USING MOVIES TO MOTIVATE THE VIETNAMESE STUDENTS TO IMPROVE THEIR COMMUNICATION SKILL IN A COMMERCIAL COURSE: A PILOT STUDY

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A THESIS SUBMITTED FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING MA-ELT.

GRADUATE SCHOOL OF ENGLISH (GSE) ASSUMPTION UNIVERSITY BANGKOK, THAILAND.

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Plagiarism Statement

I hereby certify that all material in this thesis, which is not my own work has been identified and acknowledged, and that no material is included for which a degree has been conferred upon me.

Signature

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Date: 07.12.2011
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Abstract

Movies have long been regarded as beneficial material for language teaching and learning. Nevertheless, this source of material seems to be inadequately researched and employed in Vietnam. In this research, movies were used to see if they would motivate Vietnamese students to improve their communication skills in English. A series of activities inspired from movies were employed to ignite the communication among the students in the course. These students were from a private university in Hanoi. Some of them were weak in English when the others were better. Nevertheless, all of them had the same goal of advancing their communication skills. Though the number of students attending the experiment was small, they showed a positive attitude toward using movies as learning material. Although the students were still limited in reaching high fluency level, the results of each activity, especially the final interview, were promising. The continuous exposure to language through those communicative activities was helpful to the students’ progress. In addition, the random recordings of some of their task-performance and the transcription of those tasks were sufficiently encouraging evidence for using movies as one of the useful source of materials for English teaching and learning in Vietnam. To enhance the use of movies in teaching English, future researchers should consider using feature movies from which communicative strategies could be identified and taught as an important part of communication. In addition to communication strategies, colloquial forms of language are the next target in the lessons since they are metaphors which are used commonly in daily life language. For the benefit of better understanding and using English, these forms should also be included in language courses.
Chapter 1

Introduction

1.1 Introduction.

Movie has always been seen as an entertainment and its power since its birth has had strong impact on people's lives. Today, movie is no longer thought of as a simple entertainment. It is regarded as tool for education as well. Globalization has contributed greatly to the availability of English-language movies and that enriches the source of English learning material dramatically. As an authentically rich source, movies have been being mostly used for listening comprehension or communication courses. Vocabulary could also be taught and learned from movies with the aid of sounds and images, which provides clear contexts for the students' understanding. In this thesis, the researcher wishes to exploit movies as the source to help Vietnamese students improve their oral skill, which always is the weakest skill among the English learners in Vietnam.

1.2 Background of the study

Before coming to Assumption University as a student (to earn the Master in English Language Teaching) the researcher had several years working as an English teacher for private institutions in Hanoi. He found that most of the Vietnamese learners were too dependent on the textbooks and very passive in learning English. In the effort to find a new inspiration to his students, the researcher believed that movies, with their effect of vision and sound might stimulate the learners more. Besides, the researcher thought that the incidents and dialogues in the movies might work as the interesting topics to the learners as they represented human's emotions or a culture issue, which may inspired debate among the learners.

Currently, due to the lack of facilities but more importantly, due to the impact of the traditional teaching method, movies are rarely exploited in academic schools. Only some
individual teachers in private language centers use movies for their lessons. However, they tend to think of the use of movies as material for listening skill with listen-and-repeat activity only or a type of entertainment on the last day of the course. The reason for this misuse of movies in language classes in Vietnam is because of the time-consuming preparation if a teacher wants to employ movies as teaching material. Even those who use movies at present in Vietnam have just limited their activities to only the Play and Pause button, which leaves the students with a feeling of boredom afterwards and with little value of learning as many have confessed to the researcher. Other than the rather fixed and strict curriculum in universities, the students seek for more entertainment while learning in language centers, where word games and music are often employed to create an enjoyable atmosphere in class. In fact, in Vietnam there are more students learning English in language centers than in their universities. However, movies are still a new and rarely used material in these institutions. Currently in Vietnam, movies - if used in these institutions - were limited to listening comprehension exercises. Besides, the use of movies was not official in the centers’ curriculum but rather based on individual teacher’s interest. Furthermore, this use of movies was not implemented as a part of any institution’s syllabus nor a particular lesson and not in order. Moreover, there were no particular order in their use. Instead, textbooks with drills were popularly employed for both lessons and self-studying (Kramsch and Sullivan 1996: 201). No matter it is in a university class or a language center, the English teachers in Vietnam have too much teachers’ talk and the students passively see that as their ultimate source of knowledge. In other words, the teachers give the answers before the students make the efforts to work in groups or individual to find those out. Instead, the students record what the teachers tell them and see that as the default of their knowledge. Finally, almost all the time of the lessons turn out to be listening and recording only. Because of this domination of textbooks and teacher’s talk
while being not encouraged much to share their own ideas and practice their oral skill, the
students quickly lose their inspiration soon after their enrollment of the courses, especially
in language centers for they are not bounded within any compulsion as they are in state
schools.

During the time in Assumption University, the researcher has learnt that the
authentic materials are likely to be better than the fixed-designed lessons in the textbooks,
which are so available in movies. Authenticity brings excitement, as people are often
thrilled to be able to understand the real thing (Sherman 2003: 2). Furthermore, movies are
also another kind of text, strengthened by its “visual dimension (Voller and Widdows 1993:
343). Therefore, movies should be used as one of the needed materials for teaching English
in academic schools and private language centers.

For a long time the researcher has nurtured the desire to set up courses in which the
learners can enjoy and be motivated to language learning not as the passive receivers but
the explorers themselves. And since those courses will be built in a commercially informal
and private setting the students might be under less pressure of marks and strict deadlines
for their work and this might brings the learners more confidence to speak up their mind.

1.3 Rationale for the use of movies in English teaching

In the last decade English has been designated as the first foreign language in
Vietnam. The number of private institutions focusing in English learning has been
increasing dramatically. Nevertheless, the teaching methods still follow the traditional one
which causes so much passiveness and boredom among the students. That is part of the
reason why Vietnamese students are weak in their use of the target language. Textbooks
and teachers’ talk are the only sources of information and knowledge in Vietnam today
when it comes to language learning. This is the cause of reticence in most of the learners
when they are in communication situations or in interaction with other students in lessons.
In the struggle to motivate the learners to speak and entertain them, the researcher thinks movies will work well to help the Vietnamese students when they come to learn English in language centers. The conversation situations with various settings might ignite debates or discussion among the viewers and then language is the tool for them to bring up their ideas. Linguistically, the students will understand much better the language used in the movies in context with the aid of images and sounds. Because movies were not officially used as the language teaching material in language institutions in Vietnamese and there have been no researches about the benefits of movies in language teaching among the Vietnamese institutions conducted by domestic researchers/teachers so far, the researcher held a pilot course to see if movies with their many advantages would motivate the Vietnamese learners to improve their communication in English. The attendants in the study was a small group of Vietnamese students who were familiar with grammar-translation teaching method, the scale of the study was a small one as it was difficult for the researcher to conduct his study nation-wide. In addition, it was a pilot study because before this study there was no research about the use of movies in teaching/learning English conducted in Vietnam. The researcher hopes this course will introduce another effective source of learning material to the Vietnamese learners and teachers, especially in private language centers where the learners can seek for excitement, entertainment and education.

1.4 Purpose of the study

The researcher wished to find out if a syllabus using movies could bring excitement and attract the Vietnamese students to the course in which they would be entertained and learn at the same time. Because the language learners in Vietnam have been following the traditional teaching and learning method for a long time and movies have not been regarded as official material, this study might bring a new enthusiasm to the Vietnamese learners.
1.5 Research questions

1. What responses will there be among the students to show that they are motivated when the movies are used in the language course?

2. Through what communicative activity(ies) can the teacher help the students learn to communicate in English through movies

1.6 Definitions of terms

*Authentic materials:* The materials which provides contexts close to reality

*Traditional teaching:* The teaching method in which the teacher gives lectures and answers and the students listen and record the teacher’s talk

*Commercial course:* The course in which the teacher earns his money and does his business by teaching general English to the learners. In this definition, teaching is a service and English is a product.

*Motivation:* The inspiration the students will have to participate more and speak more in the activities, discussion or debate.

*Feature movies:* Movies used for entertainment purposes only

1.7 Organization of the thesis

*Chapter One* gave a brief description of the teaching and learning English in Vietnam, where the traditional teaching method still dominated. Movies as a new source of knowledge and material were introduced with the hope that they would inspire active learning among the students.

*Chapter Two* provided literature review in support of the two research questions.

*Chapter Three* gave the details of the procedures from which the researcher collected his data and the subjects of his study.

*Chapter Four* discussed the findings of the study and the answers to the research questions
Chapter Five discussed the conclusion, the limitations of the study, and the suggestion for future research

Chapter 2

Literature Review

2.1 Motivation in teaching and learning English

Learning anything would need motivation, especially in language teaching and learning. For decades, hundreds – or even thousands of linguists, researchers, instructors have been searching for the answer of how to motivate the language learners. There have been many books or articles presenting the findings of those scientists. As Wlodkowisky (1978: 12) said in his book, motivation is a process “that can arouse and instigate behavior, give direction and purpose to behavior, continue to allow behavior to persist, and lead to choosing or preferring a particular behavior”. Dornyei (2001: 116, cited by Thanasoulas 2002) said “teaching skills to motivating learners should be seen as central to teaching effectiveness”. However motivating is not an easy task for any teacher to accomplish. Teacher’s books and other types of resources still can not provide sufficient and efficient approaches to the teachers to motivate their students. Even Thanasoulas himself (2002) agreed that “even though there have been a lot of education-oriented publications providing taxonomies of classroom-specific motives, they fall short of offering an efficient guide to practitioners”. He also believed that motivation is related to teacher-learner relation and “group processes”. For the teacher-learner relation, “individuals or institutions appeal to the commitment and interest of others” when “group processes” focuses on a group of people and group activities. He demonstrated his idea with the support of Tuckman (1969, cited by Thamasoulas 2002) that a group goes through four stages which include forming, storming,
norming and performing. These four stages show a whole process when the group starts with selecting a leader and being dependent on that leader and then the group members overcome their conflicts and dispute with the leader in stage 2 to exchange viewpoints and support each other in stage 3 and finally devote to accomplish the assignment.

Though the teacher can inspire the learner to study and practice the target language, many researchers believe that motivation ought to come from the learners themselves. Caroll (1981, cited by Madrid et al 1993: 18) said that “language learning begins when the learner feels motivated to communicate something to someone”. Bialystok (1978, cited by Madrid et al 1993: 18) supported this when he said “learner will seek language exposure only if they feel motivated”. Lambert (1974, cited by Madrid et al 1993: 18) was even more explicit when he pointed out the link among the learners’ attitudes, orientation, motivation and proficiency in second language learning. According to him, “the learners’ achievement largely depends on their attitudinal and motivational state”. With these findings and their own research, Madrid (1993: 20) and his colleagues came to the conclusion that attitudes and motivation “are the most important determinant factors in the learning or acquisition of second language”.

Wlodkowski (1978: 14) also believed that motivation should be a factor the learners possess themselves as “the teachers can’t directly motivate the students”. He even had a stronger statement as “no one motivates anyone” because “just as we are responsible for our own feelings, we are responsible for our motivation”. According to that, he pointed out that the teachers can inspire or influence the learners but not directly motivate them. The teacher can indirectly inspire the learners through their “interest, persistence, attention, action and enjoyment” (Peacock 1997, cited in Hayes 2009: 231). To explain these concepts, Crookes and Schmidt (1991, cited in Hayes 2009: 231) described “interest in and enthusiasm for the materials used in class, persistence with the learning task, as indicated
by level of attention or action for an extended duration, and levels of concentration and enjoyment”. If the motivation is mostly because of the teacher in extrinsic form, then the inspiration can not last long and the learners would soon lose their interest in their learning. Therefore, the learners’ inspiration should “focus on enjoyment and the learners’ self-satisfaction” (Hayes 2009: 231) because “language programs emphasizing autonomy will likely foster student motivation, since perception of freedom of choice and perceived competence are linked to more self-determined forms of motivation” (Vandergrift 2005, cited in Hayes 2009: 231).

Because the course used for data collection for this research was designed in a private setting, the learners did not have any obligation to enroll in the course if not out of their own desire. Therefore, the researcher did not have to put much effort to attract the students and to inspire them during the lessons as they appeared to have been intrinsically motivated as Wang says “intrinsic motivation deals with behavior performed for its own sake, in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity” (Wang 2008: 31-31).

However, according to Dornyei (1998, cited in Wang 2008: 31), “under some circumstances – if the students are sufficiently self-determined and internalized – extrinsic rewards can be combined with or can even lead to intrinsic motivation”. Though the learners were not forced to join the course, they were under pressure of their own goals of future studying abroad or getting jobs in international firms. Those motives inspired them sufficiently to take the course seriously, besides their confidence in the researcher’s teaching approach and their curiosity of a new learning material as expressed by the students (see Appendix B). The motivation of the students in the course using movies was shown in their progress in English. All of them used the language more fluently and with
more self-confidence. Movies, as the source of extrinsic stimulation, motivated the students to truly commit to learning and improve themselves.

To evaluate the motivation of the students, the researcher adapted the framework developed by William and Burden (1997):

<table>
<thead>
<tr>
<th>Internal factors</th>
<th>External factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic interest activity</td>
<td>Significant others</td>
</tr>
<tr>
<td>- arousal of curiosity</td>
<td>- Teacher</td>
</tr>
<tr>
<td>- optimal degree of challenge</td>
<td>- Peer</td>
</tr>
<tr>
<td>Mastery</td>
<td>The learning environment</td>
</tr>
<tr>
<td>- feelings of competence</td>
<td>- comfort</td>
</tr>
<tr>
<td>- awareness of developing skills in English</td>
<td>- time of day</td>
</tr>
<tr>
<td>- self-efficacy</td>
<td>- size of class</td>
</tr>
<tr>
<td>Attitudes language learning in general</td>
<td></td>
</tr>
<tr>
<td>- to the target language</td>
<td></td>
</tr>
<tr>
<td>Other affective states</td>
<td></td>
</tr>
<tr>
<td>- confidence</td>
<td></td>
</tr>
<tr>
<td>- anxiety, fear</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1. William and Burden's framework of motivation in English learning*

Although all the students in the course had their own motivation before taking the course due to their own goals, this framework would provide a clearer picture to examine the students’ motivation.

2.2 Culture in teaching and learning English

Culture has long been a part of English teaching and learning. Brown (1994: 165) described: “A language is a part of a culture and a culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”. Movies, as a reflection of the Western world and developed by the Westerners, contain numerous cultural features that the Asian
learners should be aware of. Not only the behaviors, attitudes but also the language does show the cultural features. If the Asian learners, the Vietnamese particularly, do not understand these differences in culture, they would find it difficult to catch the meanings in the movies they watch, or in conversations with the western foreigners in real life. Bada (2000: 101) said that “the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers”. Sapir (1962) and Whorf (1956) explained this “hardship” the students might have to deal with in the term of “Linguistic Relativity” as: a) we perceive the world in terms of categories and distinctions found in our native language and b) what is found in one language may not be found in another language due to cultural differences. Because movies used in the course were all from America so they contained rich cultural values the Western world, especially the US. To comprehend and learn the use of language in the movies, the Vietnamese students should be aware of these Western cultural values to find out the differences between them and their own. As Cakir (2006) pointed out, these differences are “the place of silence, tone of voice, appropriate topic of conversation and expressions of speech act functions (e.g. apologies, suggestions, complaints, refusals, etc.)”. These speech act functions are very common in daily conversations but might mean differently if they are in different contexts and cultures.

The awareness of culture would help the Vietnamese students comprehend the meanings contained in the conversations in the movies. This may result in their ability to use the language properly when they communicate with foreigners in daily talks because now they may understand “the totality of a way of life shared by a group of people liked by common and distinctive characteristics, beliefs and circumstances” as well as “the attitudes
and behavior of a community of people who share inclinations, interests and goals” (Tomlinson and Masuhara 2004: 5).

2.3 Conversation Strategies

During conversation each speaker would have to clarify the meanings his/her co-speaker(s) want to imply. Through that process of clarification, the speaker would do his/her best to overcome the difficulties of confusion or misunderstanding and learn the target language. Each student has his/her own strategy to overcome those difficulties which Rubin (1987, cited in Hismanoglu 2000) defined as communication strategies. According to her research, Rubin saw that communication strategies “are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulties due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker”.

Stern (1992, cited in Hismanoglu 2000) added to the term as he said: “Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication”.

Supporting this view, Dornyei and Thurell (1994: 40) found that the second-language learners tend to use communication strategies which included “message adjustment or avoidance, paraphrasing, approximation, appeal for help, asking for repetition, asking for clarification, interpretive summary, checking, use of fillers hesitation devices” for their informal everyday conversation.
2.2.1 Turn-taking in Conversation

When the students go through a conversation, according to researchers, they would naturally follow three steps which are:

1. To construct their talk, the students would address themselves to preceding talk, and most commonly, the immediately preceding talk. In other words, their talk is context-shaped (Schegloff and Sacks 1973, Schegloff 1984).

2. In some current actions, the speaker project or require that some “next action” should be done by a subsequent participant. Thus, they create or maintain or renew context for the next person’s talk (Schegloff 72).

3. By producing their next action, the speakers show their understanding of a prior action (Schegloff 1992).

“Next action” would work as a hint for the speakers in the conversation to take his/her turn so the dialogue would continue its flow. However, though turn-taking is one of the basic mechanisms in conversations to promote and maintain talk (Kato 2000, Coulthard 1985), the speakers would have turn-taking differently due to different rules in their own cultures. Like other Asian countries, the Vietnamese are strongly aware of face-saving and take it as top priority in conversation, not conversation-saving as the Westerners do (Kato 2000: 1). That explains why the Asian second-language learners often fall silent when they should take turn to continue the conversation or to change the topic when it needs (Kato 2000: 2). Because of the particular and distinguished rules in cultures make the foreign learners, especially the Asian learners, feel hard to follow the procedures of turn-taking such as entering and leaving conversation, taking turn without being rude and changing the topic (Cook 1989: 57).

In casual or ordinary conversation, turn-taking takes place naturally because there is a set of rules determining the turn-taking which is free from various social contexts (Sacks,
Scheglof and Jefferson 1974: 704): (a) when the current speaker selects the next speaker, the next speaker has the right and, at the same time, is obliged to take the next turn; (b) if the current speaker does not select the next speaker, any one of the participants has the right to become the next speaker. This could be regarded as self-selection; and (c) if neither the current speaker selects the next speaker nor any of the participants become the next speaker, the current speaker may resume his/her turn.

Turn signals are clues for the speakers to know when they should take their turn. However, according to Orestrom (1983, cited in Kato 2000: 8), there are also back channel utterances and the speaker should be aware of them and should not take the back channel utterances as the turn since their functions mostly are to make the conversation go smooth (Watzlawick et al 1964, cited in Kato 2000: 9). As said in Kato (2000) the back channel utterances “signal the listener’s continued attention, agreement, and various emotional reactions to show that he/she is on line”.

For turn signal, Duncan(1974, cited in Kato 2000: 9) suggested a set of cues which includes: intonation, drawl, body motion, sociocentric sequences such as but uh, or something, you know, pitch or loudness accompanied with socio-centric sequences, and syntax. Other researchers added in more clues of turn signals such as Jefferson (in Orestrom 1983, cited in Kato 2000) who found that a silent pause after a grammatically complete utterance also works as a turn signal, Orestrom (1983, cited in Kato 2000) with the finding of a question which is generally followed by some responses and Cook (1989: 53) when he found that eye contact also signal turn-taking.

Movies contains numerous conversations and the actors and actresses used conversation strategies to demonstrate their meanings at best. When the language students watch movies, they not only learn the language but also watch how the language was performed in specific contexts.
2.3 Paralinguistic features in learning English

When movies are introduced in the course as a teaching material, the students are expected to access an authentic source to help them communicate in the language naturally. But to do that the students should be aware of paralinguistic features of communication. In movies, the students watch the actors/actresses use the language as it is used in real world with reduced sounds, stammering (McCoy 2009) expressions of attitudes, gestures and facial expressions in conversations.

Saville – Troike’s definition of conversation is spoken or conversational interaction (Saville – Troike 1989, cited in Rohan 1997), exchange or face-to-face interaction (Boxer and Pickering 1995) and talk-in-interaction in the conversation analysis literature (Psathas 1995, Drew and Heritage 1992, cited in Rohan 1997). Rohan (1997) in her presentation in the 22nd Annual Applied Linguistics Association of Australia Conference cited these terms to indicate that conversation “is an interactional and dynamic phenomenon whereby participants are involved in verbal and non-verbal communication”. This means that the second/foreign-language learners should be aware of all the paralinguistic activities in the dialogues they watch in movies and in their own conversations. For example: laughter could carry different meanings such as happiness or frustration or sarcasm depending on the contexts; a lift of the eye-brow might carry a message of “I knew it” or “Do you really mean it?” However, Eryilmaz and Darn said “relatively little attention has been given in language teaching to non-verbal communication as a complement of spoken language”.

Eryilmaz and Darn (2005) in their article emphasized that the teachers should “raise the learner’s awareness of non-verbal communication in order to improve their use of natural language, increase confidence and fluency and help to avoid intercultural misunderstanding” because “non-verbal communication is a system consisting a range of features often used together to aid expression”. Therefore, “body-language (particularly
facial expressions and gestures), eye contact, proximity and posture are probably those
which learners most need to be aware of in terms of conveying meaning, avoiding
misunderstandings and fitting in with the target culture.”

Movies provide paralinguistic features the learners need to be aware of in their real
conversations. In TESOL Taiwan Wikipedia – *The Teaching Potential of Video* (2005), it
cited the finding of Willis (1983) that “Video carries paralanguage like gestures, facial
expressions, postures, and head/eye movements…etc., and allows language learners to
experience it”.

