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Using movie scenes recreations to reduce English speaking anxiety and improve intonation patterns production of eighth graders

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés

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Abstract

Within the English learning process, the production of oral skills represents a great challenge for students. This obstacle can be a consequence of many factors such as motivation, level of exposure to L2, teacher's methodology or English-speaking anxiety. This work reports an action research study aiming at using movie scenes recreations to reduce English speaking anxiety and improve intonation patterns production. This study was conducted in a rural school in Portezuelo, Ñuble Region, where seven eighth graders participated in seven intervention sessions. The instruments used for collecting data were a Likert scale, an analytic rubric and interviews. The data obtained was analyzed through frequency analysis, descriptive statistical analysis, and thematic analysis respectively. Findings showed that while before the intervention participants experience speaking anxiety in most of English lessons; after the intervention, participants' levels of anxiety decreased. Students expressed that through the use of movie scenes recreations, they felt more confident while speaking. In addition, participants declared that the use of movies during English lessons was an interesting and useful strategy for improving their pronunciation. These findings suggest that the use of movies in English as part of EFL lessons can be a useful strategy for improving students' pronunciation, curiosity, and motivation while also lowering their levels of stress and anxiety.

Keywords: speaking skills, English speaking anxiety, intonation patterns production, rural schools, movie scenes recreations.

Resumen

Dentro del proceso de aprendizaje del inglés, la producción de habilidades orales representa un gran reto para los estudiantes. Este obstáculo puede ser una consecuencia de muchos factores como la motivación, el nivel de exposición a L2, la metodología del profesor o la ansiedad al hablar en inglés. Este trabajo reporta un estudio de investigación de acción destinado a utilizar recreaciones de escenas de películas para reducir la ansiedad al hablar inglés y mejorar la producción de patrones de entonación. Este estudio se llevó a cabo en una escuela rural de Portezuelo, en la región de Ñuble, donde siete niños de Octavo Básico participaron en siete sesiones de intervención. Los instrumentos utilizados para la recopilación de datos fueron una escala Likert, una rubrica analítica y entrevistas. Los datos obtenidos fueron analizados mediante análisis de frecuencia, análisis estadístico descriptivo y análisis temático, respectivamente. Los resultados mostraron que antes de la intervención los participantes experimentaron ansiedad al hablar en inglés en la mayoría de las clases. Después de la intervención, los niveles de ansiedad de los participantes disminuyeron. Los estudiantes expresaron que, a través del uso de recreaciones de escenas de películas, se sintieron más confiados mientras hablaban. Además, los participantes declararon que el uso de películas durante

las clases de inglés era una estrategia interesante y útil para mejorar su pronunciación. Estos resultados sugieren que el uso de películas en inglés como parte de las clases puede ser una estrategia útil para mejorar la pronunciación, la curiosidad y la motivación de los estudiantes, al tiempo que también disminuye sus niveles de estrés y ansiedad.

Palabras clave: habilidades de habla, ansiedad al hablar en inglés, producción de patrones de entonación, escuelas rurales, recreación de escenas de películas.

CHAPTER 1: INTRODUCTION

1. Introduction

1.1 Background Information

For almost a century, English has been taught as a foreign language in Latin America, primarily due to its commercial connection with the globalized globe (Glas, 2013; Cronquist & Fiszbein, 2017). Chile is not an isolated instance of this fact. During the 1990s, Chile's economy experienced significant expansion, which prompted the country to employ the English language as a weapon to increase its competitiveness in the global market (Castro, 2011; Albuja & Merino, 2017). According to the Ministry of Education, it was required to be taught in schools starting in the fifth grade by the end of the decade (Mineduc, 2012).

According to the Chilean National Curriculum, English is internationally aligned with the Common European Framework of Reference for Languages (CEFR), which is accepted worldwide to establish criteria and standards regarding skills in a given language. The Chilean EFL curriculum for Eighth graders is focused on achieving level A2, which corresponds to basic user level according to the CEFR document. Within this level, students are expected to be able to use English to communicate their ideas and opinions in basic and varied communication situations, such as in a conversation about familiar topics, obtaining general information from English texts present on the web or other media, or communicating in written form through emails or online conversations on everyday topics.

1.2 Problem identification

The current proficiency achievement standards from the Chilean Ministry of Education provides a scenario in which learners may face some problems with oral production. Salem et al. (2014) state that speaking involves complex mental processes that ensure its effective delivery. However, in a language learning process, these mental activities may be negatively affected by some factors that influence the learner's speaking proficiency and performance. One of the most notorious factors is anxiety. In this line, Bilá (2013) indicates that most language learners experience strong speaking anxiety and express their inappropriate speaking ability as the strongest impediment when communicating in the foreign language. Due to this, Bilá (2013) states that many students feel nervous and stressed when they have to speak English in front of classmates, teachers, or strange people.

In the context in which this Action Research was conducted, a group of 7 eighth graders students from a municipal rural school in Portezuelo, Chile experience speaking anxiety during English lessons, so these students struggle with the production of oral skills. Thus,

this study employs the use of movie scene recreations to reduce students' English-speaking anxiety and improve their pronunciation, particularly their intonation patterns.

Concerning the strategy selected for the researcher for dealing with this issue, different authors such as Aliyev et. al (2016), Ismaili (2013) and Kalra (2017) supported the use of this kind of materials due to the fact that films in English provide opportunities for the students to learn the language in an interesting way using authentic materials and enhancing their communication and conversation skills.

1.3 Aims

Research Question

To what extent can movie scenes recreation reduce English speaking anxiety and improve intonation patterns production in Eighth graders?

General Objective

To explore the extent to which movie scenes recreation can reduce English speaking anxiety and improve intonation patterns production in Eighth graders.

Specific Objectives

SO.1. To describe students' speaking anxiety levels when using movie scenes recreations.

SO.2. To analyze students' intonation patterns production when using movie scenes recreations.

SO.3. To describe students' perceptions about using movie scenes recreations as a way to reduce English speaking anxiety and improve intonation patterns production.

CHAPTER 2: CONCEPTUAL FRAMEWORK

2. Conceptual Framework

In this chapter, the following concepts will be revised: Rural education and EFL throughout the world and in Chile, Speaking skill (definition, importance, problems, factors, and some studies related to this skill), Intonation (definition, empirical studies and its attitudinal functions), Speaking Anxiety (definition, factors and symptoms, and some studies related to this condition), and finally, the use of movies in English as part of the EFL lesson (their role as a medium for teaching speaking and their beneficial effects).

2.1 English language education in rural schools

According to Coady (2019) the term “rurality”, is thought to be associated with geographic characteristics, population density, and social service accessibility. Additionally, Shahnaz & Saleha (2021) state that rural schools appear less valuable than urban ones, due to issues such as inadequate facilities, a dearth of educational resources, and unmotivated pupils which stands as additional barriers to the advancement of English language instruction in these contexts. Thus, due to improper implementation and development in schools and other educational institutions located in rural areas, EFL has always been a problematic issue in rural settings in many nations throughout the world.

For instance, Singh (2021) indicated that the poor quality of English education in rural areas has a detrimental effect on students' growth and reduces their chances of success in a world that may be competitive. According to Hossain (2016), a number of issues with the educational system prevent the majority of pupils attending schools in rural areas from acquiring the fundamentals of the English language. Furthermore, Hossain (2016) states that most rural schools provide instruction that is inferior to that of urban schools. In fact, foreign language education quality is influenced by several issues that hinder language skill development, including a lack of qualified or high-quality English teachers, educational resources, geographic location, technology availability, and a restricted number of teaching hours (Hossain, 2016; Puma, 2017). Consequently, students are unmotivated to study English (Shahnaz & Saleha, 2021), and commonly experience a dearth of educational options (Izquierdo et.al. 2021). Similarly, Febriana et. al (2018) indicate that some of the primary problems with teaching English in rural areas are the absence of facilities and amenities, students' unfavorable attitudes toward learning the language, and parents' ignorance of the language's importance. As a result of all these problems, EFL teachers nowadays face obstacles and struggles while attempting to teach English to children in rural schools.

A prevalent issue in rural regions is the scarcity of educators. The challenges of hiring teachers stem from the need to adapt to the unique demands of rural education (Ramos & Aguirre, 2016).

Another common feature that rural schools present is the lack of appropriate spaces and equipment for providing a better teaching process. This fact is supported by Martiana

(2019) who indicates that insufficient infrastructure and resources, such as gadgets, ICT resources, and internet connectivity, have made it difficult for rural schools to conduct efficient teaching and learning. This is consistent with research conducted by Omodan (2020), who found that one of the problems with teaching and learning in Malaysia's rural schools is a lack of internet connectivity, which disrupts the learning process for kids living in rural areas. In regards to materials, according to Mariana (2019) EFL teachers asserted that they were unable to include engaging web resources, such as videos and images, in their lessons if they did not have internet connectivity. In other words, restricted internet access has made difficult to obtain a variety of teaching resources and materials for English language classes.

It is recognized that most rural schools throughout the world are equipped with the most basic ICT tools needed for instruction. However, a study by Endriyati et al. (2019) reveals that the ICT infrastructure in rural schools is either inadequate, badly maintained, or damaged. As a result, there is less opportunity for English language teachers and students in rural schools to take advantage of these ICT resources, which lowers teacher and student enthusiasm to study.

In the same way, Ramos & Aguirre (2016) pointed out that the lack of adequate school infrastructure in rural areas makes it impossible to conduct effective instruction. In the words of Arfan et al. (2019), "school infrastructure has a positive impact on the academic achievements and behavior modifications of the students" (p. 3). However, "the absence of a suitable environment makes it difficult for the learners of a foreign language to learn the language easily and comfortably" (Arfan et. al. 2019, p. 2).

In terms of teaching English, residents in rural areas do not view learning this language as a top priority (Izquierdo et al., 2021). Rural residents do not yet view EFL as a tool that can instantly improve their quality of life (Shahnaz & Saleha, 2021). For example, Ramos & Aguirre (2016) point out that some families do not think that learning more than the fundamentals of math, reading, and writing is necessary. Hence, in comparison to urban students, rural students are at a disadvantage since they "tend to lack motivation in learning English because they rarely use the language in their everyday communication" (Shahnaz & Saleha, 2021, p. 335).

In addition, it has been observed that students from rural areas have a higher failure rate in the English language than students from urban areas (Ler, 2012), indicating that rural students struggle to learn the language and have limited proficiency in it. Students in rural schools view English as a tough and demanding subject since they are seldom given the opportunity to utilize English and are primarily exposed to their mother tongue. This is consistent with research by Dasaradhi et. al (2016), who found that students in rural areas typically think of English as a foreign language and spend most of their time speaking their first language.

Apart from the previously listed problems, Aziz et. al (2019) claimed that low English proficiency among rural pupils is a result of the socioeconomic status, family history, and state of the English language in the area. In their children's education, parents ought to

have taken a major interest. Nonetheless, the majority of parents in rural areas lack knowledge about the value of acquiring the English language because they are not highly educated (Shahnaz & Ghandana, 2021).

According to Zulkefly & Razali (2019) rural students are conscious of the need to learn English, but they do not immediately recognize the necessity of using it for communication. This leads to unfavorable attitudes and ignorance regarding language acquisition. Mat and Yunus (2014) have provided more support for this claim, as their research indicates that pupils in rural schools exhibit a positive attitude towards studying English, indicating their recognition of the language's significance. However, students do not want to learn the language and they do not put in the necessary effort during the English lesson. As a result, they have negative attitudes about it, such as being afraid and apprehensive when learning it.

Consequently, to gradually change students' attitudes about learning English, EFL language teachers must have a solid understanding of the factors that contribute to their negative opinions of the subject and maintain effective communication with their pupils (Zulkefly & Razali, 2019).

All things considered, the problems and obstacles listed above have made teaching English challenging in rural areas, which has a big influence on the standard of English language instruction in rural schools.

2.1.1 Rural education and EFL in Chile

Firstly, it is critical to identify what constitutes a rural area. In Chile, the average population of a rural region is between 1,001 and 2,000 people. Furthermore, if 50% of the population reports working in agricultural or farming-related fields, the area is classified as rural (Ariz et. al. 2021).

According to Ministry of Education, MINEDUC (2020) there are roughly 3,000 rural schools in Chile. There are certain features that make rural education different from urban education. Leyton (2013) and De la Vega (2020) attest to the unique socio-cultural context, which includes aspects like isolation, multigrade schools, and infrastructure, among others.

Recognizing the various factors that impact foreign language instruction in rural areas is necessary for effective instruction. The diversity of rural education is what makes it so unique, and this is the first noteworthy aspect of rural schools (Leyton, 2013).

Multigrade schools are one of the constraints in the field of rural education. This type of school provides their pupils with fewer options and chances, which would result in a greater dropout rate (Barra et. al. 2017; Araya et. al. 2012). Although multigrade classroom management may present challenges for educators, the typical low student

enrollment in rural schools encourages this teaching approach because the classrooms are not overcrowded (Dasaradhi, 2016).

However, achieving the learning objectives in multigrade classrooms and integrating them together could be a problem. Referring to this subject, De la Vega (2020) concludes in a study that one of the elements that must be considered in multigrade schools is the definition of realistic learning objectives. Multigrade teachers must be able to deal with pupils at all educational levels and with the goals that each level must concurrently achieve (Palma & Navarrete, 2021). The authors also state that teaching in a multigrade classroom presents a significant challenge for teachers in terms of organizing the material in a way that is acceptable for each student.

The majority of rural schools may indicate that there are insufficient resources available for teaching English to overseas students. A common feature of education in rural areas is that most schools lack the necessary material resources. Because rural institutions often enroll fewer students, government subsidies are lower for them than for metropolitan ones (Díaz Vargas, 2012). Rural schools consequently lack the financial means to purchase supplies. For example, language laboratories, projectors, audio players, and internet connections are among the contemporary tools that rural schools typically lack to facilitate instruction (Dasaradhi, 2016). This could affect how children learn. For instance, listening practice would be highly limited without the means to watch or listen to videos.

