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Ciencias de la educación
Artículo de investigación

The use of short films in learning English as a foreign language

El uso de cortometrajes en el aprendizaje del inglés como lengua extranjera

O uso de curtas-metragens no aprendizado de inglês como língua estrangeira

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Resumen

Los desafíos que se presentan hoy en día en la educación superior son consecuencia de una visión diferente de la incierta y cambiante realidad social. El respeto a la vida, al ser humano y el aprendizaje de la convivencia constituyen elementos fundamentales para la formación de profesionales competentes. Por lo tanto, es esencial que los profesores actualicen sus métodos y estrategias de enseñanza para crear una atmósfera en la que el aprendizaje pueda ser dinámico y activo. Esta investigación tiene como objetivo analizar la percepción del estudiante en el Campus de ESPOCH Morona Santiago sobre las ventajas y desventajas de participar en cortometrajes en inglés como proyecto de fin de semestre. Para el desarrollo de este trabajo de investigación se ha utilizado un enfoque cualitativo, ya que ha permitido analizar las opiniones de cada estudiante sobre su participación en un cortometraje en inglés. Se seleccionó un grupo de estudiantes del segundo y tercer nivel de inglés de las carreras de Ingeniería Ambiental, Contabilidad y Auditoría, Zootecnia y Minería. Se les aplicó una encuesta a través de la cual se pudo demostrar que, después de participar en esta actividad educativa, fueron capaces de mejorar su pronunciación, su habla y su trabajo en equipo. Los estudiantes también observaron que perdieron el miedo a hablar inglés en público y que sus relaciones interpersonales mejoraron, mientras que su autoestima aumentó. Por lo tanto, la mayoría de ellos sugieren que estas actividades continúen como un proyecto de fin de semestre ya que es una forma innovadora, activa y divertida de aprender inglés como lengua extranjera.

Palabras claves: Cortometraje; estrategias de aprendizaje; inglés como lengua extranjera.

Abstract

The challenges presented in higher education today are the consequence of a different vision of the uncertain and changing social reality. Respect for life, for the human being, and learning to live with others constitute fundamental elements for the formation of competent professionals. Therefore, essential that teachers update their teaching methods and strategies to create an atmosphere in which learning can be dynamic and active. This research aims to analyze the student's perception at ESPOCH Morona Santiago Campus about the advantages and disadvantages of participating in short films in English as an end of semester project. For the development of this research work, a qualitative approach was used because it allowed the analysis of each student's

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opinions about their participation in a short film in English. A group of students from the second and third levels of English from the careers of Environmental Engineering, Accounting and Auditing, Zootechnics and Mining were selected. A survey was applied to them through which it was possible to demonstrate that, after they participated in this educational activity, they were able to improve their pronunciation, their speaking, and their collaborative teamwork. The students also observed that they lost their fear of speaking English in public and that their interpersonal relationships improved, while their self-esteem increased. Therefore, most of them suggest that these activities continue as an end of semester project as it is an innovative, active, and fun way to learn English as a foreign language.

Keywords: Short film; learning strategies; english as a foreign language.

Resumo

Os desafios que hoje são apresentados no ensino superior são consequência de uma visão diferente da realidade social incerta e mutável. O respeito à vida, o ser humano e o aprendizado da convivência são elementos fundamentais para a formação de profissionais competentes. Portanto, é essencial que os professores atualizem seus métodos e estratégias de ensino para criar uma atmosfera na qual o aprendizado possa ser dinâmico e ativo. Esta pesquisa tem como objetivo analisar a percepção do aluno no campus ESPOCH Morona Santiago sobre as vantagens e desvantagens de participar de curtas-metragens em inglês como um projeto de final de semestre. Para o desenvolvimento deste trabalho de pesquisa, foi utilizada uma abordagem qualitativa, pois permitiu analisar as opiniões de cada aluno sobre sua participação em um curta-metragem em inglês. Um grupo de estudantes do segundo e terceiro níveis de inglês foi selecionado nas carreiras de Engenharia Ambiental, Contabilidade e Auditoria, Pecuária e Mineração. Foi aplicado um questionário a eles, através do qual foi possível demonstrar que, após participar dessa atividade educacional, eles conseguiram melhorar sua pronúncia, fala e trabalho em equipe. Os alunos também observaram que perderam o medo de falar inglês em público e que seus relacionamentos interpessoais melhoraram, enquanto a autoestima aumentava. Portanto, a maioria deles sugere que essas atividades continuem como um projeto de final de semestre, pois é uma maneira inovadora, ativa e divertida de aprender inglês como língua estrangeira.