2.4 Movies as a teaching material

Movies have been intensively studied for decades by researchers around the globe
because of their high value of context and authenticity. Sherman (2003: 2) highlighted the
importance of authenticity as “authenticity itself is an inducement – there is a special thrill
in being able to understand and enjoy the real thing”. They can bring the inspiration that no
other types of learning materials can to the language learners. According to Lonergan
(1984: 5) movies in particular and video presentations “will be intrinsically interesting to
language learners. The learners will want to watch, even if comprehension is limited”
because the language learners seem to always have a strong desire to watch films like
previously also suggested that “the linguistic features of comprehensible input should be a
little beyond the learner’s current linguistic competence. When learners read an authentic
text, their prior knowledge, interest, and curiosity make it easier for them to engage in it”.
The design of movies, like literature, attracts much of the students’ attention because they
contain a lot of cultural values and the students can also see the behaviors in those cultural
contexts (Stempleski and Tomalin 2001: 1). These contexts might be similar to those of the
students in their daily life and that might inspire the learners to discuss more as they
understand the contexts better by the aid of sounds and images and their own knowledge as well. In his research, Lonergan pointed out the appeal of films:

The speakers in dialogues can be seen and heard; other participants in the situation can be seen. The language learner can readily see the ages of the participants; their sex; perhaps their relationships one to another; their dress, social status, and what they are doing; and perhaps their mood or feelings. Further, paralinguistic information, such as facial expressions or hand gestures, is available to accompany aural clues of intonation.

Similarly, the setting of the communication is clear: the language learner can see on the screen where the action is taking place. This information may help to clarify whether the situation is very formal, or perhaps informal.

Lonergan (1984: 4)

With these advantages of movies the learners are motivated to communicate with their partners in debates, helping them to learn from each other. More importantly, they learn “non-verbal communication, the types of exclamation and filling expressions that are used, how people initiate and sustain a conversational exchange and how they negotiate meaning” (Rivers 1994: II, cited in A. N. Eken 2003: 52).

The students often need textbooks when they learn language but it does not necessarily mean textbooks are their only choice. Movies are also texts because they “tell stories. They have characters. They contain messages. They can be used in the classroom just like any other text, but their visual dimension makes them richer than most other text types” (Voller and Widdows 1993: 342). But not only do images work their magic, sounds are also taken into account as the learners can listen to “all kinds of voices in all kinds of situations, with full contextual back-up”. In addition, the students will have chances to access “a vast up-to-date linguistic resource of accent, vocabulary, grammar and syntax, and all kinds of discourse, which shows us language in most of its uses and context – something neither coursebook nor classroom can do” (Sherman 2003: 2). Goodwin (2007) also emphasized the role of movies as it “has an impact in the language learning classroom in diverse forms. Task based activities on movies are perceived by students to be fun and a
welcome deviation from the standard daily coursebook routine. The presence of movies in class is associated with a leisure activity and therefore provokes a more relaxed atmosphere in class”. He also added that the students regard movies as a “useful and helpful language learning aid”.

Though movies have many benefits to the learners many teachers so far have still approached movies as a source of teaching materials with caution. Firstly, there is a part of the learners who used to be “textbook-oriented and test-driven” and they tend to “focus on form rather than meaning and accuracy rather communication” (King 2002). Secondly, it is because handling movies is a “new experience” to the teachers and may cause potential problems. There may be so many worries for the teachers if any technical problems suddenly arise. For example, if the buttons do not show their functions or the cables are broken somewhere. “This insecurity can lead teachers to doing nothing else with video films than switching them on, letting the class watch them, and then turning them off” (Lonergan 1984: 6). Lonergan also cited other researchers’ warnings on professional terms such as unfocused viewing (Duncan 1987, cited in Voller and Widdows: 342), the lack of knowledge of the language and culture concerned when watching (Blakely 1984, cited in Voller and Widdows: 342) or too much emphasis on the verbal component (Visscher 1990, cited in Voller and Widdows: 343).

However, if the teachers want their students to have better motivation in language learning, movies are still their option because “active viewing can increase the enjoyment and satisfaction gained from viewing, as well as maintain the learners’ motivation” (Lonergan 184: 11). Feature movies, with their content of stories, are a kind of literature with the aid of visual dimension. Because literature is a good channel for language enrichment (Collie J. and S. Slater 1987, 4) the English teacher today surely should take feature movies in their list of teaching materials. Besides, feature movies “are more
intrinsically motivating” as they carry “a story that wants to be told rather than a lesson that needs to be taught” (Ward & Lepeintre 1996, cited by King 2002). Not like other types of video such as documentary, films for educational purposes and so on, feature movies embed “colloquial English in real life contexts rather than artificial situations, an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects” (King 2002).

2.5 Authenticity in using movies

Teaching material is always one of the top concerns of teachers. Traditionally in Vietnam, textbooks such as Headway or Streamline with units and drills have been commonly used both in state schools or private classes (Kramsch and Sullivan 1996: 201). Literature and videos, especially feature movies are extremely rare when the teaching materials are concerned. As the result, the students often feel bored because they could not relate their lessons to their real life. Some even said to the researcher that they did not see any benefits of the units in the textbooks for their future career or their daily life since the biggest purpose of learning English of almost all Vietnamese learners is for work (personal communication).

Movies can “provide exposures to the real language uttered in authentic settings” (Stempleski 1992, cited by Kusmarasdyati 2004: 1). They are not designed for the purpose of second-language education and thus are authentically rich. While watching movies, the learners have chances to expose to the way the native speakers use their actual daily-life language with “natural speed and rhythm” which the textbooks fail to bring to the learners (Underwood 1989, cited in Hamada and Akimoto 2003: 645). The learners can learn much from vocabulary, grammar, expressions (with the aid of the subtitle) to pronunciation and intonation. Unlike the native speakers, when the second- language learners communicate in
the target language they find it hard to perceive the whole message after grabbing a few words in their communicator’s speeches (Kusumarsdyati 2004: 3). Allan also said:

Native speakers are accustomed to making a lot of assumptions from a few clues. They don’t need to have every syllable – if they hear most of the stressed syllables that will be enough. They also use a range of visual clues....In addition they draw on all kinds of background information they may have about that particular situation.

Allan (1985: 72-73)

Movies then seem to be a good choice of teaching material since they provide “stream of speeches, such as reduced sounds or phrases and stammering, which occur in spontaneous discourse common in everyday speech” (McCoy 2009: 18).

The question of what authenticity really is has been raised for long and many researchers have given many ideas. As one of them, Nunan defined authentic materials as:

...those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. These are just a few of the sources which have been tapped.

Nunan (1985, cited in Pietila 2009: 4)

Lee (1995, cited in Pietila 2009) supported the above definition by saying “the text is usually regarded as textually authentic if it is not written for teaching purposes, but for real life communicative purpose”. Van Lier (1996, cited in Pietila 2009) even related the authenticity in the classroom to the process of “self-actualization, intrinsic motivation, respect and moral integrity in interpersonal relations”. Finally, Widdowson (1990, cited in Pietila 2009) believed that language learners, if need to be able to have natural communication, should be “involved in natural communicative language use in the classroom whereupon the classroom has to be authentic”. This is also the nature and the top target of language learning (Kaikkonen 1998, cited in Pietila 2009: 5). With this notion, authentic teaching materials are necessary because it is important to “give language
learners opportunities to learn the language the way it is actually used in the real world” (Larsen – Freeman 2000, cited in Pietila 2009: 5).

Authentic materials also can lead to motivation in learning among the students, one of the main factors to determine the quality of the students’ learning (Whitaker 1995: 160). Melvin and Stout (1987: 55) say that the lessons will hold much of the students’ interest once the authentic materials are provided and the students know what they use that language for in the future.

2.6 Teaching vocabulary through movies

For second-language learners, vocabulary plays a very crucial part in their language acquisition, especially for their communication and literacy skills (Yuksel and Tariverdi 2009: 49). The learners not only learn the new words as provided by the teacher, they also have images in the movies to support their understanding of the contextual meanings of the word. According to Akbulut (2007: 5), when the text is combined with visuals it is “more effective in facilitating vocabulary learning than providing only definitions of words”.

Movies, a kind of multimedia, are the beneficial tool for language learning. Hoogeveen (1995: 113-115) pointed out some of the advantages of this tool. Firstly, multimedia – movies in particular – give the students the feeling of experiencing the information instead of simply acquiring it. Secondly, the man-machine is more friendly interaction. Thirdly, the students feel more fun with the multimedia and learning becomes a happy process.

Because of the grammar-translation teaching method commonly used in Vietnam, the most popular way to learn vocabulary in Vietnam is memorizing. Safi’s (1996, cited in Rubin 2008: 126) research of one of the key methods of learning new words among Asian students was writing down the new vocabulary as it is encountered and has a dictionary on hand to look up words as they read. But according to Gagné (1988), learning is a series
process of cognition, in which several scales can change the outside stimuli into a new ability. The learners receive the outside stimuli from the receptors of eyes, mouth, ears, nose, hands and change stimuli to physical neural information, which will be in the storage of sensory register. Vocabulary teaching is not always easy as the teachers can’t explicitly teach the words because of the complex of vocabulary tasks and the variety of the contextual meanings of the words themselves. HU Hai-peng (2007) found that “effective language instruction should be of multisensory training in nature. That is, the lectures include the students’ visual, auditory and tactile activities”. He also found that multimedia – in which movie is a kind – makes it possible for the students to acquire vocabulary “from sound, font/spelling and meaning of one particular word”.

He emphasized the benefits of teaching vocabulary through movies as it is the “most common self-initiated contextualized vocabulary learning activity” because “the learners have to learn additional linguistic, semantic, syntactic, and collocational features of a word”. Because feature movies contain conversations in various settings and these conversations are presented in the subtitles, the students would perceive the words clearly. Sounds and images then would provide aids to their understanding of the words. Nation (1990) also said that knowing a word is defined as knowing its spelling, pronunciation, collocation, and appropriateness.

In the course, the researcher particularly chose an activity in which he provided explicitly the meanings of the words the students found in the subtitle of the movies. But then, the students were required to replace or rephrase those new words or subtitle. This exercise was to help the learners understand and use the new words not with their concrete meanings but their contextual ones. As Rubin (2008: 124) said in her article, “when comprehension is achieved, new vocabulary should be introduced as the substitute for words the students already knows”. The comprehension would partly come from the
relation between the learning topic/material and the students’ life background. About traditional coursebooks, Rubin (2008: 125) found that the “content of introductory material is often times focused on historical background of the content rather than striving to make a connection with the students”. Therefore, many advantages avail in the movies as Hai-peng (2007: 59) confirmed about multimedia: “Vocabulary acquisition under multimedia environment can improve the vocabulary teaching efficiency and extend students’ vocabulary, and it is also of great help in improving the students’ English level as a whole” because the material “usually carries the voices of native speakers with rich context. This helps the learners foster a nice linguistic intuition”.

2.7 Teaching pronunciation through movies

According to Gilbert (2008) teaching pronunciation is a hard mission and the teacher may have to face “a variety of challenges”. Demotivation, too much time-consumption, being irrelevant to the learning topic, etc. could result if the teacher starts focusing on pronunciation. Gilbert pointed out the difficulty in teaching pronunciation:

“Drilling sounds over and over again (eg., minimal pair work) often leads to discouraging results, an discouraged students and teachers end up wanting to avoid pronunciation altogether”

(Gilbert 2008: 1)

Elliott and McGillick (1995, cited in Blanche 2004: 176) also regard pronunciation “the least useful of basic language skills”. However, though having to go through many ups and downs in the development of teaching methodologies from Grammar-Translation Method, Direct Method, Oral Approach, Total Physical Response, Suggestopedia, Comprehension Approach to Communicative Approach, pronunciation “has never been neglected” (Blanche 2004: 176-178).

Being exposed to authentic text like movies, the learners have chance to imitate various accents of native speakers with real-life factors which often happen in conversations such as stammering, utterances, mumbles, etc. with the aid of sounds and
images to provide a full and clear context. Like Krashen said in one of his research (1995, cited in Bennett 2007: 5): “Comprehensible input stimulates natural language acquisition”. Listening to the dialogues in the movies and performing the target language in the class assignments help the learners change the learners’ knowledge input to their own capacity output. And Bennett herself pointed out that:

Good oral production requires a combination of the following elements: correct sound articulation, proper stress and pitch, and appropriate intonation. Your students will make pronunciation gaffs in anyone, or all of these areas. Every lesson should provide them with exposure to natural language that is simplified appropriately for their level, opportunities for the students to practice the language in relevant contexts, lots of repetition, and review. (Bennette 2007: 6)

Movies have long been regarded as an authentic source of materials which provide real-life language. Therefore, movies should also be the appropriate materials to teach pronunciation to the second-language learners in Vietnam.

2.8 The role of Role-play in improving communication

The purpose of this research was to investigate whether the learners’ communication in English could be improved when movies were used as a means of motivation. Therefore, almost all the activities in the course demanded much speaking. One of the activities frequently used in the course was role-play. As Stern (1980, cited in Alwahibee 2004: 26) indicated, role-play activity “is a classroom technique that has been recognized as a useful means of acquiring (teaching) a foreign language”. Ladousse (1996: 6) also said “Role-play puts students in situations in which they are required to use and develop these phonetic forms of language which are so necessary in oiling the works of social relationships”.

Chapter 3
Methodology of the study

3.1 Introduction

This chapter presented the research design which was employed to answer the research questions. Additionally, this chapter restated the research questions and described the research context, research subjects and the method of data collection and analysis.

3.2 Restatement of the research questions

1. What responses will there be among the students to show that they are motivated when the movies are used in the course?

2. Through what communicative activity(ies) can the teacher help the students learn to communicate in English through movies?

3.3 Research context and participants

A class of 7 sophomores from Phuong Dong University participated in a course of 8 weeks and 2 classes each week. A feature film was introduced to the learners each week. There was a set of activities along with each movie such as debate, role-play, guessing the scene, dubbing, etc. All the tasks were carried out in groups with not much interference from the teacher. The movies used in the course were romantic movies and comedies, which were categorized by the print on their covers. The activities were taken or adapted from the following books: “Film” (Stempleski S. and B. Tomalin 2001, ed by A. Maley), “Video in Language Teaching” by Lonergan (Lonergan 1984), and some were created by the researcher himself. Some of the activities were for intermediate or higher levels. However, these activities were also employed for lower levels by reducing the requirements in the activities. In that way, the difficulty of these activities was lessened.
Because the course aimed at motivating and improving the accuracy in communication among the learners, the levels of language competence of the students were varied. The activities were designed to match the levels of the learners.

3.3.1 Research context

The study focused on the Vietnamese undergraduate students who followed the traditional learning method, of which the grammar-translation teaching approach was most common. In Vietnam, movies have been rarely used in public universities and colleges and if they were, they were used mainly for listening tasks and developed by individual teachers in occasional lessons. In language centers, the most popular places for language learning in Vietnam, movies were also used for the same purposes. This study aimed at finding how the students’ oral communication was motivated by using movies as a different source of teaching material. The development of a syllabus in which movies were employed was rather new in Vietnam. In his effort to find the relevant researches on the benefits of using movies in teaching English the researcher found no research carried out by teachers in domestic universities and colleges in Vietnam but rather the Vietnamese researchers who studied and worked in overseas institutions with foreign students. As Kramsch and Sullivan (1996: 201) said in their research, the most common teaching materials in Vietnam were textbooks with drills such as Headway, Streamline and Lifeline, Cutting Edge lately. Therefore, the researcher followed the idea of Widdowson (Widdowson 1984: 26, cited in Nunan 1988: 11) who said: “the syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning”.

Since private and commercial courses in Vietnam have often been carried out at home (in the teacher’s house or at home of one of the students) or in a rented room in a
school (mostly in primary or secondary schools), the researcher ran this course in his own home.

3.3.2 The participants

The participants of the researcher’s course were all from a private college in Hanoi – Phuong Dong University - and came from the same class. Their major was Banking and Finance and the researcher had a chance to work with them in that college for a short period (2 months). Since they were all attending a joint program between Phuong Dong University and an Australian college the participants had to learn English together with a heavy schedule at the university. However because of the management in Phuong Dong University the students of the program had various school backgrounds and proficiency levels in English (there was no entrance exam and the enrolment was based on the students’ graduation from high school and their finance capacity). The whole program had 60 students but only a few were good enough to follow this joint program. These students could understand the lectures given in English and could respond to the teacher’s questions: They followed the teacher’s instruction and could answer questions when the teacher asked. But the number of these students was just 9 while the rest – 51 students - had difficulty in understanding the lectures or did not understand them at all. Some even could not respond to simple questions such as “Which exercise did you prepare at home?”.

During this joint program, some of the students wanted to have private courses with the researcher and they show interest in the course in which movies were used as the teaching materials. At the beginning 7 students registered to join the course. However, later on, 1 left for personal reason and 2 (Linh and Hanh) did not come to the class regularly. Therefore, the class was carried out mostly on the basis of 4 students. These 4 students followed the course attentively and did make progress as discussed below.
The performances of the students in their first interview were accessed based on their fluency, the communicative strategies the students employed and the definition of IELTS Bands. According to the definition of IELTS bands from the Website http://www.ielts.org/institutions/test_format_and_results/ielts_band_scores.aspx, it may be concluded that Linh, Phuong and Hanh were in Band 5 while Trang and Minh were in Band 4. Hesitation often occurred in Trang’s and Minh’s first interview (see more in Appendix I - A). For many times, they had to stop due to not being able to find the right words. The IELTS band score defined “conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur”. Therefore, it was hardly to match Trang’s and Minh’s speeches with any but Band 3. On the other hand, Linh, Phuong and especially Hanh had less “breakdown” in their speeches (see more in Appendix I - A). And because they still had mistakes in their speaking as well as fillers and little hesitation, Band 5 in IELTS bad score – the modest users matched their performances.

3.4 Method of data collection

The process of data collection was conducted during the course through random video-recording of some key activities. These recorded activities were then transcribed and analyzed in terms of the fluency of the students in the first interview, in the recorded activities, the final interview and the conversation strategies including the use of repetition, fillers, stammering, checking, questioning, explanation, paraphrasing and circumlocution.

3.4.1 Activities and Films used

3.4.1.1 Activities used

The researcher followed most of the activities of Stempleski and Tomalin in their book “Film” (Stempleski S. and B. Tomalin 2001, ed by A. Maley), the book “Video in Language Teaching” by Lonergan (1984) and changed those a little to match the language levels of the learners because almost all of these activities were originally for intermediate
or advanced level students. All of these activities were for the level of intermediate or higher. To match those of lower level students, the original tasks were modified by cutting down some of the requirements of those activities.

* The Interviews

The students had one interview before and one after the course. The first interview focused on the students’ future plan and the final interview were about the students’ feedback of the course. Though the questions in the final interview focused on the students’ feedback of the course, the students still had to speak their mind in English and through that their fluency was revealed.

By their performances in the two interviews, the students’ fluency could be assessed and the improvement of the students’ language capacity evaluated. The pre-course interview questions were about the students’ personal life. How the students responded to the interview indicated their English fluency. All the students were asked similar questions about their learning progress in school and mainly about their plans for the future.

The same method was also employed in the second and also the final interview but the questions focused on the students’ feedbacks on the course. In this way, the question whether using movies in a language course in Vietnam could motivate the Vietnamese learners to improve their English or not was answered. Accordingly, the answers of the students were transcribed, analyzed and presented in Chapter 4.

- **Activity 1– Oscar ceremony** (Intermediate to Advanced level students): This activity was to stimulate the students’ creativity. Also, the learners would have a chance to practice their pronunciation and intonation.
  - The learners chose one of the movies they had watched in the previous classes. They had to provide a summary of the movie as aid to help them remember the movie better.
- The learners were divided into pairs and worked as the master of ceremony (M.C.) for the Movie Awards.
- Each pair had to make an introduction of the movie they chose as the award nominee.
- The introduction about the movie was not necessary but could be about the actor/actress of that chosen film. The nominee for the award winner would be the actor or actress of that chosen film.

- **Activity 2– A movie commercial project** (Intermediate and above): This activity aimed at the creativity of the students and ignited the group discussion.
  - The students were asked to watch their selected or assigned film before coming to the class.
  - The students were split into groups and given the cover of the film. With their understanding of the movie as they had already watched before class, each group discussed to produce a new cover with a new theme as the advertisement for the movies.

- **Activity 3– Rewriting Subtitle** (Intermediate and above): This activity was to inspire the creativity and critical thinking among the students. This activity also enlarged or rehearsed the students’ knowledge of grammar, vocabulary and expressions in English. Besides, the role-play in the activity would help the students practice pronunciation and intonation when they had dialogue(s).
  - The students watched a clip with the aid of the film summary.
  - The students were divided into groups and discussed the situation(s) in the clip to decide whether they were for or against the way situation happened. If they were for, they would rephrase the dialogue in their own words. If they were against, they would change the situation and develop their own dialogue for it.
- The groups had role-play with the dialogue of their own publicly.

- **Activity 4— Director’s Interview** (Intermediate and above)
  - This activity was a kind of role-play, in which the students acted as interviewer and interviewee.
  - The aim of this activity was to help the learner practice communication in interview’s setting as well as improve the learners’ response when they had to give impromptu answer in real conversations.

- **Activity 5— A potential Superstar** (Intermediate and above)
  - The students had many role-play activities during the course since this kind of activity provided the most real-life setting when the topic was various
  - The students chose the topic of each role-play which was inspired from the movies they watched in the course.

