing. If a particular segment contains vocabulary and material difficult to understand, the video should be stopped and traditional means use to explain the difficulties” (Valdes: n.d., p. 7).

In all, using films in the language classroom has the advantage of promoting the multimodality of meaning making; however; it is teachers’ task to take benefit of them by
means of meaningful and learning activities as it was shown in this overview.

The last instructional perspective on the use of films in the language classroom is the one provided by Pete Sharma and Barney Barrett (2011). For this investigation, all of these suggestions were considered and worked in all phases of pre-viewing, viewing, and post-viewing.

V. ANALYSIS OF RESULTS

This section will be crucial for the interpretations elicited out of the data this investigation collected. The first instrument adapted was Lamb’s (2012) likert questionnaire which served the motivational purposes sought in the present investigation. This instrument was called Pre Test. Its name was mainly given by the first stage in which it was applied where the main plan of action of including movies in classes had not been carried out yet. The following table displays the general results obtained from both groups of students of 5\textsuperscript{th} and 6\textsuperscript{th} grade:

<table>
<thead>
<tr>
<th>PRE TEST</th>
<th>5th grade</th>
<th>6th grade</th>
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<tbody>
<tr>
<td>1. Self FL motivation</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Q1</td>
<td>75</td>
<td>45</td>
</tr>
<tr>
<td>Q21</td>
<td>54</td>
<td>59</td>
</tr>
<tr>
<td>Q22</td>
<td>25</td>
<td>45</td>
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<tr>
<td>Q29</td>
<td>42</td>
<td>45</td>
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<tr>
<td>2. Reasons to use the language outside the classroom</td>
<td></td>
<td></td>
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<tr>
<td>Q3</td>
<td>75</td>
<td>69</td>
</tr>
<tr>
<td>Q6</td>
<td>92</td>
<td>90</td>
</tr>
<tr>
<td>Q9</td>
<td>71</td>
<td>48</td>
</tr>
<tr>
<td>3. International Posture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td>58</td>
<td>69</td>
</tr>
<tr>
<td>Q4</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>Q23</td>
<td>75</td>
<td>41</td>
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<tr>
<td>4. Social nature of language learning</td>
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<tr>
<td>Q5</td>
<td>63</td>
<td>24</td>
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<tr>
<td>Q15</td>
<td>71</td>
<td>69</td>
</tr>
<tr>
<td>Q16</td>
<td>8</td>
<td>7</td>
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<tr>
<td>Q24</td>
<td>83</td>
<td>83</td>
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<tr>
<td>Q27</td>
<td>42</td>
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<th>5. Films and authentic language</th>
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<tr>
<td>Q7</td>
<td>63</td>
<td>59</td>
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<tr>
<td>Q8</td>
<td>67</td>
<td>66</td>
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<tr>
<td>Q11</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td>Q13</td>
<td>50</td>
<td>55</td>
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<tr>
<td>Q30</td>
<td>58</td>
<td>55</td>
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<th>6. Future life</th>
<th></th>
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<tr>
<td>Q14</td>
<td>75</td>
<td>66</td>
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<th>7. Home and family</th>
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<tr>
<td>Q12</td>
<td>21</td>
<td>31</td>
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<tr>
<td>Q17</td>
<td>46</td>
<td>45</td>
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<tr>
<td>Q18</td>
<td>46</td>
<td>62</td>
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<tr>
<td>Q19</td>
<td>71</td>
<td>79</td>
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<th>8. Classroom environment</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Q28</td>
<td>21</td>
<td>21</td>
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<th>9. Learner autonomy</th>
<th></th>
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<tbody>
<tr>
<td>Q25</td>
<td>54</td>
<td>69</td>
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<th>10. Teacher’s influence</th>
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<tr>
<td>Q10</td>
<td>92</td>
<td>76</td>
</tr>
<tr>
<td>Q20</td>
<td>100</td>
<td>83</td>
</tr>
<tr>
<td>Q26</td>
<td>79</td>
<td>83</td>
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Table 5: Adapted Lamb’s (2012) likert questionnaire portraying the differences collected of the two groups of students in terms of motivation.
The following section will comprise a complete analysis of the results obtained from this Pre Test.

**Analysis of Results – Pre Test**

Before setting the corresponding differences existing in both groups of students, it is important to take into account that for the purpose of a more organized presentation and discussion of results, all of the analysis is given in percentages since both groups presented different number of students when responding this survey; in 5th grade 24 students and 29 in 6th grade. For a more ordered discussion, this analysis will be divided into the categories of the instrument of the survey already mentioned above.

1. **Self FL Motivation**

In relation to the questions aiming at Self FL motivation, a 75% of the 5th grade students answered positively to the question of “Do you like English?” However, in question 21, where they were asked whether they had problems with the language, a 54% of students referred affirmatively, suggesting that the interest for it does not have a direct relation with the complexity it comprises, i.e., the difficulty to learn the language does not lead to the loss of interest for it. In this sense, Ushioda and Dörnyei’s point of view (2012) of the utility the leaning tasks impacts in learners was proved here since they do have a tendency for the language; however, the learning tasks they have had and faced may have not been engaging for them to learn the language properly.

On the other hand, the result of 42% of students using translators in 5th grade correlates proportionally with the 45% students in 6th grade making an effort to learn the language spent outside the classroom in question 29. That is, the fact of using translators will be taken as a contradiction for this study, mainly due to the following reason. When learning a new language, the use of translators can be considered as a useful resource for expressing ideas that students do not know how to convey in the foreign language.
However, the reality seen at school is that most of the time, when students are assigned to write in English they base their entire compositions on the translator and not on the knowledge gathered in classes. Therefore, for the purpose of this study, the fewer students who use the device of the translator the better they are valued in terms of their motivation for FL learning. In other words, the underlying interpretation here is that, making an effort to communicate in English as well as applying strategies in the FL is considered as a more positive learning disposition as translating. Simply put, by not using translators students develop their metacognitive skills and their autonomy as learners as well.

Moreover, taking into account the 45% of students in 6th grade, who state that they make an effort to learn the language outside the classroom setting in question 29, correlates proportionally to the 42% of students in 5th grade who recognize using translators. To sum up, 5th graders do not make a considerable effort to learn the FL as they lack strategy training that 6th graders already have given their second year with the language. The statistics of this factor according to the survey for 6th grade students suggest that self FL motivation in this group of students is lower than the half of the students. Surprisingly, questions 1, 22, and 29, mainly focused to the interest and effort spent for learning the language gathered the same amount of respondents, 45%.

Another important remark to make here is that, in comparison to the previous level of 5th grade, where the use of the translators (above mentioned as a negative factor) in question 22 was only 42% students, in 6th graders the statistics grew to double. This fact confirms the lower interest and subsequently lower effort for the subject.

The likely interpretation taken out of question 1 “Do you like English?” is that students’ impressions for the same question may have not matched when understanding it, i.e., they may have answered thinking English as a language or a tool in 5th grade, and English as any other school subject in 6th grade. In this sense, the second group of students does not differentiate English as a language and English as a school subject. The reason to this reading is that, as it was already mentioned in the description of the universe sample
for this study, for 5th graders English is a new topic since it is the first year they have it as a subject at school; whereas for 6th graders English already carries a negative impression due to its compulsory nature for belonging to the school system which mainly consists in respect the rules, behaving in tests, the corresponding routine it comprises, etc. In this sense, as Ushioda and Dörnyei (2012) stated, the degree of motivation ranges between the utility learners estimate of what is being learned; thus, for 6th graders, the utility of the school is at all motivating. In simpler words, for 5th graders English is a novel experience, therefore highly valued and to be motivated than for 6th graders who already had it the year before.

2. Reasons to use the language outside the classroom

The correlation of question 3 asking for a utility of the language learned at school in situations outside the classroom, where 75% of students in 5th grade answered positively, shows a straight relation with question 9 and the 71% of instances for 5th graders to apply the language in their personal lives. This fact indicates that more than half of the class finds the English class important for their personal life, an aspect to consider when planning classes based on students’ interests and pastimes. Even more, 92% of 5th grade students stated that the English learned at school is useful for them, leaving for interpretation that they positively value the FL in their lives. Similar to what was exposed above, when students find a utility of the FL in their lives is when they attribute the importance to learn it.

Therefore, by considering the utility of the language for students, the EFL class will be key for their development. Accordingly, not only this is a line to draw for the future but it is also a reality of the present time; students already value the learning gained from the English class. Therefore, what is left is to continue promoting their interest by means of using the same instances they have in their personal lives in the EFL classroom.

In the case of 6th grade students, this section is threefold in terms of its implications. First, the high statistics of questions 3 and 6, 18 and 22 respectively, asking about the utility
English serves for students lives poses the factor of self FL motivation as a deep failure. That is, their low skills and appreciation for the language do not lead them necessarily to think it as not useful or not important for their lives. Second, the low responses, 48% students in 6th grade for question 9, asking for the actual instances they have for applying their learning of the language suggests a contradiction of what was collected above, i.e., students acknowledge an importance of the FL but they do not find considerable opportunities to apply it in their personal lives. Less the half of the students acknowledge this situation. Ergo, as it was described above, as 6th graders already had the novelty of English the last year, for this group of students, the language does not count as such but only as a school and old, meaning nothing-out-of-the-ordinary, subject. Third, these last statistics can be extrapolated to the low self FL motivation in the sense that students recognize the few instances they apply the language, ergo, their interest for it is low.

