



**A comparative analysis of the benefits of clips and series episodes as tools to
strengthen oral comprehension of English lexical-grammatical features in the Teens
Advanced group of the English courses at the Antonio Nariño University**

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Degree work to qualify for the Bachelor's degree in Spanish and English

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Abstract

The purpose of this study was to carry out a comparative analysis of clips and 20-minute series episodes when it comes to the benefits they offer as tools for strengthening oral comprehension from the lexical-grammatical aspect in the learning of English as a foreign language. To carry through, action research was carried out with the participation of the Teens advanced group of the English courses offered by Antonio Nariño University. Considering the most popular resources and taking into account the students' interest and to compare we chose clips and 20-minute series episodes for this project. The survey, on the one hand, was implemented to to know the degree of satisfaction students had; and the exams, on the other hand, to have a wider idea of the progress students can have when it comes to understanding lexical-grammatical links given in diverse communicative events taken from clips in comparison to those present in 20-minute series episodes .The results tended to show that the L2 learners in question do not seem to consider as an assertive mean to practice a oral comprehension, hence, their oral comprehension is low, according to that, in the present study we will show which level this could be a meaningful learning and how the use and comparison of the chosen resources were carried out.

Keywords: Audiovisual resources, English as a foreign language, oral comprehension, lexical-grammatical aspect

Resumen

Se realizó un estudio cuyo propósito fue realizar un análisis comparativo de cortos con episodios de series de 20 minutos en cuanto al aporte que estos ofrecen como herramientas para el fortalecimiento de la comprensión oral desde el aspecto léxico-gramatical dentro del aprendizaje de inglés como lengua extranjera. Para llevarlo a cabo se hizo una investigación-acción en la cual participó el grupo Teens Advanced de los cursos de inglés ofrecidos por la Universidad Antonio Nariño. Como instrumentos se utilizaron la encuesta, por un lado, para conocer el nivel de satisfacción de lo aplicado; y la evaluación, por el otro, para tener una idea más amplia del desarrollo que tienen los estudiantes de los enlaces léxico-gramaticales en diversos eventos comunicativos provenientes de cortos en contraste con aquellos que se encuentran en episodios de series de 20 minutos. Los resultados mostraron que los estudiantes no consideran los ya mencionados recursos audiovisuales como una herramienta para fortalecer la comprensión oral; y, por lo tanto, su comprensión oral es baja. Lo cual en el presente estudio se podrá evidenciar en qué medida hay un aprendizaje significativo y cómo se llevó a cabo el uso y comparación de los recursos escogidos.

Palabras clave: Recursos audiovisuales. Inglés como lengua extranjera, comprensión oral, aspecto léxico-gramatical

Problem Statement

We are currently in a globalized world that asks us to learn a second language for many reasons but here we are going to talk about relevant ones. According to Surth (English for communication in a global world - Tolerance towards the various accents, 2012) with the arrival of globalization and the opening towards the vision of a global world, a gap was opened towards the teaching of English for communication ... showing that the most important thing, in any case, is to communicate and make themselves understood, without forgetting, of course, the proper use of grammatical structures, vocabulary, and communicative functions, among others.

Over time, it has been possible to demonstrate the approach that has been given to grammar when English is taught, thus leaving aside and generating little attention to oral comprehension. The natural way to start learning any language is "listening". Taking this into account, we can highlight the lack of correct direction in the teaching of English in Colombia. The vast majority of people begin by listening to their parents when they speak to them and day after day they learn patterns in context and then gradually reproduce them and transform "listening" into "speaking". Again, the need to enhance oral comprehension is highlighted to allow a mostly effective communicative process in a foreign language. Taking into account the problems that we can find in the language, the population that was chosen, and the skill to work on, it was proposed the following research question.

How different is the impact of the use of audiovisual resources such as clips and 20-minute series episodes when it comes to strengthening the oral comprehension of students of the extracurricular courses of English as a foreign language at Antonio Nariño University?

Justification

Thanks to the follow-up of the extracurricular English courses at the Antonio Nariño University, it was evident that in the Teens Advanced group, students have some difficulty when listening to native speakers due to the fluency and speed with which they usually speak, in addition to the vocabulary which they do not know and make the exercise even more difficult.

As Heraldo and Jansson (2010) mentioned that:

Learning a remote dialect considers different variables that merge and interrelate in such a way that the understudy can accomplish dominance of a dialect and, with it, reality and provide esteem to the components that make up the social and social angles of it. The method of learning English is overhauled, these days, through the use of ICT within the classroom. (p.10)

Therefore, it is of great interest to facilitate oral comprehension for those whose English is not their first language, since this, in turn, allows them to enhance and create effective communication. Taking into account that, for the communication process, it is not only important the ability to speak, but also to understand what is said to also be able to make a response and communication between two people or even more. Problems when it

comes to understanding a native or person who speaks in this language has always been a great difficulty if the context in which one lives is not in great exposure, which will result in difficult immersion and adaptation of the ear to the same.

This research seeks to analyze how different the impact of clips will be in contrast to 20-minute series episodes in the area of English through digital tools regarding the strengthening of oral comprehension. The above, being complemented with the recognition of the multiple accents, expressions, and vocabulary that allows a better understanding when developing oral comprehension and with a communicative purpose. In turn, this generates and creates a new perspective where they can feel comfortable and can share this feeling to other young people who could indirectly feel motivated to learn and acquire a new language because of the new outlook.

Although there are several studies that implement this, in this work there are fewer students that allow individualized learning, as well as greater ease of implementing themes and making use of resources of interest at the same time. On the other hand, it contributes to expanding the data and results of the implementation of this work regarding the acquisition and strengthening of oral comprehension. Being useful for future research on the subject matter and its applicability to a similar population or contrast and play with the different variables that it allows.

Since this focus group does not have high exposure to the language when living in a Spanish-speaking country, use cinematographic resources to acquire a greater vocabulary that allows communication and in turn understanding of it, based on the needs and interests an environment is created that facilitates learning and generates a high attractiveness on the part of the students. Being knowledgeable is the little interest that many adolescents tend to have in acquiring a language and seeing it as an obligation and necessity for their working life.

Objectives

General objective

- Analyze the extent to which clips and 20-minute series episodes strengthen the oral comprehension of English as a foreign language.

Specific objectives

- Contrast the lexical benefits generated by clips in comparison to the 20-minute series episodes.
- Compare the grammatical benefits generated by clips in contrast to the 20-minute series episodes.
- Identify the audiovisual resource - amongst the aforementioned- with which the students felt most comfortable when developing their oral comprehension within the lexical scope.
- Determine the audiovisual resource with which the students felt most comfortable when developing their oral comprehension within the syntactic scope.