### 3.4.1.2 Films used

<table>
<thead>
<tr>
<th>Name</th>
<th>Genre</th>
<th>Language Level</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Reservations</td>
<td>Romantic</td>
<td>Advance</td>
<td>5</td>
</tr>
<tr>
<td>Kungfu Panda</td>
<td>Comedy</td>
<td>Upper Intermediate-</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advance</td>
<td></td>
</tr>
<tr>
<td>Alvin and the</td>
<td>Comedy</td>
<td>Advance</td>
<td>3</td>
</tr>
<tr>
<td>Chipmunks 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouse Hunt</td>
<td>Comedy</td>
<td>Advance</td>
<td>1</td>
</tr>
<tr>
<td>The Proposal</td>
<td>Comedy</td>
<td>Advance</td>
<td>2</td>
</tr>
<tr>
<td>Beautiful Dreamer</td>
<td>Romantic</td>
<td>Advance</td>
<td>1</td>
</tr>
<tr>
<td>He’s just not that</td>
<td>Romantic</td>
<td>Advance</td>
<td>2</td>
</tr>
<tr>
<td>into you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>Romantic</td>
<td>Advance</td>
<td>1</td>
</tr>
<tr>
<td>-----------</td>
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<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>Sidney White</td>
<td>Comedy</td>
<td>Advance</td>
<td>2</td>
</tr>
<tr>
<td>Ice Age</td>
<td>Comedy</td>
<td>Upper Intermediate - Advance</td>
<td>1</td>
</tr>
<tr>
<td>Step Up</td>
<td>Romantic</td>
<td>Advance</td>
<td>2</td>
</tr>
<tr>
<td>Titanic</td>
<td>Romantic</td>
<td>Advance</td>
<td>4</td>
</tr>
</tbody>
</table>

Figure 2 – Movies list

These were the movies the researcher used for his course. The list could be extended but the above were suitable for the activities the researcher planned. The genre of these movies was clarified by the movie’s cover itself. These movies were all romantic films and comedies. These two genres were selected because they contained few, or even none, violence scenes. The language used in these genres of the movies were casual or in colloquial forms. Besides, the conversation strategies were abundantly used in the dialogues of the movies. All the movies were feature movies and not for education purposes. In movie showing, subtitle was used to aid the students’ comprehension. Most of these films (see in Figure 2 above) were used for Activity 1 – The Oscar Ceremony. The film Alvin and the Chipmunks 2 was used in Activity 3 – Rewriting the Subtitle while Take the lead and The Game Plan were used as the source of vocabulary for this activity. The film No Reservation was used as the inspiration for the role-play in Activity 5 – A potential Superstar. The film “Kungfu Panda” was a cartoon but was designed as a feature film and contained many elements representing Asian philosophy. The researcher believed the film would bring excitement to the Vietnamese students whose country has had a Confucius-influenced culture and traditions for centuries. Besides, since the film was a cartoon, the language was clearly recorded for the listeners who were still foreign language learners. During the movie watching, students sometimes looked at the English subtitle as an aid to
their comprehension of the movies. The difficulty of these movies were evaluated according to the online Readability Formula.

3.4.2 Instrument of data collection

The lessons were video-recorded randomly to see the progress of the learners because it would be difficult to recognize the progress of the learners if the lessons were videotaped frequently after only 24 classes. In the lessons, the researcher as the teacher would work as the consultant who gave guidance and instruction to the activities. He did not intervene much to maintain a comfortable environment. The students were informed of the video-recording before the classes start. These video recordings were also used as a tool for both the teacher and the learners to see the students’ mistakes even when they were discussing in their teamwork. Interviews were employed at the beginning of the course as the test of the students’ communication skill. Because the course was not for the starter level of English, the interview would indicate whether all the learners were able to follow the course to the end. In other words, the learners were able to understand the material and the instruction of the activities they would undertake. In the end of the course, the interview was also adopted to evaluate the progress of students’ competence in English communication.

3.5 Method of data analysis

The analysis of data collected in this study was to find the answers to the research questions and to bring support to the wider use of movies as a motivating and authentic materials to English learners in general and language institutions in Vietnam in particular.

The study used a combination of qualitative and quantitative methods (Dr. P 11), focusing on the progress of fluency of the students. Thus, number of words used, number of stammering, repletion, grammatical mistakes, and pauses were counted in the transcription. The attendance sheets were kept as evidence of the learners’ punctuality and
enthusiasm. In addition, the video records were also used to show part of the motivation and eagerness of the students while participating in the activities and communicating. The framework of motivation described in Chapter 2 was employed through the whole course to examine the students’ motivation. As one of the students said in the final interview (Hanh – see more in Appendix I-B), the activities and the materials employed in the course were entirely new to them, the students’ curiosity was drawn to the course from the very beginning. Through time, the challenges increased with higher difficulty from prepared speech for presentation with movies’ cover reading to impromptu role-play with movies watching to inspire the students’ role-plays (see more in Videoclips).

3.6 Conclusion

Chapter 3 showed the methods the researcher employed to collect and analyze his data in the course using movies as a new material to motivate his students. In the next chapter, the researcher described the progress of the course and the criteria used to analyze the data.
Chapter 4

This chapter discussed how the research questions were answered through the results of the two interviews and the results of the activities used in the lessons of the 3-month course, the incidents happened and the responses of the learners.

4.1. The results of the interviews

4.1.1 The result of the first interview

In the first interview, the students revealed their language capacity and the analyses below give some indications of student’s proficiency level. The reason for analyzing the first interview was to see the students’ proficiency at the very beginning of the course, in turn it indirectly demonstrated how much they were motivated and eventually progressed in their capacity through this course which used movies as the learning materials.

+ Trang:

In this first interview, Trang was a nervous student who sometimes could not even finish a sentence. She made grammar mistakes and often used fillers. However, her wish to communicate made Trang tried to improve her speaking skill and her fluency. Fillers were used to gain more time to prepare words to convey her ideas better and to help her keep calm. These evidence are incorporated in the discussion below.

In this first interview, Trang was a nervous student who sometimes could not even finish a sentence ("Because ah... now ah... I have the connect with the bank becaught (because, pronunciation mistake) now I am a student buts ah...ah...ah... buts ah... I ...have...um...um...um...tsch...hmm...I...um... "). Her nervousness was shown when she had many fillers and hesitation in even a sentence (e.g: Yes, ah...eh...eh...eh...My prorect (project, pronunciation mistake) is good. And ah...eh...um... there are so many s ah...ah
difficult (difficulties, grammar mistake) for me to eh...apply for the funds. Buts eh...ah...I...ah...I...ah...we... we tried to apply to eh...eh...apply eh...um...).

In her speech, Trang made grammar mistakes (e.g. there are so many's ah...ah difficult for me to eh...apply for the funds; apply for eh...eh apply for to eh...take some money...) and pronunciation mistakes (I have the connect with the bank becaought (Trang pronounced /bɪˈkɔːʃ/ instead of /bɪˈkɔːtʃ/) now I am a student buts...). She blamed these mistakes on her infrequent practice of English ("Yep. Ah...I can ah... I...I want to says ah... I learn hard. And I try to have more vocabulary everyday. And ah...I...eh... Buts I have trouble ah I have problem and I don't use eh...eh...Researcher: Your words. Trang: My my words...my vocabulary and ah...I can not speak flueh...eh...”). Trang’s problem was also her motivation to join the course. Since the course aimed at communication, Trang expected to improve her speaking to be more fluently.

In her speech, Trang used many fillers (eg: there are so many's ah...ah difficult for me to eh...apply for the funds; apply for eh...eh apply for to eh...take some money... ) and stammering (eg: Yep. Ah...I can ah... I...I want to says ah... I learn hard. And I try to have more vocabulary everyday. And ah...I...eh... Buts I have trouble ah I have problem and I don't use... ) as a key tool of conversation strategy to get more time for preparing her meanings and vocabulary. This helped her to keep calm and show her meanings better.

+ Minh:

Minh revealed his weakness in pronunciation. However, he was motivated to attended the course to acquire a high score in IELTS for his future study. According to William and Burden’s framework of motivation (figure 1, p.14), Minh’s need of passing the IELTS test for his study was his challenge. The high IELTS score requirement forced him to further pay great attention to his study of English. However, because Minh did not have much time to study English previously, he employed the same conversation strategy
as Trang to buy him time to clarify his meanings. Although Minh could not perform grammatically accurate English, he did try to clarify his meaning as best he could. These features were evident in the discussion below.

In the transcription of Minh's first interview, he revealed his weakness of pronunciation (e.g: Ah... I life ah... I life ah... studying Germany. (in this case he meant LIKE) and grammar (e.g: M: I will study ah... IELTS. R: IELTS? M: IELTS. Same ah... 5...R: Eh... You must get 5. M: I must 5...). In this interview, Minh also explained the reason why he was weak in English as he had changed from learning German to English when he enrolled in Latrobe University - Hanoi branch and then the joint program between Phuong Dong University and South Australia College (M: Ah... Before... before I studied ah... Goeth Institute... About 6 months... And I studied in ah... D...AAD... In ah... I studied in ah... Hannover University... ah...after I studied in ah... Latrobe University...). Through the first interview, Minh revealed his initial motivation (see more in Appendix IA) when he first attended the course as he needed to acquire a high score in IELTS for his studying. According to William and Burden’s framework of motivation (figure 1, p.14), Minh’s need of passing the IELTS test for his studying at school was the optimal degree of challenge. The requirement at school demanded him to further his capacity in English.

Because Minh did not have much time to study English previously, he employed the same conversation strategy as Trang to buy him time to clarify his meanings. Although Minh could not perform grammatically accurate English, he did try to clarify his meaning at best.

+ Linh:

In this first interview, Linh indicated that she had the intention to study abroad and she was better than Trang and Minh in communication as she could produce longer sentences with less stammering and her sentences had more meanings (e.g: Eh...because eh
China is near...from eh...Vietnam. (grammatical mistake) And eh my parent eh is eh easier to take care me (grammatical mistake). And eh when I go to China I will eh study one more language). Like Minh, Linh’s first motivation came from her plan to study abroad. Although her destination was China but her course was for international students.

Because she had better competence in English, Linh did not have much repetition and stammering for her conversation strategy. Instead, Linh employed unconsciously fillers (eg: Eh...because eh China is near...from eh...Vietnam. And eh my parent eh is eh easier to take care me. And eh when I go to China I will eh study one more language) whenever she had to think about her meanings. Linh seemed to be in the progress of developing her responses in English. Therefore, she had to use fillers as a way to think of her meanings more clearly.

+ Hanh:

In the first interview, Hanh showed that she was rather good at communication because she could speak rather fluently and express her meaning clearly (e.g: Um...Exactly, ah...I must say the program for studying in Vietnam is...not...good for the students... Not so much practice. Only it’s eh...have class (grammatical mistake)...eh...attend the lecture from teachers. Not so much practice for the students). Besides, that also implied that she looked for the excitement in the course where she could have more opportunities of interaction in English, rather than sat and recorded the lectures.

Hanh did not use much conversation strategy in her first interview. She was at ease when communicating in English. Though she sometime employed fillers (eg: Exactly, ah...I must say the program for studying in Vietnam is...not...good for the students... Not so much practice. Only it’s eh...have class ...eh...attend the lecture from teachers), she did not used them frequently. Her personal part-time job did provide her chances of using English from time to time.
Phuong:

Like Hanh, Phuong was at ease in her communication in English. Though she sometimes was hesitant, her meaning was clear (e.g: I learn by ah...listening ah...many radio (grammatical mistake), CD or VCD. And ah...learn ah...learn English online by ah... in many websites, ah...learn by ah...many many books I ah I I bought in the bookstores eh bookshops). She sometimes also had mistake in vocabulary and grammar but they were not serious mistakes as her overall meaning was still preserved (e.g: Hmm...It’s ah one of ah...my reasons. But ah...th...but I ah I have said to you that I want to improve (prove, vocabulary mistake)that the education in Vietnam is better and better. Ah and ah...that ah...I want to improve (same mistake) that the education in Vietnam is as ah as good as another country in the world (grammatical mistake). So I don’t to go to another country to learn (grammatical mistake).

To be different from the other students of the course, Phuong’s motivation which made Phuong join the course was due to her wish to improve herself in English and take it as an evidence for her belief that the education in Vietnam is as good as those of the other countries.

To sum up, each student of the course had his/her own motivation at the beginning. Since this course was a private one and also for commercial purpose, advertisement was needed and through talks the students were drawn to the course and the students came to the course out of their confidence toward the teacher as he had taught these students in an intensive course.

It was easy to recognize that Phuong employed fillers and especially repetition as her conversation strategy. Phuong was also trying to develop her responses in English communication, so she needed time to think and to clarify her meanings at best. As the
example above demonstrates, Phuong had to repeat, use fillers and stop from time to time to perform and complete her meanings.

4.1.2 The results of the final interview

The final interview focused mainly on the students’ feedbacks of the course. Trang said the movies helped her with vocabulary ("Ah...this ah... improve ah...um... I I have from movie. I I hear...I listen the words...Yeah ah...and ah...send ah...so I I can ah...um...use use use...I learn from that..."). Trang showed a strong evidence of motivation as she could produce language more fluently at the end of the course when at first she had had to prepare a written text. Her improvement in English was due to her motivation. As described in 3.3.2, Trang had studied English in a joint program but only after she took the course using movies could she really improve not only her self-confidence but also her communication. Linh found the benefits of improving not only her vocabulary but also her pronunciation from the movies ("Ah...because ah... when I joined this course ah...I had to ah communicate with another person by ah English, and I had to talk more, and ah...when ah we um work in pair. I think ah my skill is ah...um... very improvement... I think it’s eh about pronunciation, about eh...my eh...speaking. And about eh...my eh...my vocabulary"). Like other students, Linh was stimulated to use the target language more frequently through the activities in the course and the material used in the lessons – which was movies – stimulated Linh to use the target language more frequently, which in turn helped her improve her vocabulary. Movies, a rich authentic source, also helped Linh correct her pronunciation as the language in the movies was spoken by native speakers.

To Trang, movies and the activities used in the course provided her with higher motivation as she could practice presenting her ideas. The role-play activities pushed Trang to speak much more while movies helped Trang to accumulate vocabulary and the inspiration in using English. Since there was always a time of discussion before each
activity, Trang had to use English to share her ideas and that worked as the external motivation for her to practice and improve her target language.

In this final interview, Trang seemed to progress significantly as she could respond better to the researcher’s questions, even though she still had to employ the strategy of fillers and repetition to complete her meanings.

Minh, the only man in this course and the one who had the poorest background of English, also found movies to be a good source for his improvement of vocabulary and pronunciation ("Ah...after I la...I learn this course, I ah... improve about ah....ah about vocabulary... Yes. I watch movies... I learn... I learn more new words (words, pronunciation mistake)"). As a matter of fact, Minh was truly able to produce more language at the end of the course in the final interview. For Minh, although he just had had 3 months of learning English, Minh changed from a student who was dependent on a prepared text into a student who could speak English simultaneously. Not only in class, he also kept watching movies at home to improve his vocabulary. That was the evidence that he was motivated by the course and movies because he would not have continued watching movies to learn at home to improve himself if he had not been motivated. By watching movies and practicing English not only in class but also at home, Minh could finally speak, rather than read, English.

Minh was the learner who made the most progress. From being able to produce only utterances and taking much time for a response, he finally could complete and clarify his meanings much better. As the example above demonstrates, he still could not produce fluent and smooth responses so Minh employed repetition to complete his meanings.

Hanh, though was the one who infrequently attended this course, confessed that she found the course with movies as the material quite interesting ("I III I think ah the content of this call (course, pronunciation mistake)...very (grammatical mistake) very bad (best,
pronunciation mistake)...Also this course um...so exci...interesting"). She especially enjoyed the role-play activities and felt satisfied with the course ("when I were child grammatical mistake) always I think ah I'm not self-confident (grammatical mistake). So...that's why when I try ah to ah role-play I feel so more...more self-confident. I can express and...every emotion of myself (grammatical mistake)"). From her answer in this final interview, it could be concluded that Hanh was truly motivated by the course using movies as she found it new and exciting to her. Not only excitement did she find, she also saw herself improved in her language capacity and self-confidence and that contributed greatly to her motivation.

Having to use the language frequently through work, Hanh did not have to use fillers, stammering and repetition frequently in her speech. Other than words, Hanh focused more on her meanings. Her communication was more at ease than that of the others (see more in Videoclips and Appendix A4 – B4).

In conclusion, all the students in the course had joined an intensive English program in their university before taking the course using movies as the teaching material. Only after this private course did the students make progress in their English learning and communicating. At first, the students had difficulties in communicating in English. In their first interview, almost all of them could only produce English in short utterances (see more in Appendix 1 - A). However, in the final interview, all of them could speak English in longer sentences with higher fluencies. Their progress proved that the course with movies used as the teaching material and the activities inspired and motivate them to use and learn the language more often, which resulted in the students’ improvement.

4.2 The Activities

Activity 1 Oscar ceremony
The learners in that lesson worked as the major M.C.s. of the Oscar Ceremony and his/her job was to list the names of the nominees of the Best Movie, The Best Actor and the Best Actress (each student had to find himself/herself a list of 5 movies, 5 directors, 5 actors and 5 actresses). Each M.C. later would announce the winner with a brief introduction of that movie/actor/actress. Because this was an individual task, each student had time to prepare his/her speech and it took a little long as the students sometimes shared their knowledge of the movies. Before the students accomplished their task, the whole class watched some clips of the real Oscar ceremonies so that they could use the clip as reference for them to do this task.

Table 1 – The students’ performance in Activity 1.

<table>
<thead>
<tr>
<th>Features</th>
<th>Trang</th>
<th>Minh</th>
<th>Linh</th>
<th>Phuong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (number of words produced)</td>
<td>231</td>
<td>222</td>
<td>97</td>
<td>81</td>
</tr>
<tr>
<td>Fillers</td>
<td>41</td>
<td>12</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Hesitation</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Grammatical mistakes</td>
<td>8</td>
<td>24</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Repetition</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

In the first part of the presentation, Trang and Minh produced the most language. However, it did not mean that Trang had a successful presentation because her meaning was simple and she had many fillers (41) and hesitation (15). Sometimes, it was difficult to understand her meaning (e.g: “But she di doesn’t no doesn’t like its, and she try
to...ah...to...um...well with ah... well with ah every...body about...um...about her ability...about...about hip-hop...and ah...she and her friends...ah ah...her best friends tried to have best performing in...ah...in her life”). Minh, who also produced a great deal of language, read from his prepared written text. As this activity was at the beginning of the course, it was easy to recognize his weakness in grammar when Minh had 24 grammatical mistakes. Because he was reading he did not have many fillers and hesitations (see more in Appendix II – 1, p. 111). Both Trang anh Minh used repetition to make time to find vocabulary, especially Trang. Repetition in her speech was another evidence of Trang’s nervousness and lack of vocabulary (15). She only used repetition once as a mean of making stress on her meaning (eg: “I really really like...this film”). Minh had fewer repetitions (3) due to his reading the prepared text, not speaking itself.

Linh and Phuong, on the other hand, did not produce as much language as Trang and Minh (97 words from Linh and 81 from Phuong), but their meaning was clear and they were rather fluent in speaking. Phuong used paraphrasing to correct herself when she realized she made mistake (eg: “it’s a...it’s a series ...sorry ...funny movie about the many friends ”). Linh even just had one stammering in her speech. Hanh was absent.

+ Phuong:

Just after a short presentation (around 2 minutes for the first part), many mistakes in Phuong’s speech were detected. Besides, her speech was not really clear but was in coherent. There were no conjunctions when Phuong wanted to change her meanings. (eg: she comes and ah proposed him. And eh Friends...it’s a...it’s a series: Phuong changed to the second movie without any hint when she was talking about the first movie).

Pronunciation caused the uncleanness in Phuong’s speech. There were many unclear words and pronunciation mistakes (eg: The Proposal in a very funny movie; viper, bear),
which prevented her speech from being clear, coherent and enjoyable. However, Phuong showed her confidence when she made the presentation in front of a group of people.

Since the program Phuong followed at school focused on IELTS with its drills, the activity of presentation thrilled Phuong and that could be seen in her attitudes when she did the activity (see more in Videoclip 2). Working with the covers of the movies pushed Phuong to use her general knowledge of movies and language to perform her speech. That challenge stimulated her to stand in front of the camera and made a speech.

Since Phuong did not have much chance of communicating in English other than in her school when she had to make a speech, Phuong – similar to the other students – had to prepare her speech in written text. It prevented Phuong from producing a smooth and fluent speech and ignited her to use repetition as her key strategy to continue her meanings when she forgot her words or could not look at the written text.

+ Linh:

Linh often had fillers in her speech (eg: Ah hi everybody; Ah it’s ah... Miss FBI, ah...Superman Return, ah...(unclear word), ah...and Proposal) and just within 1 minute of the first part of her presentation, there were 25 fillers. Nevertheless, like her classmate – Phuong, she showed a rather confident attitude though she was rather nervous (which she confessed in the final interview: “Yes. At the first time I felt very...confused, and nervous, and ah I couldn’t said anything”). The most impressive part of her performance was when she could not find the right word (the martial-art master), she managed to preserve her meaning by choosing another word (kungfu) which everybody knew to help her speech to be comprehensible, though it was a grammar mistake: “...learn about kungfu with master...KUNGFU” (which should be: “...learn kungfu with the martial-art master”).

Similar to Phuong, Linh had little chance of communicating in English at school due to her school’s curriculum. In Activity 1, Linh’s tone indicated that she did not have
much interest. However, she did work through the covers of the movies to get ideas for her presentation (see more in Videoclip 2). The discussion seemed to excite her more as she could practice communicating.

Still, fillers were used as the common strategy Linh employed in her speech. Because she tried to perform her part without reading the written preparation, Linh needed a tool to buy her time to think of her vocabulary and meanings.

+ Trang:

Even though it took more than 7 minutes Trang could not accomplish the first part of her speech. It was clear that Trang could easily lose her self-control (abrupt stop, mush fillers and hesitation). There were many mistakes (including grammar (eg: that’s funny film I have had seen), and pronunciation mistakes (eg: b레asure: b레sent: ballin)) in her speech. Many hesitations and fillers were additional evidence of her losing self-control. Unlike Linh’s and Phuong’s, Trang’s speech took more time not because she had more language to produce but because of her lack of confidence, even though her competence could help her do the task much better. The proof of her competence was she understood all the instruction and the meanings of the dialogues in the movie clips (though shown with subtitle). Right at the beginning of the presentation, Trang had stopped abruptly two times in the middle of the speech and walked away. At the end of the presentation lesson she explained her action by saying that she forgot everything she needed to say whenever she got nervousness (“I often forget everything when I have to stand in front of a crowd” – researcher’s translation). The reasons of her nervousness could be blamed on too much attention from the audience, or anything that could distract her. Later, under the pressure from the teacher, Trang managed to finish her speech (researcher: “Come on. No. You have to do it until the end...” – Trang: “Yes, I understand, but I forgot.”). Fortunately, her confidence was built gradually through the activities she attended in the course (eg: Trang
could speak without a prepared note, which she used to have and she could continue her speech without abrupt stopping as she used to do in the first activity).

Trang also made a mistake in pronunciation which is common among the Vietnamese learners. She often had S at the end of the words. There was no research in Vietnam discussing this problem so there was no literature explaining why this mistake was common among English learners in Vietnam and this is odd since the Vietnamese language does not have this system of having S at the end of the words.