3. International Posture

The 75% of 5th grade students who state in favor of communicating their ideas and their experiences with English speakers straightly relates with the 58% of cases who advocate to the desire to visit an English speaking community. Though they are different questions per sé, the desire to express their ideas with the foreign community does not necessarily join the desire to visit that different setting in terms of the language. That is to say, the possibility of having people talking in English goes beyond of geographical constraints, due to the arrival of Internet it is widely known that users are able to travel the world in just one sitting in their computers. In this sense, the proportion is clear; out of 58% of students in favor of traveling 17% more of students approve the communication with the foreign community better.

On the other hand, the low 38% of 5th graders who stated in favor of having the possibility to travel to English speaking countries conduces the analysis to two considerations. First, these low 38% of possibilities to travel does not necessarily lead to abandon the interest for the foreign community. Second, the huge, almost the double cases of students who do not have the possibility to travel reflects and reveals students’
socioeconomic reality, a similar result in comparison to what was exposed above in Lamb’s (2012) study. In this regard, this factor might influence their answers considering that they are not able to visit the foreign language society because of socioeconomic constraints.

According to the results gathered from 6th graders, the statistics are very similar to the first group of 5th graders, i.e., 69% of students admit their interest to visit an English speaking community. At the same time, only a 7% of them states to have the possibility to carry on this trip. Therefore, once again the socioeconomic factor is revealed against the positive desire to travel to the FL countries which could be detrimental for their overall motivation. Moreover, in question 23, a 41% of 6th graders affirm they would like to use the language for conveying their ideas with English speakers, another proof to confirm they once again are constrained by their socioeconomic reality since their desire is indisputable, thus, stating a clear positive attitude for the FL culture; however, with economic limitations.

4. Social Nature of Language Learning

With regard to the influence peers exerts on the learning of the language, questions 5 and 15 demonstrate that it is important for them to have a level of English which excels in front of their mates, with 63% and 71% students correspondingly for both questions.

On the other hand, the positive result of question 27 of 42% of 5th graders not showing signs of anxiety or nervousness in front of an English speaker correlates in favor of the 83% of students in question 24 affirming English is important in the world of these days. In this sense, the low statistics of presenting a negative attitude towards an English speaker is an indicator and at the same time a reinforcement of how much they valued the language. This was seen in the FL Self motivation category described above.

Finally, the almost non-existent statistics of question 16 (8%) referring to bad reactions of peers towards students’ English is an indicator that the social nature of the learning of the FL is in all senses a positive and nurturing aspect for their motivation as
seen in Lamb’s study (2012) where students belonging to the rural parts of the country did not see any point in learning the FL language since they had few possibilities to travel abroad and to use the language.

Regarding the influence of peers in learning the language asked in questions 5 and 15 the results of the 6th grade group showed a contradiction in itself. That is, in question 5, where they were asked if they would like to show their peers a management of the language, only 24% of 6th graders answered positively; whereas, in question 15, where they were asked if they would like to know English more than their friends, a 69% of students answered positively. These results suggest two main readings. First, the value students attribute to demonstrate their knowledge to their peers is rare or not important for them. These findings can be interpreted under the scope of Abelha, Aloyseo, and Edi’s study (2013) where similar results were gathered when considering that if there is not a learning achievement goal, performance goal orientation is barely appreciated. Second, one more year of age sets the difference if compared to the previous group of 5th grade who more than the half considered knowing or knowing better the language in comparison to their peers.

On the other hand, in this group of 6th grade students, the positive result of questions 27 and 24 are showed once again; however, in this group with a little better percentage more. That is, 4% of more students presented signs of anxiety or nervousness in front of an English speaker. At the same time, these statistics correlate once again and better in favor considering the 83% of students (the same as with the group of 5th grade) in question 24 affirming English is important in the world of these days. In all, these two results confirm the positive social value they assign to the language.

Finally, this category is in all senses similar to the one of 5th graders’ since, for instance, question 16 showed only 1 percent of fewer students (which is better) not feeling bothered by their peers when using the language. Opposed to Lamb’s (2012) study, in this investigation few students both in 5th and in 6th grade declared having the possibility to travel abroad suggesting with this that students would not have the possibility of
encountering people speaking English outside the classroom; therefore, there would proportionally be few instances when students got nervous or anxious of using the FL. In addition, opposed to Lamb’s (2012) predictions with the spreading of the Internet and the subsequent raising of the use of the FL, the truth is that having access to Internet does not necessarily imply that students will be more interested to learn and use the language. As a consequence, they will not have to show their FL knowledge to their peers who shared the same limited opportunities to encounter the language. Hence, is not only due to the accumulation of FL learning that students would not be nervous or anxious when interacting with a native speaker, but also because they either have access or interest to communicate with them given that the only language widely used in their context is not the FL.

5. Films and Authentic Language

Surprisingly, and contrary to all expectations given the literature review, the influence of how films impact the motivation for the language portrayed in questions 7, 8, and 30 partly show a contradiction expressed in questions 11 and 13. That is, though they indicate being in favor of using films in the FL classroom they evince less motivation to use FL movies as resources of language learning. In statistical terms, the 63%, 67%, and 58% of students (questions 7, 8, and 30 correspondingly) expressing an interest in respect to using films in the classroom, do not correlate with the 42% and 50% of students (questions 11 and 13 correspondingly) declaring a predisposition to use a filmic methodology for the learning of the language in the English classroom. The likely interpretation for this is the short experience, if none, they have with using films as a learning resource. In this respect, following Kaiser (2011), Berk (2009), and Valdes (n.d.) films in this investigation should be seen, treated, and enhanced as a learning experience by means of an entertaining material. All for the sake of changing students’ view of films being only as entertaining artifacts.

Similar to what occurred with 5th grade students, the influence of how films impact the motivation for the language showed for 6th graders in questions 7, 8, and 30 show once
again a statistical contradiction considering questions 11 and 13. That is, the same as what was seen before, though 6th graders indicate being in favor of using films in the FL classroom they evince even less motivation when compared to 5th graders who do not agree on using FL movies as resources of language learning. These last statistics suggest that, as students of both groups are so accustomed to “traditional classes” the fact of presenting them films do not represent a learning experience for them. In simpler words, in their mental representations learning English can only be possible by means of the traditional methods such as textbooks or simply the whiteboard, but not by multimodal pedagogies which aim at bringing learning to the new technological era, following Chan and Herrero (2010). However, this investigation attempted to change students’ view in this respect covering the results in the Post Test and Post Enactment Test.

As a matter of fact, the pre investigation results left the study with the conclusion that in general, these two groups of students did not appreciate the value of films as a learning resource. Therefore, there was an important challenge to deal with: using films to motivate students to learn the language. In this respect, at the moment of carrying out the investigation, these results were compared with the ones elicited out of a post enactment or post “English Day” survey. Particularly, at this stage of the study, two instruments were carried out with both groups. First, in order to check whether the first impressions here analyzed changed substantially this survey was repeated. Second, a new survey was created and applied but this time only focusing on the movie factor worked in this investigation, i.e., only driving the attention on the movie scenes which they were presented and worked with.

The main and final purpose of testing this factor once again was to determine the impact films had on the learning of English they experienced throughout this investigation. Moreover, the objective of testing this factor in isolation was to explore whether the inclusion of movies in the classroom provided a switch in their mental images of the usual classes with the textbook and or the whiteboard only in such an extent that they now will be open and more motivated to accept it and, if possible, to see whether they ask for this methodology to be applied in classes on a more regular basis.
The most relevant category which was once again explored in a post test later on can be summarized in the following figure:

![Bar graphic expressing the differences between 5th and 6th year in the most important category of Films and Authentic Language](image)

Figure 3: Bar graphic expressing the differences between 5th and 6th year in the most important category of Films and Authentic Language

6. Future Life

In relation to the importance students attribute to the foreign language, the question of “Do you think knowing English would lead you to a better place in your life?” 18 students stated in favor of the idea. This is another proof of the important role English plays in their lives in social terms discussed in the categories of International Posture and the Social Nature of Language Learning. Particularly, in the former, observing the almost non-existing anxiety when being faced to talk to an English speaker. In addition, this importance attributed to a better position in life correlates with the positive attitudes when asked about the desire to travel to an English speaking community; therefore, the language is by all means considered as relevant for future life. So much so if Gayton’s (2010) concept of ‘mobility’ is considered, i.e., the possibility to travel generates the motivation to learn the language of that particular community.
By the same token, the question of “Do you think knowing English would lead you to a better place in your life?” in the group of 6th grade students showed 19 students, or 9% less than 5th graders stating in favor of the idea. In this sense, this result leaves the general picture that 6th graders tended to focus only on the present looking at the future as a distant time which they are not even capable of thinking. As a consequence, the importance they attribute to language weakened. In other words, this is another category that shows that one more year of education complicates the matters for teaching and learning of the language given these percentages of motivation for the language. Particularly, these statistics reaffirm what

7. Home and Family

The poor results obtained out of the questions 12, 17, 18, and 19, all of which aimed at family support, dismantled two main underlying facts. First, the conclusion of a socioeconomic factor that might influence answers which was elicited out of question 4 is clearly seen once again here in this category, i.e., as at home the support students received is less the half of the universe, this scenario is straightly related to the few possibilities they and their families have to travel to an English speaking community. From this point of view, English is only viable to be learned when they have access to travel. However, this can be regarded as a misconception since the new technologies allow communication with people from all around the world and not necessarily by means of traveling; an example related to these groups of students can be the online videogames they could play with English speaking people. Second, these low percentages of support received at home lead to proportional students’ predispositions since family is the engine of most of their motivations to learn at school. That is, if students have parents who do not encourage or help them to study it is equally likely that students will not be motivated for the language either. Therefore, as a conclusion, students are directly affected in their learning by the motivations, support or help they receive at home.