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Palavras-Chave: Curta-metragem; estratégias de aprendizado; Inglês como uma língua estrangeira.

Introducción

The University "Escuela Superior Politécnica de Chimborazo," Campus Morona Santiago, has an excellent English teacher team. They are concerned about the current educational challenges, carry out complementary activities at the end of each semester.

These educational challenges and the profound transformations in the structure and international academic system have taken place, as Castellanos (2019) states, due to the complexity of society in recent decades and the different technological rhythms worldwide.

Therefore, as years have passed, society has seen the need to adopt different learning strategies that help it carry out a curricular renovation where new teaching methodologies can be introduced to reach their learning objectives (Johnson and Johnson, 1999). Because as Feldman (2005) specifies, learning is a process of change in a person's behavior generated by experience, but not all people acquire knowledge, think, and act in the same way.

One of these strategies for teaching the English language is the making of short films, which is very difficult to achieve. The will, enthusiasm, and polytechnic union make this activity an unforgettable experience, full of emotions and knowledge.

Medina and Domínguez (2010) state that the work of higher education teachers is essential for forming a competent professional required by society and the globalized world of today. Today's society is so empowered by knowledge and the changes it generates that it is positive. Still, it has led to a lack of understanding of the essential meaning of human beings and their values.

To implement collaborative-solidary learning is indispensable to share experiences and knowledge and to have common objectives. The group decides how to carry out the task that procedures to adopt, like dividing the work and carrying out; that is to say, the participants have the autonomy to make their own decisions and create their criteria.

On the other hand, Gallego and Martínez (2011) suggest that teachers should not only train professionals with knowledge and values but also turn them into creative and innovative researchers. To this end, students should be encouraged to discover and learn about the unknown,

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and do different and original things that will risk them to seek answers to a problem, but multiple solutions to deepen their knowledge.

Creativity is to make something be. Therefore, it involves the enrichment of the conscience and implies that man takes charge of his being and development. It is concatenated with the realization of individual potentialities.

(Morales, 2019).

Developing a script and bringing it to the stage is a great challenge for students when they use a language that is being learned, but at the same time, it teaches them to be innovative and creative. The present research aims to analyze advantages and disadvantages of using short films as part of the learning process, according to the student's perception, and to highlight the effectiveness of the use of this activity, as well as the effect that this process may have on their interest, safety, and self-esteem.

Accurately, it will describe the learning and coexistence experience that the ESPOCH students had when giving life to a character that is part of a story told.

Acting has facilitated student's active participation in a more relaxed atmosphere, which reduces tension and provides opportunities for success in which mistakes are not lived as failures but as learning opportunities. This activity contributes to higher motivation and an increased perception of one's abilities, resulting in a climate that allows for progress and improvement through a positive learning experience.

Methodology

This research has a qualitative approach because it allowed the analysis of the opinions of each of the students about the making of a short film in English as a semester project. We worked with a population of ninety-six students corresponding to the second and third levels of English in the careers of Environmental Engineering, Zootechnics, Accounting and Auditing, and Mining, at the Morona Santiago campus. This study includes a conceptual phase, an experimental phase, and a phase of analysis of results.

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Conceptual stage

In this first phase, the problem was raised, and a detailed bibliographic review of concepts and research on similar topics was carried out. Once the objectives to be achieved were defined, the groups of students with whom we worked were chosen. The second and third levels of English were selected from the Environmental Engineering, Accounting and Auditing, Zootechnics and Mining careers, shown in table no. 1.

