Implementing a film club to enhance English second-language students' basic interpersonal communicative and basic English literacy skills

Vote of thanks

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Declaration

I hereby declare that this PhD thesis has been created by myself, and that it has not been submitted in a previous application for a degree or publication. The work presented is my own, except where stated otherwise through reference or acknowledgement.

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Abstract

Most language developers focus on cognitive academic language proficiency (CALP) at university level, while basic interpersonal communicative skills (BICS) rarely feature, as it is assumed that students would already have acquired these skills during their schooling years, which is not the case for most first-year students at the Qwaqwa campus of the University of the Free State (UFS). Accordingly, in 2014 a general English literacy module (GENL1408) was established on the campus to improve students' BICS before they continue to complete an academic literacy module (more focused on CALP). To enhance its effectivity, a film club was created as part of the module. This research study aimed to determine how this film club should be implemented as part of GENL1408 to optimise student engagement and BICS in English, by exploring the effectivity of the film club.

In order to establish the film club impact, the following four objectives were identified: a) to complete an extensive **literature study** of Second Language Acquisition, and student engagement; b) to gather information on the perceptions of students regarding the use of a film club by means of **questionnaires** (quantitatively and qualitatively); c) to gather the results of experimental and control groups of GENL1408 students' **pre- and post-tests** to determine if the film club had an effect on their BICS; and d) to develop guidelines and strategies to optimally implement a film club for the sake of the development of BICS and improving student engagement through a consolidated **framework for optimal ESL learning and student engagement when using films**.

Because this study drew from the fields of teaching and learning and language acquisition, theories, models and frameworks from both fields were consolidated under the theory building approach of constructivism, to form a new framework relevant for this study.

Methodologically, this quasi-experiment was pragmatically completed, as an exploratory embedded longitudinal mixed methods intervention. A two-year action research study was completed, where testing of the intervention was embedded within the larger theories of student engagement, the input hypothesis, the affective filter hypothesis, and the BICS/CALP distinction. Results of the first cycle were used to adjust the intervention for the implementation in cycle two. However, all results were used to ultimately create a framework for optimal ESL learning and student engagement when using films. This framework provides a concise system of conceptualising a film club intervention, ensuring its relevance within different contexts. This framework aligns four important elements: the **context** suitable for the film club intervention; general or generic **guidelines** broadly defined; the operational or **practical**

examples that illustrate various ways in which the guidelines can be applied within practice; and the **test instruments** suitable to test the effectivity of the film club intervention.

Key terms:

student engagement; BICS/CALP; language acquisition; teaching and learning

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AP	admission point
BICS	basic interpersonal communicative skills
CALP	cognitive academic language proficiency
ESL	English second-language
L1	first language
L2	second language
SASSE	South African Survey of Student Engagement
SLA	second language acquisition
UFS	University of the Free State

Chapter 1: Introduction and outline of the study

> Language learning has often been described as one of the most impressive mental operations of the human mind in view of the complexity of grammatical structures, the size of the mental lexicon, and the multiple functionality learners of any language are confronted with (translated from Schwarz, 1992:102, in Salaberry, 2001:221)

As a starting point to an extensive research write-up, this chapter serves as an introduction to the thesis in order to provide some background for readers before they explore the more specifically detailed discussions of the study. As a researcher, I hope that this chapter will provide some basic insight regarding the structure and approach of the research to provide clarity on why the study came to be and why it might be relevant in the fields of language acquisition and teaching and learning, and to capture the attention of the reader in some way.