Relevance

The research line of the Faculty of Education of Antonio Nariño University that was selected due to the relationship that it has with the work presented here corresponds to the Integration of ICT in education. Besides that, after having studied and analyzed each of the lines of research, it is claimed - as mentioned in the theoretical references - by different authors that there is a connection between the use of audiovisual resources and oral comprehension, thus leading to the basic criteria for the use of information and communication technologies. Oral comprehension is a skill that appears to often be disregarded by teachers in the Colombian EFL classrooms which unequivocally results in dysfunctional and inconsistent acquisition of the target language. Thus, within the teaching and learning of English as a foreign language, multiple uses of ICT have been observed, whether they are developed from interactive applications, songs, inquiry, digital dictionaries, among others. Having said the above, it is considered in this paper that these resources should not only be seen as a means of entertainment but also as a learning facilitator which promotes interest and motivation in each student, especially when it comes to developing English oral comprehension.

Theoretical referents

In this section, you will find articles and projects which allow the recognition of the different variables and strategies that have been applied around the subject, in turn, the learning difficulties, the processes, and teaching factors involved will be addressed. The investigations that will be seen below are of great impact and usefulness for this work since it is a topic that has been investigated over the years making full recognition of the difficulties encountered in the learning process of a specific skill that has been covered from a more personal and social level, allowing to enhance autonomy in the academic framework and generating a new vision of what studying a language is all about.

There is a variety of documents where the need to learn a second language is presented, however, not only do the documents support these needs, but, through the pass of time, they have been shown to the world as a convenience, either in the world of work, especially from the economy and its globalization, as in the cultural world where there is an opportunity to travel, to cultivate and to visit wonderful places. Education is an important factor in the life of the human being, since, all the time he is educating himself, learning not only in educational institutions but also through life, society, and the family. The context of each person is particular and different, which makes learning certain concepts, terms, and experiences from different perspectives. Although it is learned throughout life, when it comes to attending an institution that certifies this knowledge, it turns out to be a change in the emotional and affective of the human being, because, for years, education has been

taken as something negative, referring to the act of learning as boring and meaningless. For this reason, my research bets on a new vision of learning through contextualization, of using daily life and observing the mind/or something as every day as film media is, whether they are movies, short films, and/or series. may have in learning English as a foreign language with the primary focus being oral comprehension. Therefore, as mentioned before, below, theoretical sources that support and impact the work will be found.

It is impossible not to recognize that English has an important role in Latin-American countries' daily life because of the way they think. They consider English as a tool to achieve success in this competitive world, that is the speech of many educational institutions. Government has been influenced by that so they consider learning this language as a necessity so implementing it in schools is the way to put their people into globalization and create advances in their countries. In less words, it can be said that English is the globalization language even if there are more population speaking another language because what matters is that English language has been taught and consider as a simple way to communicate within people around the world and that in any place where you could be you can speak it even if that is not the mother tongue of the country and you will find someone with who you can talk thanks of that (Villalobos, J.2015). Having that in our hands, gives us the power of teaching in multiple ways that help us to learn faster and be part of the globalization world. That is the reason why you can find in any place institutions that want to help you with your level of English but on many occasions there is not a successful experience. So, find a way to help students with their previous necessity of learning English and the second necessity of understanding the language is a motivation to

find a communicative way to teach using audiovisual resources that helps to the hearing contemplating the fact of live in a Hispanic country and making use of the interest to enjoy the learning process.

Taking into account the different skills that are developed within the learning of a language, and in this particular case, English as a foreign language shows multiple needs and problems when learning. As Harmer (2001) indicates, there are two types of listening comprehension: external and internal, while the external is generally presented when listening to radio, television, natives. Internal is related to what the student gets inside the classroom. Thus, simultaneous learning is presented within the institution, as well as outside it, which corresponds to a more complete immersion to generate a considerable advance within the listening skill that allows you to understand more clearly the messages you receive from another language regardless of the medium by which it is transmitted. The above, being corroborated in its vast majority by Diaz' work (2014), more specifically in chapter two, section external factors where motivation is mentioned as an important factor in learning a foreign language. Although multiple definitions were presented, I consider the concept more than pertinent as it was approached by Gardner (2007) who proposed that motivation had cognitive, affective, and conative characteristics that - in summary - can be said that the subject is motivated, makes an effort and It looks for strategies and ways to achieve what was proposed from the beginning since learning a second language does not become something strict but rather, desired, recognizing errors and achievements. Additionally, he mentioned two categories: integrative motivation and instrumental motivation. In the first, it is related to interests in being closer to a group that speaks a

certain language, and in the second, it refers to a motivation where their interests become a project that generates something in exchange for learning itself. In the document, you can see emotional and teaching reasons that interfere with interest and can cause problems when learning a language as a foreign language. Likewise, the article agrees and proposes other factors that influence language learning difficulties, such as phonetics, pronunciation, vocabulary, grammar, phrasal verbs, false friends, and self-esteem. As can be seen, the listening ability is one of the most impaired skills when learning a language as a second language, since contextual factors greatly affect and put correct and incorrect use to play. Additionally, the lack of vocabulary, pronunciation, and grammar, not only affects oral communication and writing, but also listening because if they are not recognized, understanding will be greatly hindered, which will cause greater difficulties when generating an answer. oral or written and even more, in understanding, understanding the message since, although they could learn it in the traditional school, its use is mostly required in contextualization and acculturation. Such as the recognition of the different accents, which, in turn, could make it difficult to hear a message. Speaking and writing grammatically correct is not bad, but learning a language based on them alone will present obstacles when interacting and listening due to the reality of how English speakers communicate does not always correspond to following the rules previously learned by an individual who learned the language as a foreign language.

Based on the authors and research projects that have been carried out regarding the problems of learning and specifically in that of English as a foreign language, it is possible to conclude the need to look for tools, resources, and strategies that meet the needs

presented and also motivate to students, present strategies that suit them and reinforce learning and knowledge (see Drbseh, 2019; Wold, 2006) Providing tools that facilitate learning and do not leave out the context, even, being a foreign language, achieve immersion and keep the objectives clear to achieve them. Setting realistic goals is a factor to consider. From this research and previous personal experience, it can be taken into account that a large majority of students go through very similar difficulties, although at a different level, where lack of motivation, boredom when studying and lack of immersion within the language is evidenced to accustom the ear and also the use of vocabulary that is focused on reality and not on a purely grammatical approach since, in everyday life, the correct use is not often found, which although it is not teaching badly, it is to demonstrate that Speaking incorrectly is how most of the time they will listen and that way they can identify and understand when they are in context while recognizing what is grammatically and structurally correct to facilitate listening.