Table no. 1. Students of English according to level and career

LEVEL OF ENGLISH	NUMBER OF STUDENTS	CAREER
Second Third	34	Accounting and Auditing
Second Third	23	Environmental Engineering
Second Third	25	Mining
Second Third	14	Zootechnics
TOTAL	96	

Source: Department of Statistics and Control of Studies. **Elaboration:** the authors (2020)

Each group produced the script of the story that they were to tell through the short film, under the English teacher's direction. The short films were entitled "Students with knowledge and values."

Experimental stage

Students looked for the locations where the short films were recorded, and the respective scenes were taken. Once each group of students had the scenes filmed separately, we went on to edit the short film to unite the views and obtain a 10 to 15-minute video, in which the students acted out a story in English about the values that must be practiced to become knowledgeable and ethical professionals.

Once the final product was obtained, these videos participated in a contest where a qualifying jury chose the best work.

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Results analysis stage

At this stage, a survey questionnaire was designed to determine students' perceptions of the advantages and disadvantages of participating in a short film in English. The survey was done through the Microsoft Forms tool, which allowed it to be more dynamic and easy to tabulate.

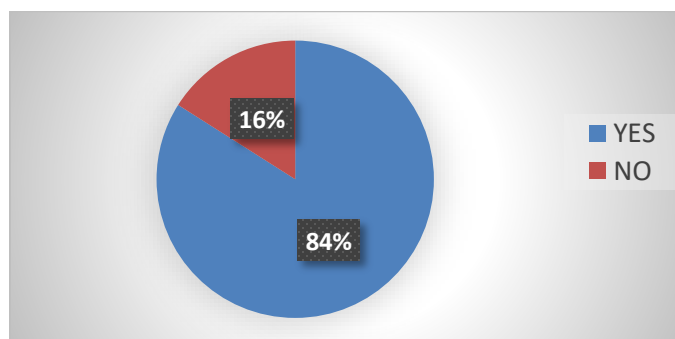
The data obtained from the survey were tabulated using Microsoft Forms and Excel forms, and the results are shown below:

Results

1. Did you enjoy participating in a short film as part of learning English?

Through the tabulation and schematization of the data collected from the survey, it was possible to know that 84% of the students who participated in the short films answered that they liked to participate in this activity. Through acting, the student can apply the knowledge acquired to say their lines in English, in a fun and relaxed way.

Figure no. 1. Did you enjoy participating in a short film as part of learning English?



2. Why did you like or dislike participating in short films?

Table no. 2 shows why students liked to participate in the short film in English, the number of participants who gave that response, and the frequency.

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Table no. 2. Why did you like participating in short films?

REASONS	NUMBER OF STUDENTS	FREQUENCY
It was a different experience, one we didn't plan to live, where we learned new things	17	17,71%
It was possible to practice in a fluent way everything that was learned about English.	15	15,63%
We put into practice pronunciation and dialogue (speaking), which are very important parts of English	14	14,58%
Opportunity to learn more about each other's lives	12	12,50%
Fun and dynamic way to learn English	11	11,46%
I lost my fear of speaking English.	6	6,25%
It was an innovative and easy way to learn English	5	5,21%
Our creativity increased	5	5,21%
Vocabulary could be improved.	4	4,17%
Se fomentó el compañerismo	4	4,17%
I enjoyed the performance	4	4,17%
We were able to demonstrate other skills that we have	3	3,13%
It was a very creative and didactic way of applying English.	2	2,08%
We were able to express ourselves freely, to convey feelings and emotions	2	2,08%
My interest in speaking English increased	1	1,04%
We put English grammar into practice	1	1,04%
We share more time with English teachers	1	1,04%
I liked conveying a message	1	1,04%
TOTAL STUDENTS	96%	100%

Source: Department of Statistics and Control of Studies. **Elaboration:** the authors (2020)

In table no. 3 shows the reasons why students did not like to participate in the short film in English, the number of participants who gave that answer, and its frequency.

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Table no. 3. Why didn't you like participating in a short film?