To Trang, her motivation in this activity firstly came from the teacher. Her nervousness prevented her from finishing her speech in her first try. But then, together with the pressure from the teacher, Trang finally regained her confidence and managed to finish her presentation. Mostly, Trang trained her English with drills from IELTS.

Because her capacity of language performance was much limited, stammering and repetition were mostly used in Trang’s speech. At the beginning of this first activity, Trang even employed sudden stop as her strategy whenever she lost her calmness or forgot her words (see more in Videoclips).

+ Minh:

After two third of his presentation as shown in the transcription (see Appendix II – 1d, p. 113), Minh showed that he had poor grammar background. The reason for this weakness was because he started learning English about 3 months ago, which was confirmed again by him in the final interview (Researcher: Alright, Minh... I was so surprised to know that you have just begun to learn English in a very short time. Minh: Yes)

Minh also had the same mistake in pronunciation as Trang when he had Ss at the end of the word. However, above all, his weakness in grammar (he made many mistakes, eg: So we meet together in here for find the winner; The girl move next his home; The boy
don’t about her job), led to his weakness of language use and this limited his presentation into just reading from his notes. Minh needed to prepare a written text if he wanted to speak on a topic.

Since Minh tried to read aloud his speech, his speech seemed to go more smoothly. But still he had to employ repetition strategy sometimes for taking time to look at his text. This first activity was a push to develop his communication skill in later assignments.

Activity 2: A movie commercial project

Any movie should have an attractive cover as an advertisement to attract the attention of the buyers. The learners in that lesson worked as the staff of a commercial company which was in charge of sketching up the cover of a new movie. The whole class was split into groups and given some movies they had watched before. With their understanding of the movies, each group would come up with a new idea for a new cover of that particular movie. Because this task needed images to represent the students’ ideas, the groups had their members draw the ideas on the board in their presentations to explain why they had those ideas. The task was rather fun as the students produced funny images and gave humorous explanations. The atmosphere turned into excitement and the humorous interaction between the audience and the presenters during the presentations became so frequent and informal, thus communication seemed to flow more easily.

In this activity, unfortunately Linh, Trang and Phuong were absent. That left only Hanh and Minh to do the presentation. Both of them produced much language (224 words from Phuong and 211 from Minh). Nevertheless, these two were not good in grammar so they made many mistakes (13 from Phuong and 10 from Minh). Besides, these two had many mistakes in pronunciation (see more in Appendix II – 2a/2b, p. 114/115 and Videoclip 4). Minh particularly had too many unclear words due to his pronunciation mistakes (see more in Appendix II – 2b, p. 115) and unclear meanings (e.g: “It’s a rain,
also it's the boy's words to say to girl...”; “...so for the love of the boy with the girl be full of desire and in front of the boy kneed girl with flower in hand...”). Because of these reasons, it was quite difficult to make Minh’s presentation comprehensible.

For conversation strategies, Minh used repetition as a mean to help him keep his flow of reading. Due to his reading and his weakness in pronunciation, once he took his eyes from the written text to the invented cover of the film, he lost track of his speech and had to use repetition to have enough time to return to his text.

**Table 2 – The students’ performance in Activity 2.**

<table>
<thead>
<tr>
<th>Features</th>
<th>Hanh</th>
<th>Minh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (number of words produced)</td>
<td>224</td>
<td>211</td>
</tr>
<tr>
<td>Fillers</td>
<td>34</td>
<td>18</td>
</tr>
<tr>
<td>Stammering</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Grammatical mistakes</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Repetition</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Repetition in Hanh’s speech, not like that of Minh’s, was the evidence of her hesitation when she wanted to describe her product. Since she did not have any prepared text, sometimes she could not find the right word to describe the cover, and that was when she used repetition.

**+ Hanh:**

Hanh was absent in the previous presentation. In this second presentation assignment, she revealed her weakness in grammar (eg: *try to looking for; feel so...many*...
stressful: This movie has name is...). Hanh was also the one who took most absences in the course because she had a part-time job in a foreign company. Her work experience explained one reason why she did not feel nervous when speaking English like Trang or needed a written text when speaking. However, that was also a disadvantage as she just focused on speaking skill and neglected the need to improve her competence in grammar.

Unlike the others, Hanh preferred doing her presentation without the outline or some prepared written text. In every activity, while the other students tried to write down their words or the outline, Hanh just sat in the corner and mumbled her words for rehearsal and she was always the first student to finish her preparation for the activity. Impromptu conversations inspired her so that explained why she loved role-play activities (Researcher: So you you you don’t have any kind of activity. Alright. Ah so what activity you like best? Hanh: Ah... ah... for me ah that is eh role-play).

The uses of repetition and fillers once again were the strategies Hanh employed. Because she had to talk about a topic, other than speaking in casual conversations, she found the task differed from her common setting at work and therefore she could not perform her speech.

+ Minh:

Though this was not the whole presentation of Minh’s, because of his weakness in grammar (eg: this is romantic and funny film, I am marketing of 20th Century Company) and too much dependence on the prepared written text (reading all the time he made presentation), Minh’s presentation was totally unclear in meaning and hard for the listener to comprehend (e.g: “The Girl Next Door tell about a intelligent girl and innocent boy (grammar mistakes). The boy is student and ah the girl is sex actress (grammar mistake). They have different life. The girl move next his home (grammar mistake). Ah they meet together. The boy don’t about her job (grammar mistake)”). Besides, his pronunciation
with many mistakes was also another reason to make his speech hard to understand (eg: he pronounced /kni:/ for the word “Knee” instead of /ni:/; /'senti,mit:/ for “Centimeter” instead of /'senti,mi:te/).

In this task, Minh had no other option but fillers and repetition for his strategy. It was simply due to his lack of language competence. Although he had time to prepare his speech previously, Minh still could not speak without using his text and hence he could not make a smooth speech.

Activity 3:  Rewriting subtitle

In this task, the students had to also use their creativity. The learners watched a movie scene in Alvin and the Chipmunks 2 with no sound, no subtitle, and just images. With the aids of the cover and a brief summary of the movie, the students worked with their group mate(s) to reproduce the subtitle for that scene. In this activity, the students worked as a team and prepared each individual’s text together. Because the time and the role of each student was pre-determined by the scene in the movie (Alvin and the Chipmunks 2) the students only wrote short sentences and took their turns in accordance to the change of characters in the scene. The language in the made-up subtitle was the casual one with slangs as analyzed above.

This task elicited many words from the learners’ (Do you think we are cool?; Now you can see my talent; You are stupid fur balls; You guys look so cute; etc.) and gave them the opportunity to practice intonation when the learners performed the subtitle (the students had to perform the dialogues aloud with emotion to match the attitudes of the characters in the movie scene). Regardless the made-up subtitle right or wrong, the students had a good time performing the writing and reading the subtitles, and had fun. Other than debate, the students shared their ideas eagerly and join the task rather happily.
Because the students had time to prepare, and they also received the aid of the sound and images, the students had a very successful task when they could bring up a rather matching made-up script. The language they used was the casual one with slangs (think we are cool...; see my talent...; stupid fur balls...; Hey, idiots...see Appendix II – 3b, p. 116/117). These words came from their real life experience or inspired from movies they watched (Take the Lead, The Game Plan).

The learners were asked to rewrite the subtitle for a movie scene and then matched that dialogue with a movie scene. Therefore, the students did not have much difficulty and employed none of the strategies they had used in the other activities to accomplish this task.

Activity 4: The Director’s interview

In this task the students worked as interviewers and interviewees. The interviewees were the directors of movie hits. These directors disclosed the stories behind the scenes, the casting, the process of dubbing, etc. In this task, some students could not perform well since they had to do the task without the aid of their teammates. However, the activity was rather exciting as the students enthusiastically performed their assigned roles. The setting changed in various situations such as in a studio, or in a TV real show with audience for live broadcasting or just a recorded talk. The students took the mission attentively and did their best.

Due to the absence of Linh, Hanh and Minh in the class after this activity, the interviews were done by two pairs in which Hanh and Minh worked as the interviewers when Phuong and Trang were the interviewees. In addition, in the recoding of the interview between Phuong and Hanh, unfortunately there was a broken part in the video clip due to technical problem, which left that part unrecorded.
Both interviewees produced much language. Both showed great enthusiasm in the activity and tried to perform the best of their roles (see more in Videoclip 5). However, there was a difference in term of fluency between these two interviewees. Trang was the student who produced the most language, but the other features of fillers and hesitation were really high. There were many incomprehensible utterances in her speech (eg: “Ah but just ah... I kind I kind of feel like there are...there are...all the...all the pain...all the ah...vast...the craven...craven that I need...I need...that I need to realize...ah to realize...to realize ah what you have be...have been amazing ah...amazing um...are there”; “And ah...those are say...it just...it just...it just ah more the effection of eh...ah...how good you are with techno...technology...how goods...how good of a artist...how ah...ah...visionable...(unclear word)...visionary...are you to use...it”). It was clear that Trang had to struggle to find vocabulary to express her meanings since her sentences were cut into pieces of utterances (e.g: “Ah I ah...and I ah talk (thought, pronunciation mistake) ah he ah he is the...he is the ah he is the saddest character I have heard... (pronunciation mistake)...ah eh eh eh I have heard of...so um um so um...and ah...and but I couldn’t drop it...drop its... (pronunciation mistake) for long time”...see more in Appendix II – 4a, p. 117). The high number of fillers and repetition in her speech indicated that she had difficulty and needed time to find the words to express her meanings.

Phuong on the other hand was clearer in her meanings. Although she still had grammatical mistakes Phuong maintained the coherence of her meaning and did not have as much difficulty as Trang. Her sentences were not split into utterances (eg: “The main song ah in this film is “I see you”. The song shows the feeling shared by ah...shared between Jake and the eh girl in this ah Pandora planet...Pandora territory” – see more in Appendix II – 4b, p. 120). Phuong also had repetition in her speech but mostly for making her meanings clearer.
As the interviewers, there was a big difference in Minh’s and Hanh’s performance. Minh strictly followed the planned interview and just raised his voice when it was his turn to ask question. Almost all the time of the interview was dominated by Trang. (see more in Appendix II - 4a, p. 117). In the mean time, Hanh made the interview look like a casual conversation between friends as she laughed (P: Um...Yes, maybe. I hope this...(laughing), H: (laughing).....Ok. What was the first thing ah that...), gave personal comment (Yes, I I I I knew this already) or even made suggestion when the interviewee could not find the word to say (P: Hmm...about the main character I I think thats I ah...maybe I will ah...maybe I have eh...some...., H: Change?, P: Change. Yes...see more in Appendix II – 4b, p. 120).

This was a mean in conversation strategy Hanh unconsciously used to require a “next action” from Phuong to clarify her meanings. This was also the way Hanh checked her understanding of Phuong’s meanings.

It was unfortunate that all the students did not come to class so the chance of being the interviewee was not shared equally. This activity was done to inspire the students to speak the most when they played the role of interviewees. Had all the students come to the lesson, they would have had a great opportunity for communication practice.

Table 3 – The students’ performance in Activity 4.

<table>
<thead>
<tr>
<th>Features</th>
<th>Names</th>
<th>Trang (Interviewee)</th>
<th>Minh (Interviewer)</th>
<th>Linh (absent)</th>
<th>Phuong (Interviewee)</th>
<th>Hanh (Interviewer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (number of words produced)</td>
<td></td>
<td>571</td>
<td>120</td>
<td>0</td>
<td>545</td>
<td>190</td>
</tr>
<tr>
<td>Fillers</td>
<td></td>
<td>125</td>
<td>13</td>
<td>0</td>
<td>98</td>
<td>14</td>
</tr>
<tr>
<td>Stammering</td>
<td></td>
<td>56</td>
<td>6</td>
<td>0</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>Grammatical mistakes</td>
<td></td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>
In the short transcription of part of the role-play interview, Minh and Trang made so many mistakes in pronunciation, especially Trang. Besides, her nervousness prevented her from producing a good sentence with a clear meaning. The whole sentence was cut into pieces by fillers and stammering she had during the talk (eg: *We came up with the last robot...ah the last robot...ah...we...robots (pronunciation mistake) on earth. Ah he is the robots...ah thats thats ah keep doing the same thing: Ah I ah...and I ah talk (thought, pronunciation mistake) ah he ah he is the...he is the ah he is the saddest character I have heard (pronunciation mistake)...ah eh eh I have heard of...so um um so um...and ah...and but I couldn't drop it...drop its (pronunciation mistake) for long time). Besides fillers, Trang also had repetition to help her have more time to think of vocabulary. In this role-play, Trang had to struggle much to express her meanings and repetition was the proof of her saying in the final interview that she did not have the habit of practice much vocabulary and speaking (see more in Appendix I – B, p. 99 - 110; II – 4a, p. 117 and Videoclip 5). Trang sometimes also used repetition for self-correction whenever she realized she made a mistake (eg: "Yeah I write...I wrote...I wrote the script with dialogue"). Minh, on the other hand, had repetition mostly to correct his own mistakes in pronunciation and vocabulary (eg: "I think thats is a goods idea (pronunciation mistake). Your ideas is interesting and ah...funny. Ah let us offer the second question (wrong expression). Is technology a little bit limitation ...(unclear words)...tin tame ah in term of building the story's idea?"). He used this strategy once as a mean to assure his understanding of what Trang said ("I see, I see").
The turn taking did not happen much in this role-play between Minh and Trang. Minh let Trang dominate the interview for so long that Trang had to state clearly that she finished her speech to signal Minh to take his turn ("Yeah, that is my answer"). Trang’s gesture indicated that she struggled but also tried her best to speak out her mind the best she could (see more in Videoclip 5).

Like in activity 1, Trang and Minh used repetition to make time to find vocabulary (Trang: 65) and keep track of text reading (Minh: 7). However, in this activity Trang and Minh started using paraphrasing (Trang: 3 – Minh: 1) to correct themselves when they made mistakes and to make their meaning clearer (eg: "he is the ah he is the saddest character I have heard (pronunciation mistake) ...ah eh eh I have heard of"); "Is technology a little bit limitation ... (unclear words) ... tin tame ah in term of building the story’s idea?" – see more in Appendix II – 4a, p. 117).

This role-play interview helped the learners develop a conversation in the interview setting. Because this was an interview, turn-taking happened orderly (the interviewer and the interviewee took turn one after another). Phuong and Hanh also followed this rule.

Due to the requirements of this activity, the use of conversation strategy was frequently used both in Trang’s and Minh’s language. Besides fillers, stammering and repetition, paraphrasing was sometimes employed (see Table 3). Fillers, stammering and repetition were used due to the learners’ lack of language competence. As mentioned above, both Minh and Trang could not speak English without preparing a text. This task demanded them to produce language promptly. Therefore, those two employed fillers, stammering and repetition to complete and clarify their meanings. In addition, the speakers started to be aware of their language so paraphrasing was used sometimes once the speakers found a wrong word in their speech. This was a significant sign of language improvement of the learners.

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Due to their improved competence in language, Phuong and Hanh developed the interview more naturally (fewer mistakes, fewer fillers, more meaningful sentences). They kept the interview more conversation-like with interruption and comments ("Hmm"; "Yes, I I I I knew this already"). Hanh even use questions for checking and clarification to maintain the conversation flow when Phuong started to show that she could not find the words ("P: Hmm... about the main character I I think thats (pronunciation mistake) I ah... maybe I will ah... maybe I have eh... some... H: Change? P: Change. Yes. Maybe. Maybe"); "P: Eh... Right. I feel very eh... nervous. Because when I go go to the studio, many people hear me and ah... um... take eh photograph with me so I'm very... um... H: Waste? P: Waste. Yes").

In this role-play, Phuong used repetition (48) as a tool to clarify her meanings, not like Trang who used repetition (65) mainly for searching for words. Hanh used repetition once at the end of the interview to stress on her meaning (eg: "I ah... really really happy to see you today") and she also used paraphrase once to clarify her meaning (eg: "Ok. Now I have a quest... a private question"). The strategy of checking (2) was used by Hanh to help Phuong continue the flow of her speech when Phuong could not find the words, and Hanh herself understand better Phuong’s meaning (see more in Appendix II – 4b, p. 120).

Though the transcription just covered a part of the whole interview and the speakers still made pronunciation and grammar mistakes (pronunciation: true-truth, Titanic – Titanic, grammar: the same the Titanic; my channel have any question to you; when I ah corporation with;...), the number of these mistakes was less than those in the interview between Trang and Minh.
Activity 5: A potential superstar

* Role-play 1: Family riot – A one million dollar inheritance

Table 4 – The students’ performance in Activity 5/ Role-play 1.

<table>
<thead>
<tr>
<th>Features</th>
<th>Trang</th>
<th>Minh</th>
<th>Linh</th>
<th>Phuong</th>
<th>Hanh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary number of words produced</td>
<td>231</td>
<td>222</td>
<td>0</td>
<td>81</td>
<td>0</td>
</tr>
<tr>
<td>Fillers</td>
<td>41</td>
<td>12</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Stammering</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Grammatical mistakes</td>
<td>8</td>
<td>24</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Repetition</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Questioning</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

This was a role-play task. There were three 2-minute transcriptions of the role-plays the students had in this activity. The role-plays included a family riot with all the students joined and two conversations between colleagues in which the students worked in pair. The students, other than preparing for a presentation, had conversations in acting situations. Instead of having preparation, the learners had simultaneous dialogues with their acting. Though the task was quite hard in the beginning, it was fun with much laughter being heard. The use of language in this task was the closest to real-life conversations, the activity was employed over and over in many other lessons. Through this kind of activity, the communication of the students was seen at best and the video-recording provided the reflection of the students’ performance. Mistakes were scanned when correction and advice were made. Almost all aspects of English were rehearsed from vocabulary, pronunciation,
intonation to grammar, expressions, idioms, etc. The situations were taken randomly from the students’ daily life which gave them the familiarity with the context. The class was split into groups or depending on the setting of the situations. The performance of the students was not that of professional actors/actresses but it demonstrated and inspired the learners to sharpen their skills more in the role-play activities below.

In role-play 1, the students acted as members of a family arguing over an inheritance of one million dollar. Lots of arguments and reasons took place. The students had no time to prepare at home but just 10 minutes in the class before doing the task. This activity was inspired from the movie *Mouse Hunt* in which two brothers inherited a worn-out house of 50,000 dollars.

In this task the students developed a very natural and real-life argument with interruption, disagreement. The paralinguistic features were also carried out naturally with hand movements, facial expressions, raising tone of voices. Although mistakes of grammar (go to abroad[s]; most hottest; use this money suitable) and vocabulary (succeed – success; discount - discuss) and pronunciation (go to abroads) were still found in the conversation, the students began to be aware of their own mistake and made the correction by themselves (to use ah to use ah to send the tuition...tuition ah...; But now I needs...I need a lot of money). The most improvement that could be seen among the learners was that they all began to stop reading from the prepared written texts. Minh and Trang, the two students who used to need the aids of written texts or feel too nervous to communicate in English, began to use the language more fluently (Minh did not use written text for reading his part and Trang could produce longer sentences with fewer fillers and stammering: “I am 18 years old and I ah... old enough to decide anything to ah...anything; You know, you know my parent always want me go to abroads. And that’s my dream.”
Since these four students were rather weak in speaking, they did not have circumlocution in their speeches. All their meanings were expressed in concrete words with concrete meanings. Repetition was frequently used in the conversation with different purposes. Repetition was mostly used when the students struggled with the vocabulary to express their meanings: Trang – 7; Minh – 5; Phuong – 4 and Hanh – 1 (eg: “Yes. And ah… I really really want to the eh to have the sum of this money (grammar mistake) to use ah to use ah to send the tuition…tuition ah…next month…last month…ah next month” – see more in Appendix II – 5a/5b, p. 124 - 129). However, repetition was also used as the a conversation strategy for other goals such as self-correction of grammar and pronunciation (eg: “I want I want use I want to use ah 1 million dollar for the for thats”; “I am 18 years old and I ah… old enough to decide anything to ah…anything. I have great…graduated and ah last month I want go to go abroad”), making stress on the meaning (eg: “I really really want ah have ah the sum of money (grammar mistake)” ; “Why? Why you don’t share…”), or interruption to keep the speech continued (eg: “M: I need...(interrupted Trang) T: You know, you know my parent always want me…” – see more in Videoclip 6). And while the students had the repetition for finding words or for self-correction, they did try to have explanation of their meaning. Because there was no evidence of paraphrasing, it indicated that the students understood each other. Questioning was also employed by Minh (4), Phuong (2) and Hanh (3). This strategy was used to request explanation or opinion from the partners, to interrupt the others and to emphasize the meanings (eg: “Why? Why you don’t share”; “No. Come on come on. Listen to me ok?”; “But ah now, I want to open a new company…Do you understand?”, see more in Appendix II – 5a, p. 124). Another feature of conversation strategies was gesture, which was clearly recorded in the video clip (see more in Video clip 6). In this clip, each student had different facial expressions, tones, hand and body movements in accordance to the changes in the quarrel.
The students mostly took the silence of the other speakers when they finished their sentences as the chance of turn-taking. However, the students sometimes interrupted the others to take their turns when they needed to make their meaning clearer and to persuade the others (see more in Appendix II – 5a, p. 124 and Videoclip 6).

* Role-play 2: Talks between colleagues

In this task, the students were split into pair and made up conversations inspired from the movie No Reservation. The topic was about the relationship in work between colleagues in the work place. The students made up conversations in business-like setting.

Table 5 – The students’ performance in Activity 5/ Role-play 2.

<table>
<thead>
<tr>
<th>Features</th>
<th>Trang</th>
<th>Minh</th>
<th>Linh</th>
<th>Phuong</th>
<th>Hanh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (number of words produced)</td>
<td>231</td>
<td>222</td>
<td>00</td>
<td>81</td>
<td>0</td>
</tr>
<tr>
<td>Fillers</td>
<td>41</td>
<td>12</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Stammering</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Grammatical mistakes</td>
<td>8</td>
<td>24</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Repetition</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Checking</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Questioning</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Minh and Phuong

In this conversation, Minh and Phuong played as colleagues in a company working to promote a new product. Minh was sufficiently competent to stay way from writing beforehand his text and truly used the language to keep the conversation going. Besides
repetition (1), he also employed questioning (4) and checking (2) to clarify Phuong’s meaning and to give hint of turn-taking when Phuong used questions as a way to confirm Minh’s meaning. Minh used repetition only once when he was trying to express his meaning when Phuong used this strategy to correct Minh’s mistake and to make her meaning clearer (see more in Appendix II – 5b’, p. 127) However, the time of the course was not long enough to help Minh correct all his mistakes. Therefore, he still had pronunciation mistakes (Aperee – April; risk - rich) or had trouble with expressing his meanings (up...to...price). Phuong on the other hand was a little bit unfocused as she made more mistakes than Minh (eg: our production is ah to met; So I I think we should to ah to ah exhibit).