Likewise, Salinas & Sánchez (2009) state that despite improvements in recent years in the living conditions of Chile's rural population, significant problems persist, including a dearth of infrastructure, low educational attainment, and poverty. Most teachers who work in rural locations are therefore unable to teach the topic in the same way that they would be able to in central and urban areas. As a result, both teachers and students find the teaching-learning process in general challenging. Not only may there be a shortage of resources at school, but there could also be a lack of resources at the student's home. According to Hossain (2016), compared to children in metropolitan regions, most students in rural areas are from low-income families. This fact means that these students do not have access to enough educational resources. In comparison to students from low-income homes, individuals with greater access to facilities and resources are at an advantage.

Currently, another significant aspect influencing English language instruction is the decontextualization of textbooks. For both educators and students, having access to a variety of resources and tools makes teaching and learning easier. According to Hossain (2016), educational resources enhance students' enjoyment of learning by providing a realistic and engaging experience that encourages self-reliance and creativity. Nonetheless, those resources will not offer meaningful learning if they do not consider the students' backgrounds. This is the case of teachers that have to teach EFL in remote places, who typically use textbooks that were not designed for these kinds of schools, as Holguín et al. (2012) argue.

Student exposure to the target language is another persistent concern in rural locations. The British Council (2015) states that "Isolated communities have less exposure to the English language," (page 66). In other words, the teacher of English present in these contexts, frequently serves as students' only in-person example of the language they are studying (Holguín & Morales, 2016).

Lizasoain & Ortiz de Zárate (2009) conducted research on the pedagogies employed by English teachers in Chile, revealing that the most academically accomplished students received instruction in the target language as opposed to their mother tongue. Thus, the literature suggests that learners in rural locations do not have enough exposure to the target language.

2.1.2 Summary of key findings regarding to rural education and EFL

- There are several obstacles that prevent English language instruction from progressing in rural schools, including poor facilities, a lack of educational resources, limited exposure to English and unmotivated students.
- Rural communities do not consider learning English to be a primary priority when it comes to teaching this language.
- Rural schools are perceived as being less valuable than metropolitan ones. Thus, EFL has always been a serious issue in rural settings in many countries throughout the world due to improper implementation and development in schools and other educational institutions located in rural areas.
- Though the rural population of Chile has recently experienced improvements in living conditions, there are still major issues such as poverty, low educational attainment, and a lack of infrastructure.
- The vast majority of rural schools in Chile might be a sign that there are not enough resources to teach foreign students English. A prevalent aspect of education in rural regions is the deficiency of material resources in the majority of institutions. Government subsidies for rural colleges are typically smaller than for metropolitan ones since they enroll fewer students overall.

2.2 Speaking skills

In language education, children acquire the following four language skills: speaking, writing, listening, and reading. Speaking is typically the most valued language skill among the four as it is used to determine if a person has succeeded in learning a language (Jaya et. al. 2022).

There are different definitions of speaking. McKay (2018) defines speaking as verbal discourse in spoken form. Other researchers like Levis (2018) and Lacan et. al (2020)

indicates that speaking is the verbal exchange of information or ideas with another person, so, speaking is necessary for oral communication to take place.

In addition, Kayi (2012) states that speaking is considered an important part in the process of learning English as a foreign language, as without the presence of speaking skill, a conversation will not be able to take place properly.

Concerning the role of speaking in English lessons, Bautista & Gaspasin (2022) indicates that in the classroom, speaking abilities are vital for conveying ideas. Of the five macro skills in English, speaking is one that students should practice the most since it aids them in a variety of tasks that have a big influence on their academic success in the classroom, like oral recitation, reporting, and role-playing, to name a few.

According to the definitions previously provided, it is concluded that speaking is a person's ability used for expressing their opinions, thoughts, ideas, and knowledge in a process of interaction with others in an oral way. Considering the English language proficiency level that the Chilean national curriculum suggests students should achieve, speaking is a critical communication skill that should be taught and practiced in the classroom as well as in real-world settings. This will help students use various language components, such as vocabulary, pronunciation, fluency, and basic grammatical patterns, to communicate effectively and accurately.

2.2.1 Factors and issues affecting Speaking skills

When encouraging pupils to talk in class, teachers may run into a few speaking-related issues. These include shyness, a lack of topical expertise, a lack of engagement, and the usage of one's native tongue (Tuan et. al. 2015).

Alrasheedi (2020) notes that factors influencing speaking performance include lack of exposure to L2, fear, motivation, and teaching pedagogy. Additionally, Tuan et. al (2015) indicate that students' speaking abilities can be influenced by their listening abilities, the teacher's feedback, performance circumstances, including time constraints, planning, performance expectations, and level of help, as well as affective qualities like motivation, confidence, and anxiety.

In another research carried out by Dewi (2016), different factors were suggested indicating a number of variables that can lead to students' speaking abilities failing, including the following:

1. Outside of the classroom and in the community, English is not spoken as a foreign language.
2. English is not widely spoken in the neighborhood and nearby areas.
3. Less emphasis is placed on speaking skills in academic English training, and more on vocabulary structure and extension.
4. Shame and anxiety from making blunders in speaking exercises.
5. Unless there is an opportunity to travel or continue one's studies in an English-speaking country, English is not a requirement.

In the case of the relation between teacher and student within the classroom, Hamouda (2012) from Qassim University in Saudi Arabia, conducted a study on the difficulties pupils have with speaking. The results showed that many EFL students find it difficult to react to their teachers for a variety of reasons, including poor English proficiency, apprehension about speaking in front of others, fear of receiving a poor grade, shyness, a lack of confidence and preparedness, and a concern about making mistakes.

Similarly, Ahmed (2016) investigated the problems and difficulties of speaking that encounter English language students at Al Quds Open University. The findings also revealed that some students had trouble speaking for various reasons, including shyness, anxiety, and lack of confidence.

2.2.2 Summary of key findings regarding to Speaking skills

- Speaking is usually the most valued English skill because it indicates a person's level of language acquisition success. Furthermore, this ability is regarded as crucial to the process of learning English as a second language since a conversation cannot function correctly without speaking ability.
- Among the four basic English skills that learners must practice during their lessons or in real life situations, speaking ability is the one that present more challenges.
- Some of the speaking-related problems include shyness, lacking in relevant knowledge, not participating, and speaking in one's mother tongue.
- Among the elements that affect speaking performance literature identified the following: fear, motivation, instructional methodology, confidence, anxiety, and limited exposure to L2.
- Performance circumstances like time constraints, planning, performance expectations, and level of assistance, can all have an impact on students' speaking abilities.

2.3 Speaking Anxiety

Authors such as Tuan et al. (2015) and Dil (2009) consider anxiety as the biggest obstacle to EFL learners' ability to speak effectively. Greenberg (2017) provides a definition of Speaking anxiety in which this condition refers to the feelings of discomfort that people experience before, during, and after speaking in public. The statement's premise is that when students experience anxiety, they are uneasy and unconfident speaking in front of the class, and anxiety causes language learners to become apprehensive and afraid, which may contribute to poor oral performance (Morris, 2017).

Anxiety and hesitancy can arise from the worry of being misjudged when making a mistake (Tuan et al., 2015). Therefore, anxiety and dread have a detrimental effect on

thinking, focusing, and concentration. They also have an impact on academic achievement and the acquisition of a second language (Tuan et. al. 2015; Dil, 2009).

Speaking anxiety may occasionally be associated with feelings of unease, annoyance, insecurity, trepidation, or worry (Finnema, 2017). This could have a severe impact on students' learning and teaching experiences, particularly when speaking English.

Some students convey their lack of proficiency and occasionally their failure to speak English. They may excel at picking up new abilities, but when it comes to speaking English, many of them say they are hesitant (Basic, 2011). As a result, students' feelings of nervousness or anxiety may hinder their ability to acquire and use a language, particularly when they practice speaking English in class (Akkakoson, 2016).

Different studies have been conducted to determine the variables in which speaking anxiety can influence pupils' speaking abilities and issues.

For instance, research has suggested that Speaking Anxiety has different sources. Mak (2011) used a questionnaire called the Foreign Language Anxiety Classroom Scale (FLACS) to obtain information about the causes of Speaking Anxiety among Chinese EFL university students. Findings revealed five characteristics that are linked to Foreign Language Speaking Anxiety (FLSA): anxiety around speaking to native speakers, uneasiness when conversing in English, unfavorable opinions of the English classroom, unfavorable opinions of oneself, and anxiety about failing personally.

In addition, Öztürk and Gürbüz (2014) looked at the origins of Speaking anxiety among Turkish students. Their results indicated the main reasons for speaking anxiety: pronunciation, immediate inquiries, fear of making mistakes, and fear of being negatively evaluated. Additionally, Hashim and Isa (2012) investigated the origins of speaking anxiety among Malaysian students. The main causes of speaking anxiety, according to their findings, are low self-esteem and a fear of being negatively evaluated.

On another research study, speaking anxiety was identified by Malik et al. (2021) among Pakistani EFL university learners in a public sector university in Lahore as being caused by a lack of linguistic understanding and communication practice in which L2 was not used as frequently as L1. Thus, in addition to being a significant factor that directly influences a student's speaking performance, a lack of exposure to the target language may also result in other detrimental aspects that impede speaking performance, such as inhibition and speaking anxiety.

In research conducted by Al-Saraj (2011), most of Arabic participants indicated that teachers' characteristics and personalities were the principal cause of their anxiety. In this context, the role of teachers is one of the most significant for increasing or alleviating the anxiety of foreign language students.

Thus, speaking anxiety is a condition which is present among learners of foreign languages, and it has a negative influence on learners' acquisition and performance in a

foreign language. Due to learners possessing different characteristics, the signs of anxiety may differ in their manifestation or severity. In this context, teachers should pay attention to signals of Speaking Anxiety presented in their students and look for the best strategy to respond sensitively to these feelings for helping students in their education process.

2.3.1 Summary of key findings regarding English Speaking anxiety

- Speaking anxiety stands as the main obstacle for EFL learners' capacity to communicate verbally.
- Foreign language learners frequently experience speaking anxiety, which has a detrimental impact on their ability to learn and use the target language.
- Because students differ in a variety of ways, anxiety symptoms can vary in their manifestation or intensity in the way they are presented. In this situation, educators need to be aware of the signs of anxiety that their students display and figure out the best way to deal with these emotions in a way that will support learning for the students.

2.4 Intonation

The study of human speech sounds as they are systematically arranged in connected utterances is the subject of Phonology, a subfield of linguistics that also examines supra- and segmental sounds (Onwochei, 2021). Vowels and consonants are specifically discussed in relation to speech sounds in segmental phonology, while stress patterns, syllables, rhythm, and intonation are discussed in supra-segmental phonology (Onwochei, 2021).

Intonation and pronunciation are the two most crucial aspects of language use that require attention. According to Purba et. al (2020), intonation and pronunciation are interconnected and greatly influence one's ability to communicate when speaking.

Betti et. al (2015) indicated that intonation refers to the pitch levels in a sentence, and in the rising and falling of the voice as we speak. Additionally, Onwonechi (2021) points out that intonation demonstrates how speakers alter the pitch of their voices to express linguistic and pragmatic meaning. The interaction between stressed and unstressed syllables in speech rhythm serves as a framework to which intonation patterns are attached.

Learning intonation is crucial for communicating ideas. To ensure that listeners comprehend what speakers are thinking, speakers must talk with proper intonation (Purba et. al. 2020). However, it is a fact that people find it challenging to employ proper

intonation, particularly when they are beginners or learning English as a second language (Purba et al., 2020).

Different studies have been conducted in relation to EFL intonation instruction and showed the difficulties in the learning of this area of speaking. For example, Purba et. al (2020) conducted research in order to find out why students were having trouble with English intonation. Three types of students' intonation were examined in their study, namely rising intonation, falling intonation, and level intonation. The focus of the study was on the intonation of ten second-year students from SMP Negeri 2 Pematangsiantar. The method used to collect the data was the audio method, also known as recorded voice data. The terminal contour of the pupils' intonation was used to examine the data. The outcome of this research revealed that students faced three challenges when using English intonation, namely: (1). Difficulty in using level intonation (2). Difficulty in using rising intonation (3). Difficulty in using falling intonation.

In another study, Khader & Megdad (2015) investigated the challenges faced by junior EFL students at the Islamic University of Gaza, Palestine, in learning intonation in spoken and written language. 37 students took a diagnostic test to measure the difficulty with intonation learning in written texts and completed an observation card to gauge the difficulty with intonation learning in spoken circumstances. The data was analyzed using both analytical and descriptive methods. The findings showed that the Islamic University of Gaza's junior EFL students have a variety of challenges when it comes to acquiring intonation in both spoken and written contexts. Moreover, the students' comprehension of basic intonation patterns and intonation in spoken context was superior to that of complex intonation patterns and written tests.

In different research, Anh (2017) used an experimental design to examine tone and tonicity and investigate the effects of intonation training among Vietnamese students studying English in Vietnam's postsecondary education system. 27 second-year English majors from a Vietnamese university took part in this study. The participants were divided into two groups: the control group (CG, n = 11) and the experimental group (EG, n = 16). The research was implemented in an intonation training course of ten 150-minute classes taken by the EG, and each class included group discussions and intonation instruction. Using intonation pre- and post-tests, quantitative data were collected from EG and CG's capacity to recognize and generate intonation focus and tonal disparities in English. Findings showed that there was a statistically significant performance difference between EG and CG when it comes to tonicity, tone perception, and production. Over the course of training, EG performed better in perception than production and in tonicity than in tone, and performance improved significantly.

El-Garawany (2021) examined the impact of utilizing a speech analysis software called Praat on the enhancement of English majors' EFL intonation output. During the first semester of the 2020–2021 academic year, third-year students from the University of Sadat City's English Department took part in the study. They were divided into two groups: an experimental group (n = 20) and a control one (n = 20). An EFL intonation production test was developed and administered before and after the experimentation, which lasted

for 4 weeks. While the students in the control group had standard education, the experimental group's lessons were delivered through the use of the speech analysis software Praat. According to the results, the students in the experimental group significantly improved their output of EFL intonation. These findings illustrated that employing Praat helped English majors improve their EFL intonation production.