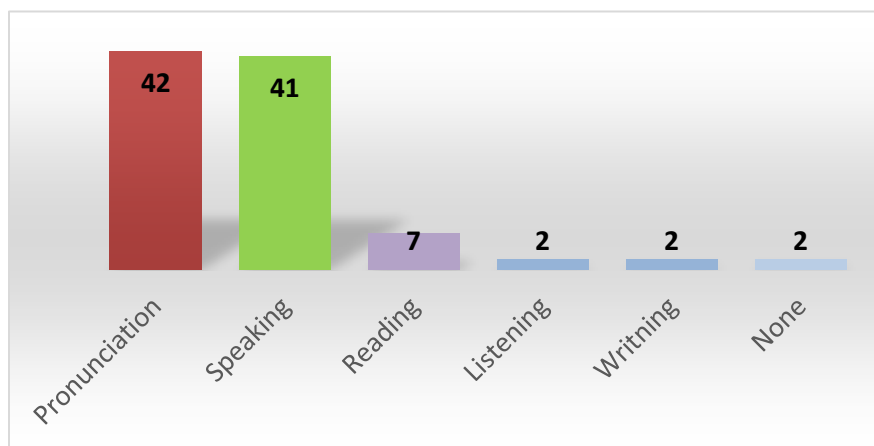
REASONS	NUMBER OF STUDENTS	FREQUENCY
The activity is complicated by nerves and the embarrassment of speaking in English	4	4,17%
I don't like acting or being on camera	4	4,17%
Its achievement involves a lot of time	3	3,13%
This strategy of learning English did not seem to me to be effective, it seemed to me that I am studying art. I would like the activity to be related to my career	1	1,04%
There was no collaboration from all the members of the group	1	1,04%
I don't like to expose myself	1	1,04%
There was a lack of organization	1	1,04%
I didn't improve my scores in English	1	1,04%
TOTAL STUDENTS	96	100%

Source: Department of Statistics and Control of Studies. **Elaboration:** the authors (2020)

3. Which are the English skills that you improved through your participation in the short film?

With the making of short films as an end-of-semester activity, most students indicated that their pronunciation and speaking skills improved. Only two of the ninety-six participants expressed that they had not developed any skills, as shown in figure no. 2. The results are because by participating in a short film, the student carried out an innovative activity that allowed him to promote language development in a motivating and creative way. (Duperré, 2019)

Figure no. 2. What are the English skills that you improved, through your participation in short films?



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4. List three advantages of participating in short films as an End-of-Semester Project

Table no. 4 shows the benefits of participating in a short film in English, the number of participants who gave that response, and the frequency.

Table no. 4. Advantages of participating in short films

ADVANTAGES	NUMBER OF STUDENTS	FREQUENCY
Improving pronunciation	37	38,54%
Improving speaking	28	29,17%
Learning to work as a team, improved partnership	24	25%
Losing the fear of speaking English in public	21	21,88%
Improving creativity	10	10,42%
Developing listening	10	10,42%
Fun and dynamic way to learn English	9	9,38%
Improving vocabulary	8	8,33%
Improve self-confidence	8	8,33%
Extra points in English	8	8,33%
Improving writing	7	7,29%
Improving reading	5	5,21%
It allowed the discovery of hidden talents	4	4,17%
Additional knowledge required for the career is obtained	4	4,17%
It was possible to practice various aspects of grammar	2	2,08%
Learning body expression	2	2,08%
It's a new way of learning	2	2,08%
It's a unique experience	2	2,08%
it was possible to give a message	2	2,08%
Increased interest in the subject	2	2,08%
None	2	2,08%
You learn more in less time	1	1,04%
It allows to motivate the society	1	1,04%
Your friends can correct you	1	1,04%
Promoting the university	1	1,04%
You learn to lead a group	1	1,04%
You learn to overcome adversity	1	1,04%
There was a participation in interesting things	1	1,04%
Meet new people	1	1,04%
Improves student-teacher communication	1	1,04%
TOTAL STUDENTS	96	

Source: Department of Statistics and Control of Studies. Elaboration: the authors (2020)

5. List three disadvantages of participating in short films as an End-of-Semester Project

Table no. 5 shows the weaknesses of participating in a short film in English, the number of participants who gave that response, and the frequency.