In this conversation, both Minh and Phuong used questions to ask for clarification ("I think that the price now is ah right now is ah very high. M: Very high? P: Yeah. I think that... M: (interrupted) You think so? P: Yes. I think so. M: Hmm...And you? What do you think? P: Um... You only think...you’re your idea is ah only to to ah to up the price? (wrong expression). M: Hmm...Yes "). A series of questions was given out to keep the flow of the conversation while the speakers tried to create a new turn to the conversation. When Minh finished his meaning, he let Phuong take turn by giving question as a hint: "Hmm...And you? What do you think?". The gesture of the two students indicated that they were colleagues and Minh worked as the team leader when he asked for contribution of idea from his team mate (see more in Videoclip 7).

2. Trang and Hanh

Trang in this conversation showed that she made improvement. She could produce longer and complete sentences though not for every sentence she spoke. The time of the course was not long enough for her to reduce significantly her fillers and stammering. But at least Trang managed to produce more language with more meanings and more
confidence than the moment she began the course (in table 6, the number of words Trang could produced in 3 minutes of the final interview was 197, compared with that of 129 in the first interview).

The fillers and repetition Trang used in her speech were mainly the signs of her struggling to find words (eg: "Ah...after have...after have ah carefully considered (grammar mistake)...and ah I gave you the reports of the ah...cover of eh this eh pro...product"). However, sometimes she self-corrected (eg: "Because this is a ah...tea green...green tea").

Hanh did not give much evidence to show her improvement due to her many absences during the course. However, with her advantage of studying in Australia previously (see Appendix I – A, p. 88 - 98) and having a part-time job in Yamaha, Hanoi Branch – the reason of her absence - Hanh was sufficiently competent to have a role-play between an employer and her staff with Trang. Hanh was the only one who asked for clarification in both of this role-play and the previous one of the family’s riot. In this activity, when Trang made a mistake and provided an unclear meaning, Hanh – with her raising tone – implied that she could not understand Trang’s meaning and requested a clarification ("T: ...feel about the...feel about the ah...national (natural, vocabulary mistake) ah... H: Natural?"). Because she acted as the boss who listened to the explanation of her staff to explain about a new product, Hanh did not have much communication in this activity.

Circumlocution and paraphrase did not happen in this conversation, and gestures were performed by each student in accordance with his/her role: Trang acted as the staff who presented a new product and Hanh was the manager who listened and gave questions (see more in Videoclip 7). Since Hanh played as the employer, she used questioning strategy (4) to request for more explanation from Trang about the new product. Trang used
questioning strategy once not as a request but the explanation. Repetition was still used by Trang (7) to find vocabulary (see more in Appendix II – 5b”, p. 128).

From the tables describing the performance of each student and the transcription of Activity 5 (see more in Appendix II – 5, p. 124 - 129) Trang and Phuong were the two who produced the most language. This activity was role-play and the content, inspired from movies (No Reservation, Mouse Hunt), were decided by the students themselves. However, it was difficult to decide which student performed the best since the language and how much one spoke would be determined by the role of that person in the conversation. Trang produced the most language in the second role-play but had many fillers (40) and stammering (10) when Hanh spoke the least but fluently (fillers: 1; stammering: 1). The situation was similar to that between Minh and Phuong when Minh only had short and simple sentences (eg: “You think so?”; “Very high?”; “Yes. Ok. So... they don’t care about cost”; ...see more in Appendix II – 5b”, p. 126). The turn-taking in these role-plays happened due to the exchange of meanings among the students and the flow of the conversation with different types of turn signals such as hand gesture (Phuong moved her hand to interrupt Hanh) or when the meaning of a sentence was completed (see more in Videoclip 6). Interruption was used in the conversation when the students wanted to clarify what he/she meant. Besides interruption, checking was also sometimes used for clarifying the speakers’ meanings. This method was used to maintain the flow of the conversation and to understand better the other speakers (see more in Appendix II – 4b/5a/5b, p. 120 – 129 and Videoclip 5, Videoclip 6). Other means of conversation strategies such as circumlocution and paraphrase were not used.
4.3 The findings and the answer to the research questions

4.3.1. The findings

Initially, the course began with 6 students – 2 boys and 4 girls - whose names were Thanh, Minh, Trang, Phuong, Linh and Hanh. However, right after the course started, Thanh left the course as he suddenly wanted to take another course of IELTS for his goal of studying abroad. Linh and Hanh were sometimes absent because of personal reasons such as sickness, traffic jam etc. Through many of the activities involved only 4 students they always showed their enthusiasm as they totally focused on their tasks. The problem was that many times the learners discussed in Vietnamese due to their lack of vocabulary. Nevertheless, as the consequence of their enthusiasm, the students did make progress after the 2 month’s course.

* Trang:

Trang made the most progress as she at the beginning was the one who always lost her self-control once she spoke in English, no matter in presentation with formal setting or in role-play activities with casual dialogues. She confessed to the researcher that whenever she was nervous she would forget everything she planned to say and stopped abruptly (“...The first movie is Kungfu Panda. That is the funniest film I have seen....he went to the mountain to learn about kungfu, and he succeeded, and...and...(stopped and walked way). Furthermore, in any case she would write into text her speech and tried to remember every single word with which she read out. However, at the end of the course, she seemed to be able to gain control of herself when she spoke though it was still visible that she was nervous (her voice was shaking when she spoke). At least, she showed the researcher that she could get over her nervousness and spoke with more confidence (unlike the first interview, in the final interview when she had fillers and stammering, she did not stop but tried to continue to finish her meaning: Ah...I can ah... I...I want to says ah... I learn hard.
And I try to have more vocabulary everyday. And ah...I...eh... But I have trouble ah I have problem and I don’t use eh...eh...; My my words...my vocabulary and ah...I can not speak flueh...eh...fluently; And ah... so that makes ah...ah...me more ne...nervous; When I learn a word, a new words I eh... I don’t learn eh... I ah... I don’t learn this deeply...see more in Appendix I - B, p. 99 - 110).

Table 6: Trang’s progress in the course

<table>
<thead>
<tr>
<th></th>
<th>First Video clip</th>
<th>Last Video</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillers in 3 minutes</td>
<td>63</td>
<td>56</td>
<td>+</td>
</tr>
<tr>
<td>Number of words in 3 minutes(vocabulary)</td>
<td>129</td>
<td>197</td>
<td>+</td>
</tr>
<tr>
<td>Stammering in 3 minutes</td>
<td>11</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>Grammar mistakes (including Vocab.)</td>
<td>6</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Repetition</td>
<td>11</td>
<td>14</td>
<td>-</td>
</tr>
</tbody>
</table>

(+: improvement; -: fallback)

Her vocabulary was a real problem because she believed she did not have the habit of using her vocabulary frequently (“I have trouble ah I have problem and I don’t use eh...eh... My my words...my vocabulary and ah...I can not speak flueh...eh...” – Appendix I - B). She could understand the researcher’s speaking or the dialogues in the movies rather well, but could not bring her words up to what she wanted to say (...Buts I have trouble ah I have problem and I don’t use eh...eh...My my words...my vocabulary and ah...I can not speak flueh...eh...And uh... I...eh...I ah... I don’t...). Nevertheless, by joining the course regularly and its activities wholeheartedly (she attended the course with the least absence – see Table 12, p. 74), she managed to step over her own limitation and seemed to be able to talk more fluently (Trang could produced more language: 197 words in 3 minutes in the final interview compared with 129 words in the first interview) and without abrupt stopping.
Trang would be a significant example as she made the most of improvement among the learners even after this very short course. Her pronunciation has improved when compared with what she produced at the very beginning of the course. For example, in the Interview, she said “Because ah... now ah... I have the connect with the bank BECAUGHT (because) now I am a student BUTS ...”. Trang was just one among the Vietnamese students who often had “S” at the end of the words. Not only was the ending consonants of the words were unclearly pronounced, sometimes totally silently. Another sentence she spoke in her presentation in session 2 – Oscar Ceremony: “... It’s a BLESURE (pleasure) for me to BRESENT (present) the five nominees for the best movies...” She seemed to have problem with pronouncing the consonant P. Later on, when the students came to the last classes, Trang, though sometimes still had mistakes when she pronounced this consonant had fewer times of making the same mistakes (e.g: “Ah...after have...after have ah carefully considered (grammar mistake)...and ah I gave you the reports of the ah... cover of eh this eh pro...product. Today I will give you ah...the product ah with ah...and please see it by ah your ah our eyes” – see more in Appendix II – 5b”, p. 128 - 129). Another mistake she made which could be seen was in an activity named A Director’s interview. There she said “.... keeps doing the same thing...ah same job. So I TALK (thought) I love that. And I TALK (thought) he is the...”. In the same activity, she also made a mistake in the pronunciation of the word script in the sentence “... I ah found myself very quickly....very quickly writing the scip (script)...”.

From the clips, it can be easily seen that she had so many fillers e.g. Ah/Ehs in her speeches. From the beginning of the course, the number of Ah/Eh/Um in a sentence she made could be up to 6 or 7 times. This, together with much stammering, showed that Trang was struggling with her own vocabulary to express what she meant. Those were also the evidence of her nervousness when speaking the target language. At the end of the course,
those Ah/Eh/Um's were down to 3 or 4 times. However, the most importance was she was able to control herself. She said the reason why she could not speak well was because she had not used them frequently before (*But* I have trouble *ah* I have problem and I don't use eh...eh... *My* my words... *my* vocabulary and *ah*...I can not speak flueh...eh... I I think *ah*... *that's* *ah*... I have *eh*...I have enough vocabulary but *ah*...ah... - see more in Appendix I – B, p. 99 - 110). Then as the result, it took much of her time to think of the words when she spoke. Compared with the first interview, she at the end could produce longer sentences/ utterances which helped her speech to be a little more understandable to the listener, though she still had to struggle over her words for the best expression that she could think of, eg: "And *ah*... *I um*... should *ah*... *um*...When I attend this course I try to use *my* words... *my* vocabulary *ah*... *more*"; "*Yep*. *Ah*... *I can* *ah*... *I*... *I* want to says *ah*... *I* learn *hard*. And *I* try to have *more* vocabulary everyday"; "*When* *I* attend this course I try to use *my* words... *my* vocabulary *ah*... *more*.", etc.

In the final interview, Trang used more repetition (14) than the first one (11). However, this was not the evidence of fallback because in the final interview she could produce longer sentences with clearer meanings. Besides, she also used explanation strategy once when she found her meaning unclear herself (see more in Appendix I – B, p. 99 - 110).

Even though Trang made more grammatical mistakes and had more fillers in the second interview, it could be understandable since she could produce more language than in the previous interview. In addition, because the course just lasted 2 months, it was difficult to expect a big change among the learners within such a short time in every aspect of English.

With all the analysis above about Trang's improvement after a 2-month course, and her punctuality during the course, she set a good example of the motivation the course
brought to the students. She had her own motives before joining to the course (aiming at getting a job) and but above all, she had chances to communicate frequently with her classmates during the lessons. All the topics about movies or inspired by movies used in the course gave Trang and her classmates time to have discussions (see more in Videoclips). Because there were only 4 students who regularly attended the course, or 5 at maximum, the students had many chances to talk and share ideas. The best proof of Trang’s motivation was her progress in English. Regardless of her grammatical mistakes or pronunciation, Trang developed her self-confidence and could truly use the language for communicating with other students without always depending on prepared text as she used to be. Trang used to have a problem with her vocabulary since she had always tried to learn words by heart but could not remember and use them well (“Hmm. When I learn a word, a new words I eh... I don’t learn eh... I ah... I don’t learn this deeply”). That was why she had always been nervous (T: Yep. Ah...I can ah... I...I want to says ah... I learn hard. And I try to have more vocabulary everyday. And ah...I...eh... Buts I have trouble ah I have problem and I don’t use eh...eh... R: Your words. T: My my words...my vocabulary and ah...I can not speak flueh...eh... R: Fluently. T: Fluently. R: Alright.T: And ah... so that makes ah...ah...me more ne...nervous). Change could be seen in Trang during the course (see more in Videoclips). She could use English with more self-confidence and greater fluency.

* Minh:

As the researcher learnt from talks with this student, he had a very short time (3 months to be exact) for learning English as he focused on German previously. That was why at the beginning he often read out from a piece of paper his preparation and his vocabulary was rather poor. Therefore, he could not perform the language at his best. Later on, the researcher pushed him not to have any piece of paper in front and not to write his
preparation down into text. Slowly, he managed to have a slow but impromptu performance and in simple English. Though the course just lasted 2 months and could not change much of the student’s proficiency or fluency, at least Minh has turned from a student who just could read what he prepared to a learner who could speak English instantly in dialogues.

**Table 7: Minh’s progress in the course**

<table>
<thead>
<tr>
<th></th>
<th>First Video clip</th>
<th>Last Video</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillers in 3 minutes</td>
<td>26</td>
<td>35</td>
<td>-</td>
</tr>
<tr>
<td>Number of words in 3 minutes</td>
<td>121</td>
<td>157</td>
<td>+</td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stammering in 3 minutes</td>
<td>4</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Grammar mistakes</td>
<td>6</td>
<td>5</td>
<td>+</td>
</tr>
<tr>
<td>(including vocab.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repetition</td>
<td>2</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Cheking</td>
<td>2</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Explanation</td>
<td>2</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

(+: Improvement; -: Fallback)

At the very beginning, in the interview, Minh even had to think of the name “Germany” to say about the country he had once lived. Then he made a big mistake which might lead the listeners to confusion when he said “I life ... ah.... I life studying in Germany” instead of “I LIKE studying in Germany”. And like Trang, Minh also sometimes have S at the end of the words he spoke.

As seen from the video clips and the transcription, Minh had a limitation in using the language at the very beginning of the course as he could just responded to the questions mostly in short utterances or Yes/No replies. But in the final interview, he could provide longer sentences, even though those sentences had mistakes in terms of pronunciation or grammar. And like Trang, though Minh had more mistakes in his speech in the later
interview, it was simply because he could produce more language than he had done previously.

However, due to the frequent exposure to English during the whole course and because of the pressure from the researcher as well as the tasks, Minh gained more confidence in using the language though he sometimes still had to struggle over his vocabulary and still made mistakes in pronunciation. It was hard to expect more than that from him since the course just lasted in 2 months. But then, in the last few classes of the course, his responses became much better when they came faster than they used to. At the beginning his responses came after around 3 seconds. At the end of the course, it just took him half a second or one second at most. More importantly, he did not have to look at any piece of paper to read out loud the words, and that was the most significant improvement in Minh. The conversation strategy he frequently used was repetition. Unlike the first interview when he mostly used utterances to answer the questions and some activities when he read from the prepared texts in the beginning of the course, in this final interview Minh tried to truly speak his mind. As the result, he had more repetition (15) when he needed time to find words. If Minh had to use checking in the first interview when he did not understand the interviewer’s words, his listening comprehension was improved so that he did not have to check his understanding of the interviewer’s meaning in the final interview (see more in Videoclip Interview in/ Interview out).

Minh was the second best example of how the course using movies as the material motivated the students. He was originally a student who could only read aloud a prepared text. In the first interview, all Minh could do was answering the questions of the interviewer in the form of short utterances (see more in Appendix 1 - A) and had quite a lot of difficulties in really saying his ideas (see more in Videoclip 2 and 3). One more time, movies helped him progress as he not only watched movies and did activities in class but
also watched movies at home for his vocabulary increase ("M: Ah...at my home, I ah... watch movie. R: Watch movie again? M: Yes...TV... R: So how can you remember the words? That’s the point. M: I have ah I have ah small book...R: Ah, a small book... (nodding). M: I write new word ah... in my...book. R: Ok. And...what do you do then? M: Yes ah every...everyday I open my book, I see ah...R: You READ the book, use the word. M: I read the book... one and two new words...” – see more in Appendix I – B2). It could be said that movies and the activities of the course stimulated Minh to overcome his problem of vocabulary and work more to progress.

* Linh:

She was one of the two students who already had rather good background in English in this course, both in competence and performance (she was one of the few students in the joint program who could understand and answer questions from teachers in English). However, like other Vietnamese students, she did not use English much out of the classes. As the result, she could not use the language fluently (she often had er..., uhm... in her speeches). Normally, when she started the classes the number of Eh/Ah/Um were about 8 or 9 out of approximately 24/25 words of a sentence. Besides, her tone showed too little emotion. In other words, her intonation just went flat and sometimes did not match the situations she was in. For example, she said in the first interview: "Because eh China is near...from eh Vietnam and eh my parents eh eh is eh easier to take care of me, and eh eh when I go to China I eh will study one more language”.

In the final interview, she said she used to be nervous when speaking English. The course did help her gain more confidence as well as pushed her to expose herself more to English. In the end, she could have more control and limited the number of Eh..., Uhm... in her speeches. And in fact, that number went down to 5 or 6 times a sentence. Of course, this number depends on her mutual preparation or her speech and her meanings.
Table 8: Linh’s progress in the course

<table>
<thead>
<tr>
<th></th>
<th>First Video clip</th>
<th>Last Video</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillers in 3 minutes</td>
<td>19</td>
<td>51</td>
<td>-</td>
</tr>
<tr>
<td>Number of words in 3 minutes (vocabulary)</td>
<td>115</td>
<td>231</td>
<td>+</td>
</tr>
<tr>
<td>Stammering in 3 minutes</td>
<td>0</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Grammar mistakes (including vocab.)</td>
<td>4</td>
<td>4</td>
<td>+</td>
</tr>
<tr>
<td>Repetition</td>
<td>0</td>
<td>3</td>
<td>+</td>
</tr>
</tbody>
</table>

(+: Improvement; -: Fallback)

Unlike the above participants, Linh seemed to have an unconscious habit of having fillers in her speech instead of hesitation. When Trang and Minh had fillers, they tended to get stuck in their speeches because of their lack of words. The time consumed between their fillers tended to be 3 seconds when that in Linh’s speech was just 1 second before she continued her speech.

From the table above, the researcher found that Linh began to have a few stammering in the second interview, comparing with none in the first interview. However, that might be the proof to say that Linh had more mental preparation of the language. That was also the reason why she used repetitions (3) in the final interview to clarify her meaning. That might explain her improvement when the language she could produce in the second interview increased dramatically. In addition, even though she still had the same number of grammatical mistakes, an improvement could still be seen in Linh as she produced much more language in the final interview.

The proof of motivation in Linh was not so clear as in Trang and Minh. Linh was one of the best students in the course from the very beginning. However, Linh did not come to the class very often due to her family’s problems. Nevertheless, the participation Linh had in the activities and the home assignments were genuine. Linh said in her final
interview that she used to be nervous when communicating in English but thing changed after taking this course. She even suggested the course should be lengthened to 6 or 9 months so she could gain more benefits from the course (see more in Appendix I – B3). In William and Burden’s framework of motivation (Feature 1, p.14) this awareness of developing skills was one of the features igniting the desire to pursue the learning more in the students. That is the proof of the motivation the course brought to Linh because the materials used in the course were movies and all the activities were inspired from movies in the course.

* Hanh (Hannah):

Before studying in Phuong Dong University and this course, Hanh had spent some time in Latrobe (Australia) studying. Therefore, her speaking skill was the most fluent in the class. She rarely had to prepare her speeches and could communicate with ease. Nevertheless, her language was rather simple and contains many grammatical mistakes. She also said to the researcher that she had advantage of communication opportunities due to her work. Hence she focused mostly on speaking and gradually improved her responses in English communication. For her pronunciation, when she spoke, the sound did not flow but was chopped into pieces. Unluckily, she was the one who did not attend the course regularly as she was often sick and had a part-time job. Therefore, she made very little progress. In Table 9 below, she made more grammar mistakes in the final interview than in the first one.

Table 9: Hanh’s progress in the course

<table>
<thead>
<tr>
<th></th>
<th>First Video clip</th>
<th>Last Video</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillers in 3 minutes</td>
<td>13</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Number of words in 3 minutes(vocabulary)</td>
<td>149</td>
<td>177</td>
<td>+</td>
</tr>
<tr>
<td>Hesitation in 3 minutes</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Grammar mistakes (including vocab.)</td>
<td>6</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>Repetition</td>
<td>1</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>0</td>
<td>1</td>
<td>+</td>
</tr>
</tbody>
</table>

(+: Improvement; -: Fallback)

Hanh rarely had to use mush repetition or paraphrasing to clarify her meaning. From the Table 9 above, she only used repetition once in the first interview and paraphrasing once in the final interview. In Hanh’s speech, most of the fillers she had worked as a tool for her to buy time for thinking of the meanings she wanted to express, rather than due to the trouble of lacking words. This was different from Trang’s and Minh’s when they needed fillers when they could not find the right vocabulary, and from Linh who had fillers as a habit.

Hanh was the student who had the most absences in the course. It was not because she did not like the course. As the matter of fact, she found the course fascinating and her intrinsic interest of the course did exist (H: Ah…I I I think ah the content of this call (course, pronunciation mistake)…very very bad (best, pronunciation mistake). R: Bad? H:Best. R: Best? Ah ok, I wonder it’s bad or best. Alright…oh no. It’s a little bit of exaggeration because I don’t think it’s best. Ah…so what…can you recommend that what kind of activity should be added in the course? Do you think there are any? H: Um…I do. R:Oh ok. Can you say it? H: Hmm. The activity of this course…the first time I learn (grammatical mistake), from you. R: Hmm. H: Also this course um…so exci…interesting. R: Interesting. Interesting…H: Yeah. Interesting, for myself… see more in Appendix B- 4). It was the request of her part-time job to prevent her from attending the course frequently. Nevertheless, she was the best student in the course. Part of the reason was she had had a short time studying in Australia and then she worked part-time for Yamaha branch in Hanoi. Those opportunities provided her good environment to communicate frequently in
English. But no matter how good she had been in English, Hanh still found the course sufficiently interesting because it brought her new experience with the new material (“Ah... I I I I think ah the content of this call (course, pronunciation mistake)...very (grammatical mistake) very bad (best, pronunciation mistake). R: Bad? H: Best... The activity of this course...the first time I learn (grammatical mistake), from you. R: Hmm. H: Also this course um...so exci...interesting” - see more in Appendix I – B4). Movies as the teaching material were the first motivation for Hanh to join the course. According to William and Burden (feature 1, p.14 ), this aroused the curiosity in her when she first joined the course. During the course, together with the movies, the activities brought sufficient excitement for Hanh to accomplish all the assignments. Although she did not come to the class often, Hanh still had good performance when she had oral presentations in class.