1.1 Introduction

English second-language (ESL) students step into university to study complicated subjects in a language that they seldom use on a daily basis. While language developers focus on cognitive academic language proficiency (CALP) at university, basic interpersonal communicative skills (BICS) rarely feature, as it is assumed that students would already have acquired these skills during their schooling years. However, this is not the case for most first-year students at the Qwaqwa campus of the University of the Free State (UFS). Accordingly, in 2014 a general English literacy module (GENL1408) was implemented on the Qwaqwa campus to improve students' BICS. This BICS/CALP distinction is important in bilingual or second-language education, as indicated by Cummins (1984:16-17) – "In academic contexts, certain aspects of language proficiency develop in specialized ways to become the major tool for meeting the cognitive and communicative demands of schooling." Student success is thus to some extent dependent on the level of English proficiency of the student when studying in English. This is especially relevant in the South African context, where most African university students must complete their degrees in English as their second language. The same applies to students on the Qwaqwa campus, where only 1% of the students are English first-language speakers ("SASSE Dashboard tool data", 2018). (In South African terms, "home language" and "first language" are synonymous; "second language" can include first additional and second additional languages.)

The Qwaqwa campus is a rural campus of the UFS, situated in the mountainous area of Phuthaditjhaba. Of these students, 89% are first-generation students, 98% are black African

and 51% come from Quintile 1 and 2 schools, compared to the 25% of the Bloemfontein campus students ("SASSE Dashboard tool data", 2018). Yet the students from these different campuses have to study in the same language and complete the same curriculum in order to obtain their degree qualifications. Based on the context and background of the Qwaqwa students, it remains imperative for the institution, and other role players, to provide as much support as possible to aid these students on their academic journey.

Like most university modules, the skills to be developed in the GENL1408 module are limited to the classroom, and to mostly formal academic communicative practices, and students have little exposure to relevant everyday English first-language (or mother-tongue) communication. A pilot study for this PhD project was conducted in order to create a social communication environment where students were exposed more readily to BICS. During this study, an English film club was implemented as part of GENL1408. Feature films were chosen as the medium, because they are interesting and relatable and provide a myriad of English dialects, slang words and pronunciations (Kaiser, 2011:233). The pilot study indicated an improvement in BICS and student engagement and important information on how to optimally implement and use films.

However, as this was a mere pilot study, a more in-depth investigation needed to be done to establish the most effective way to use films to enhance BICS and student engagement and to determine what other roles these films play (e.g. many students indicated that films provided a means of learning about real life, an aspect that had not initially been anticipated). Also, very little research had been done on this topic, thus offering the opportunity to fill the gap in the current knowledge (cf. Chapple & Curtis, 2000:419).

To explore this research topic, an action research project was completed. A problem was identified, with sub-themes and research questions created in order to see how this problem could be addressed. The two-cycle action research approach modelled in the study was an honest, constantly adaptable way of looking at phenomena and interventions, and provided me with the possibility of adjusting the intervention and creating new literature as new data emerged. The results and interpretation of Cycle 1 were used to adjust the intervention, to test the research instruments and to create a new framework in which the theories of teaching and learning and language acquisition could be merged effectively. This adjusted intervention, as it was implemented in Cycle 2, could be assessed in order to establish a way forward for using a film club as part of a literacy module on this specific campus. This thesis thus serves to convey this process in detail, broadly advancing the knowledge of using technology and audio-visual instruments in a classroom to enhance language acquisition, yet, in more specific terms,

advancing the knowledge of implementing a film club in a BICS-focused English literacy module on the Qwaqwa campus. The findings of the study provide language teachers, facilitators, lecturers and course developers with new ways of designing and developing English language acquisition modules in the 21st-century environment.

1.2 Background: using innovative teaching and learning to promote language acquisition through technology

In this section of the chapter, the use of technology as an innovative teaching and learning instrument in second-language acquisition (SLA) is explored, with a focus on the relevance thereof for this study, how much is known about the phenomenon and why this is an area that should still be researched.

Technology usage in education has become increasingly prevalent, and especially audio-visual mediums, such as listening to "authentic" programmes or watching videos, are being used more often in language teaching (Sim & Bahrani, 2012:56). Established technologies (e.g. computers and the internet) and new technologies (e.g. smartphones and tablets) have been and are increasingly being used in teaching foreign languages (Golonka et al., 2014:70). Using technological devices can increase motivation, access to a target language and interaction opportunities, but can also result in poor input, shallow interaction and student frustration with the hardware as well as software (Celik & Aytin, 2014:1; Golonka et al., 2014:71).