A third conclusion that can be elicited out of these results is that, 6th grade students
might have thought of the question as family supporting in actual terms as for instance helping them directly to study. However, their families might support them in terms of encouragement but not providing them with concrete actions to help them with their learning.

Surprisingly, the results gathered in the group of 6th grade in the questions 12, 17, 18, and 19, resulted all opposite to the ones from 5th graders; however, not so dramatically, 9, 13, 18, and 23 respectively in comparison to the 5, 11, 11, and 17 of 5th graders. The following bar graphic shows the scenario:

![Figure 4: Bar graphic expressing the differences between 5th and 6th year in the category Home and Family.](image)

On the other hand, as this is not so considerably different from the 5th grade students, it is still an indicator of the open differences every group may have in relation to the other. Nevertheless, even considering these more positive results in this group, as it has been seen, 6th grade students’ dispositions to the FL did not vary substantially in comparison to 5th graders’.

8. Classroom Environment
The positive results in both 5th grade and 6th grade elicited out of question 28 of “do you feel uncomfortable when answering questions in the English class?” left the survey with the conclusion that a 79% in both groups (with 19 students in 5th grade and 23 in 6th grade), react more than positively to the language in terms of not showing signs of nervousness, anxiety, or having bad dispositions for the language. This is an extrapolation of the low statistics of nervousness or anxiety in front of an English speaker. In other words, the FL is not a threat in any sense to students either in the real world or in the classroom.

9. Learner Autonomy

When asked about learning strategies as for instance “do you look up yourself the meaning of a word when you don’t know it?” a little more than the half of the students in 5th grade, 13, answered positively. According to these statistics, half of the surveyed group claim to use self learning strategies, i.e., half of them can be considered autonomous learners. However, in 6th grade 20 students, or a 69% of them, claimed to look up the meanings themselves. This set them as a more autonomous group in comparison to the first group. Furthermore, these statistics can be interpreted as with one more year than 5th graders of studying English 6th graders accumulated more experience with the language. In other words, 6th graders show a clear progression in terms of autonomy.

10. Teacher’s Influence

In all questions, 10, 20, and 26, of this category, the results prove this factor as the most outstanding among all the ones surveyed in this preliminary section of the study. In fact, in question 20, “do you like the way your English teacher teaches the language?” the entire universe of students (24) claimed to be positively in favor. In this regard, at least at this point of the investigation, it can be assumed that the teacher’s influence is crucial for students.

Nevertheless, the 6th year group showed lower results in this category with 22
students answering positive to question 10, 24 to question 20, and 24 to question 26. Even though the results are high for this category in this group, they are not as outstanding as the ones gathered in the first group. Mainly due to the novelty factor involved in the English language for 5th graders which for 6th graders is lost. In general terms, 5th graders have a more positive image of English in most categories as this subject is new and it can also be related to their personal lives meanwhile 6th graders only sees it a school subject, ergo, not challenging.

Finally, as all of these interpretations were originated from a phase of the study where no intervention with films had been applied, the next instruments and their corresponding analysis are as important and necessary as the one of the Pre Test for a complete overview of the investigation.

The next section will deal with the results obtained from the process of observation while all the investigation process was under application.

**Field Notes Analysis**

The differences analyzed in the pre test and the ones that will be gathered from both post tests could also be seen in the observation process.

From the very beginning of the investigation, that is, from the pre test, 5th graders showed themselves more motivated to the experience of working with movies rather than working with the pressure of a mark. Comments as the one of “*Qué bien que nos escuche, profesor*” (How good you listen to us, teacher), can be interpreted as that their disposition was positive since they felt the teacher was establishing a more intimate or profound acknowledgement for what they were feeling towards the language; therefore, their reactions to the test were positive from the very beginning. More technically, with this panorama Noels’ (2001) conceptualization of ‘intrinsic orientation’ can be seen present before the hard-core part of the investigation took place.
The same, however, did not occur with 6th graders who answered reluctantly because they first thought the test would be evaluated. Moreover, even though they were informed the test would not have a mark their reactions persisted. This can be interpreted as their reactions were negative since any document sharing similarities of a test, like in this case it was a questionnaire, represented a school instance, therefore, an obligation rather than a personal and more relaxed circumstance, or according to Lamb (2007), as time passes motivation deteriorates and students develop a more mechanical or ‘extrinsic orientation’ in Noels’ (2001) terms.

The second step of informing students they would be working with films showed immediate differences between both groups as well. Starting with 5th graders, comments like “¿y nos va a enseñar ingles con eso?, ¡qué buena!” (and you’re going to teach us English with that?, how good!), underlie and suggest that this group of students is once again more engaged with the learning process rather than the end of it which for 6th graders is the mark. Whereas, for 6th graders, comments like “¡Al fin vamos a tener clases entretenidas!” (At last we’re going to have fun classes!), or “¡Al fin algo nuevo!” (At last something new!), evidence the surprise they first had when they were told they would be working with a resource they thought as fun more than as a material for learning. Hence, this group of students took this instance as a means of entertainment rather than of learning., all the opposite of what Kaiser (2011), Berk (2009), and Valdes (n.d.) proposed with their methodology using films. This negative outcome will also be analyzed in the next section of the post enactment test where they manifested that movies “are more to have fun than for learning”.

Later on, when they were asked informally which movies they would choose, similar reactions were perceived. In this respect, both groups reacted spirited and encouraged. They all expressed the enthusiasm of starting as soon as possible with the movies chosen. At the same time the two groups were informed they would work with films they were informed they would have to enact it in front of their primary peers with a mark associated to it. As a matter of fact, no mention of any sort of evaluation was given by the teacher and volunteers appeared in both groups. Only after they offered themselves to
enact the scenes they were informed that they would have a mark for this activity. This fact
is important to mention since motivation for the task came before they were informed of the
mark they would receive when generally they do not commit to any kind of activity that is
not formally evaluated, especially 6th graders. In more technical words, it can be stated here
that in both groups there was intrinsic rather than extrinsic motivation, following Noels

The third step in the research, and the one which took most of the time of the
investigation process was the one of the work with the language foci of the movie scenes.
For both groups the panorama was the same, even though the films were different both
groups of students reacted attentively and were hard working during all the stages of the
presentation of the movie and the language work in general. Thus, it can be stated here that
one of the general objectives of this investigation was accomplished, that is, the fact of
having included movies in classes set all students to work differently and more engaged
with what for instance could have been with the textbook or only with the whiteboard.
In this sense, the construction of challenging learning tasks by using raw materials was
achieved in this group of students the same as Ryan’s (1998) study.

On the other hand, the last stage of preparing the scenery did not result the same in
both groups. Though the movie scenes demanded different scenery according to their
obvious features, 5th graders worked more enthusiastically, preoccupied, and more
forwardly to every progress and every pending task the group work was having. However,
this last observation does not necessarily lead to an absence of motivation in 6th graders
work, nevertheless, this group was asking every class for the final mark they would have if
some of the requirements was not done or it was incomplete. Besides, it is relevant to
mention that, as 6th graders were more in number of students, there were many who were
left aside of the general work by the leaders. These leaders at the same time had conflicts
with the rest of their mates, aspect that complicated the matters of work. For instance, the
discrepancies they had with the rest of the group endangered the work done at the moment,
thus, there were two instances where almost everything that was done at that moment had
to start again.
On the other hand, the rehearsing of the movie scenes did not show complications in any sense for both of the groups. Moreover, they asked out of the class time when they would rehearse again because they wanted to succeed in the final event.