Bearing in mind that there is a clear need for oral comprehension in the English learning process, it is extremely important to recognize the cognitive processes involved in learning English. In this way, we will be able to understand more clearly which processes can be distinguished and are active within learning and how they affect the whole process.

To enter the world of the processes involved in learning English as a foreign language, we emphatically turn to the theory of social learning according to Bandura, where it explains and confirms that learning occurs by imitation. To which, Bandura

proposes that the social dimension together with the cognitive capacities interact reciprocally in the learning process. He exposes and proposes several concepts such as self-efficacy, self-regulation, and resilience, which allows a broader understanding of how they affect the success or failure of learning. On the contrary, Lynch, and Mendelsohn (2002) mention that what is inferred by the listener is not from a passive subject, in order to achieve an understanding of the message, they need to activate a cognitive process of construction of meaning and of interpretation of the speech or text pronounced orally. Therefore, the subject who listens is as active as the subject who sends the message. This being the case, listening would not belong to responding only to the subject who hears, but rather, in a certain way, it is teamwork, which is achieved, having group clarity. However, if we see the subject as an individual performer, it would perfectly apply Bandura's theory by uniting as individual subjects of their recognition of capacities and abilities, by recognizing themselves and controlling their behavior led to learning and being resilient, it would apply to what mentioned by Lynch and Mendelsohn, naming a joint action and, therefore, deriving the responsibilities to the subjects who interact while listening to another.

In this respect, Schmidt asserts that (2016):

The ability to listen is a cognitive task that requires a broad and deep exposure to oral texts, which students do not always receive; depends on both cognitive and linguistic aspects as well as the communicative situation and the social context in

which communication occurs, hence the importance of knowing the culture and way of life of the speakers, the which constitute premises that allow the listener to apply a whole repertoire of anticipation, prediction and inferences strategies that will facilitate the understanding of the message and also influence the processes of short and long-term memory, as can be seen in the following flowchart. (p.2)

Leaving this aside, but without ceasing to recognize the importance of emotional factors, we turn to the cognitive processes involved, where the students' conception of said learning, their focus on the process, and the set of previous input that will allow them to analyze, process, transform, and update new content. From the learning that is the main interest, but without leaving aside the teaching where factors such as teaching strategies, methodologies, approaches, among others, influence greatly, which, in turn, greatly involve the student and its internal processes, since, in this way, each student undertakes a world where they relate and/or identify with a method that their teacher uses. That is why, on many occasions, students are heard to classify as "good and bad teachers" this due to their experience, since it does not necessarily imply that they do not know how to teach, but rather, the methodologies, strategies, tools, and others they used were not the ones their students needed or with which they have more accelerated learning. Therefore, it is important to recognize the cognitive processes that are involved in the individual and group learning of students to generate meaningful learning in them. As mentioned more widely by Ángel Rodríguez, et al (2020). Who gives the possibility of making an inference about the factors involved in the teaching and learning of English, being important support and

generating an agreement with the previously mentioned authors who agree and emphasize this position.

Regarding this research, the authors support and generate a need at the same time, where it is necessary to recognize the student in his learning process, in the aid of self-knowledge of his learning method, which may not be unique, but influences the speed at which you acquire and meet your need for knowledge. According to the authors, I consider it of vital importance, to carry out individual and group work, where the context and effective communication are raised for the same, their listening is corresponding with what is referred to in a conversation. This is, although listening skills are used, it cannot be separated from oral communication, since listening focuses on understanding what an individual communicates and orality, which in turn, allows us to recognize whether the listening was carried out successfully.

Taking into account the different difficulties that arise in learning, the processes involved, a feasible solution is presented for the improvement of the process and contextualization within a Spanish-speaking environment. For this, different works have presented that support and demonstrate the previous users of film resources as this research proposes.

In the research entitled Video and audio as a didactic resource to improve the development of listening comprehension in English from the tri cerebral theory (Ramírez,

L. & Teatino, N., 2016). They propose a didactic strategy where they use audio and video as a resource to strengthen the development of listening comprehension in English in a certain population. It will not be emphasized since the most important thing is the results obtained, which, in conclusion, the research allows us to deduce that ICTs constitute one of the most complete resources in training action, acting as facilitating instruments in the process. The strategy designed for virtual environments allows seeing in a striking, innovative way and as a pedagogical tool for students, favoring the learning process from the knowledge of brain dominance and recognizing the shortcomings within the process of generating a favorable solution for the population from a Theoretical basis for the use of TIC in education (Mendoza, M. & Riveros, V., 2005). Contrasting the previous investigation by Feria Marrugo (2019) for Taking into account the context and the problems encountered, the audiovisual material is found to be an improvement of skill and learning process as well as autonomy in learning itself. As Benson, P. (2007) refers to two important aspects in the evolution of the definition of autonomy: In first place, students do not develop the ability to self-monitor their learning only by being exposed to life-like contexts where they have no other option and autonomy in language learning relies on the development and exercise of the capacity for objectivity, critical reflection, decision-making, and independent action (Autonomy in language teaching and learning, language teaching, p. 22). In this respect, we can say that the use of ICT has been a fundamental basis for the development and use of these resources, which allows adaptability and autonomy in learning, this is supported by Bravo (1996) who defines the educational video as one that fulfills a previously formulated didactic objective. To carry out the research, it was done through a quantitative approach due to the conditions and characteristics of the

context, therefore, the method used is exploratory, not experimental. Promoting didactic material for the maritime context as a strategy for teachers, students, and their autonomy, making the survey its main instrument. Finally, Martha Lucía Mejía Borja and Russi Giraldo (2019) in support of the aforementioned approaches, complement each other by giving the necessary importance to ICT, more specifically audiovisual resources as a tool for oral comprehension, generating favorable results in other factors, such as the expansion of the lexicon and greater focus cultural allowing to achieve the objectives, but not precisely individually from the teacher. Thus, for Litwin "Having predetermined objectives, choosing rigorous methods and irremovable designing actions to fulfill them is not always the most effective way to guide the learning process (2008, p.93). This means that the activities programmed by the teacher within the pedagogical strategy should not be interposed as individual decisions for teaching, seen from the irrefutable; on the contrary, activities of common interest should be proposed and that allows the student to appropriate knowledge from their capacities and abilities so that in this way teaching occurs spontaneously and freely within personal development. Therefore, the personal and academic development that can be generated from the use of these resources is taken into account and is marked, being correctly oriented, constantly motivating the student so that their learning is meaningful (Gonzales-Vera, P. & Hornero, 2016). Another approach taken by Crystal (2006), highlights that it is easy to understand that, due to the great spread of functionality of English today, many countries have adopted it as a mean of communication, either for internal or external purposes which means that English now is the way of communication, the economic and political language, so, it is going to be part of

your education so in the future, you will be part of the change of the country generating jobs, offers or increasing the economy as it was referred before the intentions.