In order to increase awareness of the importance of English intonation, Kuru (2022) conducted a study that revealed the opinions of EFL teachers regarding the teaching of stress and intonation in terms of the teaching environment, the resources used, and the degree to which the patterns of English intonation are integrated in English courses. This qualitative study also looked into the English language abilities that EFL teachers perceive to be more helpful in teaching English intonation patterns. The study included 222 English teachers and used purposeful sampling. In the 2019–2020 academic semester, the Biga district of Çanakkale used a Google Forms to conduct an online questionnaire with two sections for EFL teachers. Data was analyzed using statistical analysis through a SPSS Data Editor. Results showed that most EFL teachers do not address intonation patterns in English classes and that the teaching environment and resources are inadequate for teaching intonation patterns in English.

2.4.1 Attitudinal functions of Intonation

According to Roach (2000), intonation has a variety of roles, most notably attitudinal, grammatical, accentual, and discourse functions. By examining the various voice features and pitch ranges in a speaker's intonation, their attitudes can be inferred under the attitudinal function (Roach, 2000). Deciphering body language, gestures, and facial expressions can also be used to identify attitudes. Roach (2000) pointed out that one of the main functions of intonation is to transmit the speaker's attitude and feelings. The intonation a speaker uses to convey emotions like joy, boredom, sarcasm, worry, and so on can be used to identify those emotions. Therefore, to develop effective communication, it is crucial to recognize the appropriate tone used to convey the speaker's emotions.

There are four different types of attitudinal intonation that are used: rise, fall, rise-fall and fall-rise (Betti et al. 2018). According to Johnson (2012), rising intonation pattern would simply be a rise in the human voice; it would be a change in pitch; a glide in the pitch of the voice upwards. Carr (2013) describes falling intonation as how the voice falls towards the end of a group of words. Roach (2005) indicates that this type of intonation refers to how the voice falls on the final stressed syllable of a phrase or a group of words. According to Johnson (2012), in the case of rise-fall intonation, the pitch of the voice drops down. Roach (2013) points out that Rise-fall intonation is used for choices, lists, unfinished thoughts, and conditional sentences. Finally, fall-rise intonation describes how the voice falls and then rises. It is used at the end of statements when speakers want to say that they are not sure, or when they may have more to add (Johnson, 2012).

2.4.2 Summary of key findings regarding Intonation

- Pronunciation and intonation are linked and have a significant impact on a speaker's capacity for communication.
- Through their intonation, people express their feelings and intentions. Nonetheless, many EFL speakers find it difficult to use appropriate intonation.

2.5 The use of movies in English as part of the EFL lesson

Films have been used as a teaching tool in many fields since the advent of cinema in the 1890s, including the teaching of English as a foreign language (TEFL or EFL) (Li et al., 2015; Wang, 2009). Today, movies are thought to be an incredibly useful tool for learning English, to the point where watching movies is the preferred method for EFL students to improve their language proficiency (Damanik et al., 2021; Nguyen et al., 2020; Robert et al., 2022; Sinyashina, 2021).

Kalean (2013) indicates that teaching English by using movies is a very good strategy, especially for learning it as a foreign language. By using movies in English, students can improve their abilities by identifying how the actors or actresses use the language in different contexts.

The use of audiovisual media, such as movies, can aid students in comprehending the information or messages that lecturers have for them. Khan (2015) contends that films' visuality can help language learners grasp concepts in a perfect visual setting, which also makes language instruction effective. According to Sabouri et. al (2015) and Faliyanti et. al (2018), movies offer a valuable addition to the language acquisition technology that has been utilized to teach students the fundamentals of learning the English language in elementary, secondary, and tertiary institutions. According to some of these perspectives, the use of media, specifically movies in English, can be beneficial to the learning process.

Different studies (Goctu, 2017; Kabooha, 2016; Kalra, 2017; Ismaili, 2013; Liando et. al. 2018), have shown that watching movies can help students speak and listen more fluently. As a result, this gives students the chance to study the language in real-world contexts and improves their conversational and communication abilities (Aliyev et. al. 2016; Ismaili 2013; Kalra 2017).

Additionally, in a research carried out by Auberg (2017), students mentioned that using movies as language learning teaching materials is more enjoyable than traditional instruction since it boosts their motivation. Similarly, Kabooha (2016) pointed out that watching movies or videos in class increases students' motivation and interest in studying English. Equally, findings obtained in research conducted by Ismaili (2013) showed that when teachers use movies to teach oral skills, there is an increase in students' enthusiasm and engagement.

When students learn a language through watching movies, their stress and anxiety levels are lower. According to research conducted by Goctu (2017) and Kabooha (2016) participants argued that viewing films in the target language as part of language courses helps them feel less anxious about learning the language. In the same way, Liando et.al (2018) expressed that English language learning through movies offers a relaxed and pleasurable learning environment. Similar findings were reported by Kalra (2017) which revealed that watching movies while learning a language makes for a stress-free environment where the learners can engage in language-related tasks.

2.5.1 Summary of key findings regarding the use of movies in English in the EFL lesson

- Teaching EFL through English-language movies is a highly effective method, particularly for those learning it as a foreign language, as they can enhance their language skills by seeing how the actors and actresses utilize the language in various situations.
- Using English-language movies as part of the EFL lessons offers to students an entertaining and less stressful learning environment.
- Students find that watching movies to learn a language is more entertaining than receiving regular instruction, increasing their motivation.

CHAPTER 3: METHOD

3. Method

3.1 Type of Research

This study followed an action research design, which Burns (2013) defines as a type of investigation that enables teachers to gain a thorough understanding of their teaching methods, where innovation and renewal are accomplished through a systematic and methodological approach that combines the context of the classroom, research, and understanding.

The present study corresponds to an action research project because it aims to support Eight graders in my teaching context who most of the time demonstrate a high level of English-speaking anxiety and difficulties in their pronunciation when they have to perform speaking tasks.

3.2 Description of participants

This research was carried out in a public rural school in Portezuelo, Ñuble Region. The participants corresponded to a purposive sample of 7 students from 8th grade, divided into 4 girls and 3 boys, all of them aged between 13 and 14 years old. According to Crossman (2020), a purposive sample is a non-probability sample chosen based on demographic characteristics and the study's goal. This group of students has 3 pedagogical hours of English instruction a week. Given that this school is in a rural area, most students have limited access to internet connection. Considering their geographical context, these students are interested in animals, agriculture, and different activities concerning the countryside. Their knowledge and understanding of the English language are limited. In English classes, most of them are reluctant to speak and get nervous or anxious when they must perform activities that require oral skills. As a result, students from this group show serious weaknesses in pronunciation regarding intonation patterns. All these students have laptops, which they bring to school when required by the teacher. At home, their leisure activities include frequently playing computer games, using cellphones, and watching movies, series, or videos. Regarding their behavior, these students are very quiet, responsible, and dedicated during lessons, so the environment for working with them is very peaceful. Their attitude towards the subject is very positive and active. They are hard-working and focused, ask questions, and know that nowadays English knowledge is a very useful tool in the world. Despite all these positive features, this specific group of students is the one that presents more deficiencies when working with activities related to speaking production, which is why I selected them to carry out this action research project.

3.3 Research Question and Objectives

3.3.1 Research Question

To what extent can movie scenes recreation reduce English speaking anxiety and improve intonation patterns production in Eighth graders?

3.3.2 General Objective

To explore the extent to which movie scenes recreation can reduce English speaking anxiety and improve intonation patterns production in Eighth graders.

3.3.3 Specific Objectives

SO.1. To describe students' speaking anxiety levels when using movie scenes recreations.

SO.2. To analyze students' intonation patterns production when using movie scenes recreations.

SO.3. To describe students' perceptions about using movie scenes recreations as a way to reduce English speaking anxiety and improve intonation patterns production.

3.4 Research Problem

According to the Chilean National Curriculum for EFL (MINEDUC, 2015), students who have achieved the learning outcomes at the end of the second year of secondary education demonstrate a confident and positive attitude towards the language. They are expected to use English to communicate their ideas and opinions at a close to intermediate level in basic and varied communication situations, such as holding a conversation about familiar topics, obtaining general information from texts on the web or other media, or communicating in written form by means of e-mails or online conversations on everyday topics. According to the same document, students are expected to achieve a level that is close to B1 or lower intermediate, according to the Common European Framework.

Nevertheless, students frequently encounter numerous speaking challenges during their English learning process. Among the difficulties that students can face during their English learning process, the presence of Speaking anxiety is one of the most recurrent issues that take place during English lessons. According to Hanifa (2018), most EFL students feel nervous when speaking and interacting in public in a foreign language. In the same line, Goh and Burns (2012) found that stress and anxiety have a negative impact on

students. For learners, this kind of experience stands as barriers and makes them reluctant to participate in speaking exercises.

In the context in which this Action research was implemented, eighth graders are the group of students that present most difficulties concerning oral skills. These learners show features of speaking anxiety during English lessons, which stands as a heavy barrier for students to deal with. As a result of this problem, this group of students have multiple difficulties in the speaking area, especially at developing a proper level in the production of intonation patterns.

If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. At the same time, we have to design activities related to students' interests in order to create an environment in which scholars feel motivated, confident about themselves and most importantly with a minimal level of oral anxiety. In order to address this issue, the present study points out activities in which students watch and recreate movie scenes. Watching movies, series or videos are activities that students like to do frequently in their spare time and are common topics of conversation among them. Many scholars have revealed that movies have been preferred as a very useful tool in the process of teaching and learning, and should be included in the curriculum owing to their significant contributions in developing language skills (Kusumawardhani et.al. 2019; Yazici, 2020). Additionally, Ismaili (2013) and Kalra (2017) state that films are perceived by students as an enjoyable and valuable source of input and language acquisition due to the presence of texts, characters, messages with visual dimensions as well as all kinds of sounds and voices for linguistic resources. The use of this kind of materials provides an opportunity for the students to learn the language in an interesting way through the use of authentic materials and enhances their communication and conversation skills (Aliyev et.al. 2016; Ismaili, 2013; Kalra, 2017).

3.5 Stages of the Action Research

This study consisted of 7 sessions in which the use of movie scenes recreations in English was implemented for lowering student's speaking anxiety and improving their intonation patterns production. Before the intervention, there were Piloting sessions where the instruments designed for this research study were checked by students from 6th and 7th grade. At the beginning of the intervention, the participants completed a Likert scale where they shared their perceptions about certain situations related to Speaking anxiety (Session 1). In the following sessions, students were introduced to different topics, such as Speaking anxiety, the use of movies in English for improving speaking skills, and intonation patterns (Sessions 2 and 3). Once the participants were familiar with the main concepts of this study, students selected different movie scenes provided by the teacher. In pairs, participants recognize and practice the different intonation patterns present in their movie scenes (Sessions 4 and 5). Finally, participants working in pairs recreated their scenes in front of the class focusing on intonation patterns present in the video. Each one of the recreations presented by students lasted between one minute and thirty

seconds and two minutes in which students had to memorize the dialogues present in their scenes (Session 6). In the last session, the participants completed the same Likert scale used in Session 1 to compare their levels of speaking anxiety before and after the intervention. Additionally, a set of interviews were conducted for deepen students' perceptions about the intervention (Session 7).

Table 1 below shows the action plan considering data collection processes and intervention sessions.

Table 1.

Action Plan

Session	Objective	Specific Objective	Activities
1	By the end of the lesson, participants were able to share their perceptions about how they feel while speaking in English.	SO.1	-Students complete a Likert scale where they express their level of agreement about how they feel while speaking English.
2	By the end of the lesson, students were able to identify key features of speaking anxiety along with some aspects about cinema and movies and their benefits at English speaking.	SO.1 SO.2	-Introduce the learners to what English speaking anxiety is. -Introduce the learners to some aspects related to cinema and movies. -Teacher explains the benefits of using movies for improving speaking focusing on intonation. -Students select different movie scenes presented by the teacher.
3	By the end of the lesson, students were able to identify intonation patterns (falling intonation, rising intonation and fall-rise intonation) and how the use of movie scenes is good strategy for practice this part of speaking.	SO.2	-Students' activation of previous knowledge related to concepts taught in the previous lesson. -Introduce the learners what the concept of intonation is and its importance in English speaking. -Teacher delivers different scripts about movie scenes selected by students. -Students observe the movie scenes selected while they read the scripts to identify different intonations. -Students practice in pairs their movie scenes listening to the videos while reading their scripts following the models.
4	By the end of the lesson, students were	SO.2	-Activation of previous knowledge through questions presented by the teacher.

	able to identify and use intonation patterns through the recreation of different movie scenes.		<p>-In pairs, students listen to the scenes and identify intonation patterns while reading their scripts.</p> <p>-Students practice their movie scenes imitating the intonations present in the clip.</p> <p>-Students evaluate their partner's performance through a peer assessment checklist.</p>
5	By the end of the lesson, students were able to use intonation patterns through the recreation of different movie scenes.	SO.2	<p>-Activation of previous knowledge through questions presented by the teacher.</p> <p>-Students gather in pairs and practice their movie scenes focusing on the different intonation patterns.</p> <p>-Students complete a self- assessment checklist provided by the teacher. This checklist contains statements regarding students' perceptions about their own performance during the different activities of the intervention.</p>
6	By the end of the lesson, students will be able utilize different intonation patterns through the recreation of movie scenes.	SO.1 SO.2	<p>-In order to activate previous knowledge, the teacher asks students questions like: <i>What is intonation?, What kinds of intonation do you know?, What kinds of intonation are present in your movie scene?</i></p> <p>-Students perform their movie scenes in front of the class.</p> <p>-As a final activity, students comment in general about how they feel during their presentation and if they feel that this strategy was helpful for them concerning the aspects of English speaking anxiety and intonation patterns.</p>
7	By the end of the lesson, participants were able to share their perceptions about how they feel while speaking in English using movie scenes recreations.	SO.3	<p>-Students complete a Likert scale where they express their level of agreement about how they feel while speaking English using movie scenes recreations.</p> <p>-Students are interviewed in relation to how they felt during the intervention and the benefits at using movie scenes recreations for reducing speaking anxiety and improve intonation patterns production.</p>

3.6 Data collection techniques

This study applied the following instruments: a Likert scale applied before and after the intervention in order to gather information about English speaking anxiety at different stages of the study. During this intervention, students had to recreate different movie scenes as a way to reduce English speaking anxiety and improve specific aspects of pronunciation such as intonation patterns. For evaluating this activity, the researcher

utilized an analytical rubric for measuring linguistic aspects. Once the intervention finished, a set of interviews were applied to deepen students' perceptions related to the intervention. The data obtained at the end of the intervention was contrasted with the results obtained from the Likert scale applied before the intervention.