Finally, all that effort and practice was shown on stage in the final presentation of both groups where the language foci learned, the scenery, and the enactment were all interconnected and portrayed the reliable movie scenes worked. It is relevant to mention the energy they showed before the enactment. They were all excited about everything to start, even the ones who did not appeared on stage demonstrated a sense of empathy and support with their classmates. This final stage at the same time showed that all students were motivated with the activity since even after the show, they were making comments on how great they felt about having enacted and spoken in English in front of their peers. What is more, the students who were in charge of the scenery, and even the ones who did not participated actively in any of the tasks for the enactment were enthusiastic about how the show would result and in their reactions after the show finished. Moreover, following Mishan (2005), by having used authentic or genuine materials the result turned positive reactions as outcome when working with the authentic task of enactment.

As a matter of fact, this motivation was also seen in the manner they responded the last two questionnaires after the final activity. They all finished it quickly, but not meaning carelessly, and 6th graders, as they already knew these two tests would not be evaluated also answered it differently to the first test; they looked all enthusiastic and motivated about the final result since what was the main pattern in these two tests were smiling faces.

Straightly related to the Pre Test, the same tool was used to measure students’ motivation but this time after the last stage of the investigation took place.

**Post Test Analysis**

The results will be presented here in detail; however, the general overview is that working with films improved students’ motivation levels, especially in one of the lowest
ranked category of “Films and authentic language” gathered from the first survey (pre survey) before starting the investigation.

Out of this pre survey the results had shed light on the low value students attributed films to the purpose of learning the FL. Nevertheless, as this analysis will prove, having worked with films as a unit of English language learning promoted that students’ levels of motivation rose considerably. In the case of 5th grade students working with films changed the motivational scenario in 180 degrees. That is, not only the category of “Films and authentic language” improved considerably but the rest of the categories presented in the instrument of the survey as well. However, the same scenario was not similar for 6th grade students, where many of the categories, as it will be analyzed here, decreased in motivational levels.

In all, researching on how films impacted on students’ motivation to learn English resulted in paramount outcomes for future investigations when presenting the language in more appealing and not traditional teaching approaches is concerned. In fact, as far as this investigation was concerned, films impacted directly on how the teaching of the language can and, according to the results, must change into leaving aside the traditional language teaching methodologies and using what is more engaging for new generation of students, movies and authentic materials. The results presented in this post enactment phase are showed here in contrast with the ones gathered in the first phase:

<table>
<thead>
<tr>
<th>1. Self FL motivation</th>
<th>5th Grade</th>
<th>6th Grade</th>
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<tbody>
<tr>
<td>Q1</td>
<td>Pre</td>
<td>Post</td>
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<tr>
<td>Q21</td>
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<td>13</td>
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<td>42</td>
<td>83</td>
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<tr>
<td>2. Reasons to use the language outside the</td>
<td>5th Grade</td>
<td>6th Grade</td>
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<td></td>
<td>Pre</td>
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<td>Q3</td>
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<td>3. International Posture</td>
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<td>Q2</td>
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<td>83</td>
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<td>Q4</td>
<td>38</td>
<td>38</td>
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<tr>
<td>Q23</td>
<td>75</td>
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<td>4. Social nature of language learning</td>
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<td>Q5</td>
<td>63</td>
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<td>5. Films and authentic language</td>
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<td>Q7</td>
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<td>Q30</td>
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<td>6. Future life</td>
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<tr>
<td>Q14</td>
<td>75</td>
<td>83</td>
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<td>7. Home and family</td>
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<tr>
<td>Q12</td>
<td>21</td>
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<td>Q17</td>
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<td>71</td>
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<tr>
<td>Q19</td>
<td>71</td>
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<tr>
<td>8. Classroom</td>
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</table>
### 1. Self FL Motivation

The progress this category showed is categorical. The 75% of students’ interest for English asked in question 1 improved to a 92%, a 12% more of tendency to better appreciation to English which correlates proportionally as well with question 21 and the 12% less of students who claimed to consider English as difficult. At the same time, the 12% less in question 22 where the tendency to use translators (aspect already considered in the pre survey analysis as detrimental rather than beneficial for learning the language) decreased. The likely interpretation is that, after the investigation students’ motivation to trust in the FL raised and; on the other hand, appealing to the L1 of Spanish decreased at the moment of looking for meanings. Another interpretation is the analogy to Qashoa’s (2006) Arab context where students claimed the foreign language to be difficult given the various differences according to grammar, vocabulary, morphosyntax. All aspects that in this study where overcome according to students’ perceptions.

Moreover, taking into account the motivation to learn the FL outside the school context could be seen in question 29 where the tendency to make more effort to learn English out of the four walls of the classroom grew from 42% to 83%, i. e., 41% more of students claimed to spend more of their free time to nurture their knowledge of English.

### Table 6: Comparative results from both pre and post tests exploring students’ motivation levels

<table>
<thead>
<tr>
<th>Q28</th>
<th>21</th>
<th>13</th>
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<tbody>
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<td>Q10</td>
<td>92</td>
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<td>66</td>
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<tr>
<td>Q20</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Q26</td>
<td>79</td>
<td>92</td>
<td>83</td>
<td>72</td>
</tr>
</tbody>
</table>

Table 6: Comparative results from both pre and post tests exploring students’ motivation levels

Environment

9. Learner autonomy

10. Teacher’s influence

Q20

Q26
Therefore, Ryan’s (1998) assumption that by working with films students’ self interest to improve in the language got better after the investigation.

In all, these results left the scenario with more than positive results in relation to one of the most important categories of this survey, “Self FL Motivation”. In this sense, one of the axes of this study grew considerably after working with films, leaving the interpretation that the investigation was decisive so as to improve students’ self motivation to learn the FL of English by their own with the strategies they learned to develop. In addition, these raising results endorsed Nation’s (2001) assumption that learning was facilitated by authentic and encouraging language samples as the ones enhanced by the films.

2. Reasons to use the language outside the classroom

Starting from the results gathered out of question 29 in the previous category, the improvement in the percentage was a point of departure for the ones collected for the present category of “Reasons to use the language outside the classroom”. As a matter of fact, in question 3, 13% more of students, or 88% in comparison to the 75% gathered from the previous survey, considered English important for their personal lives. In turn, these results depict the positive impact this investigation had on students’ motivation to learn the language given they now value more the importance of English as compared to the pre survey when the investigation had not begun yet. In this sense, as it was mentioned earlier, Qashoa’s (2006) findings in his study were exceeded by this investigation considering that, although these groups of students do not have access to the EFL community the same as Quashoa’s (2006) Arab context, they still went beyond valuing higher the importance of the role of English for them.

In addition, there was an absolute change of 92% in the pre survey to the now 100% of students who in question 6 considered the English learned in classes useful. This improvement could be interpreted as the impact this investigation had on students’ motivation was so deep that they trust more the influence English classes at school may affect their learning of the language. In fact, these results relate hand in hand with the 4%
more of students who in question 9 claimed to apply that English learned in classes in contexts outside the classroom.

To sum up, these results led us with the benefits this investigation sought to obtain, that students found in English a vehicle to satisfy their interests for their personal lives. In other words, one of the purposes of this investigation was that they realized that English is not only a subject but a language which they can obtain benefits for their personal interests. Moreover, according to Dörnyei (2012), when students find a utility of the language for their own lives motivation comes straight forwardly.

3. International Posture

This category presented only raising results for 5th graders whose answers lead to think that after having this activity with movies their interest for travelling and communicating with English speaking people (questions 2 and 23 respectively) was amplified and intensified. Nevertheless, there was a remarkable 25% more of students who stated in favor of traveling abroad against an 8% more of students expressing a like to know better the language for conveying their ideas with English speakers. This might be explained considering that they see authentic language as comprehensible and meaningful, therefore, it increases the need to interact with other speakers. Ergo, they see is it as possible and plausible.

On the other hand, the same figure of 38% of 5th graders remained. In this question, number four, they were asked to express their eventual possibility to travel to an English speaking country. This figure can be interpreted that this activity with films could change by no means their socioeconomic background no matter how appealing it had been. In simpler words, they accept their reality. By the same token, Gayton’s (2010) concept of ‘mobility’ was backed by these results; this is, no matter how motivating the investigation with films was that will not change their socioeconomic status nor their possibilities to travel to an English-speaking community.
Surprisingly, in the case of 6th graders, a different scenario was elicited. In this group, though little, there was a 7% more (in comparison to the previous survey) of students who stated they had the possibility to travel. The possible explanation for this raising is that during the investigation the socioeconomic situation of the implicated percentage of students had improved so as to consider that possibility.

On the other hand, the same as what happened with 5th graders but with more number of students, in question 23 where they were asked whether they were interested in talking with English speakers. A singular figure since in question 2 they expressed a 7% less of interest in traveling to an English speaking country. The likely interpretation for these statistics is the same showed before in the same category, that is, the misconception that English can only be found when traveling. In this sense, according to Dörnyei (2012), students can develop a sense of identification with the FL group or culture but not necessarily by travelling, it can also be by accessing the media that these days is as accessible as basic needs.