Now, mention has always been made of audiovisual resources such as films, videos, short films, among others in the language that you want to learn to facilitate and strengthen the different skills, but you have not taken the time to give a guide that promotes such learning. Recognizing the opportunities and strengths that a learning tool has does not make it functional in itself, a tool to serve has to know not only its function but also follow a guide, for which, although it is not proposed and it is not possible to give a single guide since it is important to consider the different possibilities of strengthening a skill, it is necessary to take as elementary the capacities and ways of learning of the students. On this occasion, they present the results and strategies used in different students and the variants of the use of audiovisual materials as a way to strengthen oral comprehension in English as a foreign language. In this aspect, Bullón (2016) aimed to promote children's learning, postulating films as the means by which would achieve it, his main focus was the films that, as a characteristic to be highlighted, have the subtitle as support. As part of his methodology, it was to take the daily environment to have a context close to them and at the same time manage from the individual as the group for learning of himself as of his peers. This is also mentioned by Çakir (2006) who mentions that audiovisual materials highlight language and manages to engage the student in the learning event where simulated and/or life-like events are simulated. In other words, the nature of these resources can give visual cues that place the L2 learner into context and allows them to acquire language by contrasting their life experiences with the uses of the target language.

It is very important to highlight this quote since it is not only supported as an aid for the strengthening of oral comprehension but also allows creating a connection with the student where, as has been highlighted on previous occasions, Learning is not necessarily exhausting, but, on the contrary, it is an activity that can lead to enjoyment and enjoyment, thus generating a broader learning and greater appropriation by the student. The use of films, as it was in this case, allowed the development of a didactic unit that focused on the student and the relationship with the film, leading to generating significant learning, which, although not only generated by the visualization of said material, has support that allows the transmission of information and knowledge for both the students and the teacher who was allowed to explore methodologies and learn from their process. As well as the previous work, the use of films and their success in the learning process can be denoted, this time the importance of clarifying the educational process and not leaving the audiovisual resource by itself is achieved, since, when mentioning the objective beforehand, the students are reflected and can become more critical and observant without neglecting the fun of enjoying a movie moment. In the work *Strengthening the ability of oral expression in English through films* (García, O., 2012) Santiago it can be seen that the use of these resources allowed an active disposition and that in their favor they had that the students considered that moment as one of the most anticipated as they highlight it at the end of their

In this regard, we can assume that using audiovisual materials in foreign language classes allows us to visualize a wide range of voices and ways of acting differently from

those of the teacher. This makes it easier for students to contextualize communicative situations, get used to hearing different timbres, tones, linguistic and paralinguistic varieties, and/or comprehension and pronunciation. " Allowing students of a language to approach their reality from another perspective, introducing them to the world in the closest possible way, preparing them for an immersion in the English-speaking world.

Giving closure to the two exposed works and the next one that denotes the importance, veracity, and success of the use of film resources for the strengthening, approach, improvement, and ease of English as a foreign language being guided by a teacher and/or a teacher aware of the It is a great resource that is available, not only the need for use is supported but also a guide to ensure to a greater extent the learning of oral comprehension and other skills, all given and guided by the teacher. If from the previous works it can be concluded that the use of films is functional, it can be affirmed that the use of short films is not far behind, since, as shown in the following work "Use of short films to improve the ability of Listen in English in students in the third cycle of basic education in a public school in Bogotá" (Rivera, J. & Rodríguez, X., 2012). The use of several short films carefully chosen to ensure that the students would be willing to learn and visualize, the objectives among them was achieved, the pedagogical proposal making use of the short films oriented with activities and as results, not only the use of said material in terms of the strengthening of the language, the acquisition of vocabulary, among others, but rather the greatest enrichments on the part of the students, who were aware of the favorable use of short films for their learning process. As mentioned in his work and pedagogical proposal, the use of the Audio-Lingual method was an elementary part to better direct and focus his

work, since this approach considers that managing the context of the students would allow more appropriate linguistic tools so that can act in the face of similar situations making use of the language that they are learning, this being originated by behaviorism and the structural school, seeing a connection between this work and the previous one, since they put into play this element that, not only allows success in the use of audiovisual resources but in the thinking and interests of their students.

The main focus of this project has been to contrast whether clips and 20-minute series episodes have the same impact on the oral comprehension of students or not, a situation that, to the best of our knowledge, should be considered essential to developing strategies and activities that help the learning process of the students. Also, we mention the lexical and grammatical part, which is the way students have a clue of what people speak. Using an audiovisual resource is going to help to familiarize with the language you can not listen to all the time in your environment, at the same time if you have and project a goal or objective and work for it, it would be the beginning of learning, all of these allow the addressing of a teacher. This discussion would be found with deep constructions of thoughts and points of view in *Impact of Communicative Activities supported by Technological Resources on Listening and Speaking Processes in an EFL Classroom* (Beltran, J. & Palomino, C., 2016). Another key thing to remember is Rost (2011) who explains that listening involves the employment of each verbal and nonverbal data: the auditor uses the visual information provided by the media to interpret the information listened during a quicker means than by sensory system input alone. During this way, visual cues facilitate the listener to own a context that's accustomed to interpret what's

listened, because it helps to supply constraints to the various attainable interpretations. According to the objectives of this project they do not focus only on the listening part, they include the speaking one, something that is important to emphasize is the fact that if you use any audiovisual resource and some activities, previous at the video and during or later, you are going to use all the skills but working hard in a specific one, so, in that order of ideas, all depends on the way you decided to create the activities and the instructions to put an objective and achieve it. Couple with the main theoretical component of the following study, it would be pertinent to continue talking and demonstrate that there are many similar points of view when audiovisual resources, learning processes, communicative skills, and listening comprehension are talked about. If there are controversial points, there would appear many cases and experiences that demonstrate that even if not all the people understand or have the same definition for those keywords, there is always going to be a way to link it because of their own previous knowledge. Something that is relevant in this research is the methods included, in this case, the audio-visual method that is not only for the teachers, even if this project focuses on that, they also consider students because is the way that facilitates the teaching and somehow the learning process, proposing steps to get benefits, codify and have a responsibility as part of the objective. On another hand, they discuss visual literacy, this has not been seen yet during this theoretical frame but has a crucial meaning contemplating that (Bristor & Drake, 1994) defining it as an ability to understand, interpret and evaluate messages but from a virtual and visual way. However, we also agree as in other researches the communicative approach that is based on the idea that the language is successfully achieved by conveying real meaning, here we have common activities that can work as a mimic, team competitions, and dialogues but

according to the audiovisual part, we can adapt all of them to use it in favor of the listening part and complete all the task using comprehension and the communicative part strengthening the lexical-grammatical section.