* Phuong:

During the whole course, Phuong had a very serious attitude toward her studying and came to the classes regularly without any absence. Besides Hanh, she was the second student who had the most fluent oral skill in the class and she even possessed the largest vocabulary among the attendants of the course. However, like the other participants, Phuong had many fillers and much stammering. The fillers, and particularly stammering, appeared in Phuong’s speech both when she had troubles with vocabulary and when she was struggling to express her meanings. Nevertheless, Phuong employed more conversation strategies besides fillers and stammering than the other students. In the first interview, she used checking (1) when she got confused with the interviewer’s question and paraphrasing (1) to make herself clear. She even employed paraphrasing more in the final interview (4) together with repetitions (15).

**Table 10: Phuong’s progress in the course**
<table>
<thead>
<tr>
<th></th>
<th>First Video clip</th>
<th>Last Video</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillers in 3 minutes</td>
<td>31</td>
<td>27</td>
<td>+</td>
</tr>
<tr>
<td>Number of words in 3 minutes (vocabulary)</td>
<td>132</td>
<td>211</td>
<td>+</td>
</tr>
<tr>
<td>Hesitation in 3 minutes</td>
<td>8</td>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>Grammar mistakes (including vocab.)</td>
<td>7</td>
<td>4</td>
<td>+</td>
</tr>
<tr>
<td>Repetition</td>
<td>7</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Cheking</td>
<td>1</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>1</td>
<td>4</td>
<td>-</td>
</tr>
</tbody>
</table>

(+: Improvement; -: Fallback)

Though Phuong had rather good responses to the questions in term of speed of returning, it seemed that she could not control herself to produce the language more smoothly, even though Phuong was the one who had a rather good language competence.

Among the students in the course, Phuong was the most self-motivated. She was rather disciplined and always focused on her assignments. She found all the activities exciting as she did not have those in school. For Phuong, it was hard to find clear evidence of the motivation the movies used in the course brought to her due to her own motivation.

* Thanh:*

There was not much to say about Thanh as he left the course right after the beginning and went to Singapore for a language course there and a B.A course in Business Management later.

To decide how much the students improved in their communication, the researcher considered the results of the final interview as recorded below.
Table 11: The overall progress of the students in the course

<table>
<thead>
<tr>
<th>Features</th>
<th>Names</th>
<th>Linh</th>
<th>Phuong</th>
<th>Trang</th>
<th>Hanh</th>
<th>Minh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In</td>
<td>Exit</td>
<td>In</td>
<td>Exit</td>
<td>In</td>
<td>Exit</td>
</tr>
<tr>
<td>Vocabulary (number of words produced)</td>
<td>115</td>
<td>231</td>
<td>132</td>
<td>211</td>
<td>129</td>
<td>197</td>
</tr>
<tr>
<td>Fillers</td>
<td>19</td>
<td>51</td>
<td>31</td>
<td>27</td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td>Hesitation</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>14</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Grammatical mistakes</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Repetition</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Checking</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

(In: The first interview; Exit: the final interview)

According to Table 11, there was a positive sign of improvement among the students. All the students in the final interview could produce more language than in the first interview. Some of the conversation strategies were also employed in the students’ speeches. Although the most commonly used strategy was repetition. The purpose of using this strategy was various from making time to find vocabulary, to clarifying meanings or strengthening the students’ meanings. Besides repetition, some of the students also employed checking or paraphrasing once they were confused or corrected their own mistakes (see more in Appendix I – B, p. 99 - 110 and Videoclip Interview Out).
Chapter 5

The Conclusion

5.1. The answers of the research questions

This chapter discussed the Research results answering the two research questions, *

Research question 1: *What communicative responses will there be among the students to show that they are motivated when the movies are used in the language course?* And *

Research question 2: *Through what communicative activity(ies) can the teacher help the students learn to communicate in English patterns through movies?* Conclusions, implications of the research results, limitations and suggestions for further research were also presented below.

* Research question 1: *What communicative responses will there be among the students to show that they are motivated when the movies are used in the language course?*

During the course of 16 lessons, the researcher – and also the teacher – and the students built a rather close relation in and out of the class. This seemed to be the reason to trigger the students’ communication more in the course as the gap between the learners and the teacher was small. The evidence for that is the students corrected the mistakes of each other and willingly asked the teacher whenever they were confused with the task, or over a matter of vocabulary or grammar. A fact which is common in most language classes both in public schools and private classes in Vietnam is that the students passively take knowledge from the teachers without much feedback from them. Direct discussion with the teacher rarely takes place in the class, let alone when the classes finish. As Wlodkowski (1978: 14) said in his research, the students “would merely be puppets dependent on the teacher who pull the strings. They could not take pride in the choices and perseverance that lead to their accomplishments”.

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A clue to motivation among the learners could be easily seen from their class attendances, the interest and enthusiasm when they joined to accomplish the tasks attentively. However, not every student followed the course regularly without absences and sometimes the teacher had to push them by some means. The question is what made them always show enthusiasm when they came to the language class? One reason was because of the learning material. Movies have been so far rarely used for language teaching in Vietnam. That itself has triggered the curiosity of the students of the course at the beginning. They wanted to find out if the course had anything different from the other courses in other institutions. That curiosity later might have changed into excitement which drew the students back to the class after the first lesson where they could watch a number of movies and have various tasks with different settings related to those movies. Two hours of the first lesson was too short to bring the feelings of competence and more importantly the awareness of developing skills among the learners as described in William and Burden’s framework of motivation (figure 1, p. 14). But the adoption of new teaching material did raise curiosity among them, making them want to follow the course till the end.

Another answer to the above question is movies provide a lively picture of how the language is used in real life with verbal and non-verbal communication, which includes facial expressions, eye contact, gestures, postures, attitude or even the “undertone of the spoken text” (Willis 1983, cited by Chen 1998: 22). As Allan said in his research, movies in particular and videos in general are tools to bring “a slice of living language” and are often regarded as a means of entertainment (Allan 1986: 48-49). Therefore, the students hardly felt they were studying but having funs. The students themselves felt that they controlled the class.
The students’ motivation was partly evident in their attendance of the course. For example: Trang, the participant who made the most progress, was the one of the two students who obtained the highest percentage of attendance (93.7%) whereas Hanh, the participant who made the poorest improvement just had 43.2% attendance. Table 12 below indicate the attendance sheet recording the students’ attending the class from the beginning of the course.

The motivation of the students was clearest in the material used in the course and from the students themselves. Firstly, the students had their own aim before taking this private course due to their ambition of future jobs or studying abroad and that was their initial intrinsic interest. This was a very important reason for the enrollment of the students to this course. Secondly, all of them found the use of movies as the teaching materials fascinating. This source of curiosity came from the new teaching materials that the students did not find in their school. Because movies originally were for entertainment so when they were employed in the course, they provided sufficient excitement to the students to enjoy the lessons. Furthermore, the activities inspired from the movies gave the students continuous chances to communicate among each other through the varied topics due to the numerous movies used in the course.

**Table 12: Students’ Attendance.**

| Class | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total | %  |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-----|-----|
| Hanh  | X | X | 0 | 0 | 0 | 0 | X | 0 | 0 | 0  | X  | X  | 0  | 0  | X  | X  | 7    | 43.5 |
| Linh  | X | X | X | X | 0 | X | 0 | X | 0 | X  | X  | 0  | 0  | X  | 10  | X   | 62.5 |
| Minh  | X | X | X | X | 0 | X | X | 0 | X | X  | 0  | X  | X  | 12  | X  | 15   | 75   |
| Phuong| X | X | X | X | X | 0 | X | X | X | X  | X  | X  | X  | 15  | X  | 15   | 93.7 |
| Thanh | X | X | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 2    | 0    |

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Good relation between the teacher and the students might also be the reason why the students felt at ease when they came to the classes. Traditionally, the teachers in Vietnam always show that they are the superior and there is always a big gap between them and their students. Consequently, the learners rarely asked or had casual conversations with their teachers or lecturers and therefore the students tended to bring up their confusions of the lesson with their friends rather than with the teachers for better explanations. Luckily, the researcher had a rather good relationship with all his students both in and out of the class, which helped them have a feeling of having a casual meeting rather than a class (the evidence is shown in the video-recording in which the researcher had fun with his students when they performed their tasks and they were also allowed to have beverage and snack while preparing the tasks). This might be different from an academic setting in a university or college but initially the researcher aimed at private setting for commercial purpose. With the friendly relationship the researcher and the students could freely and casually have friendly chats like friends after the tasks or even after the lessons when they were at home. What made the researcher believe a good relationship between the teacher and the students could motivate the learners was they questioned or even had discussions with the researcher during the tasks. There was no evidence showing that they held back what they had in their mind.

* Research question 2: Through what communicative activity(ies) can the teacher help the students learn to communicate in English patterns through movies?

Casual dialogues with conversations close to students’ daily life could be activities drawn from various parts of the selected movies. Movies proved to be a good source of vocabulary as it provided new words with rich contextual meanings. With the help of
subtitles, the words did not only demonstrate a clear context but also were supported with images and sounds. More than that, the students could also learn the structures or expressions together with those new words. The learners could accumulate the words used in natural contexts. Furthermore, learning did not lessen the learners’ inspiration since the words and expression used in casual dialogues were close to their daily life conversations.

The activities used in this research were set close to the students’ daily life contexts. This inspired the students to talk more. In addition, their vocabulary was put into use in their own contexts and this would help them to understand the words much better.

5.2. The conclusion

The role-play activities the researcher employed in the course seemed to attract the learners’ interests the most as they could relate what they watched from the movies to their real life experiences. They may not have copied the settings from the movies but the scenes did inspire them to think of familiar situations which might have happened to them. Then they revived those experiences and performed them in the target language.

At the very beginning of the course, the learners did prepare the script of what they were going to say but it was just the adaptation of the learners to improve themselves to a higher level. Scullard (1986: 83-86) believed that “scripted role-play is undoubtedly an excellent way of beginning the preparation for communicative activities since language is presented in meaningful context”.

The basis of communication courses was to help the learners be able to communicate with others in the target language through natural processes, when the students were truly involved in using the language for communication (Littlewood, 1981). Hence, role-play activities take a very crucial and large part in the communication courses since the students were highly motivated when they were exposed to the activities that encouraged them to use the target language which allowed them to determine the content
themselves (Brown 1994, cited in Alwahibee 2004: 28). Besides, role-play activities also helped the instructors be aware of learners’ pragmatic competence (Fraser et al 1980, cited in Liu & Ding 2009: 140). Here below is the analysis of the students’ performance.

The results indicated that Trang and Minh produced the most language. However, Trang’s meaning was simple and she had many fillers (41) and stammerings (15). Sometimes, it was difficult to understand her meaning. Minh, who also produced much language, read from his prepared written text and so did not have many fillers and stammering (see more in Appendix II – 1, p. 111 - 114).

Linh and Phuong, on the other hand, did not produce as much language as Trang and Minh (97 words from Linh and 81 from Phuong), but their meanings were clear and they were rather fluent in speaking. Linh even just had one stammering in her speech. Hanh and Minh produced much language (224 words from Phuong and 211 from Minh). Nevertheless, these two were not good at grammar so they made many mistakes (13 from Phuong and 10 from Minh). Besides, these two had many mistakes in pronunciation (see more in Appendix II – 2a/2b, p. 114 - 115 and Videoclip 4). Minh particularly had too many unclear words due to his pronunciation mistakes (see more in Appendix II – 2b, p.115) and unclear meanings. Because of these reasons, it was quite difficult to comprehend Minh’s presentation.

Phuong and Hanh produced much language in their interviews. Both showed great enthusiasm in the activity and tried to perform their best in their roles (see more in Videoclip 5). However, there was a difference in terms of fluency between these two interviewees. Trang was the student who produced the most language, but the other features of fillers and stammering were really high. There were many incomprehensible sentences in her speech. It was clear that Trang had to struggle to find vocabulary to express her meanings since her sentences were cut into pieces of utterances. The high number of
fillers and repetition in her speech indicated that she had difficulty and needed time to find the words to express her meanings.

Phuong on the other hand was clearer in her meanings. Although she still had grammatical mistakes Phuong maintained the coherence of her meaning and did not have as much difficulty as Trang. Her sentences were not split into utterances Phuong also had repetitions in her speech but mostly for making her meanings clearer.

As the interviewers, Minh’s and Hanh’s performances were greatly different. Minh strictly followed the planned interview and just raised his voice when it was his turn to ask question. Almost all the time of the interview was dominated by Trang. Hanh unconsciously used conversation strategy to request the “next action” from Phuong to clarify her meanings. This was also the way Hanh checked her understanding of Phuong’s meanings.

It was unfortunate that all the students did not come to class so the chance of being the interviewee was not shared equally. This activity was to inspire the students to speak the most when they played the role of interviewees. Had all the students come to the classes, they would have had a great opportunity for communication practice.

Trang and Phuong were the two who produced the most language. This activity was role-play and the content, inspired from movies (No Reservation, Mouse Hunt), was decided by the students themselves. However, it was difficult to decide which student performed the best since the language and how much one spoke would be determined by the role of that person in the conversation. Trang produced the most language in the second role-play but had many fillers (40) and stammering (10) when Hanh spoke the least but fluently (fillers: 1; stammering: 1). The situation was similar to that between Minh and Phuong when Minh only had short and simple sentences. The turn-taking in these role-plays happened due to the exchange of meanings among the students and the flow of the
conversation with different types of turn signals such as hand gesture (Phuong moved her hand to interrupt Hanh) or when the meaning of a sentence was completed (see more in Videoclip 6). Interruptions were used in the conversation when the students wanted to clarify what he/she meant. Besides interruption, checking was also sometimes used for clarifying the speakers’ meanings. Hanh was the only student who used this method to maintain the flow of the conversation and to understand better the other speakers (see more in Appendix II – 4b/5a/5b, p. 120 - 129 and Videoclip 5, Videoclip 6). All the learners showed good evidence of their progress as they could produce dramatically more language in the final interview. Though they had more fillers or stammering, the most important was that the number of the words they could produce in a conversation increased. All of them could use the language with more confidence and fluency.

To sum up, the students accumulated confidence and knowledge of conversation strategies through the course. The biggest problem of the students was vocabulary and they had to use fillers and stammering to make time for finding the words they wanted.

5.3. Limitations of the research.

Many limitations were evident as discussed below. Since the course was for commercial purpose and was set as a private class, it took much time for the researcher to gather up a class with a small number of students. Initially, the researcher planned to have 10 students for this course but the real number was down to 5. More than that, some of the students could not attend the classes regularly. Some had excuses of traffic jam since the time of the class was during the rush hour, others had other reasons of sickness or family problems or even a change of his/her part-time job’s schedule for his/her absence. Therefore, the actual number of attendants was 4.

The reason why the researcher had so much trouble forming up this course was because of the different needs of the learners. Some wished to prepare for further study in
another country. Some just needed to be good enough for a job in a domestic enterprise. Some had problems with writing, some with pronunciation and some with speaking, etc. The researcher was sufficiently fortunate to work with the students a short time before the course in their institution and built up their confidence in the researcher’s teaching approach.

Distance was also another obstacle for the researcher to find the ideal number of students for his course. Since this was a private class, its schedule had to be after the university’s time table, which was in the rush hour of the day. Unfortunately, most of the students lived close to their universities or colleges which were located far away from the researcher’s house.

The course seemed to have been sufficiently exciting once the students attended the course. As feature movies have been rarely used in Vietnam for education purposes, most of the students were doubtful about the course as they tended to follow what they were familiar with, which might guarantee them the worth of their investment. Below are some possible solutions for the above problems.

5.4 Suggestions for future research

Since movies are not limited to comedy or romantic films but also action films, thriller and drama, documentary and self-made movies, further research could be carried out to see what benefits those genres can bring to the learners. Action movies could be examined in details for communication strategies in English because awareness of these would help learners be able to communicate better in English in daily life. The learners should know how to use communication strategies in English not only for their work but also for chatting or conversations in casual settings such as in a cafeteria, a park or in a phone conversation. Because communication strategies are parts of daily communication, learners need to be aware how they are used to perform better in communication.
Therefore, research could be performed to see if movies would help the learners become aware of and learn conversational strategies to achieve natural communication in the target language.

In addition to communication strategies, colloquial forms of language are also an important part of daily communication. They contain numerous metaphorical values which are common in daily casual conversations. Since most Vietnamese students learn English not for a profession but as a tool for their daily work and communication, these forms are needed in the lessons. Hence, research on the use of colloquial forms in English should also be investigated.
References


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**Appendixes**
I. The Interviews’ transcriptions

A – Interview In (Interview before the course):

1. Trang

Researcher (R): Alright, can I have your full name, please?

Trang (T): Yeah. My full name is Vuong Kieu Trang

R: OK. And eh… what is your major in college

T: Yeah… ah… My major is Finance and Bankings

R: Ok. It is Finance and Banking. Ah… It means that in the future you will work in a bank

T: Yeah


T: Eh… ah… I like ah… ah… um… I like eh… eh… HSBC

R: S… HSBC. Why?

T: Because ah… now ah… I have the connect with the bank becaught (because) now I am a student buts ah… ah… buts ah… I … have… um… um… um… tsch… hmm… I… um…

R: You have connection?

T: Yeah. Becaught ah… I um… I apply to ah…

R: Apply for…

T: Apply for eh… eh apply for to eh… take some money for my project (project)

R: Ah ok. Ok. You don’t say that “I apply for to take some money…”. You can say that “SHBC sponsors you”… ok… or “funds you in some projects”. Ok… alright. And ah… how was your project? It was good or it was bad?
T: Yes, ah...eh...eh...eh...My prorect (project) is good. And ah...eh...um... there are so many's ah...ah difficult for me to eh...apply for the funds. Buts eh...ah...I...ah...I...ah...we... we tried to apply to eh...eh...apply eh...um...

R:Alright...Alright. Another question. Ah...When do you plan to apply for a working place, for a post in SHBC? When?

T: Ah...Last month

R: Last month?

T: Yeah

R: Ok. I mean that...I mean that right now you work as a... part-time...seh...worker. What I mean is when will you become a full-time employee in SHBC?

T: I think I eh...I will try to ah... improve my English. And ah...ah...ah...after graduate ah I will ah...try to become ah...full-time employee.

R: Hmmm. When?

T: Yeah ah...about...ah...two year...two year...

R: From now?

T: Yeah.

R: Two years from now. Ok. Ok. Ah...the last question. What is your biggest goal in your life?

T: Ah...my big...gest goal in my life eh is have happy life.

R: Happy life

T: Yep. Ah I will try to makes ah...a lots money...I will eh...ah...I will try to have a...um...happy family. And ah...um...that's will make everybody around me happy
R: Ah ok. So that’s what a happy life you think. OK. Thank you very much.

2. Minh:

R (researcher): OK. Name, please?

M (Minh): My name is Dang Truong Minh

R: Hmm. Ok. And ah... you also like the other interviewees before that you had some experience studying or learning or living in another country before.

M: Yes

R: Which country was that?

M: Ah... Germany

R: Germany. Ok. Ah... Why didn’t you stay in Germany but moved back?

M: Because my mother lives in Germany, ah...... during in 10 year

R: Hmm

M: Ah... I life ah... I life ah... studying Germany. (in this case he meant LIKE)

R: You LIKE studying in Germany (the researcher made the correction). You like studying in Germany?

M: Yeah

R: So why did you come back to Vietnam?

M: Ah... because my father lives in Vietnam.

R: Ah ok

M: Yes. And my family in Vietnam

R: Hmm. Only your mother

M: Yes
R: Alright. Ah... Then if you plan, if you like studying in Germany... It means that you want to go to Germany?

M: Yes

R: Ok, then I suppose that you will have to learn German, but not English. Why don’t you learn German but English?

M: Ah... Because ah... um... I like English

R: You like English. You don’t...

M: ...(laughing)... I like English. Ah... Now, I study in ah Phuong Dong University. Ah... the lang... the language ah... is English. Um... so I... must study English

R: You must study English... You said you like... you love English. And also you love studying in Germany. Do you think that is a big conflict?

M: Eh no. Ah... Before... before I studied ah... Goeth Institute (pronunciation mistake, he took /ɪnstitjuːt/, not /ɪnstitjuːt/).

R: Institute (the researcher made correction)

M: Institute. I studied ah...

R: In Goeth Institute

M: Yeah. About 6 months.

R: About 6 months

M: Yeah. And I studied in ah... D... DAAD

R: DAAD. I know

M: Yes. In ah... I studied in ah... Hannover University.

R: Hmm

M: Yes

Y: Alright. So? What do you mean?
M: A Germany course

R: in Dutch. You... Dutch language. You learnt Dutch language. Why did you quit? Why did you quit learning Dutch, learning German?

M: Because ah... after I studied in ah... Latrobe University. Buts (pronunciation mistake) Latrobe ah... in ah... Australia.

R: Hmm. So you have to change the language... Ok, ah... Can you tell me your plan in the near future, I mean. A little... just a brief introduction... just a brief information... your plan in the near future.

M: I will study ah... IELTS

R: IELTS?

M: IELTS. Same ah... 5...

R: Eh... You must get 5 (the researcher corrected the wrong expression of the interviewee)

M: I must 5 (grammatical mistake)

R: You must GET 5.0 (the researcher’s correction)

M: Yes. Then I study in Cambridge University....

R: Hmm... hmm...

M: in Vietnam

R: Ok. The branch of Cambridge University in Vietnam.

M: Yes

R: Ok. So you quit... you don’t want to go abroad anymore? You don’t want to go to another country anymore?

M: No

R: Ok. Thank you. Thanks.

3. Linh
R (Researcher): Alright. Ah... Your name, please

Linh (L): My name’s Linh

R: Ok. And... ah right now you are majoring in what subject?