3.6.1 Likert scale (Appendix 1)

Bhandari (2022) indicates that a Likert scale corresponds to a rating scale utilized for assessing opinions, attitudes, or behaviors. Likert scales are composed of three or more statements that evaluate a single construct, most of the time an attitude or trait, when the different response scores are summed (Boone et al. 2012). For this intervention, the researcher designed a Likert scale with the objective of gathering information about students' speaking anxiety. This instrument was based on the English Learning Anxiety Scale (ELAS) and modified according to the participants' features in regards to English speaking. This Likert scale was divided into 2 dimensions: Dimension 1, Oral English classroom anxiety composed by 9 different statements and Dimension 2, Low self-confidence in English composed by 3 statements. This instrument is related to SO.1, which aims at describing students' speaking anxiety. This scale aims at measuring agreement, so, Likert items were used to measure participants' perceptions of a particular statement. Consequently, the participants had to read different sentences and choose among the five descriptors (strongly agree, agree, undecided, disagree, strongly disagree) the option that best corresponds with how they feel.

Tables 2 and 3 below provide an example of 1 statement by dimension and the 5 different descriptors for participants to select according to their level of agreement.

Table 2.

Item example of Dimension 1

Dimension 1: Ansiedad al hablar Inglés en la sala de clases					
Descriptor	Muy de	De acuerdo	Neutral	En desacuerdo	Muy en
Criterio	acuerdo				desacuerdo
S1. Me siento seguro (a) cuando hablo en Inglés.					

Table 3.

Item example of Dimension 2

Dimension 1: Ansiedad al hablar Inglés en la sala de clases					
Descriptor	Muy de	De acuerdo	Neutral	En desacuerdo	Muy en
Criterio	acuerdo				desacuerdo
S10. Creo que mis demás compañeros son mejores para hablar en Inglés que yo.					

3.6.2 Analytic Rubric (Appendix 2)

In Analytic rubrics, different categories are listed separately for the rater to rank (e.g., good, better, best) in accordance with descriptions of performance levels. According to Green et al. (2012), analytical rubrics improve the validity of the evaluation of language produced during such activities. Given that the instructor can give separate ratings for each category, learners receive specific feedback about what they can do and what skills need more improvement (Brown, 2018). In addition, the results of the assessment with an analytic rubric provide the instructor with information about the strengths and weaknesses of the learners.

In this study, and concerning its general objective, the researcher decided to implement the use of an analytical rubric focusing on intonation patterns. The task required that the participants in this study had to choose different movie scenes and recreate them in front of the class. The use of an analytic rubric was implemented for evaluating this task. This instrument was presented in Spanish by the teacher to the participants before students' movie scenes recreations. The analytic rubric comprised the following criteria: 1. Pronunciation; 2. Use of Falling Intonation; 3. Use of Rising Intonation, 4; Use of Fall-Rise Intonation, 5; Dialogue memorization. However, and considering SO.2, only the criteria related to intonation patterns were used for collecting data. The descriptors of these criteria were selected in relation to the main weaknesses of this group of students and were rated with different points from 1 to 4.

3.6.3 Interview (Appendix 3)

According to Taherdoost (2021), an interview is a technique that involves asking questions in order to obtain both qualitative and quantitative data. The goal of qualitative questions is to get the interviewee's explanations on a particular topic. Interviews are the most widely employed method for gathering primary qualitative data because they create a relaxed and natural environment for the participants (Taherdoost, 2021).

In order to gather additional data about this research and to complement the Likert scale applied at the beginning of the intervention, the researcher selected the use of interviews. The application of this instrument is related to SO.1, SO.2 and SO.3 because it aimed at collecting data about English-speaking anxiety and improve intonation patterns production and how the use of movie scene recreations could be a convenient strategy in order to deal with these issues.

This instrument was divided in two dimensions: Dimension 1, Oral English classroom anxiety which consisted of 4 questions and Dimension 2, Low self-confidence in English which comprised 3 questions. Before the application of these interviews, participants' parents were informed and asked for their permission through a letter of consent. The approximate length of the interviews was 5 minutes. During the interviews, the teacher-researcher recorded the different participants' answers.

3.7 Data analysis techniques

The data was analyzed using both quantitative and qualitative data analysis methodologies.

3.7.1 Likert scale

As part of descriptive statistics, the researcher utilized the frequency analysis method. This method was used, focusing on the distribution of responses into the percentages of students' answers by each of the scale options (strongly agree, agree, neutral, disagree, and strongly disagree).

3.7.2 Analytic Rubric

The data gathered with the analytic rubric was analyzed through statistical analysis. Scores obtained by students in this rubric were processed using measures of central tendency (mean, median, and mode).

3.7.3 Interview

Thematic analysis corresponds to a qualitative research method that researchers use to systematically organize and analyze complex data sets. King (2004) points out that thematic analysis involves the identification of themes through careful reading and re-reading of the transcribed data. In the case of this study, the researcher conducted interviews, and the results gathered from this instrument were processed through a thematic analysis of the data, which followed three different steps. First, the researcher transcribed the focus group recordings. Second, major themes were identified in order to organize the data. Finally, the researcher interpreted the themes and ideas in context.

CHAPTER 4: FINDINGS

4. Findings

In this chapter, the data that was gathered before and after the intervention will be presented by each of the specific objectives.

4.1 Specific Objective 1: To describe students' speaking anxiety levels when using movie scenes recreations.

At the beginning of the intervention, a Likert scale was administered to measure students' speaking anxiety levels. Results gathered from this instrument will be reported first by students' responses corresponding to Dimensions 1 and 2 before the intervention, to continue with the analysis of both dimensions after the intervention. Finally, pre- and post-intervention results will be compared.

4.1.1 Likert scale results before the intervention

The following bar charts present the distribution of students' responses before the intervention. Results are shown by Likert scale dimensions respectively.

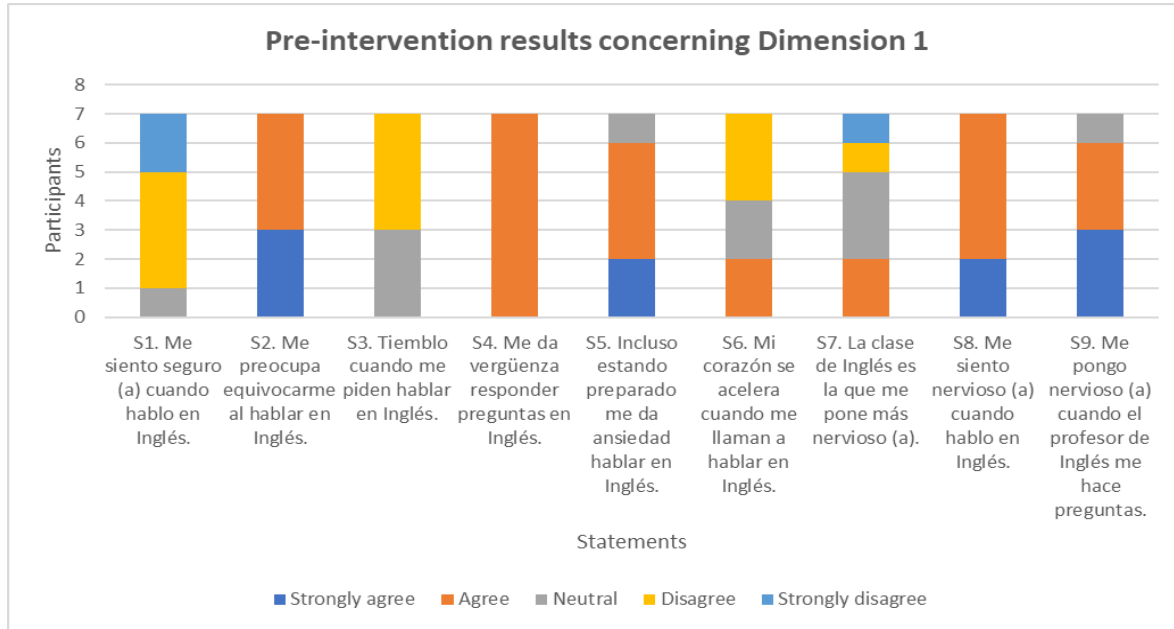
Dimension 1: Oral English classroom anxiety

Results regarding students' oral English classroom anxiety revealed that there is a high level of speaking anxiety present in the participants when they must produce English orally (Figure 1 below). Four of the participants agreed on they did not feel comfortable while they speak English during the class which is noticed on Statement 1 (S1). On S2, 4 of the participants expressed that they worried about making mistakes while speaking during the class. Concerning S3, 4 of the participants manifested that they trembled when they were requested to speak in English during the class. In relation to statement 4, all the participants agreed the fact that they felt ashamed when answering questions in English. Considering S5, most of the participants selected the option "Agree", demonstrating that despite of being well prepared, they felt anxious when speaking during English lessons. On S6, three of the participants chose the option "Disagree" showing that they did not feel high heart rates when speaking in English. On the same statement, 2 participants agreed on feeling high levels of heart rates, while the rest chose the option "Neutral". There were 4 different answers concerning to S7 about feeling more tense and nervous in the English lessons in comparison to other subjects where three of the participants took a neutral position, two selected the option "Agree", one chose the option "Disagree" and the last participant voted for "Strongly disagree". Similarly, 5 of the students felt nervous or confused when they had to speak English in the class, which is

evidenced on Statement 8. Finally, 6 of the participants felt nervous when the teacher asked questions which were not practiced by the students in advance.

Figure 1

Students' responses before the intervention concerning to Dimension 1: Oral English classroom anxiety

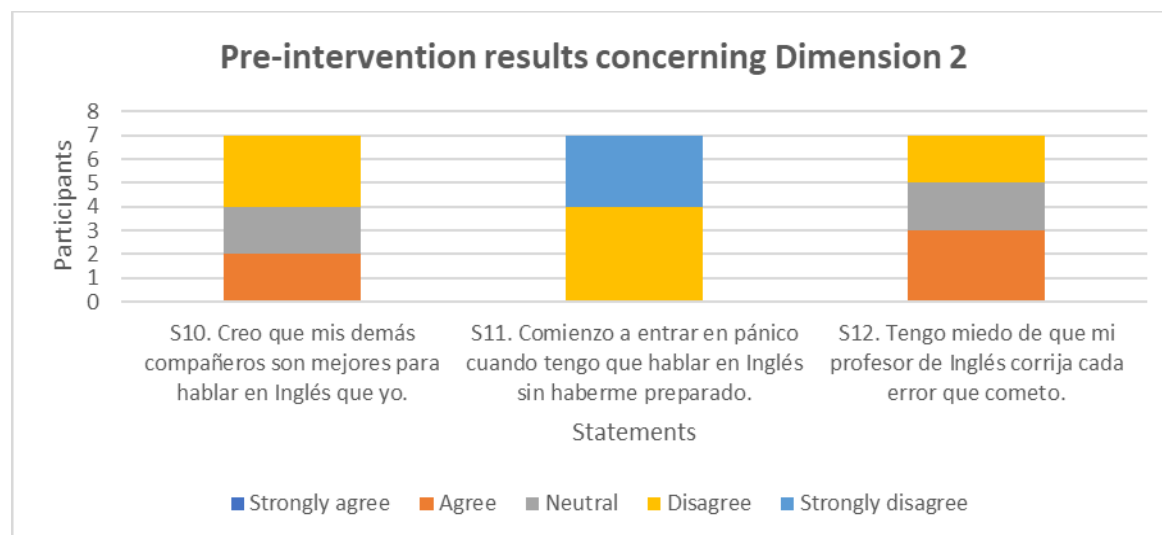


Dimension 2: Low self-confidence in English

Considering students' low self-confidence, there are different responses regarding students' self-confidence compared against their classmates (see Figure 2 below). On statement 10, 3 students disagreed about feeling confident about themselves when speaking English. However, 2 of the participants felt on a lower level in comparison to their classmates. A positive result is that none of the participants felt panic when they had to speak English which is noticed on Statement 11 where 4 of the participants selected the option "Disagree", while the rest chose "Strongly disagree". Finally, concerning S12, 3 students felt worried about making mistakes and being corrected by the teacher, while two of the participants did not have concerns about making mistakes during speaking activities.

Figure 2

Students' responses before the intervention concerning Dimension 2: Low self-confidence in English



4.1.2 Likert scale results after the intervention

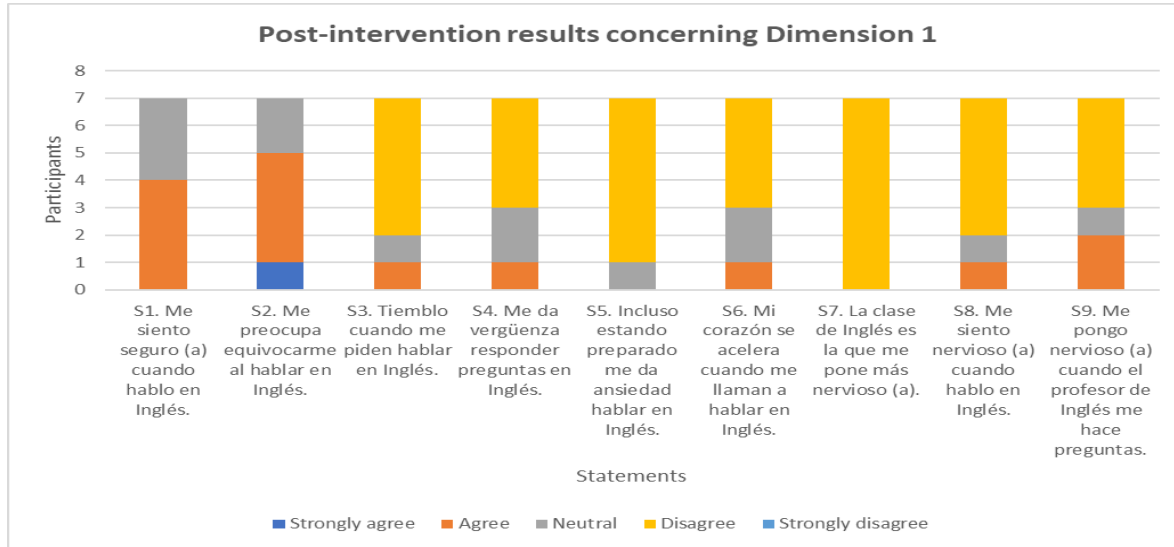
The following bar charts present the distribution of students' responses after the intervention. Results are shown by Likert scale dimensions respectively.