Per the above, it can be said that English plays an important role today, taking into account the generation that is beginning in a world previously full of technology, but not with the control and guidance necessary for its proper use. With this last section, the general conclusion of the need to learn English can be reached, this being instilled and anticipated by those who decide to study it, but that its process has been affected by the lack of approaches consistent not only with its rhythm but also, with the little recognition that is given to the ability to listen. The foregoing makes it valuable and worthwhile to continue investigating the subject, developing and applying all the strategies for meaningful student learning. Motivation is lost due to the little progress that is usually seen in learning a language, this, in turn, seeing that it is not contextualized or focused on individual interests. For this reason, motivating the student based on their tastes and needs facilitates the use of audiovisual resources that in turn promote autonomy and the constant use of language in everyday life. Although he is in a Hispanic environment, where his skills cannot be put into practice, it should not be seen as an obstacle, but rather as a different way of appropriating and enjoying learning in the least of the daily routine. It is knowing how to generate interest in learning most creatively and by which the generations that are growing up with technology are aware of and can greatly facilitate and accelerate their learning process. In general, the contributions to my project are in terms of reinforcement and theoretical references that allow me to have a position with greater strength and

forcefulness when talking about autonomy and the development of oral comprehension, they support the need, the problem, and the solution improvement as has been explained. Allowing a look and a perspective that, although not the first, serves as motivation for those who are teaching and learning. Students are their teachers many times, they carry out learning and teaching at the same time, receiving a more focused and pertinent orientation from a professional, but who must begin their self-knowledge and opt for measures that help in their learning process of the second language is the students. Now, understanding that its context does not facilitate learning, you have to learn to I what you have and redesign and think about it for your benefit will be seen in this research.

Methodological aspects

To answer the research question and achieve the objectives previously proposed within the work presented here, the description of the procedures used and the methodological route is shown below, thus detailing the approach and type of research, information gathering techniques, instruments, activity schedules, among others.

Therefore, action research will be a source of response to know the impact of film resources in the process of learning English as a foreign language and likewise, to use these resources as a source of motivation and meaningful learning. According to Jones and Sterling, action research aims to improve the teacher's practice, starting from a problem question based on a specific area and then starting planning that allows them to gather the necessary information for the development and improvement of the problem being investigated.

This research is based on the pedagogical practice that has been carried out in the courses offered by Antonio Nariño University on Saturdays with two hours per class. The corresponding course is Teens Advanced, where shortcomings were identified when listening to instructions, as well as understanding videos on the subject, expressions, and vocabulary which they did not have and therefore found great difficulties to understand. There, the need arises to find a tool that facilitates it, within a class, as outside of it, in turn,

it will generate entertainment for them to develop this activity constantly and a significant change will be evidenced.

Methodological approach

The methodology that will be used for this research is action research, this being of a qualitative type.

Lewin (2005) describes the action research as:

A tool undertaken by individuals, groups or communities which carry out a collective activity for the good of all, consisting of a reflective social practice in which theory and practice interact with a view to establishing appropriate changes in the situation studied and in which there is no distinction between what is investigated, who investigates and the investigation process (p. 159)

This type of research has all the characteristics we are looking for, we do not conceive numbers or grades as a way to evaluate, it is better to consider experience and reality as a technique to know if you learn a lot or not too much about something or if you need it. Taking that into account, qualitative research is going to help us to provide and provide information about the learning and teaching process, contemplating one of the most difficulties that students have when they are learning a foreign language. This type of

research is focused on the meaning and observation of a phenomenon in its natural environment, in this case, that is going to allow us to have a certain idea and contemplate things that without the opportunity of being part of the process we could not understand or consider.

Following the recommendations given by Lewin (2005) regarding action research this paper is divided in seven stages, being these: 1) Topic selection, 2) clarification of theories, 3) identification of hypothesis and research questions, 4) data collection, 5) data analysis, 6) results report and 7) suggestions. In this order of ideas, we delve into each of those phases to clarify any doubt. The first phase was done when the opportunity to teach in English courses appeared. Since the first class while meeting them, one of the first thoughts was the huge opportunity to try to change their way of thinking about English classes, the activities and their learning process because at the beginning they did not want to participate and were not involved in their process until the audiovisual resources' idea was mentioned. So, that was the moment where this project started to be thought of and to give them new opportunities to learn. The idea had changed multiple times before start applying, to thinking about teaching using some movies to teaching using just series, but having their interest in the middle of the proposal the final idea took shape and doing a comparative analysis between two audiovisual resources but as tools to strengthen oral comprehension reckon with the lexical grammatical part appeared being the best option and with an enormous future and impact in the students. Then, there were many questions about how to implement the tools, what kind of vocabulary we would consider, how would we know if there was success or not, and many others. To solve those doubts, it was created the second

phase "instruments" here, the main idea was create a diagnosis exam using the audiovisual tools that were thinking from the beginning and to know their knowledge in their most difficult skill, for that reason, the creation of two exams where one of them were applied at the beginning of the classes and the second one at the end of the course so it would be possible to compare not only their learning process, also to compare better the success and influence between chapters and short films. The last part of this phase was the survey that would help to give them autonomy and the time to recognize their own learning process and at the same time give us answers to the way the tools that were used affect them positively or negatively in the oral comprehension part. After applying the instruments, we end it with the last phase "Analysis and results" that is actually straightforward, here we only focus on analysis according to the process they were exposed to and to have an answer to our research question.

Now, qualitative research, which also played an important role in the works previously cited in the previous chapter and taking them as a reference, is considered pertinent to use qualitative research in this research, as can be identified in the continuity of the work. To which, from experience and action research, it is expected to solve the research question posed at the beginning.

Population and Sample

The population under study are the students of the courses offered by Antonio Nariño University that are taught on Saturdays, more specifically the Teens Advanced course. Classes last two hours, which are held from eight in the morning until ten, with a ten-minute break. Taking into account the duration of the classes and the Spanish-speaking context, it was decided to take as a reference to generate a solution to the present obstacle of the few possibilities of engaging in constant listening to the language to be learned, which on this occasion is English as a foreign language. The socioeconomic level of the population oscillates between strata two and three.