4. Social nature of language learning

Regarding this category several changes of impressions were elicited. First, in question 5 both groups were more interested in showing peers their level of English, aspect that can be interpreted as that after the investigation they gained more confidence in the language, therefore, they gained more ambition to show peers their progress. However, these results are overshadowed by the 14% less of 6th graders in question 15 where a 14% less claimed an interest in knowing more English than their friends. Considering the previous results discussed, this situation can be interpreted as when they were asked this question with the specific term ‘friends’, they did not have nor considered peers or classmates as friends, thus, in their inner circles they may not have the need to know better than their friends the same manner as they need with their classmates or peers. However, this only occurred in 6th grade since in 5th grade for the same question a 12% more of students declared their interest in knowing more English than their friends. In this sense, the situation above mentioned for 6th graders, in the group of 5th graders is completely the
Similarly and related to the situation above mentioned about peers, in question 16 both groups of students manifested minor percentages of feeling disturbance at the moment of using English with peers. These figures can be easily related to the less intimidation they all feel as a group now after the investigation mainly because of two reasons. First, they all participated under the same conditions; therefore, even there could have been students who were more advantaged in the language they all were leveled to the same expectations. Second, the same of the above interpretation, they feel more self-confident now with the use of the language, therefore. In other words, there is nothing to feel embarrassed of now even if language tasks were different. Or according to Abelha, Aloyseo, and Edi’s (2013) Achievement Goal Theory, students’ performance goal grew to the extent to show their language abilities.

Another relevant aspect to consider out of the results gathered from this category is that, question 24, which asked them for their impression of English as a currently important language, elicited a 9% more of students in 5th grade and a 7% less of students in 6th grade attached to the idea. This can be strictly interpreted taking into consideration the people they consider important, i. e., as it was seen in the above analysis, in 5th grade, knowing English better than friends was highly valued whereas in 6th grade the figures were the opposite. Ergo, the importance of the language is strictly related to the manner they know English better than their friends, or in other words, as it was mentioned above, their performance goal raised.

Similarly, in question 27 dissimilar results are shown once again, where feeling nervous when talking with an English speaker was claimed a 13% less in 5th grade and a 38% more in 6th grade. The likely interpretation for these statistics is that in 6th grade they would feel nervous in front of a native speaker since they expressed a 7% less of not feeling interested in traveling to an English country. In turn, the same explanation can be made for 5th grade figures where in this post enactment survey they expressed a 25% more of interest in traveling abroad. Ergo, students’ intrinsic motivation for the FL raised as well.
5. Films and authentic language

The most important category created to determine the level of students’ motivation to learn the FL showed by far a considerable progress from the previous survey when working with films was in the first phase of Planning. Nevertheless, the exception was shown in the group of 6th grade specifically in question 13 where they were asked whether they learned on their own more by watching films; a 19% less of students declared to be in favor of this situation, whereas in 5th graders there was shown a progress of 21% more.

The likely interpretation for these figures can be compared with question 8 results where they indicated only a 3% more of preference for films to improve self learning. Therefore, considering these statistics of 6th graders, opposed to 5th graders, although after having worked with films students still consider the learning of the language a school duty only. In other words, 6th grade students do not think they will use films to learn the FL by their own. This is so as they see it as school work which carries a negative connotation, even when the films they chose were considered. For the present study this is either a negative result or a precedent for the same investigation but with one higher level of language for both groups. All for measuring whether this new approach to language by using authentic materials is able to change the traditional.

The same situation occurred with question 2 where they were asked whether films were useful to learn the FL. In this sense, as they were not familiar to have this kind of learning resource in classes, their impression is not capable of considering the act of watching films as a learning experience. This interpretation can be compared to the not consideration of having films for their self study. Another proof is question 8 and the preference for films for self study, where a 16% more of 5th graders stated in favor of this learning instance and 6th graders only a 3%. By the same token, 6th graders and their 72%, against a 75% in 5th grade, on question 11 proves 6th graders are not deeply interested in choosing a film of their interest to learn the FL.
On the other hand, as it was mentioned earlier, this likert survey and its improvement in relation to the previous one proves students learned the FL; however, not considerably. The reason why may be due to the prejudice these post enactment tests proved; that they still consider films as entertaining artifacts and not as learning devices. However, again, this investigation is a precedent for future implementations of the same activity since this prejudice may change into considering films as a two folded utility, that is, learning and fun. Aspect that was mentioned before considering Kaiser’s (2011), Berk’s (2009), and Valdes’ (n.d.) methodology for learning FL with films.

6. Future Life

The only question measuring students’ impressions towards English and its importance for their future life was question 14. The improvements for both groups were of 8% more for 5th graders and a 4% more for 6th graders. Though a 4% it is a not significant improvement, this figures display that 6th graders are not as encouraged to learn the FL language as 5th graders mainly for the following reason. Sixth graders value the language as a school subject only and, consequently, they consider it as a responsibility rather than a self motivation to learn it better for their personal lives. Therefore, they do not consider the language as a personal challenge for their improvement in their lives. All of this may be due to the one year more they have in comparison to the 5th grade group. As opposed to Lamb’s (2012) findings in students’ motivations for the language according to their settings it can be said here that the age of the subjects does not allow them to project their future selves yet.

7. Home and Family

The importance of students’ family for motivational terms should never be neglected. Nevertheless, in the case of these two groups of students the results collected from this survey were not as positive as it was expected. Although from all the categories this is the least affected during the investigation, there are still some considerations that need to be made. In both groups of students the knowledge of the FL at home remained the
same from the first survey. However, in general, 5th graders in comparison to 6th graders declared to have increased help received at home. That is to say, 6th graders indicated being helped at home in a 28% less than the first survey, and a 10% less of being motivated to learn English at home. This can be interpreted as parents do not promote watching films both at the theater and at home in English but dubbed in Spanish.

8. Classroom Environment

With regard to the first survey, this second application of the instrument revealed little change when compared. Specifically, in question 28 where students were asked whether they felt intimidated at the moment of answering questions in the English class, an 8% less of 5th graders asseverated feeling intimidated whereas in 6th grade a 7% more. The most likely interpretation of these statistics is that, as in 5th grade all categories manifested an increasing tendency after the investigation, levels of self confidence had to rise in proportional terms as well. Whereas for 6th graders as it has been observed throughout this analysis almost all of the categories suffered a decreasing inclination; ergo, the intimidation had to decrease under the same terms as well. This little improvement can be measured by Abelha, Aloyseo, and Edi’s (2013) Achievement Goal Theory and be stated that as opposed to the raising levels in students’ performance goal with their peers, being in the classroom is a different scenario. This is, showing their language abilities with their peers is less dangerous for their FL image as to do it in front of the classroom including the teacher whose knowledge intimidates them to such an extent to make them assess their performance as not valid or dubious.

9. Learner Autonomy

In terms of the learning strategies students declared having, there was a 25% more in 5th grade and no changes at all in 6th grade. Thus, as this analysis has shown in general terms, the most motivated to continue learning, and therefore, improving the personal means to achieve it was 5th graders. In turn, 6th graders showed no changes in techniques for autonomy confirming the little impact this investigation had in them. Specifically, this
proves that Lamb’s (2007) assumption of the negative impression of school tasks for students comes hand in hand with Abelha, Aloyseo, and Edi’s (2013) learning achievement goal. In other words, the more the learning experience is treated as school like for students the less motivation they generate for their development of competence.

10. Teacher’s Influence

The early interpretation of the different value both groups attributed to English in previous categories; i. e., 5th graders as a language, and 6th graders as a school subject, once again is evidenced by the results gathered from 6th graders. In this group of students, though little in percentages, they confirmed their appreciation for the language is seen as a school subject rather than a language separated from the school context. In this sense, all the questions asking for the teacher’s influence in the learning process tended to diminish after the investigation. Another interpretation of this decreasing in the statistics is that they attribute the source of their motivation to extrinsic factors, in this case, to the teacher.

Finally, the last section will show in detail the results gathered out of the Post Enactment Test which this time uniquely covered the category of films.

Post Enactment Survey Analysis

Films in Classes

The purpose of giving a survey (see Appendix IV) containing as the only axis the instrument of films, which at the same time was considered as the general objective for this investigation, was to account on the focus of the work done with students. For this reason it is that all of the questions were designed in such a way that the only point of attention was the instrument of films, opposed to the pre and post surveys where questions were distributed in more categories. Another important feature to take into consideration is that as opposed to the previous instruments, this post enactment survey counted with open questions only. The purpose of this was for students to expand on their impressions of what
Before the main and more detailed analysis presented below, an overview can be given here. In motivational terms, both classes judged the activity of enactment as entertaining and appealing since they could have the chance to interact with their mates and learn the language at the same time. In learning terms, students stated that when they heard the words which at the same time were acted, they learned better and easily the FL. However, this is only a slight view of what was gathered from this post enactment survey. The next section will cover in the corresponding categories the specific aspects of what was elicited out of this instrument.

1. Self FL Films Motivation

The general statistics for the class of 5th grade suggest that the use of films as a language teaching resource was a complete success given the high percentages it presented as a whole. The only question presenting problems was number one where students were asked whether they liked the activity. Though the final results where an 83% of the students answered the activity was of their approval, the remaining 17% argued that they did not like the movie scene because of its short length. This aspect, in turn, cannot be interpreted as negative after all since the important aspect was the learning outcome of the activity in itself and the length of it served the purpose as it was explained in Kaiser’s (2011) methodology to work with films in classes.