Dimension 1: Oral English classroom anxiety

After the intervention, there was a notorious change in students' anxiety levels. Considering Statement 1, 4 of the participants agreed that after the intervention, their confidence improved while speaking English. In relation to S2, most of participants still worried about making mistakes during the class. Concerning S3, 5 of the participants declared that they did not tremble when the teacher requested them to speak English. In addition, 4 of the students did not feel ashamed when they offered themselves to answer questions, as can be noticed on S4. On S5, 6 participants selected the option "Disagree", showing that if students are prepared in advance, they do not feel anxious while speaking in the classroom. 4 of the participants did not experience high heart rates when they were asked to speak English on the lessons, which is evidenced on Statement 6. In the case of statement 7, all the participants selected the option "Disagree", which demonstrates that all the participants felt comfortable and relaxed during the English lessons. Considering S8, 5 students expressed that they did not feel nervous when speaking English in the class. Finally, on S9, 4 of the participants expressed that they felt comfortable when answering questions asked by the teacher.

Figure 3

Students' responses after the intervention concerning Dimension 1: Oral English classroom anxiety

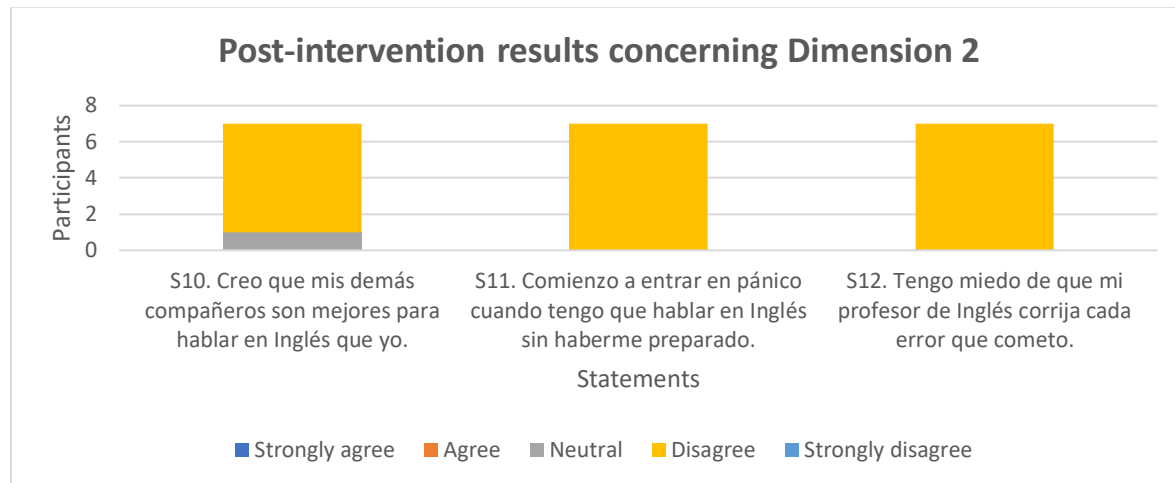


Dimension 2: Low self-confidence in English

Most of the post intervention responses concerning Dimension 2 were present in the option “Disagree”. Considering Statement 10, 6 participants selected the option “Disagree” showing that most of students felt confident about themselves at speaking. On Statement 11, none of the participants reported suffering from panic during the recreation of the movie scene. Finally, all the participants selected “Disagree” revealing that they did not have any inconvenience when the teacher corrected mistakes.

Figure 4

Students' responses after the intervention concerning Dimension 2: Low self-confidence in English



4.1.3 Analysis of students' responses before and after the intervention

In this section, the results obtained from the Likert scale applied at the beginning and at the end of the intervention are compared by dimensions respectively. Additionally, the statements present in both dimensions are contrasted by degree of change considering pre and post intervention.

Dimension 1: Oral English classroom anxiety

Pre and post results obtained from the Likert scale showed noticeable changes considering participants' responses regarding to Oral English classroom anxiety.

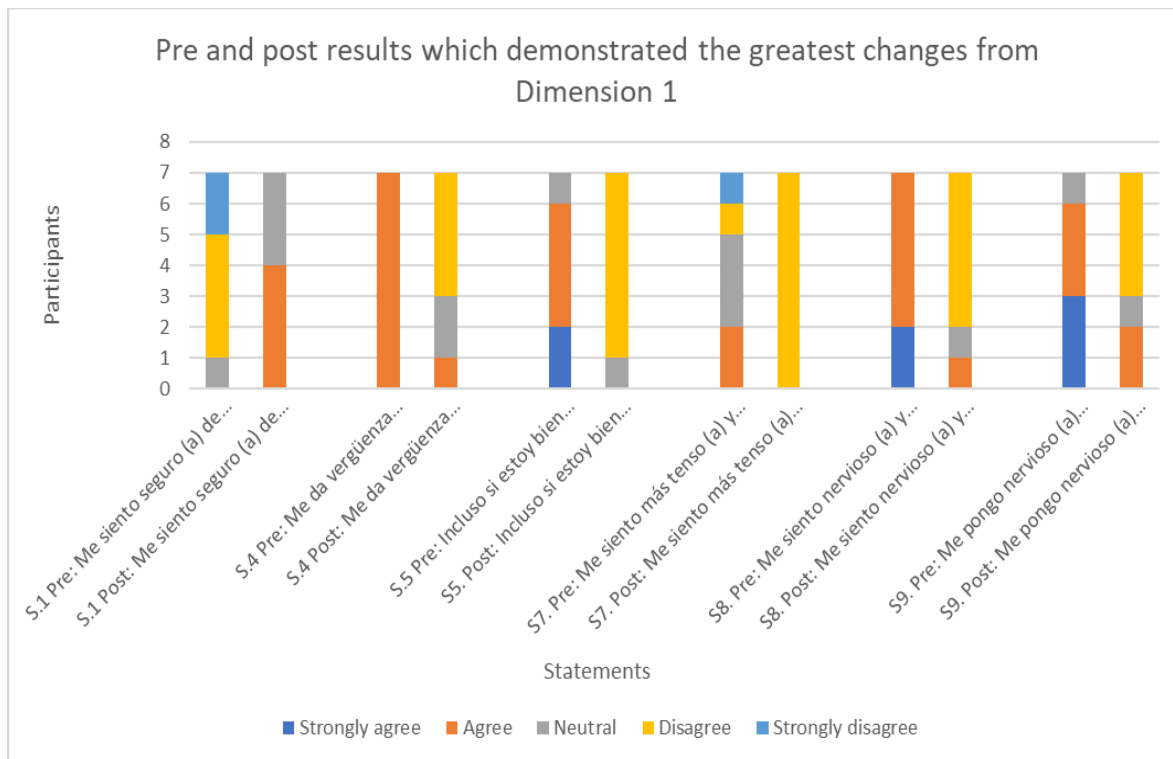
Statements that presented the greatest changes

Before the intervention most of the participants did not feel confident about themselves when speaking English during the class. However, post-intervention results showed that 4 of the participants felt comfortable when speaking English. In relation to S4, pre-intervention results evidenced that all the participants felt ashamed when they had to offer themselves as volunteers for answering questions during the class, while post-intervention results demonstrated a positive change where more than half of the students (4) disagreed about feeling embarrassed. On S5, most of the participants mentioned feeling anxious when speaking English, even if they were well prepared. Results evidenced after the intervention on the same statement revealed an important change where 6 students expressed that they did not feel anxious about speaking if they prepared themselves in advance. In relation to S7, 2 students revealed to feel more tense and

nervous during English lessons in comparison to other subjects at school. Conversely, after the intervention, all the participants disagreed about feeling in this way during English lessons. Pre-intervention results related to S8, showed that all the participants felt nervous and confused when speaking English in the class, whereas after the intervention 5 of these students reported that they felt confident and relaxed while speaking. Finally, in relation to S9, most of the participants declared they were getting nervous when the teacher asked questions in which there was not preparation in advance. Nevertheless, post-intervention results revealed that 4 of the participants did not feel this way, while only 2 students still felt nervous when answering questions.

Figure 5

Statements that showed the most notorious changes from Dimension 1: Oral English classroom anxiety



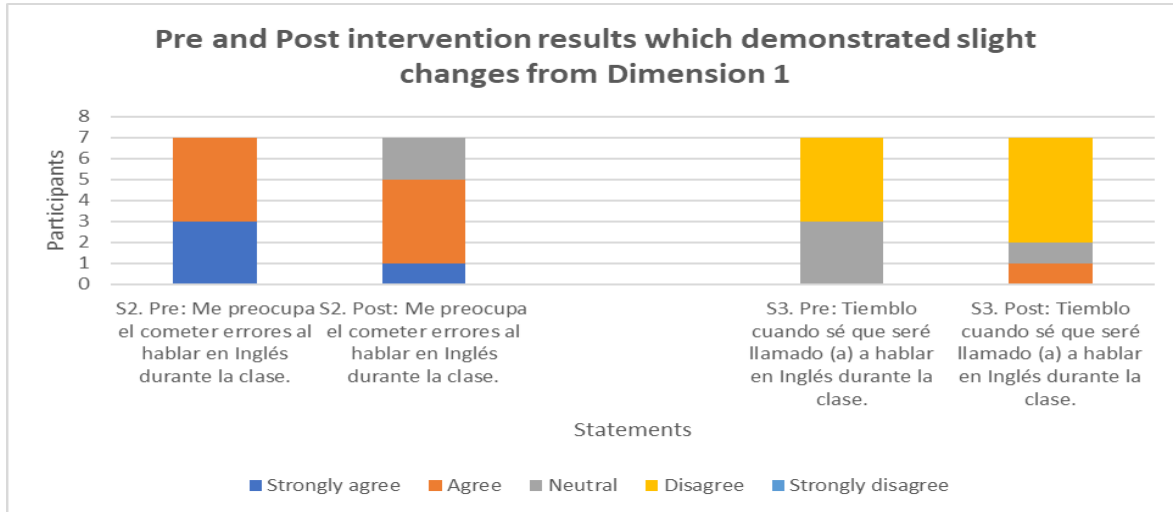
Statements that presented slight changes

Findings obtained before the intervention in relation to S2 revealed that all the participants worried about making mistakes while speaking. This fact did not have significant differences after the intervention, where 6 of the participants still felt fear of making mistakes. Concerning S3, none of the participants expressed that they trembled when the teacher requested them to speak English. This statement suffered little difference at the

end of the intervention, where only 1 participant agreed to tremble with nervousness at a possible speaking task.

Figure 6

Statements that showed slight changes from Dimension 1: Oral English classroom anxiety

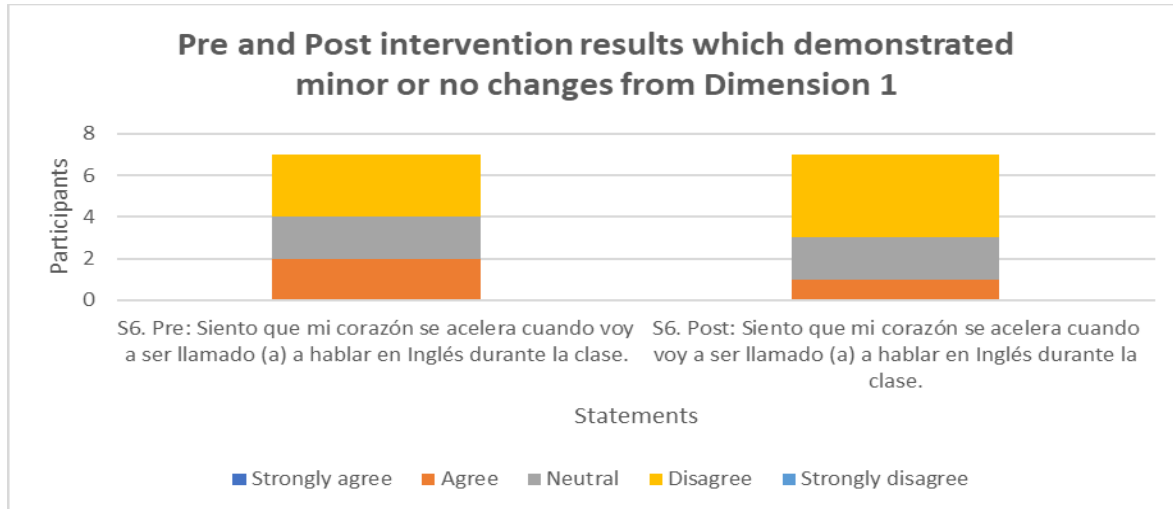


Statements that presented minor or no changes

Concerning S6, 2 of the participants felt high heart rates when they were called to speak English in the classroom. These results showed a minimal difference after the intervention, where only 1 student expressed have had this condition.