L: I major in Finance and Banking

R: Finance and Banking again. Ah... do you have any intention to study abroad?

L: Yes. I have intention

R: Ok. Ah...so which country in the world is your destination?

L: Um.... I don’t know. Maybe... China... or Singapore

R: China or Singapore. Ah...so when will you go?

L: Um...um... I think in...two years from now (grammatical mistake)

R: Two years from now. So can you speak a little bit louder? Can you speak a little bit louder, alright?

L: No. I don’t think so (laughing)

R: Oh God. Alright. Ah...Well...Why do you choose China and not other country... like Swiss. Switzerland, or America, or England, or even Australia?

L: Eh...because eh China is near...from eh...Vietnam. (grammatical mistake)And eh my parent eh is eh easier to take care me (grammatical mistake). And eh when I go to China I will eh study one more language.

R: Ah ok. So you plan to study one more language. That is your purpose. Ok. Ah...do you have any plan to find job in China?

L: No. I ah after studying I will come back to our country.
R: Ok. Ah can you speak a little bit louder because we have to record it so...
   it’s a little bit hard to hear you. Ah...hmm...so which city will you go to in
   China? Beijing? Or... Yunan? Or ah...Guangzhou?

L: Ah...I think I will go to Shanghai.

R: Shanghai. Alright. That’s it. Ah...as I know...in Shanghai...um...there are
   a lot of Vietnamese people. That...it means that you will have a great
   opportunity to find part-time job in Shanghai. Do you have any intention to
   find a part-time job there?

L: Um... I think I don’t need to use this way....(the interviewee spoke too
   softly to have her voice recorded)... and ah...ah...the school ah...requires
   us ah...ah don’t have a part-time job (grammatical mistake)

R: ...require us NOT to have. Ok... not to have a part-time job (the
   researcher’s correction). Ok...so it means that you will go there, study, and
   then after graduation you go back. Ok. Alright. Thank you very much.
   Thanks a lot.

4. Hanh

R (Researcher): Hello. Ah...can I have your full name, please?

H (Hanh): My full name is Hannah Jackie Chan (laughing silently)

R: Hannah Jackie Chan. Oh... know that nickname. Ah...well I heard that you
   had one year experience in ah Australia before. And ah...and you
   joined...when you came back you joined in this program in ah your college.
   Why don’t...why didn’t you stay in Australia to further you studying but
   you came back to Vietnam?

H: Um...I want to come back to Vietnam for studying... for
   comple...com...com...
R: Completing
H: Completing my Bachelor.
R: Your Bachelor?
H: Yes
R: So what did you do in Australia?
H: Um... I think studying in Vietnam is easier.
R: Studying in Vietnam is easier. So you had 1-year experience of learning in Australia and you came back to Vietnam to study. So do you have any plan to come back?
H: Hmm yes
R: Hmm. It’s a little bit illogical to me. Ah...well then...ah... your major now is Finance and Banking?
H: No. Business International (grammatical mistake)
R: International Business. International Business...ah...Then...I can not understand why you came back to Vietnam when you had a much better opportunity in Australia. It’s...it’s illogical to me. Ah... you say that studying in Vietnam is a little bit easier...But then you will come back... What is the difference?
H: Um...I think...(unclear word) study, ah...or studying in Vietnam is the same. It’s not important. I want to learn in environment of multi-cultures.
R: Multi-culture. Alright.
H: Um...Not only Australia, but another country .
R: Ah ok. So it’s not necessarily you will come back to Australia. Ok. So your plan...do you have any plan to go to England?
H: Yes
R: Hmm. So 1 year in Australia...it means that only an experience. It doesn’t count?

H: Hmm

R: Ok. Well...so then...your choice. Ah...What do you think about the quality of this program you are taking in Vietnam, to compare with what you had in Australia?

H: Um...Exactly, ah...I must say the program for studying in Vietnam is...not...good for the students

R: Not good for the students?

H: Not so much practice. Only it’s eh...have class (grammatical mistake)...eh...attend the lecture from teachers. Not so much practice for the students

R: Hmm. Ok. No fieldtrip, no ah...excite ok...No real practice for the Vietnamese students. Ah... then when you see it is...it was not good, why don’t you change?

H: Um... I...I studied English when I was child (grammatical mistake). So I I think (unclear word) suitable for me.

R: Hmm. Ok

H: I don’t want to change. So I think I will change ...change for business.

R: But you can find some other programs in other colleges, not only here.

H: No I tried many times already.

R: Hmm

H: Yeah. But in Vietnam it’s so difficult for me.

R: What might be difficult for you?
H: Um...Not so much (grammatical mistake)um office for...in introduce for students

R: Ah ok. Not enough information. Well...ah...so now you see the disadvantages of learning in Vietnam. Do you regret your decision of returning to Vietnam?

H: Nothing special

R: You don’t regret?...Oh...Ok. Alright. Thank you very much.

5. Phuong

R (Researcher): Hello

P (Phuong): Hi

R: Can I have your full name?

P: Eh my name’s Nghiem Lan Phuong

R: Ok. And ah what are you studying now?

P: Ah... (unclear speaking)

R: Yeah. What subject you are studying now?

P: Eh Business Administration

R: Ok. And I have some questions for you. OK. Ah...when you learn English what is your purpose in the future?

P: Um... It’s a requirement eh for me to get a good job

R: Ok. So it means that you use English for your career. And ah how do you learn English at home?

P: I learn by ah...listening ah...many radio (grammatical mistake), CD or VCD. And ah...learn ah...learn English online by ah... in many websites, ah...learn by ah...many many books I ah I I bought in the bookstores eh bookshops.
R: Bookstores. Ok. Ah another question…that …Business Administration is your major. Ok. And ah do you have any intention to study abroad?

P: Hmm…intention to study abroad…

R: Intention to study abroad means plan. Do you have an plan to study abroad?

P: Um...no

R: No, why?

P: Um... I want to learn in...Vietnam. I don’t want to intention going in ah another country (grammatical mistake)

R: OK

P: Ah... I um... I I I want to improve myself by ah by the knowledge I I learn in ah my country, not in another ah another country.

R: Ok. So you want to stay in Vietnam...and get your knowledge in Vietnam.

P: Yes

R: Alright. Do you think that you don’t want to study abroad because that you don't have enough money?

P: Hmm...It's ah one of ah...my reasons. But ah...th...but I ah I have said to you that I want to improve (prove, vocabulary mistake)that the education in Vietnam is better and better. Ah and ah... that ah...I want to improve (same mistake) that the education in Vietnam is as ah as good as another country in the world (grammatical mistake). So I don’t to go to another country to learn (grammatical mistake).

R: You don’t say Don’t to go but I DON’T go to another country to learn. Alright. Thank you very much.

B – Exit Interview (Interview after the course):

1. Trang:
R: Alright. Hello Trang. Ah...so ah... I can see that after the...the course, you have more confidence in your performing...in your language performing. But you still have a lot of troubles over your vocabulary. So, when you speak, or when you do the activities in this course, how could you get over your problem of vocabulary?

T: Yep. Ah...I can ah... I...I want to says ah... I learn hard. And I try to have more vocabulary everyday. And ah...I...eh... Buts I have trouble ah I have problem and I don’t use eh...eh...

R: Your words

T: My my words...my vocabulary and ah...I can not speak flueh...eh..

R: Fluently

T: Fluently

R: Alright

T: And ah... so that makes ah...ah...me more ne...nervous (in this case she had a wrong stress when she put it second sound of the word).

R: Nervous (the researcher repeated to correct her mistake)

T: Nervous. And uh... I...eh...I I ah... I don’t...(she seemed to start losing her self-control).

R: Slow down, slow down, slow down. Alright. Calm down. Calm down. (laughing) It’s ok. Ah...ah... So that is your problem that you don’t use the words frequently. And eh... because of your lack of vocabulary you can’t speak up your mind clearly. So now, how can you get over that?...How can you get over the problem? to solve the problem if you want to say something to other people?
T: Hmm. When I learn a word, a new words I eh... I don't learn eh... I ah... I don't learn this deeply

R: Ah ok.

T: Yeah. And I ah... I only eh...eh... I I always try to learn hard and I always try to have eh more words and I always try to eh...eh...I I think ah...that's ah... I have eh...I have enough vocabulary but ah...ah... I relief I need... control my study

R: Ok

T: And ah...ah...

R: You have to control yourself

T: I learn I learn a new words effect...effectly...


T: And ah...I um... should ah...um... When I attend this course I try to use my words...my vocabulary ah...more.

R: Ah alright. Fine. So what ...benefits does movie bring to you to improve your vocabulary?

T: Ah...this ah... improve ah...um... I I have ...from movie. I I hear...I listen the words...

R: Listen to the words

T: Listen the dialogue from...from the life. Real life

R: Ah ok

T: Yeah ah...and ah...send ah...so I I can ah... um...use use use...I learn from that....

R: So you learn how to use it. Ok. So what do you do at home to improve your communication?
T: Ah...ah...um...Yep eh...eh...After improve my confidence ah...I eh find a 
   bad friend, bed friend...

R: BEST friend, a close friend. Ok

T: Yeah. And eh...talk to...talk to her that I really want to improve my English 
   and ah...we...we talk together ch... by English everyday

R: Ah ok. So you try to communicate in English with a friend of yours. Ok

2. Minh

R: Alright. Minh... (smiling)... I was so surprised to know that you have just 
   begun to learn English in a very short time.

M: Yes

R: So...what benefits do you think you earn from this course?

M: ....ah....

R: What benefits did you earn from this course

M: I see I see. Before I learn ah...before I learn ah...this course I... ah... I 
   have...I have many many ah...problem. Ah... for example ah... my 
   pronunciation (pronunciation mistake)...

R: pronunCIation (the researcher’s correction)

M: ...Pronunciation, my vocabulary, my ah...tch...my new words

R: Ok, vocabulary. That’s vocabulary. Fine. Ok. Fine...(laughing). So...what 
   benefits you earn from this...did you earn from this (pointing at the TV)

M: Ah...after I la...I learn this course, I ah... improve about ah....ah about 
   vocabulary. Ah...

R: In what way?

M: What?
In... what... way? (the researcher made stress on each single word to help the interviewee understand the question better)

Um... I ah... watch movie (pronunciation mistake as the interviewee pronounced the vowel as ə instead of u:)

Hmm. Of course, you watch movies. That is...

Yes. I watch movies... (same pronunciation mistake)

Movie, movie (the researcher's correction). Alright.

I learn... I learn more new works (words, pronunciation mistake). Yes

Hmm... with subtitle. Ok... alright. But when... but when you watch movie you just listen or even you read that word for one time, what did you do at home to make that word become yours?

Ah... at my home, I ah... watch movie

Watch movie again?

Yes... TV

Hmm. On TV...

Yes. Cinemax, HBO. And ah... I learns... ah I learns (pronunciation mistake) ah... in Internet. Yes, ah... I search ah... many many ah... Web ah... for learning English. Yes.

Ok. So... ah... so you just watch movie, and you will remember the words?

Hmm...

No?

No

So how can you remember the words? That's the point

I have ah I have ah small book...

Ah, a small book... (nodding)
M: I write new word ah... in my... book.
R: Ok. And... what do you do then?
M: Yes ah every... everyday I open my book, I see ah...
R: You READ the book, use the word
M: I read the book... one and two new words.
R: Ah ok
M: Yes
R: And ah... what else? You just read, nothing to read...
M: Yeah. I use new words ah in ah... um... my life
R: ... Ok. I understand. I understand what you mean, but that is not what you should say. You make sentences with those words.
M: Yes. Yes.
R: Ok. Alright. Fine, fine. Ah... so... ah... during the course do you have any confusion, or misunderstanding of my lecture? Of my lesson?
M: Misunderstanding?
R: Yep. Misunderstanding, or confusion
M: Confusion?
R: Misunderstanding, what does it mean? You understand its mean...?
M: I don’t know
R: Ah ok. That ah... you don’t understand... It means that you don’t understand one thing... what I say. You don’t understand what I say, you don’t understand the meaning of the words, you don’t understand the activities, you don’t understand something. That is misunderstanding.
M: Haven’t misunderstanding.
R: You haven’t
M: Yes
R: Ok...Ooh...Wow...But...ah... alright. That’s it. Ah... Do you um... often use English outside of this class?
M: ....No
R: Why?
M: Ah... besides in this course ah...(grammatical mistake)
R: Besides this course... (the researcher’s correction)
M: Besides this course, I learn English in my class.
R: In ...in... university?
M: Yes, in university.
R: Ok
M: Every morning I go to ah university. I learn English in my class. Yes. Ah...and in ah every mor ah every afternoon, I learn this course.
R: Ok

3. Linh
R: Hi. Well...after the course, what do you think about this course?
L: Eh after this course, eh I think eh I ah feel more confident about my English
R: Louder please
L: Yes. After this course I feel more confident about my English. And eh I can ah...myself ah... had more active (grammatical mistake)
R: Not had more active. You should say that I AM more active (the researcher’s correction) because active is an adjective. Ok...Why you feel so?
And what make you feel so?
L: Ah...because ah... when I joined this course ah...I had to ah communicate with another person by ah English, and I had to talk more, and ah...when ah we um work in pair. I think ah my skill is ah...um... very improvement (grammatical mistake).

R: Very improved. Improved so much. Improved much, not very improvement. Alright. Slow down! Slow down and think of the...language. Ok. Ah...so do you feel nervous when you stand in front of a camera, like what we are doing now?

L: Yes. At the first time I felt very...confused, and nervous, and ah I couldn’t said anything (pronunciation mistake).

R: Hmm

L: Yes. But now I feel ah very ah normal.

R: Normal. Ok. So you are used to it. Ok.

L: Yeah

R: Ah...so what benefits does movie bring to you in this course?

L: I think it’s eh about pronunciation, about eh...my eh...speaking. And about eh...my eh...my vocabulary.

R: Ok

L: Yes. A lot

R: A lot. Ah ok. So about pronunciation...You say that you had improvement because of eh pronunciation thanks to movie?

L: Yeah

R: How?
L: Ah...because when I ah hear the character said, I can um... I can ah... act, act like them. And ah I practice my speaking. It’s eh one of eh many ways to improve my English.

R: Alright. Ah...ok...About vocabulary...What...um...What way, after this course...through what way you learn vocabulary?

L: Yes. Ah...when I watch the movie and ah I ah hear a word they say, have many words close with ah our life. And ah after hear them, after hearing them I ah I speak eh I speak it again, again and again. And ah I ah I can ah make...make it ah myself, and ah remember it very good (grammatical mistakes)

R: Alright. You don’t say I make it myself. No. You remember the word better.

Alright. Fine. Ah...so after 3 month ah no, after 2 months how long do you think you can...how long do you think we should extend the course, so you can have better improvement?

L: I think we should extend the course from 6 months to 9 months.

R: Why?

L: Ah becaught (because, pronunciation mistake) I think in ah this time we can ah have more time to ah work ah with another person. Eh we ah have more activity to practice, to ah to communicate and ah to learn more.

R: Alright. Thank you. Thank you Linh

4. Hanh

R: Alright. Thank you...to come here. Eh... Hanh...or Hannah. Alright...after this course, what do you think we should have more ah to make the course more interesting? Or to ah improve what aspect whatever aspect in your skills?
H: Um... the first thing... the best first thing I want to thank for you (grammatical mistake). Because I know ah to be in time has meant be late and to be on time has meant to respect my own.

R: Hmm

H: (laughing) Ah... I I I I think ah the content of this call (course, pronunciation mistake)... very (grammatical mistake) very bad (best, pronunciation mistake).

R: Bad?

H: Best.

R: Best? Ah ok. I wonder it's bad or best. Alright... oh no. It's a little bit of exaggeration because I don't think it's best. Ah... so what... can you recommend that what kind of activity should be added in the course? Do you think there are any?

H: Um... I do

R: Oh ok. Can you say it?

H: Hmm. The activity of this course... the first time I learn (grammatical mistake), from you.

R: Hmm

H: Also this course um... so exci... interesting

R: Interesting. Interesting...

H: Yeah. Interesting, for myself

R: So you you you don't have any kind of activity. Alright. Ah so what activity you like best?

H: Ah... ah... for me ah that is eh role-play

R: Why?
H: Because ah for me ah the most important (importance, pronunciation mistake) I study in Business International (grammatical mistake) ah so...ah very important with myself to presentation (grammatical mistake)

R: To present

H: Yeah. To present...in front of so much people (grammatical mistake)

R: Hmm. Alright. So you have...but role-play doesn't mean you present something. Role-play means you have casual dialogues. Why you say that you like role-play but you need presentation skill. That is two different stories. Why?

H: Before...um when I were child (grammatical mistake) always I think ah I'm not self-confident (grammatical mistake). So...that's why when I try ah to ah role-play I feel so more...more self-confident. I can express and...every emotion of myself (grammatical mistake)

R: Alright. Ah...ok. Another question. Do you do anything at home, besides the course, to improve your presentation skill, or communication skill, or or just tiny things like pronunciation?

H: Ah...every night at home I watch TV. And...for example: Cinemax or HBO. And I I I listen to the the sentences they are speaking. I try to listen and guess what they... what they will speak.

R: Ah ah ok. You predict what they will say.

H: Yeah. And sometimes I I I write a poem by myself, write a song. Yeah.

R: Very interesting.

5. Phuong

R: Ok. Sorry for my cameraman is recoding you, but it's important to me. So ah...in the course I can see that you are one of the most regular students and
enjoy...join very eagerly into the activities. Ok. So what do you think about
I let the students...you and your friends correct each other’s mistakes? ...By
yourselves. What do you think about that? You think it should be me...or it
should be your friends doing that?

P: Well ah...I think ah ... it’s very good. Because when two people ah can ah
contrast (vocabulary mistake) with each other...

R: Con...No no no. Not CONTRAST with each other. You say...you should
say ah...have dialogue...or talk with each other

P: Yeah yeah. Talk with each other. Ah...they can ah they can listen...listen
ah...their ah...their voice (grammatical mistake), their tone, and ah can
ah...can ah...express emotion. This is very important because when you see
your ah...your...your emotion...your friend ah... the emotion of your
friend, you can ah...you can ah...you can ah... when you see it you can ah
check for yourself.

R: Ah ok. You check...

P: (laughing) check for yourself. And you can have ah... you can get...you can
get your opinion for for my...for yourself. Ok. And ah...it can help you to
ah (grammatical mistake) to ah... to help you convenient (vocabulary
mistake)...

R: To to make them convenient?

P: Yeah...when you talk with each other.

R: Ah ok. Make you feel convenient. Alright. That is another aspect, yeah. But
what I want to know is ...do you think that when you correct the mistakes of
your friends it is good?
P: Yes, it is good because ah the mistakes of your friend... when you see it, when you know about it, it can help you ah... don't...

R: It can help NOT...

P: Not to have, not to make it again.

R: Alright, alright. Uhm... So, to compare between a teacher and a friend to correct your mistakes, what do you prefer... which do you prefer?

P: Hmm...

R: Your friend or your teacher?

P: I like ah... my friend

R: Why?

P: Um... I think that when a friend corrects with ah a friend, they can ah they know more um...

R: They know more about each other? (laughing)

P: (laughing) They know more... they... they know more... about the friend, so you can correct more exactly than the teacher. Becaught (because, pronunciation mistake) the teacher can teach this student ah... with a short time. They don't know more about... they...

R: Ah alright. Now I get it. You should say that the teacher just MEET the student in a short time when friends can be with you in a longer time so...

P: But the teacher... the knowledge of the teacher ah is ah very good that it's better than a friend so I think that I I I prefer my friend correct my mistakes...