In question 3 only an 8% of the 5th graders stated against the interest of doing the activity once again; however, this 8% were the students who expressed a dislike for the activity in all senses, including one of them who had no interest for anything that represented a school instance. Therefore, the statistics suggest that the activity was of general interest of the class.

Hand in hand with question 3 was question 7 which asked students to give a brief account of what they liked and did not like about the activity where only a 4% of the class
stated against it, precisely this student who did not appreciate anything coming out of the school; therefore this 96% can be interpreted as an absolutely positive students’ judgment for the activity. As a matter of fact, the last question of the category reinforces all of what has been stated so far. This question number eight asked students for their personal mark to the activity using the national ranking from 1,0 to 7,0. A 92% of them ranked the activity with the most positive range, that is from 6,0 to 7,0. This scenario added strength to the interest the activity affected on students’ motivation in general.

On the other hand, the 6th graders presented marked differences in with respect to the results elicited out of the same survey, situation already seen in all of both previous surveys. Furthermore, in questions 1 and 7, this group of students valued the learning activity with a positive percentage of 90% with respect to the tendency to approve it. Nevertheless, important is to mention here that, similar to 5th graders, 6th graders in question 1 and 7 were more critical of the quality of acting of their classmates rather than the nature of motivating for learning the FL of the initiative. In this respect, as it was mentioned earlier, the same occurred with 5th graders who criticized the length of the movie scene but never the activity in itself.

In addition, the low percentages obtained from questions 3 and 8, 76% 69% respectively, are explained by their judgments of the quality of their classmates’ preparation for the enactment only, that is, in their answers they never questioned the validity or the learning utility of the activity but they did criticized hardly the technical problems their classmates suffered.

In all, the results obtained from both groups of students can be interpreted as successful in motivational terms since they never questioned the utility of the initiative but the minor details that could be overcome by the students taking part of the public performance. Ergo, the likely interpretation is that the activity fulfilled its original purpose of motivating students to learn the FL.

2. Films for language learning
An interesting panorama can be drawn from both groups of students whose results for this category are significant in terms of the school scheme students still hold in their mental frame for learning in general. In simpler words, the results for this category portrait substantially the school system they have experienced their whole school education, where the inclusion of appealing teaching resources is rare if not inexistent. Specifically, in question 2, which asked whether films were useful to learn the FL, and question 4, which asked whether they would like to have more films in the English class, for both groups of students the leading judgment was that “films are for fun not for learning”. However, this observation was made mainly in 5th year where a 95% for this question favored the learning nature of films, in question 2; whereas, in 6th grade a low but considerable percentage of students, a 14% to be precise, stated that this resource sometimes may not be useful for learning purposes since “what is said is not necessarily understood at the time of speaking”. Moreover, the statistics for question 4, which asked for the potential use of more films in the English, did not differ dramatically in comparison to the ones gathered from question 2, specifically for 5th grade the percentage of acceptance of this resource was an 88% and for 6th grade an 86%.

Therefore, these statistics can be interpreted in a two-folded view. First, and the most literal and obvious interpretation is that not every word can be understood when it is acted out. Second, as they are not accustomed to have this kind of learning resource in classes, their decoding capacity is not highly developed in order to get the tasks for decoding linguistic features and to accomplish comprehension. However, this is a problem that can be overcome with time and with the periodical use of multimodal pedagogies.

Another important and crucial insight obtained from this survey is the one of question 5 which asked for the preference of films or films. Here, the criteria to get the acceptable percentage was the ones who preferred films instead of the textbook given the early discussion of the textbook being a traditional teaching resource; therefore, the preference for the textbook was expected to result in low statistics after the investigation.

Nevertheless, and out of all expectations, in both groups of students the statistics can serve once again in favor of the above interpretation of “films are for fun not for
learning”. Specifically, the group of students who favored films the most in the previous category presented the lowest percentage of film acceptance to be used in English classes, i.e., a 71% of 5th graders stated in favor of using only films in the FL class. However, in their answers, the 29% of students who did not favored films only they did not restrict the use of films either but, they argued films should be accompanied with the knowledge that only the textbook is capable of providing. In the case of 6th graders, the same scenario was accounted but only with a 10% of students stating in favor of the use of both resources.

In all, these results leave the analysis with the interpretation that students are still attached to the traditional language teaching approach. Furthermore, even though they acknowledged they learned the language by using films in this investigation, they still cannot see the potential pedagogical impact these resources may have in their learning of the FL. At the same time, this appreciation may be due to their mental representation of the language that is still seen from a more mechanical view. In addition, their inexperience of the language in a more contextual and communicative perspective, as this investigation attempted showing by working with the language present in films, has not been challenged in full.

3. Intrinsic Orientation for Films

One of the specific objectives of this investigation was explored in this survey as well: orientations to learn the FL. In other words, the question number six dealt with the different motivations students had at the moment of participating in the present investigation, being them the mark associated to it, the experience, the simple following of the teacher’s instruction to work, or another one that the students had to state in the sheet of paper. As it may be read, this was a half closed and half open question. Particularly, its closed half was set in the form of a multiple choice form, and the other open half in the opportunity they were given to write any personal comment.

In the case of 5th graders, a 79% favors the experience of the film while the other 21% favors the rest of the alternatives where the leading one is the mark with an 8%, the
next of the teacher’s instruction with a 7%, and other, which was mainly directed to the opportunity to work in groups, with a 6% of the students. In all, this group of students was the most motivated to work with films, as it could be seen throughout all of the analysis presented before. On the other hand, in the case of 6th graders, only a 41% of the students favored the experience to work with films whereas the rest of the students favored the remaining choices as follows: a 15% favored the mark, an 22% attached to the teacher’s instructions, and another 22% acknowledged having participated for other reasons where it can mostly be seen comments such as “because it was funny”, “because I had no other option”, or “because everybody was doing it”.

With regards to these statistics, at this stage of the investigation, where the dissimilarities have shown themselves between these two groups of students, it should not be surprising the low percentages 6th graders accounted for this question. However, these results leave several interpretations to take into consideration. First, 6th graders value the learning of the language only as a school obligation, therefore, they do not get challenged by the goal of learning in no matter what form they are presented that knowledge. Second, the skyrocketing results for 5th grade in motivational terms 5th may be due to the novelty the school subject of English represents for them since this year 2015 is the first they have it in their school program. In other words, 5th graders do not yet have fixed mental representations of how English is learned or taught.

Another insight of paramount importance to consider here is that the low percentages valuing the mark above films in question 6, 8% and 15% for 5th and 6th grade respectively, correlates proportionally with the few students from both groups who were not interested in the activity. That is, for those students who did not participate avidly but still were there their orientation was mainly extrinsic. The main conflict of this low percentage, though, is not that a 79% in 5th grade (more than three quarters of the group) were motivated intrinsically by the investigation in itself; it is for the only 41% of 6th graders who stated in favor of the experience of the film and more for external orientations. In this sense we can appreciate that although actors in 5th graders were few the complete class resulted motivated for the activity, whereas in 6th graders the rest of the ones not
acting were clearly orientated by an extrinsic motivation other than the experience of living the movie.

In all, not all of what has been mentioned above is the whole picture of the investigation, since for the stage of “Observation” of the present investigation, it was seen that both groups of students were motivated for the activity, and, what is more, 6th graders in some weeks were more motivated to work in comparison to 5th graders, opposite to what this post enactment survey analysis showed here using the statistics as arguments. At the same time, these results left the proof that 5th graders were more motivated than 6th graders since for the latter group English has seen two years consecutively and with the same teacher, whereas for 5th graders this year was the first they had of the subject and the teacher was new for them. Therefore, the analysis of this section leaves the matters as follows: 5th graders were mainly intrinsically oriented to the motivation of films while 6th graders were extrinsically oriented to the mark the activity carried with it.

VI. LIMITATIONS OF THE STUDY

One of the main limitations of this study that declined the present research was that the questions should not have elicited anonymous answers. The reason why is because in the present study this fact led to three problems. One, the students who enacted the scenes or the rest who had other roles in the event were not identified; hence, the degree of approval or likeness of the activity could not be accounted with the identities clear. This is relevant since the degrees of motivation might have been affected by the different roles they were assigned for the activity, i. e., the students who played the role of characters could have graded the activity much higher than the ones who only participated in the scenery. Therefore, the results could not be decomposed in order to identify this particular detail.

Two, the choice of films might not have been the best since if that had been the case results would have been better. However, this can be partly possible since the students were previously surveyed, though informally, in relation to their choices for the movies to work
Another important limitation, nevertheless not part of the investigation but as a contextual disadvantage is that, the films students watch and more particularly the genre of animation are showed in theaters and in public or cable television in a dubbed format. This counts as an outstanding limitation since the activity students experienced with this investigation cannot be backed up at home or at theaters since the only language spoken is their mother language, Spanish. As a consequence, students cannot improve their learning instances at the moment of watching a film unless they do it willingly.