Figure 7

Statements that showed minor or no changes from Dimension 1: Oral English classroom anxiety



Dimension 2: Low self-confidence in English

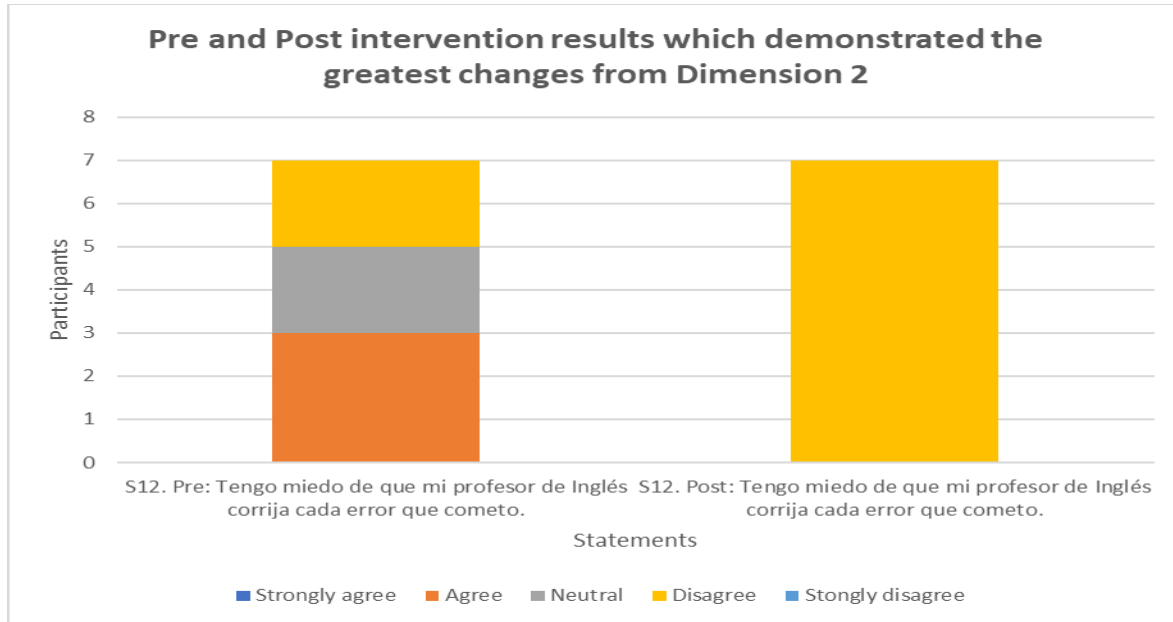
In comparison to Dimension 1, Dimension 2 findings showed more differences between before and after the intervention.

Statements that presented the significant changes

Concerning S12, 3 of the participants were afraid of teacher's corrections. On the other hand, post intervention results showed that all the participants were not concerned about teacher's corrections.

Figure 8

Statements that showed the most notorious changes from Dimension 2: Low self-confidence in English

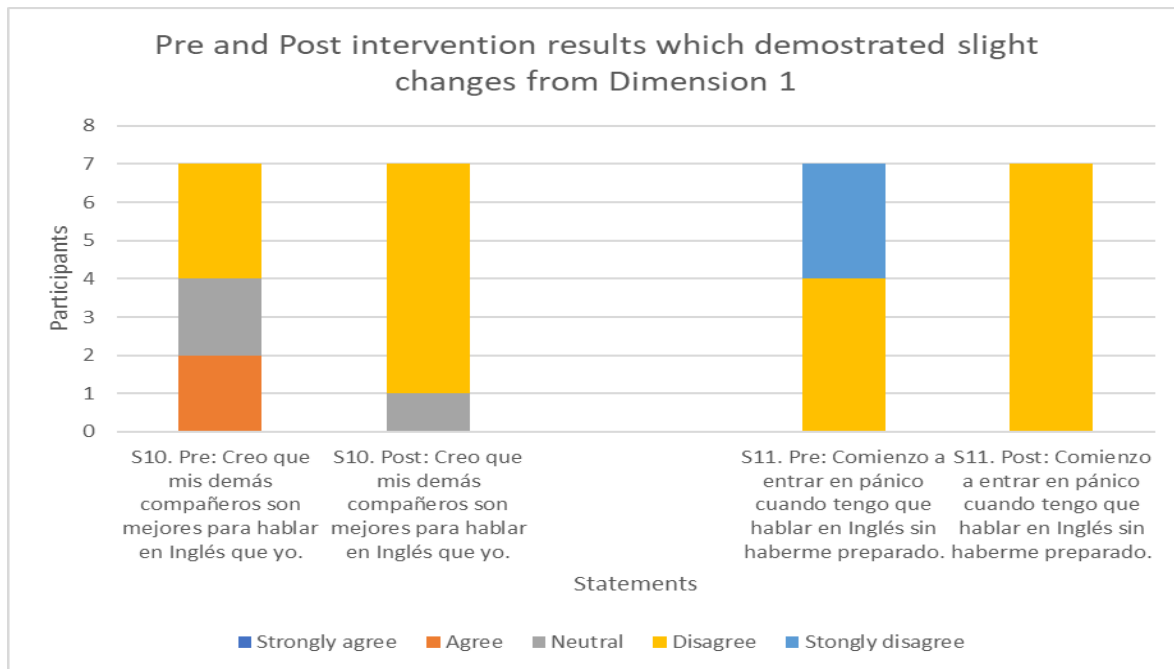


Statements that presented slight changes

In the case of S10, pre-intervention results revealed that 2 of the participants felt themselves on a lower level in comparison to the rest of their classmates. However, after the intervention, 6 of the participants disagree in relation to this statement. Concerning S11, all the participants reported that they did not suffer from panic when they had to speak in English without a preparation in advance. These results were still evidenced after the intervention.

Figure 9

Statements that showed slight changes from Dimension 2: Low self-confidence in English



Considering SO.1 focused on describing students' speaking anxiety levels when using movie scenes recreations, it can be noticed that before the intervention, students' speaking anxiety was a common feeling among the participants of this study. These situations are present in both dimensions Oral English classroom anxiety and Low self-confidence at the moment of performing speaking activities. Findings obtained from the Likert scale applied after the intervention demonstrate a positive change in the perceptions of students regarding their own speaking skills. Students' levels of anxiety decreased significantly while their self-confidence showed an important improvement.

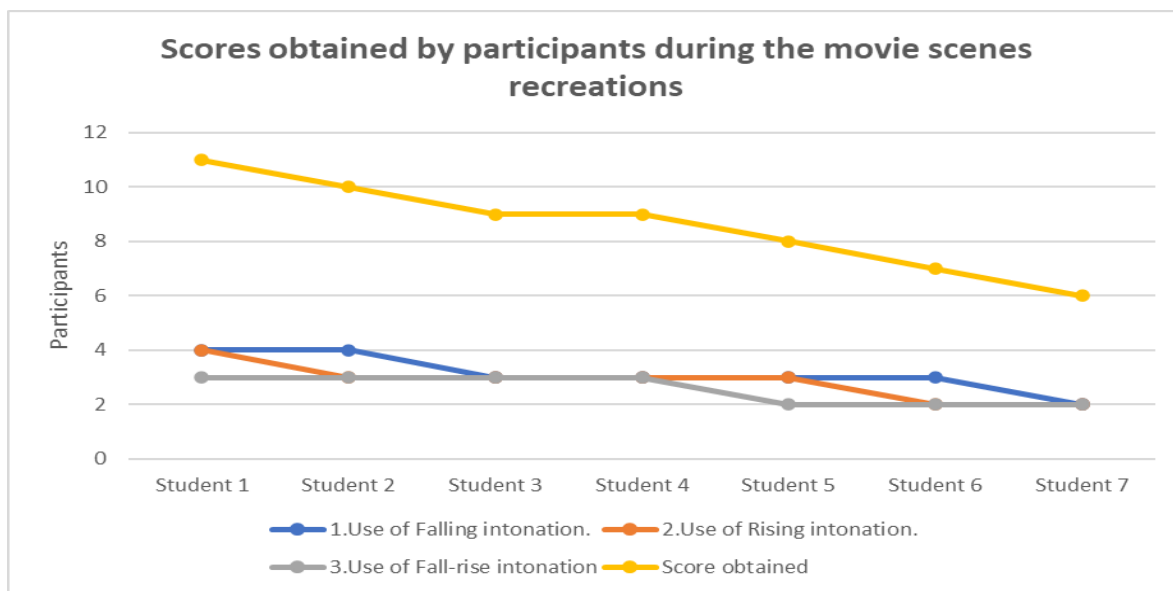
4.2 Specific Objective 2: To analyze students' intonation patterns production when using movie scenes recreations

As part of the intervention, students had to recreate a movie scene focusing on the production of intonation patterns. An analytic rubric was used for evaluating this activity. This instrument evaluated five different criteria, however, three of them were included in this analysis: Use of Falling intonation, use of rising intonation and use of fall-rise intonation. The total expected score for this activity was 12 points, where 4 points stands for "Very good", 3 points for "Good", 2 points "Regular" and 1 point "Needs improvement".

Figure 10 below presents the results (scores) of each of the participants considering the criteria related to intonation patterns. Considering the results obtained from the Analytic rubric, it can be concluded that the use of movie scenes recreations could be a valuable strategy for both teachers and students for practicing this aspect of pronunciation. Falling intonation corresponded to the aspect in which the participants of this study obtained the better performance. The second intonation pattern in which students obtained the better score was Rising intonation. Finally, Fall-rise intonation was the intonation pattern in which participants demonstrated the lower score.

Figure 10

Analytic rubric results for each of the participants



Firstly, participant 1 obtained 4 points in the use of Falling intonation, 4 points in Rising intonation and 3 points using Fall-rise intonation. Student 1 obtained the highest score among the total of participants.

In the case of participant 2, this student obtained 4 points in the use of Falling intonation, 3 points in Rising intonation and 3 points in Fall-rise intonation.

Similarly, participants 3 and 4 obtained equal scores in each one of the different intonation patterns evaluated: 3 points in the use of Falling intonation, 3 points in the use of Rising intonation and 3 points in Fall-rise intonation.

Participant 5 got 3 points using Falling intonation, 3 points in Rising intonation and 2 points in the use of Fall-rise intonation.

Then, participant 6 obtained 3 points in the use of Falling intonation, 2 points in Rising intonation and 2 points in Fall-rise intonation.

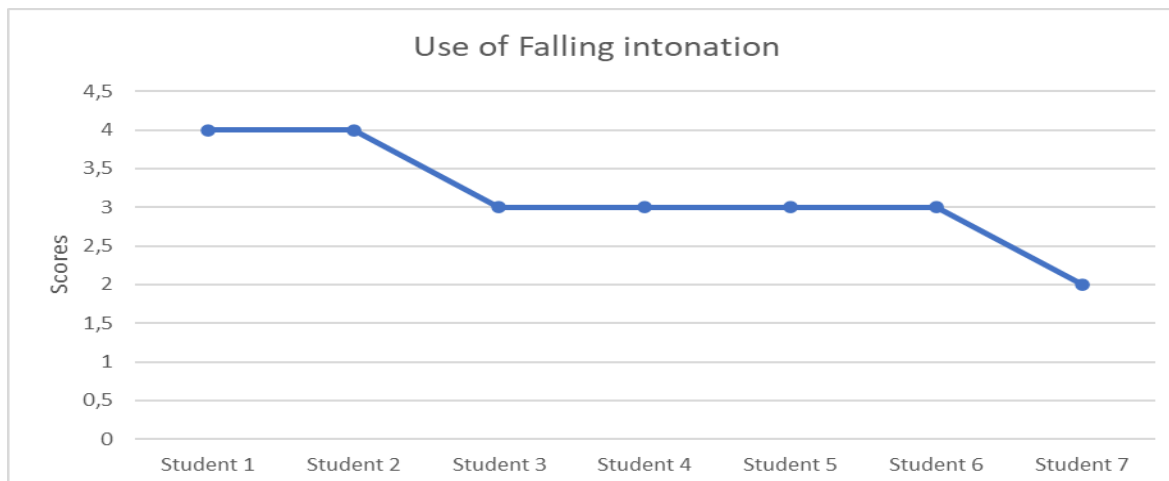
Finally, participant 7 obtained 3 points in each one of the three different intonation patterns. Student 7 obtained the lowest score among the total of participants.

4.2.1 Levels of achievement obtained by participants concerning intonation patterns production evaluated on the movie scenes recreations.

Considering the criteria evaluated in this task, participants obtained the highest scores in the use of Falling intonation. Figure below displays participants' scores in relation to this criterion.

Figure 11

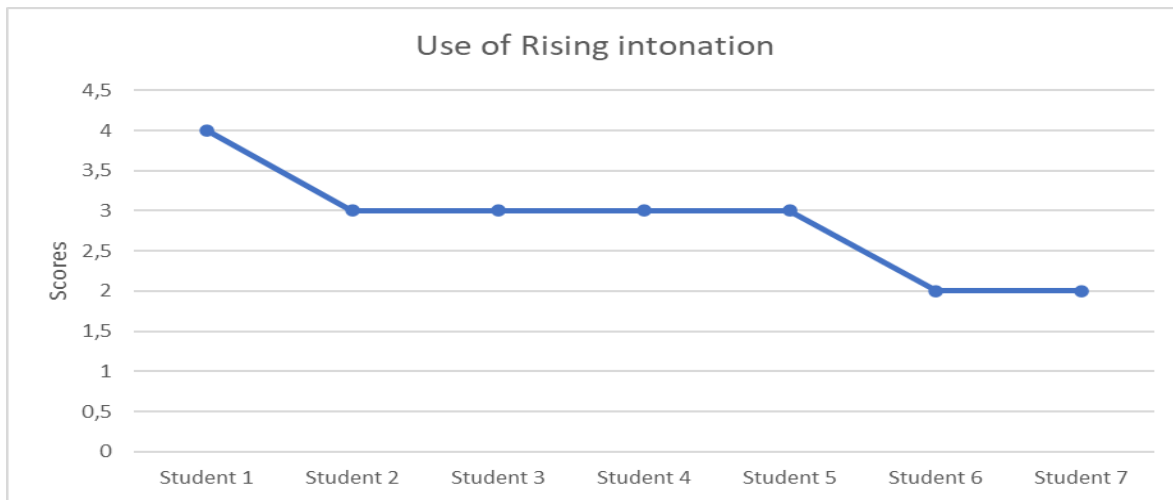
Scores obtained by participants concerning the use of Falling intonation



In the case of “Use of Rising intonation”, participants obtained the second highest scores concerning this criterion. Figure 12 below shows the different scores obtained by participants.