Schedule

Date	Justification	Improvement of the problem statement	Improvement of the state of the art	Construction of the theoretical framework	Population accuracy	Search digital tools	Implementation of instruments	Exhibition and support of degree work.
March	↓							

Apr								
May								
Jun								
Jul								
Aug								
Sep								
Oct								
Nov								
Dec								
Jan								
Feb								
Mar								
Apr								
May								

Techniques and instruments for collecting information

The instruments that were selected for this project were thinking with the objective of providing enough information that help the researcher to apply the multiple activities and choose the best material securing the success between the comparison of the tools and the oral comprehension and lexical grammatical improvement of the students' learning process.

The information collection was done through the following instruments:

Survey

Considering that it is qualitative research, a Likert-scale survey will be carried out to know the measure of satisfaction from the lexical as well as the grammatical terms concerning the two resources that will be taken to make the comparison of effectiveness and greater impact within the listening skills.

Exams

In consideration of knowing the difficulties within the listening comprehension that the students have and the audiovisual methodology of this project chosen as a way to improve it, two tests will be carried out. The first aims to collect information regarding the tools they usually use to learn, what they do with the tools, and questions related to the use of those. In the same way, the second exam that will be implemented corresponds to knowing the difficulties, facilities they have, and the level of comprehension with a pair of videos.

Results

This paper proposes to do a comparative analysis of the benefits that clips and 20-minute series episodes can bring to ESL for strengthening oral comprehension of lexical-grammatical features in learning English as a foreign language in Teens Advanced students who belonged to the Saturday extracurricular course. With the use of these resources and the approach of the students to context, real situations, of daily life and keeping in mind the proposed objectives, two exams were applied, the first trying to collect information about the resources and the second to know about their level comprehension with a couple of videos as previously explained, as well as a survey at the end that aims to show the impact that the use of audiovisual resources had on their learning. The results obtained after applying the instruments are presented below:

Survey

In this survey, 10 questions were asked about the experience they had with the use of short films and chapters in order to observe which of the two resources had the best impact on them and their learning process. It is important to mention that all of these questions were applied in the Likert scale. The questions asked on the survey will appear in annex number 1, here you can find an example of the questions:

Table 1.

Examples of the questions present in the survey

Did the half-hour chapters help you to be active in listening and understanding what they were about in terms of vocabulary and grammar?	Agree
	Agree
	Agree
	Strongly agree
How satisfied are you with your progress in lexical listening and comprehension skills?	Completely satisfied
	Completely satisfied
	Completely satisfied
	Completely satisfied

Exam 1

In this first exam, it is intended to know the frequency and use that they give to the different digital platforms that allow viewing both movies and series, as well as documentaries, soap operas, among others. In order to investigate both their interests and dynamics with said resources to relate them to the implementation of the work, with the purpose of being able to carry out the corresponding comparative analysis. Now, you will see an example of the exam's questions and their answers, if you want to see the entire exam it would appear in annex number 2

Table 2.**Examples of the questions present in the first exam.**

	Yes, only Netflix.
	Yes, I have Netflix.

Do you have Netflix, Prime video, or another platform where you can watch series and videos in English? Which one?	I have Netflix and Disney plus.
	I have Netflix and Disney plus
If you do not understand a word or expression. Do you look for it to learn and understand the movie?	Yes, I try to do it every time I can.
	Yes, is very important for understand the TV Serie.
	Sometimes I look for the words.
	No, I do not. I prefer to watch everything in spanish

Exam 2

The second exam that was applied was focused on two videos, the first of them where they observed a group of students answering questions about the activities they did in their free time. This is in order to identify if they understand vocabulary, expressions and could answer questions according to what they had heard. You can identify mastery, clarity, and understanding of different topics, as well as the grammatical part. Now, you will see an example of the exam's questions and their answers, if you want to see the entire exam it would appear in annex number 3

Video: <https://www.youtube.com/watch?v=akZrk7jF5Jo>

Table 3.

Examples of questions present in the first video of the second exam.

How much free time does the second man have?	The second man has free time in a every evening and every weekend
	he cooks, he watchs movies, he reads and meet friends.
	he has more time to meet friends and cooking
	He have every evening in the week and every weekend off.
What is the type of cuisine the third girl enjoys the most?	The girl enjoy cuisine thai food.
	she enjoy thai food
	he love cooking food thai
	The third girl enjoys more of cuisine Thie food.

The second video that was used is from an American series, in this, it was intended to see the interaction, interest, as well as with the previous vocabulary, expressions, and comprehension video. Being a popular series, greater results would be obtained in terms of motivation and the impact of the use of more popular resources or of their interest. Now, you will see an example of the exam's questions and their answers, if you want to see the entire exam it would appear in annex number 3.1

Video: <https://www.youtube.com/watch?v=9ELglSwEON8>

Table 4.

Examples of questions present in the second video of the second exam.

<p>What was the thing Rachel realized when she was talking with Phoebe?</p>	<p>She is still in love with Ross.</p>
	<p>She still loves Ross.</p>
	<p>She still loves Ross</p>
	<p>She realized she is still in love with Ross</p>
<p>Who is not going on the trip and why?</p>	<p>Rachel and Phoebe, Rachel because she didn't want to go to the marriage and Phoebe because she was pregnant</p>
	<p>Rachel and Phoebe, because they are very busy, Rachel with her work and Phoebe with her pregnancy.</p>
	<p>Rachel and Phoebe, Rachel has to work and Phoebe is pregnant</p>
	<p>Phoebe is not going on the trip because she is pregnant</p>

Discussion of results

Survey analysis

The objective of the survey applied to the students at the end of the course was to analyze and report on what was done during the implementation of this project. The above, encompassing the level of satisfaction they obtained when being able to come into contact with the short films and movie chapters projected and used as a tool to improve their lexical-grammatical understanding, considering at the same time the progress in all the skills managed and contemplated from the beginning: Speaking, listening, writing, reading. Clearly with a lesser focus but that they had been working implicitly during the course.

From the results obtained from the survey, it can be concluded that the students are satisfied with what was done during the course and the use of audiovisual resources as the main element to obtaining better results in their oral lexical-grammatical comprehension. By analyzing each question separately, the students state and reveal which one generated the greatest impact and how it generated it. As can be seen, the short films were more successful due to their short durability, the way in which they express vocabulary and grammar since, not having much time, the ideas presented are concise, clear and expose not only new vocabulary but, in turn, expressions that allow them to be studied and applied within your speech. Regarding the benefits within one resource and another, although series

chapters can be considered substantially more beneficial, this is affected by the level, interest, and level of difficulty found within them, in this case specifically, considering the level of the students that varied between an A2, the short films were of greater benefit for their learning. From the syntactic and lexical, it can be seen that the short films were the resource with which they felt most comfortable, appropriated, and served them to use throughout the course. Likewise, as it was stated by them, through the survey it was determined that using series chapters is not bad, but that it is necessary to know how to use the resource when the students feel more comfortable and own the language.