VII. FURTHER RESEARCH

One of the main responsibilities that this investigation has brought for further research is that the same two groups of students would have to be tested once more when both are a level above, that is, in 6th and 7th grade. By doing this, continuity would prove or discard that this intervention resulted successful when motivating students to learn the FL. More specifically, though final results were higher than before the research started, carrying out the same intervention next year would inform the teacher whether the investigation this year indeed motivated students to learn the language when there were more voluntaries to participate in the enactment of the scenes the next year.

Another important aspect to consider is to use other films that assure almost the entire universe of the groups studied participates in the performing of them. However, this is difficult to achieve mainly because not in all the films it can be found that plenty of characters talk, and also because if such a film is found it does not necessarily mean that it is going to be of students’ interest. Nevertheless, if planned with time and with a suitable list of films previously asked to students, the entire or at least the majority of the students would be taking part in the enactment of the scenes.

Not only the instrument of films can be questioned in terms of their suitability given that success in achieving students’ motivation can also fall on the learning tasks chosen for
this investigation. In this regard, there is an unlimited set of tasks that can be applied in further research and that, at the same time can have equal or more impact on how motivated students feel for learning EFL.

VIII. CONCLUSIONS

Considering the axis of this study, the action of leading authentic materials, specifically in the form of films to students, had a significant impact on two main aspects: 1) their motivation to EFL learning, and 2) to Applied Linguistics in the field of school teaching. First, only by means of observation (for further reference see Appendix VI) students were positively moved by performing the characters of the selected films even when they were not told yet of a corresponding mark for it. These reactions at the same time confirmed that, according to the literature (for further reference see the section of Intrinsic and Extrinsic Orientations in pp. 32, 33), they showed signs of intrinsic motivation for the EFL given to their immediate motivation to the experience of working with films rather than the external orientation of the mark. Second, it can be stated here that this investigation showed that by considering students’ comfort zones, interests, and encouraging materials the AL field of school teaching is highly benefited. More specifically, the use of films promoted feasible language learning in students, for instance, when they were asked to be engaged with the language learning tasks and they completed phrases (for further reference see Appendix VI) using the vocabulary seen in the sections of pre-viewing and viewing of the intervention.

Another relevant aspect to consider is that students learned new vocabulary by working with films even when the grammatical structures seen in them were higher than their level. In this sense, Krashen’s Input hypothesis was proved since specifically in the case of 6th graders when being presented with the structure of first conditional which was higher than their language level, they could still comprehend it more because of the situation of father and child and the authority of giving dessert only if the child ate her food. At the same time they had had the unit of Food last year, ergo, the understanding of the ideas were more expedite than if they had been introduced to it but with a different
context. Therefore, motivation led students to incidental learning since they were not familiar with the linguistic features but they still comprehended the communicative context which the language was intending.

Finally, the investigation led the study to prove that when using the traditional resource of the textbook their orientation was mainly extrinsic since the resource was by any means an appealing and encouraging learning instance; thus, the only valid motivation was a mark. However, this situation changed when the material used was films; their motivation turned into intrinsic since it was more appealing living the experience of enacting a filmic character than role playing a non-existing person or personality. In conclusion, it can be said that the more genuine or authentic samples are given in classes the more engaging and meaningful learning experience it becomes.

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Gru: Hello, Lucy. This is Gru. I know up to this point our relationship has been strictly professional, and you’re leaving for Australia and all, but...

Okay, here is the question. Would you like to...

To go out on a date?

Bob: Uh, no.

Gru: Okay, that’s not helping.

All right, here we go.

For real this time.

I can do this.

Agh! I hate you!

Appendix II is in CD-ROM
Dad: Here we go, alright. Open.

Joy: Hm. This looks new.

Fear: Think it's safe?

Sadness: What is it?

Fear: Ah...

Disgust: Okay, caution. There is a dangerous smell, people. Hold on. What is that?

Narrator: This is Disgust. She basically keeps Riley from being poison, physically and socially.

Disgust: That is not brightly colored. Or shaped like a dinosaur. Hold on guys. It’s broccoli!

Riley: Yuck!

Disgust: Well. I just saved our lives.

Everybody: Whoo.

Disgust: Yeah. You're welcome.

Dad: Riley, if you don't eat your dinner, you’re not going to get any dessert.

Anger: Wait. Did he just say we couldn't have dessert?

Narrator: That’s Anger. He... cares very deeply about things being fair.

Anger: So, that's how you want to play it, old man.

No dessert? Oh, sure. We’ll eat our dinner. Right after you eat this! Arh!
Riley: [cries]

Dad: Riley, Riley. Here comes an airplane.

Anger: Arh!... Oh, airplane. We got an airplane, everybody.

Everybody: Oh!

Appendix IV is in the CD-ROM

Appendix V

Lo que me pasa con el Ingles

- Marca una cruz en la opción que te hace sentir la pregunta:

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Lo que me pasa</th>
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<tbody>
<tr>
<td></td>
<td>Mucho</td>
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<tr>
<td>1. ¿Te gusta inglés?</td>
<td></td>
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<tr>
<td>2. ¿Te interesaría viajar a un país de habla inglesa?</td>
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<tr>
<td>3. ¿Sientes que aprender inglés te sirve para tu vida diaria y tus intereses personales?</td>
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<tr>
<td>4. ¿Tienes la posibilidad de viajar a un país de habla inglesa?</td>
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<td>5. ¿Te gusta demostrar que sabes inglés a tus amigos?</td>
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<tr>
<td>6. ¿Sientes que el inglés que aprendes en el colegio te sirve?</td>
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<td>7. ¿Te interesa ver películas para mejorar en la asignatura?</td>
<td></td>
</tr>
<tr>
<td>8. ¿Sientes que el tener películas en la clase de inglés te motivaría para aprender por ti mismo?</td>
<td></td>
</tr>
<tr>
<td>9. ¿Tienes instancias en tu vida personal para aplicar el inglés que aprendes en clases?</td>
<td></td>
</tr>
<tr>
<td>10. ¿Tu profesor de inglés te anima a aprender?</td>
<td></td>
</tr>
<tr>
<td>11. ¿Sientes que escogiendo una película de tu interés te ayudaría a aprender el idioma?</td>
<td></td>
</tr>
<tr>
<td>12. ¿Aprendes inglés en tu casa?</td>
<td></td>
</tr>
<tr>
<td>13. ¿Aprendes inglés cuando ves películas por tu cuenta?</td>
<td></td>
</tr>
<tr>
<td>14. ¿Sientes que saber inglés te llevaría más lejos en tu vida?</td>
<td></td>
</tr>
<tr>
<td>15. ¿Te gustaría saber más inglés que tus compañeros o amigos?</td>
<td></td>
</tr>
<tr>
<td>16. ¿Sientes que tus compañeros te molestan cuando demuestras tu conocimiento en el idioma dentro o fuera del colegio?</td>
<td></td>
</tr>
<tr>
<td>17. ¿En tu casa saben inglés?</td>
<td></td>
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<tr>
<td>18. ¿En tu casa te ayudan a estudiar inglés?</td>
<td></td>
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<tr>
<td>19. ¿En tu casa te animan a mejorar en la asignatura de inglés?</td>
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<tr>
<td>Pregunta</td>
<td>Mucho</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>20. ¿Te gusta la manera que tu profesor enseña el inglés?</td>
<td></td>
</tr>
<tr>
<td>21. ¿Te cuesta aprender el idioma?</td>
<td></td>
</tr>
<tr>
<td>22. ¿Ocupas traductor para tus tareas en inglés?</td>
<td></td>
</tr>
<tr>
<td>23. ¿Te interesa el inglés para comunicarte con personas de otros países?</td>
<td></td>
</tr>
<tr>
<td>24. ¿Sientes que el saber inglés es importante actualmente?</td>
<td></td>
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<tr>
<td>25. ¿Eres de los que al no saber palabras busca el significado para entender por su propia cuenta?</td>
<td></td>
</tr>
<tr>
<td>26. ¿Tu profesor te ha motivado a aprender el idioma?</td>
<td></td>
</tr>
<tr>
<td>27. ¿Si conocieras a una persona que habla sólo inglés, te pondrías nervioso/a?</td>
<td></td>
</tr>
<tr>
<td>28. ¿Te incomoda responder preguntas en la clase de inglés?</td>
<td></td>
</tr>
<tr>
<td>29. ¿Te esfuerzas fuera de la clase por aprender el idioma?</td>
<td></td>
</tr>
<tr>
<td>30. ¿Te gustaría aprender inglés con películas de tu interés?</td>
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</table>
The first step of the actions in the investigation, the pre test, had multiple impressions. In 5th grade, when they were given the instrument their first reaction was positive: “Al fin algo en español que podamos responder bien” (Great! Something in Spanish that we can answer well”, “Quiere medirnos en Ingles” (He wants to measure us in the subject of English), up to “Qué bien que nos escuche, profesor” (How good you listen to us, teacher). And finally when they were told they were not assigned to write their names on the tests their reactions were seen immediately reflected in their faces and corporal expressions; they were answering smoothly and comfortably.