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Table no. 5. Disadvantages of participating in short films

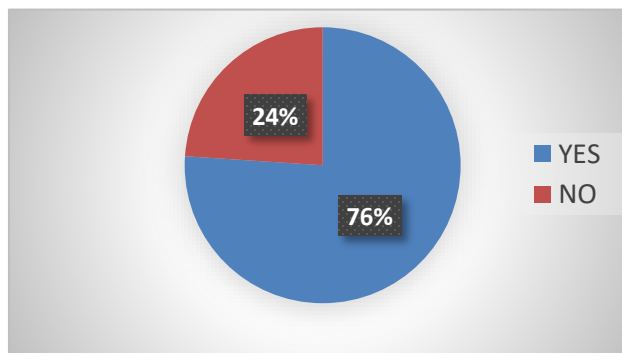
Source: Department of Statistics and Control of Studies. **Elaboration:** the authors (2020)

DISADVANTAGES	NUMBER OF STUDENTS	FREQUENCY
Involves a lot of work time, can't do other tasks	56	58,33%
Cost of editing, students don't have much money	26	27,08%
Disagreements in the group	24	25%
Professional help is needed to edit the video	12	8%
You don't have what it takes to make videos	7	7,29%
None	7	7,29%
Irresponsibility of some group members	6	6,25%
Rating is based on video quality not effort	4	4,17%
Stage shyness	3	3,13%
Writing a script is difficult	2	2,08%
Learn the script by memory	2	2,08%
Little bonus with the note	1	1,04%
Its development is perceived more as an obligation than as a dynamic activity.	1	1,04%
TOTAL STUDDENTS	96	

6. In your experience, should teachers continue to make short films in English as end-of-semester projects?

In this item, we can see that 76% of the students who participated in the short films answered that teachers should continue making short films in English.

Figure no. 2 In your experience, should teachers continue to make short films in English as end-of-semester projects?



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7. Write the reasons for your answer in question 6

Table no. 6 shows the reasons for making short films in English as end-of-semester projects, the number of participants who gave that response, and the frequency.

Table no. 6. Reasons to continue making short films as end-of-semester projects

REASONS	NUMBER OF STUDENTS	FREQUENCY
It puts into practice what I learned	18	18,75%
Learning Innovation	10	10,42%
It's a dynamic way to learn English	9	9,38%
Pronunciation is enhanced	8	8,33%
Improves speaking	4	4,17%
You lose your fear of speaking English	4	4,17%
Motivates you to want to continue learning English	4	4,17%
It allows us to be creative	3	3,13%
Encourages fellowship	2	2,08%
Allows you to have new experiences	2	2,08%
Improves vocabulary	1	1,04%
It allows the creation of a cultural space	1	1,04%
Learning to work in a group	1	1,04%
TOTAL STUDENTS	96	100%

Source: Department of Statistics and Control of Studies. **Elaboration:** the authors (2020)

Table no. 7 shows the reasons to no continue making short films in English as end-of-semester projects, the number of participants who gave that response, and the frequency.

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Table no. 7. Reasons to no continue making short films as end-of-semester projects

REASONS	NUMBER OF STUDENTS	FREQUENCY
You spend a lot of money, you have to get professional help to edit the video	10	10.42%
It takes a lot of time	7	7,29%
Lack of resources to edit the video camera for a long time	5	5,21%
There are disagreements in the groups	3	3,13%
Participation is mandatory	2	2,08%
Because we're not studying acting	1	1,04%
It does not consider the effort that is made	1	1,04%
TOTAL STUDENTS	96	

Source: Department of Statistics and Control of Studies. **Elaboration:** the authors (2020)

8. What skills other than academic ones did you improve in your life through participation in a short film in English?

Table no. 8 shows other skills that students improved in their lives through participating in a short film in English, the number of participants who gave that response, and the frequency.