According to that, we can say that as in the theoretical frame I agree with Gardner in light of the fact that the motivation can affect any results, so, in order to have a positive and substantial one, you have to take into account their interests and use it as a tool to teach and learn together, giving them new experiences and objectives. Along the lines of Harmer and combining the last idea, consider the two types of listening comprehension: it would be to mix the experiences, motivation, objectives, and all the subjects during the exercise and give a meaningful learning process as it was during this course.

Exam results analysis 1

The exam applied to the students allowed them to see the level of approach they had on the different applications to view movies, series, among other audiovisual formats. Also, how they used these for learning English or if, on the contrary, they did not do it. Finally, it

was intended to take information regarding the level of language they had at the time of starting with them. That is, how much vocabulary they used and knew if they knew how to answer questions and at what times they could do it. Although the details are minimal, when asking the same questions, but orally, they had some difficulties to understand or respond with greater agility and they used to omit some words, an exercise that better evidenced their weaknesses and strengths. Although their lexical understanding could not be broadly observed, on the contrary, great difficulties can be witnessed in terms of grammar, since, although they understood the general context of the question, they are not capable of organizing the structures to express the message expected by them and they used to mix up their responses. Therefore, mentioning the importance of evaluation 2 in the whole process can be analyzed in the next section.

Exam results analysis 2

In this second exam, which was divided into two segments, the first exercise applied at the beginning and the second after using the resources, an improvement in the learning processes can be evidenced, as well as a comparison of the short film and series chapters within the improvement of lexical-grammatical oral comprehension. As evidenced in the applied exercise, if we compare the first one that was carried out before using the filmographic resources, for example, in the following question: "How many hours does the fifth man can practice tennis?" The students in general understood the lexicon but they could not handle the grammatical part correctly because they had failures when writing

their ideas. Compared to the second activity applied after viewing some documentaries and series chapters, understanding, adapting their hearing a little more, and strengthening their learning through the different activities proposed. This time we have the following question: "Why are they going on this trip?" By stopping and analyzing the different answers, not only the understanding of the vocabulary and the question can be evidenced, but also the answers are written in different verb tenses that grammatically correspond correctly to what is being asked, evidencing a better understanding and application of their both previous and acquired knowledge.

From this, as can be seen, there are various spelling and grammatical mistakes, difficulties in understanding what is said in the video, in some cases the idea and/or context of the video is understood, thanks to the pictures and gestures people did during the video. Taking into account what is presented, short films such as: "Welcome to my life", "The fancy gentleman", "The fear of flying", "Allegro" and "Dotty" could be worked on. Several shorts were implemented, all related to contexts in which they could make use of their previous knowledge and also contextualize themselves by recognizing the grammar used, the vocabulary, the different accents, and ways of expressing themselves. The above, together with the series "One day at a time" of which some of its chapters were used. Although in the beginning, the students are concerned about the level, they realized that by facilitating activities such as asking about what they saw and what they would do instead of the character, as well as identifying what they know and what is new to them, they were letting go of each Again, to the point of having preferences for ease and greater acquisition, needing to implement conversational videos that met new needs such as a single

grammatical and lexical topic approach. Although these activities were proposed as a result of the evaluation previously made, great advances were achieved compared to what was evidenced in these instruments. The most notorious evidence was seen during classes when they were able to answer questions, use vocabulary that had already been observed in audiovisual resources, and when they could create their own questions to solve among the group, therefore, when they wanted to achieve a comparative analysis between two resources, the greatest advance and least obstruction was obtained when the short films entered as a help to the chapters, implying that the correct order was to use the short films so that at the end they could understand the series and its vocabulary. The oral comprehension component can be observed from the use of speaking and writing skills when this involves a listening resource, since, if the impact is to be visualized, activities such as questions about the video or audio, whether verbal or written They will make it possible to understand which resource is more viable and what needs must be met.

Conclusions and recommendations

The purpose of this research was to carry out a comparative analysis of the benefits of the use of films resources as tools for strengthening oral comprehension of lexical-grammatical features in learning English as a foreign language in the teens' advanced group of English courses dictated on Saturdays by the Antonio Nariño University. Being participants within the class and directing it, it was possible to observe the disinterest and low participation that they had at the beginning of the course, which would pose a great challenge to apply the resources and obtain results that would allow the main objective of the research. In the same way, as mentioned in the entire theoretical framework, the specific objectives proposed in the project were achieved, although the first two more broadly: Contrast the lexical benefits generated by clips in comparison with the episodes of series with an average duration and to compare the grammatical benefits generated by clips in contrast to the episodes of series with an average duration. Already to a greater extent, the remaining objectives could be achieved with greater clarity: Identify the audiovisual resource with which the students felt more comfortable at the moment of developing their oral comprehension from the lexical learning and determine the film resource with which the students felt more comfortable when developing their oral comprehension from syntax because of the necessity to understand in a better way the language and that they can use it in the correct way as having the opportunity of contrasting between formal and informal English. Based on the objectives, the implementation of short films and series chapters was carried out, complementing them with activities that would allow the recognition of their previous knowledge, as well as allowing to generate new questions, solve doubts about

guided grammar from audiovisual resources, acquisition of vocabulary that allowed to understand the new concepts and videos but also to expand their vocabulary to implement it in the development of classes and day to day.

The above leads us to consider the importance of activities oriented through clips and full episodes since without a good orientation and use of these they could become a lost resource and without an impact on students. Taking into account the need to listen to real English, considering this as urban use and very quickly, it is not possible to pretend to generate learning by listening to it without a clear objective and set from the beginning, since considering the different experiences and perspectives it can be carried to have confusion and lose more students, not only in the process of improvement and learning but also in the interest in the language. The teacher is there to direct learning, to educate, and help as necessary, this is how with resources available to a majority, it is possible to facilitate work and have a better focus within the classes. If we consider movies as a hobby, it is clear that this is a truly meaningful form of communication and entertainment for students, and we can say it for ordinary people. This shows that, according to the current situation, it is a technological medium because it allows greater interaction with users and, unlike other communication methods such as radio, it can attract and stimulate other senses. In addition, from this, we must consider that, as stated in the theoretical framework, the creation of these films is mainly for entertainment focused on learning-oriented against previously set objectives.