On the other hand, the same did not occur in 6th grade where students’ first reaction was “¿Es con nota? (Is it marked?) with a distressed expression in their faces and tension in their corporal expressions. However, when they were informed that this test would not have a mark and that it was anonymous, their behavior during the test still preserved reluctant faces and dissatisfied reactions in their corporal manner of answering the instrument.

**Working with Films**

Later, when they were told they would be working with films the positive approval was felt right away. In 5th graders the comments were “Las clases serán aún mejores, qué buena” (Classes will be even much greater, great), “¿y nos va a enseñar ingles con eso? ¡qué buena! (and you’re going to teach us English with that? how good!). Therefore, in general, their reactions were positive.
In the case of 6th graders, at first they did not comprehend how a movie would be fit in the context of classes since their first comments were: “Nos vamos a entretener en clases” (We’re going to have fun in classes), or “No vamos a tener clases, ¡qué bakán! (We’re not going to have classes, how great!). Later, they were explained that the objective of including a movie in the teaching plan was to teach them English the comments were even more positive: “¡Al fin vamos a tener clases entretenidas!” (At last we’re going to have fun classes!), and “¡Al fin algo nuevo!” (At last something new!).

Selection of Movies

This process was positively received in both groups since the two of them reacted immediately. As a matter of fact, both groups in their majority stated their interest was to work with current rather than old dated films. This situation facilitated the task of selection in terms of time and effort for them to come to an agreement. In 5th grade for instance, the film that was going to be released those winter holidays was “The Minions” and the majority came to the agreement that that was the better option. However, I said although it was a suitable idea, if they were interested in that film they would have to consider that these characters did not talk English but a combination of many languages; ergo, they would have to work with a scene where the majority of the language spoken was English. This is what they did; they thought of “Despicable Me 2”, a film that includes the characters of the Minions but where English is the main language.

The selection of the film to be worked in 6th grade was as forward as the one in 5th grade. They stated that one of the movies, “The Minions”, was too childish for them. The leaders of the group proposed the next animated movie that was being announced also, “Inside Out”. The majority of the group thought of this film as a good idea. As a matter of fact, at that very moment many of them asked how was that they were going to work with the movies in classes very motivated and looking forward to it expressed in comments as “¿Vamos a empezar luego, profesor?! (“Are we starting soon, teacher?”), “se ve entrete” (it looks fun).
Working with the language foci

No problems dealing with the language of each movie scene were found in none of the two groups. In fact, the activities with which they worked (see Appendixes II and IV) were not new in terms of format since they were used to the PowerPoint presentations from previous classes. In that respect they responded very attentive to the class and showed signs of entertainment in their faces. Moreover, in 6th grade the students at the very beginning of the presentation already made comments in relation to the topic dealt in the presentation and the scene that they would be shown, “Ah, es la parte que le dan comida a la niña” (Ah, this is when the child is fed). The same did not happen in 5th grade given the many instances a situation with the characteristics of invitations (see Appendix 2) could have been present in the movie.

In all, students worked motivated with the presentation of the language foci mainly since their generation was born with the visual resources that these presentations contained.

Presentation of the movie scenes

Faces of surprise and enjoyment were mainly the tone in both groups when the movie scenes were presented. There were very few students who had not seen the films, therefore, no complaints about the scenes not being dubbed nor subtitled were heard. This was by all means a positive sign of what would come next with the work: the presentation of the captions.

Presentation of the English captions

In general, students reacted coordinated with what the scenes showed and what it was being presented in the written captions. As the students were already trained in listening activities, more 6th graders given the year more they had in relation to 5th graders, both groups worked equally concentrated and following the aural part of the scenes in concordance with
Selection of the enactors

This was the shortest and the most expedite part of all. In both groups, students were so moved by the idea of enacting the scenes that volunteers appeared immediately. Therefore, once again students confirmed that the activity was of their interest and motivation.

Rehearsing of the scenes

As it was planned, this phase of the investigation not only took more time than the rest because of the linguistic complexity it comprised but also because of students’ self confidence. Although, surprisingly 6th graders, who had one more year of English took more time to develop all what was needed to perform the characters than 5th graders. In this sense, 6th graders, though they showed their interest in participating in this work of major words, in all the rehearsing sessions they were insecure and going backwards of what had been managed the previous weeks. However, they never showed any sign of regret or ever said so. The same happened with 5th graders; they remained firm and rehearsing until the last minute of the presentation.

Preparation of the scenery

Though this was not a key element for the investigation, the students who were not in charge of enacting took the task of preparing the scenery. The main consideration to be made here is the different atmospheres both groups created when working in this aspect of the scenes. Specifically, for 5th graders, the preparation of the house where the scene took place united all of them to work creating a sense of group unity, whereas a totally different case was the one of 6th graders. In this group of students rivalry and struggles of power led the work even to cause personal fights among some of them. Fortunately, obviating the differences just
mentioned, the final result did not show any evidence of a work wrongly done.

**Enactment**

The previous days before the enactment day would come students from both groups were excited and anxious but never nervous or attempting to drop their parts. They had several rehearsing sessions but the last one was the decisive since they all learned their parts by heart and looked self confident enough. The same occurred in the enactment day. Both groups showed more secure on stage than in classes. In all, the event resulted better than expected.

**Post Enactment and Post Test**

After the final presentation had taken place, all students, including the enactors, plus the ones who prepared the scenery, and the ones who did the captions in the cardboards, would look relieved and self content with the final result. Though right after the presentation finished they referred to the bad conditions they had with the audio system since they were not able to listen properly. However, as this was only a technical aspect, when they were asked about how the experience of working with films had been (see Appendix VIII) they looked happy and eager to answer as they finished the test very quickly.

The same occurred with the post test which measured the same aspects of the pre test but this time after having experienced the films in classes and having enacted it. They looked very calmed and relaxed answering the same instrument of the beginning of the investigation. Obviously, this time they finished earlier than the first time since they already knew the questions.
Appendix VII

Detrás de bambalinas...

5to Básico – Mi Villano Favorito -

Responde con la mayor sinceridad posible las siguientes preguntas de acuerdo a lo vivido en el English Day:

1. ¿Te gustó la actividad? ¿Por qué? ¿Por qué no?

____________________________________________________________________________
____________________________________________________________________________.

2. ¿Crees que ver películas en Ingles ayuda para aprender el idioma? ¿Por qué? ¿Por qué no?

____________________________________________________________________________
____________________________________________________________________________.

3. ¿Te gustaría hacer esta actividad nuevamente?

____________________________________________________________________________
____________________________________________________________________________.

4. ¿Te gustaría ver más películas en clases para seguir aprendiendo el idioma?

____________________________________________________________________________
____________________________________________________________________________.

5. ¿Qué prefieres más para aprender Ingles, ver películas o usar el libro? ¿Por qué?

____________________________________________________________________________
____________________________________________________________________________.

6. ¿Por qué participaste en esta actividad?
a) Por la nota
b) Por la experiencia
c) Porque fueron instrucciones del profesor
d) Otra

Otra: __________________________________________________________

____________________________________________________________________

7. Menciona en pocas palabras lo que te gustó y lo que no te gustó de esta actividad:

____________________________________________________________________

____________________________________________________________________

8. Finalmente, ¿qué nota le pondrías a la actividad en una escala del 1,0 al 7,0? ¿Por qué?

____________________________________________________________________

____________________________________________________________________

Gracias por participar ☀️
Appendix VIII

Detrás de bambalinas...

6to Básico – Intensamente -

Responde con la mayor sinceridad posible las siguientes preguntas de acuerdo a lo vivido en el English Day:

9. ¿Te gustó la actividad? ¿Por qué? ¿Por qué no?
___________________________________________________________________________
___________________________________________________________________________.

10. ¿Crees que ver películas en Ingles ayuda para aprender el idioma? ¿Por qué? ¿Por qué no?
___________________________________________________________________________
___________________________________________________________________________.

11. ¿Te gustaría hacer esta actividad nuevamente?
___________________________________________________________________________
___________________________________________________________________________.

12. ¿Te gustaría ver más películas en clases para seguir aprendiendo el idioma?
___________________________________________________________________________
___________________________________________________________________________.

13. ¿Qué prefieres más para aprender Ingles, ver películas o usar el libro? ¿Por qué?
___________________________________________________________________________
___________________________________________________________________________.

14. ¿Por qué participaste en esta actividad?
e) Por la nota
f) Por la experiencia
g) Porque fueron instrucciones del profesor
h) Otra

Otra: __________________________________________________________
__________________________________________________________.

15. Menciona en pocas palabras lo que te gustó y lo que no te gustó de esta actividad:
__________________________________________________________
__________________________________________________________.

16. Finalmente, ¿qué nota le pondrías a la actividad en una escala del 1,0 al 7,0? ¿Por qué?
__________________________________________________________
__________________________________________________________.

Gracias por participar 😊

Appendixes IX and X are in the CD-ROM