R: Alright. OK.
II. Transcriptions of Activities

1. Activity 1- Oscar Ceremony:

a) Phuong

"Hi everybody. My name is Nghien Lan Phuong. I'm very ...eh very (unclear word) and ah when I'm ah presenter to the winner for the Oscar tonight (grammar mistake). And ah they are. The best movie awards is eh The Proposal, the... Friends, Kungfu Panda, Ice Age and...Avatar (grammar mistake). Um...when you see The Proposal in a very funny movie (pronunciation mistake). The content ...(unclear word)... pribe married eh...in a roman day, as eh...everyday in the month, in in the year (pronunciation and vocabulary mistake). Ah she comes and ah proposed him. And eh Friends...it's a...it's a series ...sorry ...funny movie about the many friends ...(unclear word). Ah about Kungfu Panda...it's a story talked about a group of five...five funny members (grammar mistake). They are monkey, tiger...strong strong tiger, viper, bear and the last is mantis (pronunciation mistake, she took i: instead of ai; bie instead of bee ). Ah... the forth is Ice Age. Do you want to see the Ice Age because ah...it's a very funny ah...um...movie. The surround...eh...ere...era...with snow cover (grammar mistake) everything, where many funny friend live. And many...many funny things will happen. And the last is Avatar. Ah with...this is ah...this is the first ah 3D film in the worlds (pronunciation mistake)".

b) Linh

"Ah hi everybody. Ah my name is ah Linh. Tonight, I'm here with you to present the Oscar Award. Ah we will begin ah with ah the best movie. Eh we have ah 5 competi...tator (pronunciation mistake). Ah it's ah... Miss FBI, ah...Superman Return, ah...(unclear word), ah...and Proposal (grammar mistake). The last one is Kungfu Panda. Um...and now we ah have the winner is Kungfu Panda. Ah the movie is talk about a panda go to the mountain to eh learn about the kungfu with master ah...kungfu (grammar
mistakes). And ah...this ah (laughing) this panda is ah very fats and funny (pronunciation mistake). Ah he brings to us ah funny sites (scene, vocabulary mistake). Ah and I think ah all of us will like this movie...”

c) Trang

“Lady and gentlemen, welcome to Oscar Ceremony. My name is Vuong Kieu Trang. I...it is blesure for me to bresent for...eh the 5 nominee for the Best movie Award (pleasure – present, pronunciation mistakes; nominees, grammar mistake). Ah the next ah the first is Hill...is Kungfu Panda. And ah that’s funny film I have had seen (grammar mistakes). And Is believe thats...you...have has seen...ah...ah...funny film...seen...(Trang abruptly stopped and planned to walk out but then remained when pushed)... it is blesure for me to bresent for...eh the 5 nominee for the Best movie Award (pleasure – present, pronunciation mistakes; nominees, grammar mistake). The first is Kungfu Panda. That’s the funniest film I have had seen...in my life (grammar mistake). I believe thats ...when you...see thats...you can feel...ah...feel thats...um...feel...ths...(pronunciation mistake). The second...nomi...nominee is...Avatar. Avatar of Jame Camerons. I really really like...this film. And um that is a ba...b...ths...that is ba...(laughing as realizing speaking Vietnamese herself)...three...3D...ah...3D...ah...film I...tch um...And ah...um...(second stop)...Next is Step Up. That is music moving (movie, pronunciation mistake). Ah...um this movie talk about a um girl and she go to school to ah learn about ballin (ballet, pronunciation mistake). But she di doesn’t no doesn’t like its, and she try to...ah...to...um...well with ah... well with (unclear meaning)...ah every...body about...um...about her ability...about...about hip-hop...and ah...she and her friends...ah ah...her best friends tried to have best performing in...ah...in her life. And ah she has succeed (succeeded, grammar mistake). Ah the finally (grammar mistake) I will...I...will
talk about the um nominee for the Best movie Awards (pronunciation mistake) is Alvin and the Chipmunks. And...eh the movie talk (talks, grammar mistake) about um three...three...three...um...about three chipmunks and ah that is funny film (that is a funny film, grammar mistake) and ah...um...every children like (likes, grammar mistake) it. And ah I believe that ah...ah...um...So those are...so those are the 5 nominees for the Best Movie”.

d) Minh

“Lady and gentlemen, ah the Oscar is prestigious award (grammar mistake). In my hand have 5 nominee (grammar mistake) for Best movie, Best Director, Best Actress, Best ah...ah no...(laughing). So we meet together in here for find the winner (grammar mistake). The first...the nominees for Oscar Awards for Best Movie: The Girl Next Door, Titans, Romeo and Juliet, ah... Casino Royal (unclear pronunciation) and Last Day. The Girl Next Door tell about a intelligent girl and innocent boy (grammar mistakes). The boy is student and ah the girl is sex actress (grammar mistake). They have different life. The girl move next his home (grammar mistake). Ah they meet together. The boy don’t about her job (grammar mistake). He love her, and then accidently he know about her job and he decide break up with her (grammar mistakes)...(unclear words)...The second the film tell love story (grammar mistake) about the girl...rich girl and ah poor boy (pronunciation mistake, he took /ˈpuː/ instead of /ˈpʊə/)”. He love her but ah her family object to...They ah they met together in ship ah the Titanic ship. And then the boy die (died, grammar mistake). The film tell of ah love story (grammar mistake). Two family (families, grammar mistake) have conflict but the boy and girl (the girl, grammar mistake) of two family (families, grammar mistake) love together (each other, vocabulary mistake). But they finite (grammar mistake) for their love. The...ah the thirds (pronunciation mistake)...the film tell die of human in the world (unclear meaning). Have a dangerous virus is kill human
(grammatically wrong)... The film tell (tells, grammar mistake) the spy 007 for find (grammar mistake) the ...(unclear word)...terror...terror...terrorists, the one to bomb the White House.”

2 Activity 2 – A movie commercial project

a) Hanh:

“Hi, everybody. My name is Hannah. Ah today I will talk about ah the new design of ah this movie. Um...the new movie ah we have the ah...um...the new design. This movie has name is The Life before her eyes (grammar mistake). Ah its content will talk about ah a girl when he was a child he (pronunciation mistake) eh met many many troubles, and eh she get the tur...turmoil...turmoil (grammar mistake). Eh after that, she feel so tense, feel so...many stressful (grammar mistake). Um she tried to ah keep it better (better, pronunciation mistake), keep feeling and keep cleaning...everybody (unclear meaning). And she...when she get married she feel so tense and she can not forget about her life before (grammar mistakes). You can see, this in eh in front of eh the cover and this...behind (grammar mistake, no verb). Ah...in here, you will see we talk we introduce about main character, and actor, and director. Ah this is the picture ah...expresses the about...the emotion...this movie (grammar mistake). And...this's name of this movie (grammar mistake). Ah I choose this image for my movie because ah...um...you can see...this ah...ah she ah check herself ah...over the mirror (pronunciation mistake, she took ai instead of i). So she try to looking for her eyes ah before, and now, and then (grammar mistake)...and...these eyes...these eyes and eh the the meaning...um her life...ah you know because eh our eyes has mean...has mean (grammar mistake)...um...ah...expression about eh our soul...our spirits and...our emotion. Ok, you can see this is the content of this movie. Ok. Thank you for your listening”
b) Minh:

"Hi everybody. Ah I am Minh. I am marketing of 20th Century Company (grammar mistake). Ah I am present (grammar mistake) the design, the cover of Hot girl film. Ah this is romantic and funny film (grammar mistake). So overall color (pronunciation mistake, he took σ instead of λ) of the cover is eh red. The top right…the top right ...(unclear words)…Ok. To about num...ah to about 5 centimeter...yes...ah below the text Hot girl ah is ...(unclear words)…next to about 2 centimeter the word I love you (pronunciation mistake). It’s a rain, also it’s the boy’s words to say to girl (grammar mistake, and unclear meaning). Around them there are many many broken heart…eh so for the love of the boy with the girl…be full of desire and in front of the boy [kneel](pronunciation mistake whe he pronounced the consonant K) girl with flower in hand (unclear meaning). This is ugly boy and ah this is beautiful girl. Because ah this is story about a...(unclear words)…And the back of the cover are designed ah many many picture (grammar mistake)...and ah the main idea of the...the cover ah main idea of film (grammar mistake). Ah…many many picture (grammar mistake)ah...also...ah...are design of (unclear word) picture of the film so audition (audience, vocabulary mistake) can understand apart the film (grammar mistake). I spend ah spend a gap ah spend a gap in the left and up to the...(unclear words)...of the film. The bottom of ah the back cover are dub the language…time and language and name of director (grammar mistake). Thanks for listening."

3. Activity 3 – Rewriting the Subtitle

a) Original subtitle:

Alvin: ...So I said "J, where’s Beyonce?", and he said "She’s coding a place for cheese balls". Turn around, and guess what…she’s right

Girls: Hahahahaha
Simon: P.S: Dave let me in charge. Day until 10. Every night. Oh yeah....

Theodore: Hey girls, look what I act...

Girl 1: You are Theodorable

Girl 2: You all so cute.

Boy: Oops....Wow.... I’m so sorry

Alvin: It’s cool. No harm done.


Girls: Uh....

Boy: Listen up, rock stars! If you talk to those girls again, you’re dead. If you look at those girls again, you’re dead. If you even think about these girls ...Are you thinking about them?

Alvin: Well I am now

Boy: That’s it. You’re DEAD.

b) Made-up script:

Alvin: Hi, beautiful ladies. We are superstar group. We love to see you.

Simon: Do you think we are cool? We appear on TV everyday in the hot channels.

Theodore: Now you can see my talent...

Girl 1: Wow, that’s great. We love all of you

Girl 2: You guys look so cute

Boy: Wow. I’m so sorry.

Alvin: Hmm. What’s wrong with you?

Boy: Ok. You are waiting for me?
Girls: Uhhh....

Boy: Hey, idiots. What do you think you are?

Alvin and the chipmunks: Hmmmm....

Boy: You are stupid fur balls. Now get out of here before I kick your asses

Alvin: What if we don’t

Boy: Now...you are dead!

4. Activity 4: The Director’s interview

a) Minh and Trang:

M (Minh): Hi, everybody. Welcome to the interview with the Director of Willy. I am Minh. I am ah I come from Mister Channel. Ah I have eh I have many question (grammar mistake) for you.

T (Trang): Yeah

M: Ok, The first question. Can you tell us the story of how Willy (pronunciation mistake, he took ai instead of i) went from the idea in your mind ?(unclear expression)

T: Ah well, actually I’m sorry there’s no such question to this (unclear meaning). Ah...um...we just have a...ah...a charac character we came up with. We came up with the the last last robot...ah the last robot...ah...we...robots (pronunciation mistake) on earth. Ah he is the robots...ah thats thats ah keep doing the same thing (pronunciation mistake). And ah ah he had...had got...left for some ah for whatever reason. And ah um he keep doing the same thing ah same job. Ah so I talk (thought, pronunciation mistake) I love that. Ah I ah...and I ah talk (thought, pronunciation mistake) ah he ah he is the...he is the ah he is the saddest
character I have heard(s) (pronunciation mistake)...ah eh eh eh I have heard of...so um um so um...and ah... and but I couldn’t drop it...drop its (pronunciation mistake) for long time. Ah the very next thing I ah we save...ah nothing will ever lets (pronunciation mistake) us to do it (unclear meaning). Ah we...because ah we had(s) (pronunciation mistake)...(unclear word) ah our ourselves as a make...as a film maker and ah...but(s) (pronunciation mitake) as a film goer. Ah we want to ah we really really want to go the theater (grammar mistake) to see this film (watch, vocabulary mistake) and I really really want to do it...make it. And ah...but(s) (pronunciation mistake) ah...so ah...but eight year later ah...eight year later I started to think about this guy again. And ah...ah...um...And ah...as I said he is so lonely. He is ah...um...he is a great(s) (pronunciation mistake) character I want to make this film. Ah...ah...but(s) (pronunciation mistake) I don’t know even...I don’t even know ah...know what he call (he is called, grammar mistake) and ah I don’t know why we have left ah left left Earth (unclear meaning). And ah...so I start to think about ah...think about ah...answer answer all that(s)...answer all that(s). Ah and ah...I found myself very quickly eh...very quickly writing the ah...the script...ah...ah...um...And ah...So it is had (grammar mistake) a long...a long (unclear word) periods...period. And ah...um...a long time to sitting (grammar mistake) ah...on the stove (pronunciation mistake, she took /stouva/ instead of /stouv/) and ah (unclear word).

M: Ah yes. I think that(s) is a goods(s) idea (pronunciation mistake). Your ideas is interesting and ah...funny. Ah let us offer the second question (wrong
expression). Is technology a little bit limitation ...(unclear words)...tin tame
ah...in term of building the story's idea?

T: Yeah ah...No. Nots at all (pronunciation mistake). Ah...honest...honestly
I have had ah um um...I have gotten ask why ah...ask ah...that's ah
(pronunciation mistake)...by people like ah...where where where ah
technology is ah going...Ah but just ah... I kind I kind of feel like there
are...there are...all the...all the pain...all the ah...vast...the craven...craven
that I need...I need...that I need to realize...ah to realize...to realize ah
what you have be...have been amazing ah...amazing um...are there
(unclear meaning). And ah...those are say...it just...it just...it just ah more
the effect of eh...ah...how good you are with techno...[technology]
(pronunciation mistake, she took /tek'nolərri/ instead of /tek'nolədʒi/)
...how goods...how good of a artist...how ah...ah...visionable...(unclear
word)...visionary...are you to use...it (unclear meaning). Um...but there is
the bir...the is the ah craven, there is the pains (unclear meaning).
Ah...you can pain whatever you want (unclear meaning). Ah...but ah...but
there are I think there have been a long time (grammar mistake)...have been
eh...have been ah possible for ah...for the eh...at least...for the at least...at
least f...at least the...six...year ah...eh...the...yeah, the six year... (unclear
meaning)Yeah, that is my answer.

M: Yeah. About the second...How are you...ah how do you
development...development (grammar mistake) about story. Buts ah I thinks
ah its (pronunciation mistakes) ah have...its haven't (grammar mistake) ah a
lot of year...how do you...how do you do?
T: Um...um...here in my argument. There is a dialogue from frame 1s (pronunciation mistake). Ah...Yeah I write...I wrote...I wrote the script with dialogue. But ah...um... that is just ah...that's just regular ah dialogue ah script...regular script. Ah buts I...have ah di..dialogue...Buts I puts its...puts the dialogue in the bracket. And ah...um...If he says “I love you, honey” ah I I wrote “I love you, honey ” and I puts its (pronunciation mistake) in the ah bracket. And ah...so um...it were my map...map for anybody else...for me...for anybody else who have a...whoever when when you ah...put the sound and ah it’s ah it is got ah...to convey...convey it (unclear meaning). Its (pronunciation mistake) is ah...actually ah...invental (vocabulary mistake)...actually inven...inventional (vocabulary mistake)...ah...how I write it.

M: Ah thanks for coming. Ah see you soon.

b) Phuong and Hanh:

H (Hanh): Welcome to a quick interview with a famous director of Avatar (grammar mistake). My name is Hannah. I’m a journalist of Galaxy ch Pictures from England

P (Phuong): Ok

H: Nice to see you today

P: Ok. Thanks

H: Now ah my channel have any question to you. (has, grammar mistake; some, vocabulary mistake). Um the first question: um how do you feel now when Avatar is done?

P: Eh...so amazing...um really amazing because after 14 years my dream become truth (true, pronunciation mistake). Ah...this is ah... this this make
(grammar mistake) me feel very happy. And ah I want ah...e everybody went to see it went to see it can ah can know more about (grammar mistake) ah my ah emotion through this film

H: Hmm

P: Yes. OK

H: So...eh how about the main song of Avatar?

P: Yeah. The main song ah in this film is “I see you”. The song shows the feeling shared by ah...shared between Jake and the eh girl in this ah Pandora planet...Pandora territory. Ah the tongue...the tongue (theme, vocabulary mistake) of the song is very ah melodious and gen gently

H: Hmm

P: So ah it’s ah very ah suitable for the ah for the ah emotion (grammar mistake) of the main character: Jake, Yes. And ah I think that ah it’s a romantic song.

H: Ok.

P: Yes

H: Yes, I I I knew this already.

P: Ok I um...when I ah when I ah...um...when I ah corporation (grammar mistake) with ah...with ah another character to ah and eh and the enter enter writer for the ah for the ah for that song, I want to ah I want to write ah I want to have another song, the same the Titanic (grammar mistake). After 14...14 years ah this is the most ah the most the greatest song in that time and I hope that the song “I see you” ah will do the same thing as the Titanic song.

H: Ah ok. Ah I have a question.
H: Ah have you ever ah think (grammar mistake)um this song of this movie will become ah enemy with Titanic?(pronunciation mistake when she had stress on 'taitænik instead of tai'tænik)

P: Um...Yes, maybe. I hope this...(laughing)

H: (laughing).....Ok. What was the first thing ah that made you decide that ah is the movie you wanted to make

P: Um...the first thing ...eh...I want to...ah...after I ah I (unclear word) the Titanic I wanted to create the (unclear word) in ah in the movie and the technology at that time. Ah...so ah I want to ah...I I want to try...to think that I I will to have (grammar mistake) a film with the ah...3D. Ah because ah in that time eh the ah the film will ah will have (grammar mistake) ah 2...2D technology, but I want to have a ah with...a breakthrough in eh this ah technology. And ah the idea were from after I ah I I ah finished the Titanic. Yes...um...Yes...(broken part)...more...more family with child...the cute child...and ah maybe the human ah will come back...yes will come back and ah revise...revise this Pandora because they have a loose (lost, vocabulary mistake) in ah in this Pandora after a better ah better with a ah Navy.

H: Ok. Do you want to choose another main character for the second...movie of Avatar?

P: Hmm...about the main character I I think thats (pronunciation mistake) I ah...maybe I will ah...maybe I have eh...some...

H: Change?
P: Change. Yes. Maybe. Maybe. Um...I ah...I will to have (grammar mistake) ah more main characters in this two...second.

H: Yeah. That's great. Ok. If um...theater technology dominates film. What's ah your philosophy in using that technology to sell...to (unclear word) to film?

P: Ah...Yes...Ah...I I know that eh the technology is ah...is ah...um...the technology is...the technology is developed day by day. So I I think that it's very ah very useful for me of ah...for me and ah...to do many films. Because ah with new technology ah the characters will ah will ex...ex...express more about the characters...the era or the...everything surround...surround this eh...surround this era. Yes. And I think that it's a great...it's a great ah breakthrough. Yeah.

H: Ok. Now I have a quest...a private question.

P: Ok

H: Hmm...You are the most...um...famous director in Hollywood. So um do you feel um...have many travel (grammar mistake) during your work and your life?

P: Eh...Right. I feel very eh...nervous. Because when I go go to the studio, many people hear me and ah...um...take eh photograph with me so I'm very...um...

H: Waste?

P: Waste. Yes. Ok. I...I I want to...I want to...to have a more private...more private time. Yes. I want to normal people (grammar mistake), not a special people than they they say they talk about me. Yeah...eh I want to go...I want to go to the studio with my ah...um...with my ah...with my car in
the...in the friendly...friendly roads...and the same road but ah not not ah but no no one sees me and ah attract with me.

H: Ah hah. Thank for your coming. Ok

P: Yes. Ok.

H: I ah...really really happy to see you today. I just finish now. Ok. See you next time.

5. Activity 5: A potential superstar

a) Role-play 1: Family’s Riot – A one million dollar inheritance

M (Minh): Ok. Trang, Phuong, and my wife. Eh today, we sit ah together te... to discount (discuss, vocabulary mistake) the inheritance. Our parent in ah inherited for us (grammar mistake) 1 million dollar. Um...I want to open a company. So I need a lot of money. I want I want use I want to use ah 1 million dollar for the for thats (pronunciation mistake). What do you think about that?

P (Phuong): Hmm...I don’t agree with you.

M: Why?

H (Hanh): It’s nothing matter.

P: No...Everything you do is for yourself. I think thats (pronunciation mistake) my (our, vocabulary mistake) parent inherit it for all of them (grammar mistakes). Not you.

H: You are so young. I think you are lack of experience for you to last in life. So it’s difficult for you to use this money suitable (grammar mistake).

T (Trang): No. Not at alls (pronunciation mistake). I am 18 years old and I ah... old enough to decide anything to ah...anything. I have great...graduated and ah last month I want go to go abroad.
M: I see. I see

T: Yes. And ah... I really really want to the eh to have the sum of this money (grammar mistake) to use ah to use ah to send the tuition...tuition ah...next month...last month...ah next month.

M: How much do you want?

T: Ah...you should share for everybody. And I really really want ah have ah the sum of money (grammar mistake).

M: Listen to me. I see. But ah now, I want to open a new company...Do you understand?

T: Yes. You know, my parents... (our, vocabulary mistake)

M: I need... (interrupted Trang)

T: You know, you know my parent always want me go to abroad[s] (grammar mistake, pronunciation mistake). And that's my dream.

M: You are my younger sister. I love you. But now I needs...I need a lot of money. I...

P; (interrupted) No. If you talk like this you don’t care about us.

M: I don’t share. I don’t share.

P: No. Why? Why you don’t share...

H: (interrupted) Ok. I think that you should respect your brother. Anyway, we will success in this business (succeed, vocabulary mistake).

P: No. You are not fair. Everything you do is for you...

H: (interrupted) NO

P: ...and for your husband. Not for me

H: (together with Phuong) No. Come on come on. Listen to me ok? I think ah...if you invest in ah...
P: (jump to throat with signal by using hand) I have a dream. I want to ah to use this money to invest eh in the stock market. Yes. And I know that this stock mar...this stock is one of the most hottest share eh now (grammar mistake). And ah I think that ah it helps you it helps you to earn the double money eh...the money my parent give us (grammar mistake). And I and I hope that...

H: (interrupted) Oh my dear sister. Listen to me for one time ok?

P: Yeah

H: Invest this money in market in stock market is gambling. So how can you make sure you will success? (succeed, vocabulary mistake)

b) Role-play 2: Talks between colleagues

b’) Minh and Phuong:

M (Minh): (calling Phuong walking in) Hey Phuong

P (Phuong): Ok. Hi

M: Ah...I want to talk with you about ah...our product

P: (together with Minh) About what?

M: Yeah

P: You want to talk with me about the new commercial?

M: Yeah. I have ah have a new production (product, vocabulary mistake).

P: Hmm

M: It is ah spring clothes

P: Yeah....

M: I think Apree (April, pronunciation mistake) is ah spring

P: Yeah. Do you have a new plan for marketing?
M: Yes. We had a lot ah a lot of customers ah in ah Apree (April, pronunciation mistake).

P: Yeah. So...what do you want to do?

M: So ah...my...our [our product focus risk customers] (focus on, grammar mistake; rich, pronunciation mistake).

P: Yeah. The high...for the high class.

M: Yes. Ok. So... they don't care about cost (price, vocabulary mistake)

P: Price. The price

M: Yeah. Price

P: The price of the...

M: They don't care about price. So ah... we can up...to...price (wrong expression).

...........

P: I think that the price now is ah right now is ah very high

M: Very high?

P: Yeah. I think that...

M: (interrupted) You think so?

P: Yes. I think so.

M: Hmm...And you? What do you think?

P: Um... You only think...you're your idea is ah only to to ah to up the price? (wrong expression).

M: Hmm...Yes

P: Ah ok. So our production (product, vocabulary mistake) our production is ah to met (grammar mistake) the target of more customers. So I I think we
should to ah to ah exhibit (grammar mistake) our collection in the shopping centers...

M: Yes. I think so.

b'') Trang and Hanh:

Hanh was reading in her office and Trang approached forsaking permission

T (Trang): Excuse me, Madam. I don’t want to get your time but please give me a few minutes

H (Hanh): Uh huh. Ok

T: Ah...after have...after have ah carefully considered (grammar mistake)...and ah I gave you the reports of the ah... cover of ch this eh pro...product. Today I will give you ah...the product ah with ah...and please see it by ah your ah our eyes.

H: Who made your....Ooh I I don’t understand. What is this? I don’t like this décor.

T: Why? Because I gave you the reports ah clear reports. And ah you can see...This is ah...this has green and ah...ah...this has ah suitable arrangement. Eh the layout is suitable. Um...and ah coration (decoration vocabulary mistake) and the logo and ah the pictures is (grammar mistake) very beautiful. And ah I eh think about um...ah...our customer will buy this product...

H: (interrupted) Ok. Why you you did not choose another type of this cover? Why you choose this...green?

T: Because this is a ah...tea green...green tea. And ah I think green is ah will make our our pro...our customers feel ah...ah...feel about the...feel about the ah...national (natural, vocabulary mistake) ah...
H: Natural?

T: ah...beautiful nature. And ah...um...I think ah this is suitable.

H: Ok. Ah...where the first place will you launch?

T: Ah last...ah next next month I will ah give this this product ah to ah the market...