In conclusion, the objectives established at the beginning of the work were achieved, although the use of clips and episodes had already been established as a possible tool for facilitating learning and teaching, in this work it can be evidenced from the theoretical to the practical, reaffirming the importance of the experience. The success that the use of the aforementioned audiovisual resources in the educational field can have if it is oriented in the correct way can be quite important and significant, as well as considering the population, its interests and its strengths within the same weaknesses found to be improved. In consideration of what was seen during the classes and application, if the audiovisual resources are useful by themselves under guidance, the common thread of oral comprehension should not be lost and reinforced, not only with the verbal but, with the written, already that, although an improvement and strengthening is achieved with a certain resource, it leaves a space in the correct writing of what they previously recognized and acquired. Reviewing the project and the experience that we had, the best audiovisual resource was the documentaries about a topic they are interested in, in view of the fact that they were into the video hoping that they can acquire more knowledge and use it the previous one so they are not going to be lost, this also had the teacher intervention using questions or phrases so they can give the opinion. Debates were the best activity for them, they had the opportunity to express themselves and use the new vocabulary. Also, they ask more about their mistakes and misunderstandings. For future research in the field, it can be applied in large groups and without neglecting the writing that, although it was not left, could have been positively affected by the research presented here, use more activities so they can have more experiences and a better quantity of time would help to obtain more results.

Annexes

Annex 1

10 questions survey about the experience Teens advance's students had with audiovisual resources, activities, to know if they acquire any knowledge as the objectives mentioned at the beginning of the project and the level of satisfaction with the resources.

Short films in English for their short duration help you understand more easily	Strongly agree
	Strongly agree
	Strongly agree
	Strongly agree

Did the half-hour chapters help you to be active in listening and understanding what they were about in terms of vocabulary and grammar?	Agree
	Agree
	Agree
	Strongly agree

Using short films based on your interests helps you use new vocabulary and implement it when speaking.	Strongly agree
	Strongly agree
	Strongly agree
	Strongly agree

Your ear is more adapted to short films due to their short duration and simpler vocabulary	Strongly agree
	Agree
	Agree
	Agree

	Agree
--	-------

The series chapters generate more context for you, understanding your vocabulary more easily	Agree
	Strongly agree
	Strongly agree

I had a significant advance in my oral comprehension from the lexical-grammatical point of view	Strongly agree
	Strongly agree
	Agree
	Agree

How satisfied are you with the use of film resources to strengthen your oral comprehension, understanding yourself from the lexical-grammatical acquisition?	Completely satisfied
	Satisfied
	Completely satisfied
	Completely satisfied

How satisfied are you with the vocabulary you acquired using the short films?	Satisfied
	Completely satisfied
	Completely satisfied
	Completely satisfied

How satisfied are you with the grammar improvement using the series chapters?	Completely satisfied
	Completely satisfied
	Satisfied
	Satisfied

	Completely satisfied
--	----------------------

How satisfied are you with your progress in lexical listening and comprehension skills?	Completely satisfied
	Completely satisfied
	Completely satisfied

Annex 2

First evaluation about the frequency and uses that the students had given to the audiovisual materials.

Do you have Netflix, Prime video, or another platform where you can watch series and videos in English? Which one?
Yes, only Netflix.
Yes, I have Netflix.
I have Netflix and Disney plus.
I have Netflix and Disney plus

What kind of programs do you prefer and watch? Soap operas, musical videos, documental, movies, TV series, cartoons? Others? Write all of them
I prefer to watch movies, documentals and tv series.

I prefer soap operas and TV series.

I like them all but my favorites are the series and children's movies.

I prefer to watch movies, TV series, anime and cartoons.

How often do you watch them?

Every weekend or whenever I have free time.

I always watch soap operas in the week, and usually I watch TV series in the weekend.

three days at the week

I usually watch one of them each weekend

Do you watch at least one of those in English with subtitles? which one?

Yes, "The 100" because it improves language learning a lot and I have seen results

Yes, TV Series. For example, One Day at a Time.

I watch movies in English with subtitles in English.

Never

Do you watch at least one of those in English without subtitles? which one?

I try with "Lucifer". But sometimes it's a bit complex.

Yes, all of soap operas, because these are in Spanish.

No, all of them are seen with subtitles.

I don't

If you do not understand a word or expression. Do you look for it to learn and understand the movie?

Yes, I try to do it every time I can.
Yes, is very important for understand the TV Serie.
Sometimes I look for the words.
No, I do not. I prefer to watch everything in spanish

Do you comment about the series and movies with your classmates?
Yes, with some
Yes, I like comment about the series because we can practice the speaking.
sometimes I tell them about the movies.
Yes all the time

Annex 3

Second evaluation about a pair of videos to know the level of English in all the four skills, specifically listening comprehension. First video about an interview talking about respecting what people usually do.

What does the first girl normally do?

The first girl normally works every day with the girls.

she works, she visit your parents in London and goes the seaside

she normally work going the camping

She normally goes camping on weekend whit her work partners.

How much free time does the second man have?

The second man has free time in a every evening and every weekend.

he cooks, he watchs movies, he reads and meet friends.

he has more time to meet friends and cooking

He have every evening in the week and every weekend off.

What is the type of cuisine the third girl enjoys the most?

The girl enjoy cuisine thai food.

she enjoy thai food

he love cooking food thai

The third girl enjoys more of cuisine Thie food.

What kind of sport is the fourth man playing in the summer?

The fourth man Playing in the summer basketball.

he plays American football

he in the summer plays american football in the summer

The fourth man start plays American football in the summer.

How many hours does the fifth man can practice tennis?

The fifth man practice tennis twice a week for about three hours.

he around 6 hours at the week

he 3 hours of the week practice tennis

The fifth man practice tennis 3 hours.

How often does the blond girl practice kickboxing?

The blond girl practices kickboxing five or six times a week.

practices five or six times a week

she five or six times a week practices kickboxing

The blond girl practices kickboxing five or six time a week.

Annex 3.1

Second video using a short part of a famous TV show that allows to know the level of interest in this kind of material.

Where are they going?

They are going to London

Who is going on the trip?

Monica, Ross, Joey and Chandler

Ross, Monica, Chandler and Joey

Ross, Monica, Chandler and Joey

His friends are going to the wedding: Ross, Monica, Chandler and Joey

Why are they going on this trip?

For the marriage of Ross.

Because it's Ross's wedding.

Because Ross is getting married

They are going to a wedding

What was the thing Rachel realized when she was talking with Phoebe?

She is still in love with Ross.

She still loves Ross.

She still loves Ross

She realized she is still in love with Ross

Who is not going on the trip and why?

Rachel and Phoebe, Rachel because she didn't want to go to the marriage and Phoebe because she was pregnant

Rachel and Phoebe, because they are very busy, Rachel with her work and Phoebe with her pregnancy.

Rachel and Phoebe, Rachel has to work and Phoebe is pregnant

Phoebe is not going on the trip because she is pregnant

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