Figure 12

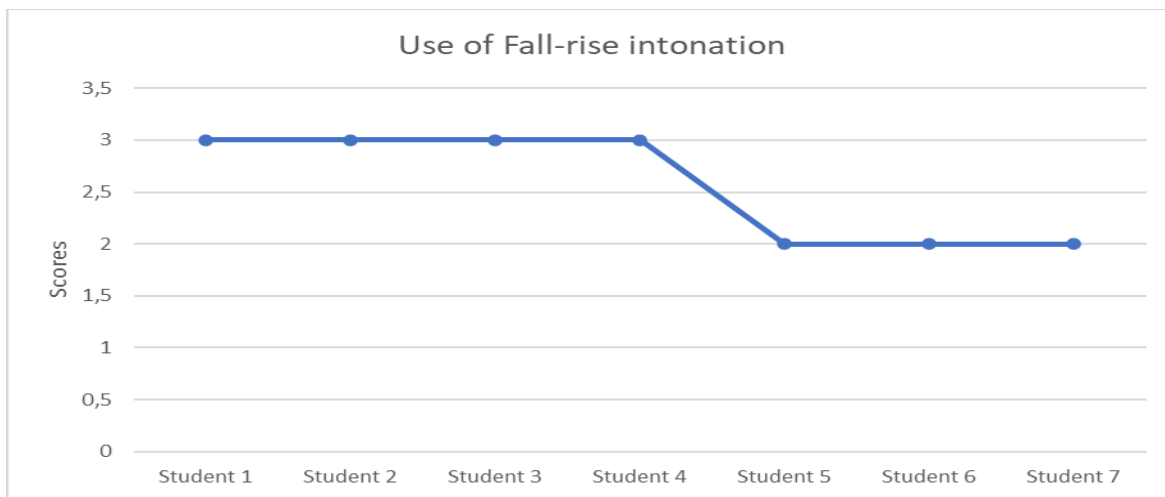
Scores obtained by participants concerning the use of Rising intonation



The use of Fall-rise intonation was the feature in which participants had the most difficulties, obtaining the lowest score. Students' scores are presented in Figure 13.

Figure 13

Scores obtained by participants concerning the use of Fall-rise intonation



Concerning SO.2 in relation to analyze students' intonation patterns production when using movie scenes recreations, these findings showed that the use of this strategy was useful for practicing this feature of speaking.

4.3 Specific Objective 3: To describe students’ perceptions about using movie scenes recreations to reduce English speaking anxiety and improve intonation patterns production.

To deepen students’ perceptions regarding the intervention, 3 participants of this study were individually interviewed. Thematic analysis was used to find out common perceptions about how the use of movie scenes recreations was a useful strategy for lowering speaking anxiety and improving the production of intonation patterns.

Based on the previous data source, two dimensions were established for organizing participants’ responses: Dimension 1, corresponding to Oral English classroom anxiety; and Dimension 2 concerning to Low self-confidence in English. Two different categories emerged from the analysis. From Dimension 1, most of students’ responses were focused on “Movie scene recreation task”. On the other hand, Dimension 2 was related to “Self-perception”. For each one of the categories, sub-categories have been addressed for deeper analysis purposes.

Table 4.

Dimensions, categories and sub-categories identified from participants’ interviews

Dimension	Category	Sub-categories
Oral English classroom anxiety.	Movie scene recreation task.	<ol style="list-style-type: none"> 1. Self-confidence 2. Participation in the class.
Low self-confidence in English.	Self-perception.	<ol style="list-style-type: none"> 1. Fear of speaking in English. 2. Improvement while speaking English. 3. Comparison against classmates. 4. Level of achievement concerning the task.

Dimension 1, Oral English classroom anxiety, considers 1 category: Movie scene recreation task. This category refers to participants’ feelings during the task itself. Additionally, from this category, 2 different subcategories were identified: Self-confidence during the task, and Participation in the class. Table 5 presents some participants’ quotes taken from the interviews in relation to both sub-categories.

Self-confidence during the task sub-category refers to how students felt while doing the different movie scenes recreations. Extracts sample from this sub-category indicated that during movie scenes recreations, participants did not feel nervous while speaking in comparison to other different speaking tasks.

Participation in the class sub-category is related to students' willingness to speak during the class. Some of students' answers concerning this sub-category indicated that despite participants normally do not like to speak during the class, they felt more motivated to do it through the use of movie scenes recreations.

Table 5.

Dimension 1, Oral English classroom anxiety

Dimension	Category	Sub-category	Frequency	Extracts sample
Oral English classroom anxiety	Movie scene recreation task	Self-confidence during the task	3	<p>Student 1: <i>“no me sentí tan nervioso haciendo esta actividad a como cuando tenemos que hacer disertaciones o diálogos”.</i></p> <p>Student 2: <i>“al principio creí que me pondría más nervioso, pero al final en la última clase no fue tan así. Hasta lo encontré divertido”.</i></p> <p>Student 3: <i>“creo que casi todos mis compañeros se sintieron más seguros haciendo esta actividad”.</i></p>
		Participation in the class	2	<p>Student 3: <i>“no me gusta que el profesor me pida hablar durante la clase”.</i></p> <p>Student 3: <i>“ahora tenía más ganas de participar que en otras clases”.</i></p>

Dimension 2, Low self-confidence in English, considers 1 category: Self-perception. This category refers to participants' feelings during past speaking activities, like self-confidence while speaking. 4 different sub-categories were identified from Self-perception category: Embarrassing situations during speaking tasks, Improvement while speaking English during the task, Comparisons against classmates and Level of achievement concerning the task.

Firstly, Embarrassing situations during speaking tasks refers to negative situations that students experience while speaking. In this way, participants have felt that most of the time they speak English badly, assuming they will have a poor performance in presentations, and that they will be an object of ridicule in front of the class.

Secondly, Improvement while speaking English during the task sub-category is related to participants' feelings of making better oral presentations while speaking in comparison to

other oral tasks regularly done. Extracts sample showed that students felt more confident about their speaking skills using movie scenes recreations in comparison to past experiences.

Thirdly, Comparison against classmates as sub-category refers to how the participants perceive their own speaking skills in comparison with other classmates. Participants revealed that some of them felt they had lower English proficiency in comparison to other classmates.

Finally, Level of achievement concerning the task sub-category indicates the benefits that students perceived while doing the movie scenes recreations. According to participants' perceptions, the use of movie scenes recreations was a useful strategy for practicing and improving pronunciation. In addition, the implementation of this kind of material can be entertaining, engaging and less stressful for students. In general, they perceived a positive outcome in regard to their speaking skills.

Table 6 presents participants' quotes taken from the interviews in relation to the 4 different sub-categories.

Table 6.

Dimension 2, Low self-confidence in English

Dimension	Category	Sub-category	Frequency	Extracts sample
Self-confidence in English	Self-perception	Embarrassing situations during speaking tasks	2	<p>Student 1: <i>“la mayoría de las veces cuando tengo que decir algo en Inglés siento que lo hago mal”.</i></p> <p>Student 2: <i>“casi siempre me cuesta hablar en la clase, porque siento que me saldrá mal y que voy a hacer el ridículo”.</i></p>
		Improvement while speaking English during the task	2	<p>Student 1: <i>“esta vez siento que pude hablar mejor que otras veces”.</i></p> <p>Student 2: <i>“esta vez siento que lo hice diferente y que no hice el ridículo”.</i></p>
		Comparisons against classmates	2	<p>Student 2: <i>“casi siempre siento que mis compañeros son mejores que yo para hablar Inglés y que hay muchas diferencias”</i></p> <p>Student 3: <i>“hay compañeros que tienen más habilidades que yo”.</i></p>
		Level of achievement	3	<p>Student 1: <i>“encontré que esta actividad nos sirvió harto para</i></p>

		concerning the task.		<p><i>mejorar nuestra pronunciación en Inglés".</i></p> <p>Student 2: <i>"ahora siento que todos en el curso lo hicimos bien y que pudimos hablar mejor que otras veces".</i></p> <p>Student 3: <i>"creo que para todos esta actividad fue buena porque ocupamos algo entretenido y por eso no nos sentimos tan nerviosos".</i></p>
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In relation to SO.3, it was noticed that all the participants agreed that the implementation of this strategy was useful for reducing English speaking anxiety. In addition, students expressed a positive development in their self-confidence which was a recurrent topic during the interviews.

CHAPTER 5: DISCUSSION

5. Discussion

In this chapter, the findings presented in the previous section are discussed in the light of each specific objective. The purpose of this Action research was to explore the extent in which movie scenes recreation can reduce English speaking anxiety and improve intonation patterns production in Eighth graders. Thus, the contribution of using movies as part of this intervention was determined. In addition, limitations, implications and suggestions for further investigations are provided.

5.1 SO.1 To describe students' speaking anxiety levels when using movie scenes recreations.

At the beginning of this intervention, participants completed a Likert scale which considered two Dimensions: Oral English classroom anxiety and Low self-confidence in English. Pre- intervention results showed that most of the students experience negative feelings concerning both dimensions. These feelings, especially speaking anxiety, were observed most of the time when performing activities that required oral production. Thus, participants have problems at developing the expected competences and they obtained low results.

Conversely, after the intervention, results obtained showed that participants' levels of anxiety decreased when speaking and their self-confidence improved. Considering Dimension 1, the statements that presented the most notorious changes after the intervention were those related to self-confidence while speaking during the class, where participants disagreed on feeling anxious while they were in the middle of the movie scenes recreations. Based on these positive results it can be state that the use of movie scenes recreations was an effective strategy for reducing English speaking anxiety in this group of students. Likewise, findings obtained from this research are consistent with prior studies that have noted the importance of using movies for reducing speaking anxiety such as those conducted by Goctu (2017) and Kabooha (2016), in which participants reported that viewing films in the target language as part of language courses helped them to feel less anxious about learning the language. In the same line, Liando et. al (2018) state that English language learning through movies offers a relaxed and pleasurable learning environment for students. Similarly, Kalra (2017) indicated that watching movies in the process of learning a language makes for a stress-free environment where the learners can engage in language-related tasks.

Concerning Dimension 2, the most significant change was observed in relation to teachers' corrections where participants this time were not concerned about this action done by the teacher. Thus, it can be inferred that these positive results can be explained due to the interest that participants from this study have about movies or series, so, the idea of using films in English in this action research was very attractive for them and a

good option for dealing with students' speaking anxiety which was demonstrated through the positive and active participation from these group of students with the task. Results obtained from this study can be compared with those presented by Goctu (2017), Kabooha (2016) and Kalra (2017) which stated that learners feel more motivated and engaged when teachers use movies in the classroom, therefore, watching movies makes learning a second language easier and more engaging for students. Finally, Ismaili (2013) concur that L2 English language learners find it more entertaining to acquire the language when they do it while watching movies.

5.2 SO.2 To analyze students' intonation patterns production when using movie scenes recreations.

One of the difficulties that participants from this study show is the inappropriate use of intonation when speaking. This feature is present in every speaking task that students must do. According to Purba et. al (2021) there are three difficulties of students in using English intonation, namely: (1) Difficulty in using level tone, (2) Difficulty in using rising intonation (3) Difficulty in using falling intonation.

In order to deal with this problem, the researcher selected the use of movies in English for practicing and improving intonation patterns production. Movie scenes recreations task was evaluated using an analytic rubric. Among the criteria evaluated in this task, participants obtained the highest scores in Falling intonation. In the case of "Use of Rising intonation", participants obtained the second highest scores concerning this criterion. Finally, the use of Fall-rise intonation was the feature in which participants had more difficulties, obtaining the lowest score.

Scores obtained by the participants showed that movie scenes recreations are a useful strategy for practicing intonation patterns production as part of speaking skills. In addition, the use of movies in English can be attractive and keep students motivated to participate actively during the English lessons which focus on speaking. Considering these results, the researcher from this study will continue using this strategy in future lessons. In accordance with the present results, previous studies have demonstrated that the use of movies could be a beneficial strategy for developing intonation patterns production. In a study conducted by Subedi (2023), findings showed that English-language films have a significant impact on the development of speaking abilities. Accordingly, this scholar's research showed that watching movies can help improve speaking abilities such as pronunciation, fluency, stress, intonation, grammar, and vocabulary. In the same line, Aliyev et. al (2016) indicates that movies in English are a useful tool that teachers can utilize for improving pronunciation and teach viewers about intonation, accent, and emphasis.

5.3 SO.3 To describe students' perceptions about using movie scenes recreations as a way to reduce English speaking anxiety and improve intonation patterns production.

In order to deepen students' perceptions concerning this study, a group of participants from this research were individually interviewed after the intervention. Findings obtained through the different interviews, revealed that participants had very positive perceptions about the intervention and the strategy implemented using movies in English. Once the participants' answers were recorded, transcribed and then analyzed, two categories were identified.

The first category was related to the movie scene recreation task itself in which these students participated. All the participants commented that they felt less anxious and more confident doing this activity in comparison to other common tasks such as dialogues and oral presentations. Similarly, participants from this study felt more attracted and motivated during the movie scenes recreations. There are similarities between the attitudes expressed by participants from this study and those described by Auberg (2017), where students mentioned that using movies as language learning teaching materials is more enjoyable than traditional instruction since it boosts their motivation. The current action research findings are also consistent with that of Kabooaha (2016) who pointed out that watching movies or videos in class increases students' motivation and interest in studying English. Likewise, Ismaili (2013) showed that when teachers use movies to teach oral skills, there is an increase in students' enthusiasm and engagement. Considering all these positive observations, it can be inferred that speaking activities using movie scenes recreations can enhance students' self confidence and improve different speaking skills, in this case, the production of intonation patterns.

The second category identified focused on self-perception. In this category, participants declared that most of the time they have experienced negative perceptions when they must perform speaking tasks such as feeling that they are going to fail at speaking or make ridiculous presentations. Another important finding noticed was that most of students make comparisons between their own speaking skills with the abilities of the rest of their classmates. However, during the movie scenes recreations, a different scenario was observed as participants felt that their self-perception of pronunciation improved along with their confidence while speaking and, because of that, they obtained better marks in contrast to previous speaking tasks. These results reflect those of Mursyidto (2014) who also found that the implementation of movies in English during the lessons have positive effects on students' speaking skill which were noticed on their confidence and participation as well as their pronunciation, comprehension, vocabulary, fluency, and grammar. In a different study, Siska (2015) found that most students agree to learn through movies, and their strong motivation was shown in their desire to participate in movie-related discussion activities. Here, the students took an active role in sharing their thoughts and perspectives regarding the movie, and they were able to communicate more clearly than before.