Table no. 8. Other skills that students improved through participating in a short film in English

REASONS	NUMBER OF STUDENTS	FREQUENCY
Improves teamwork	34	35,42%
Improves confidence in speaking English in public	33	34,4%
Losing Stage Fear	26	27,1%
None	3	3,13%
Improves speaking skills	3	3,13%
Improves self-esteem	1	1,04%
Learn how to edit videos	1	1,04%
TOTAL OF STUDENTS	96	100%

Source: Department of Statistics and Control of Studies. **Elaboration:** the authors (2020)

Discussion

No studies have been found in which this teaching technique has been used, in which students act out a short film, and put into practice what they have learned in English.

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We found studies in which they use short films to improve English skills, usually listening. One of these studies is "The use of short films to improve listening skills in English among students in the third cycle of basic education in a public school in Bogotá," a study carried out by Julieth Rivera and Ximena Rodríguez at the Universidad Libre de Colombia in 2012. In this study, the objective was to strengthen the ability to listen in English through the application of short films for the students. The results obtained were that the students' listening level was improved. Still, because they did not have an excellent grammatical level, they could not correctly structure the sentences they expressed the results of the activities proposed to evaluate listening (Rivera and Rodríguez, 2012). In this research, students who had to write their scripts and attend their classmates' lines improve their listening and writing skills in a not so high percentage.

A second research using short films was "The short film for the development of English language skills in high school students of the Central University, academic period 2015-2016", made by Diana Villarreal at the Central University of Ecuador in 2016. One of the results of this research was that 100% of the students responded that the short film makes a class dynamic and interesting, and that all the students responded that the short film could help develop hearing skills. Comparing these results with the present research shows that 11 of the 96 students answered that making a video in English was a fun and dynamic way to learn English. Watching a short film made by others is a passive activity that does not involve any major risks, time or money, as opposed to recording a video performed by the students which involves time, money and a lot of effort.

Other research using short films was "The short film for the development of English language skills in high school students of the Central University, academic period 2015-2016", made by Diana Villarreal at the Central University of Ecuador in 2016. One of the results of this research was that 100% of the students responded that the short film makes a class dynamic and exciting and that all the students responded that the short film could help develop hearing skills. Comparing these results with the present research shows that 11 of the 96 students answered that making a video in English was a fun and dynamic way to learn English. Watching a short film made by others is a passive activity that does not involve any significant risks, time, or money, as opposed to recording a video performed by the students, which requires time, money, and a lot of effort.

Finally, a study conducted by Esther Rúa and Daniela Santander, "Impact of audiovisual media on the English learning process", found that the implementation of audiovisual media in English

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classes motivates students to develop the ability to listen and pronounce words correctly. Also, they allow for permanent exercise or practice. Although the audiovisual media were not used but were created through the short films, it was also obtained as a result that 42 of the 96 students who took part in the study indicated that they improved their pronunciation through the short film.

Conclusions

In this research, it was possible to determine through the students' perception that 84% of them enjoyed participating in a short film in English. It was a different experience than many of them never thought of living and through which they learned many new things.

Students indicated that the skills that could be improved with this activity were pronunciation and speaking. But in addition to having enhanced these skills, they were able to learn to work in groups and to solve problems better, and they lost their fear of speaking in English in public. They improved their creativity through a fun and dynamic activity.

On the other hand, according to students' perception of students, the most significant disadvantage is that developing the activity takes a long time and has a high cost because it does not have the necessary material to edit the videos and to have the quality you want. Another disadvantage that could be observed is that 24 of the 96 students indicated that there were many disagreements in the groups that could not be easily overcome.

On the other hand, 76% of the students indicate that activities such as short films should be continued, as they helped them to lose their fear of public speaking, increased their self-esteem, and were an opportunity to live with their peers and get to know each other.

However, it is recommended that the implications of this strategy be investigated through different measurements to determine precisely the percentage of how pronunciation, speaking, and vocabulary was improved.

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