5.4 Implications of this study

Teaching practices require the constant development of new strategies for improving the learning process. In this activity, teachers assume a crucial role in the design and implementation of different methodologies, which can have significant impacts on both the learners and the teachers.

It is in this scenario that the study about what action research is, along with the implementation of this intervention, has had a deep impact on my perspective as a teacher about how to deal with certain difficulties present in the classroom that can negatively affect the learning process. In this line, the idea of analyzing deeply how students can learn, what their interests are and expectations and how these elements contribute to acquire the language is a vital process that teachers have to share and experience together with their students.

The participants' statements about the usefulness of using movie scene recreations as part of English courses for lowering speaking anxiety and increasing intonation pattern production provide light on the significance of this AR for the teacher-researcher's practice as an educator.

Findings obtained from this study showed that watching movies with students has mostly improved their vocabulary, curiosity, and motivation while also lowering their levels of stress and anxiety. This study advances the understanding of the subject and helps teachers who want to use movies to help students in their learning process.

5.5 Limitations and suggestions concerning this study

The empirical results reported herein should be considered in the light of some limitations. First, it is important to take into consideration that this study was carried out in a rural context. Due to the multiple differences between urban and rural schools (educational resources, geographic location, technological accessibility, and restricted number of teaching hours), it could be interesting to apply this study in both contexts in order to obtain and analyze different kinds of data. Particularly, it would be interesting to observe the way in which results obtained from this study concerning speaking anxiety and intonation patterns production could or not change taking into consideration the multiple features and differences between rural and urban contexts.

Second, the few numbers of students who took participation during the interviews at the end of the intervention. Of the 7 students in this study, only 3 of them participated in the interviews. The reason behind this, which affects rural schools in general, is the low students' attendance. This fact is a consequence of different factors such as bad weather

conditions, the absence of transport for carrying students to school and familiar issues. The absence of 4 of the participants during the interviews was a critical limitation for obtaining more and different students' perceptions during this study. Particularly, it could have been interesting to collect data from all the participants, taking into consideration their own features as students and regarding their different English skills.

Third, the different activities within the school and the limited time for implementing this intervention in a better way. During the time in which this intervention lasted, there were many internal activities from the school which interfered sometimes with the sessions planned during this intervention. In this way, many of these sessions were modified. This fact had consequently delayed the implementation of my sessions, and at the same time, delayed my other responsibilities as a teacher of English such as covering the required curriculum.

CHAPTER 6: CONCLUSION

6. Conclusion

6.1 Summary of the main findings

The study of languages is a basic component of modern civilization. In particular, English is taught as a second language in many schools across the world and is the language that is used most commonly worldwide. When students study a language for practical rather than recreational purposes, they may face challenges, such as a loss of motivation and desire that makes them reluctant to practice.

Among the four skills present in English learning, speaking is commonly the one that presents more challenges for learners. English speaking skill can be affected by multiple conditions such as lack of exposure to L2 in the classroom, inhibition, low student motivation or speaking anxiety. Anxiety and L2 exposure are both directly related to inhibition, the detrimental element in speaking performance. Anxiety could result from inhibition. Given that, teachers must pay attention to speaking anxiety and take the learning environment into account in order to effectively address this complex issue. The onset of speaking fear and inhibition could be avoided by providing them with additional opportunities for L2 exposure.

In this line, this action research was conducted to explore the extent to which movie scenes recreations can reduce English speaking anxiety and improve intonation patterns production in Eighth graders from my teaching context. Having this general objective, this study followed 3 different specific objectives.

Concerning specific objective 1, which was to describe students' speaking anxiety levels when using movie scenes recreations, at the beginning of the intervention the teacher-researcher used a Likert scale for gathering students' perceptions related to English speaking tasks. Results obtained before the intervention revealed that participants most of the time experienced speaking anxiety during English lessons. However, after the intervention levels of speaking anxiety decreased using movie scenes recreations.

Considering specific objective 2 related to analyzing students' intonation patterns production when using movie scenes recreations, an analytic rubric was used for evaluating students' performance during this task. This instrument considered in its criteria the following intonation patterns: Falling intonation, Rising intonation and Fall-rise intonation. Results obtained showed an improvement in students' intonation patterns production (falling, rising and fall-rise) using movie scenes recreations in comparison to other common speaking tasks.

In relation to, specific objective 3 which was focused on describe students' perceptions about using movie scenes recreations as a way to reduce English speaking anxiety and improve intonation patterns production, a set of interviews were conducted at the end of the intervention. Most of participants responses agreed on that the use of movie scenes

recreations as part of the EFL lessons is a good strategy for keeping students motivated, decreasing their levels of speaking anxiety, and improving their speaking skills.

Consequently, this study has shown that the use and recreations of movies in English for reducing speaking anxiety and at the same time for improving intonation patterns production can be a useful strategy for dealing with these negative aspects regarding oral skills. The implementation of this strategy in the classroom presented a comfortable environment for the students to experiment with English speaking skills and fostering social interaction among peers; all this increased their levels of confidence, performance and better results in the English subject.

As a result, the strategy implemented in this action research was very well received by all the participants who enjoyed and had fun while recreating their movie scenes. Participants' responses during the interviews showed that students felt more comfortable during the movie scenes recreations in comparison to other common speaking tasks, such as dialogues, presentations or role-plays. Additionally, participants from this study suggested to continue working in their English lessons using movies for practicing both speaking and listening skills.

6.2 Personal reflection

As part of this masters' program, the implementation of this action research has been a new and an excellent experience for me. In addition to all the knowledge gathered in these two years, the chance of have shared different points of view concerning English teaching, education and work contexts among my classmates has expand my vision about the multiple realities in which the process of English learning occurs.

As a teacher from a rural school, the process of teaching English in this context can be difficult in different aspects such as the limited exposure to L2, low motivation for learning this language, the absence of essential tools (internet connection, technological gadgets, etc.) among other factors explained in this study. Taking this into consideration, the development and implementation of new strategies that can be appropriate for these kinds of schools is crucial for motivating students in English learning.

Considering my role in this intervention as teacher-researcher, the study and implementation of this Action research has made me deeply analyze, reflect and change my vision concerning my pedagogical practices like considering my students' background knowledge, their personal interests and the most appropriate ways in which they can learn. In addition, and apart from teacher's reflections, it is important that students can also reflect about their own learning process and the importance of how this metacognition is necessary for improving their learning. Another important learning, particularly relevant in rural areas where most adults who have low levels of education, is the permanent contact with students' parents. This has shown to allow parents and

careers to understand the benefits of English learning at school, which is different from the other subjects.

6.2 Recommendations

Due to this Action research was conducted in a rural school additional research is needed to better understand the effects of using movie scenes recreations for lowering speaking anxiety and improve intonation patterns production. It could be interesting and beneficial to conduct this type of research in urban schools, which would allow to identify the different variables from the learning context that could affect the levels of English-Speaking Anxiety.

Based on the findings presented in this study, it is suggested for other teachers to try this media in the classroom mainly in speaking activity to stimulate the students to speak. However, the teacher must select firstly which film is suitable for the students' age, and the theme that can improve students' knowledge about the language. Besides, the teacher should not only prepare vocabulary lists to support students' understanding about the story but also design challenging speaking activities related to the film to evoke them to speak.

Finally, the implementation of movies in English in the EFL lessons can be used for practicing different skills apart from speaking, such as listening, writing, and reading, so, teachers can take advantage of this kind of material and utilize it in different ways.

CHAPTER 7: REFERENCES

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CHAPTER 8: APPENDICES

8.1 Appendix 1. Likert scale

Dimension 1: Oral English classroom anxiety.					
Descriptor	Muy de acuerdo	De acuerdo	Neutral	En desacuerdo	Muy en desacuerdo
Criterio					
S1. Me siento seguro (a) cuando hablo en inglés.					
S2. Me preocupa equivocarme al hablar en inglés.					
S3. Tiemblo cuando me piden hablar en inglés.					
S4. Me da vergüenza responder preguntas en inglés.					
S5. Incluso estando preparado me da ansiedad hablar en inglés.					
S6. Mi corazón se acelera cuando me llaman a hablar en inglés.					
S7. La clase de inglés es la que me pone más nervioso (a).					
S8. Me siento nervioso (a) cuando hablo en inglés.					
S9. Me pongo nervioso (a) cuando el profesor de inglés me hace preguntas.					
Dimension 2: Low self-confidence in English					
Descriptor	Muy de acuerdo	De acuerdo	Neutral	En desacuerdo	Muy en desacuerdo
Criterio					
S10. Creo que mis demás compañeros son mejores para hablar en inglés que yo.					
S11. Comienzo a entrar en pánico cuando tengo que hablar en inglés sin haberme preparado.					
S12. Tengo miedo de que mi profesor de inglés corrija cada error que cometo.					

8.2 Appendix 2. Analytic rubric

	Very Good (4 points)	Good (3 points)	Regular (2 points)	Needs improvement (1 point)
1.Pronunciation				
2.Use of Falling intonation				
3.Use of Rising intonation				
4.Use of Fall-Rise intonation				
5.Dialogue memorization				

8.3 Appendix 3. Interview

Dimension	Questions
Dimension 1: Oral English classroom anxiety.	<ol style="list-style-type: none"> 1. ¿Qué te pareció el trabajo realizado durante esta intervención? 2. ¿Cómo te sentiste durante la recreación de la escena de la película que escogiste? 3. ¿Consideras que esta actividad fue útil para bajar los niveles de ansiedad al momento de hablar en inglés? ¿Por qué? 4. Comentarías y/o recomendarías esta actividad para mejorar tu confianza al hablar en inglés?
Dimension 2: Low self-confidence in English	<ol style="list-style-type: none"> 5. ¿Cómo consideraste tu desempeño al momento de la recreación? 6. ¿Qué piensas de tu pronunciación y entonación? ¿Hubo algún cambio? 7. ¿Consideras que esta actividad es efectiva para mejorar tu pronunciación y entonación? ¿La recomendarías? ¿Por qué?

8.4 Validation of Instruments

The different instruments used in this Action research were shared, checked, modified and accepted by different teachers from the school in which this study was conducted and by professors from University of Concepción who are part of the master's program. Each of the professionals who validated these instruments had to read a brief summary of this Action research, along with analyze and complete the following tables.

Dear Professor/Academic:

As part of the master's program "Magister en Innovación de la Enseanza, Aprendizaje y Evaluación de Inglés," I am currently working on an action research project. Knowing that you have been teaching English for a while and that you have experience in the field of education, I would like to ask for your assistance and direction in verifying the instruments for my project.

The research attempts to explore how movie scene recreation can reduce English-speaking anxiety levels and improve pronunciation proficiency in eighth graders. In order to achieve this objective, students will be part of an intervention composed of five sessions. This intervention will start with a Likert scale in order to gather students' perceptions about speaking activities. During the intervention, students will have to recreate a movie scene as part of the objective of this study. This performance will be evaluated using an analytical rubric. At the end of the intervention, students will have to complete the same Likert scale from the beginning in order to make comparisons at different stages of the intervention. Additionally, students will be part of a focus group to deepen their perceptions about the intervention.

The research question, its general and specific aims, as well as the tools used to collect data, are listed below:

Research Question:

To what extent can movie scenes recreation reduce English speaking anxiety and improve intonation patterns production in Eighth graders?

General Objective:

To explore the extent to which movie scenes recreation can reduce English speaking anxiety and improve intonation patterns production in Eighth graders.

Specific Objectives:

SO.1. To describe students' speaking anxiety levels when using movie scenes recreations.

SO.2. To analyse students' intonation patterns production when using movie scenes recreations.

SO.3. To describe students' perceptions about using movie scenes recreations as a way to reduce English speaking anxiety and improve intonation patterns production.

In this section you will find the instruments that will be used for data collection, which are a Likert scale (pre and post intervention), an analytic rubric and a focus group. Along with them you can find the validation tables for you to complete and provide possible comments or suggestions.

I sincerely appreciate your cooperation.

Danilo Vejar Villagrán

Profesor de Inglés

8.4.1 Likert scale Validation Table

Dimension 1: Oral English classroom anxiety.				
	Mantener	Modificar	Remover	Observaciones
S1. Me siento seguro (a) cuando hablo en inglés.				
S2. Me preocupa equivocarme al hablar en inglés.				
S3. Tiemblo cuando me piden hablar en inglés.				
S4. Me da vergüenza responder preguntas en inglés.				
S5. Incluso estando preparado me da ansiedad hablar en inglés.				
S6. Mi corazón se acelera cuando me llaman a hablar en inglés.				
S7. La clase de inglés es la que me pone más nervioso (a).				
S8. Me siento nervioso (a) cuando hablo en inglés.				
S9. Me pongo nervioso (a) cuando el profesor de inglés me hace preguntas.				
Dimension 2: Low self-confidence in English				
	Mantener	Modificar	Remover	Observaciones
S10. Creo que mis demás compañeros son mejores para hablar en inglés que yo.				
S11. Comienzo a entrar en pánico cuando tengo que hablar en inglés sin haberme preparado.				
S12. Tengo miedo de que mi profesor de inglés corrija cada error que cometo.				

8.4.2 Analytic Rubric Validation Table

	Mantener	Modificar	Remover	Observaciones
1.Pronunciation				
2.Use of Falling intonation				
3.Use of Rising intonation				
4.Use of Fall-Rise intonation				
5.Dialogue memorization				

8.4.3 Interview Validation Table

Dimension	Question	Mantener	Modificar	Remover	Observaciones
Dimension 1: Oral English classroom anxiety.	¿Qué te pareció el trabajo realizado durante esta intervención?				
	¿Cómo te sentiste durante la recreación de la escena de la película que escogiste?				
	¿Consideras que esta actividad fue útil para bajar los niveles de ansiedad al momento de hablar en inglés? ¿Por qué?				
	¿Comentarías y/o recomendarías esta actividad para mejorar tu confianza al hablar en inglés?				
Dimension 2: Low self-confidence in English	¿Cómo consideraste tu desempeño al momento de la recreación?				
	¿Qué piensas de tu pronunciación y entonación? ¿Hubo algún cambio?				
	¿Consideras que esta actividad es efectiva para mejorar tu pronunciación y entonación? ¿La recomendarías? ¿Por qué?				