Especially in teaching and learning, and where 21st-century teaching is considered, technology has emerged as a necessity in the classroom (Sutton et al., 2016:1). This is closely linked with an expected change in the way teaching is approached and how the effectiveness thereof is tested. Blended learning and teaching of 21st-century skills are also explicitly being integrated into the strategic priorities of higher education institutions in a drive to promote learning-centred or student-centred teaching.

Films are one such form of technology within the audio-visual category and have been chosen from various possible technologies for this study as a medium for innovation in teaching and learning. The interest in films as a mechanism for teaching English originated when I observed how exposure to English films developed an ESL family member's English, without any other exposure to or daily usage of the English language. This created a curiosity in me as to how films could be used to acquire English in an evermore multilingual environment, and more and

extensive formal research ensued. Films have been found to provide a rich source of content for English foreign- or second-language learners, to be popular with students and teachers alike (Chapple & Curtis, 2000:420) and to be useful in effective language acquisition for EFL and ESL students (Wood, 1999:96); yet films have not been used and researched as extensively as would be expected. In the context of a rural campus, where most of the students are ESL users, simulating a context similar to an English first-language environment is important to support BICS development. According to literature reviews by Golonka et al. (2014:88) and Salaberry (2001:49), evidence of the impact of the different technologies on language learning remains limited and mostly does not include empirical data (using surveys, questionnaires and descriptive accounts), which means "for most technologies, actual increases in learning or proficiency have yet to be demonstrated" (Golonka et al., 2014:88).

Film studies is a discipline in its own right and "introduces students to the art of cinema, the making of films, and in some cases the movie business. Classes are devoted to such topics as the history of film, film theory, and aesthetics or semiotics of film" (Clair, Fox & Bezek, 2009:70). This specific discipline is not relevant for the current study; however, the main characteristics, advantages and value of films for language teaching and student engagement will be explored, as well as how film studies links and aligns to the framework as developed through the consolidation of the various theories of language acquisition and student engagement.

It should be noted that some negative elements to using films (Kaiser, 2011:234) can be overcome by *the way* in which films are screened or used as part of a language learning course or module – "The key to using films effectively lies primarily with the teacher's ability and savvy in preparing students to receive the film's message" (King, 2002:511). This includes making sure that the language used in films is appropriate for the learning outcomes (Abrams, 2014:58).

In order to research these technologies, and specifically the effect of films on language acquisition, one would be measuring SLA and the effect of innovative teaching and learning practices, modelling social sciences research. This means that qualitative and quantitative, as well as mixed methods should be used. Surveys, questionnaires, quasi-experiments, case studies and pre-post-test studies are seen as viable options in determining phenomena. Especially in teaching and learning, evidence-based approaches are prevalent, where a problem is first determined, not by informal observation but by gathering data to indicate whether it is, in fact, a problem, then implementing innovative practice in an attempt to solve the problem and, lastly, testing whether the problem has, in fact, been solved (Bruniges,

2005:102; González, n.d.:2). The goal of SLA research is to “describe and explain how second language learners acquire the target language” (Ionin, 2013:119). In order to do this, second-language researchers look at data generated from example natural production and responses to questionnaires about motivation and attitudes. As SLA is interdisciplinary in nature, it draws on the methodologies of linguistics, psychology, sociology and education, to name only a few. All of these approaches in research have been considered in the design of this study.

1.3 Problem statement

A general English literacy module was implemented in 2014 on the Qwaqwa campus to improve students’ BICS. The skills to be developed in this module are limited to the classroom, and students have few opportunities to gain experience and exposure to relevant English mother-tongue everyday communication, as almost all of them are ESL users. Accordingly, I needed a means of exposing these students to the dialect and pronunciation of English as a first language more often, and to motivate and engage them to use English in different everyday communicational settings, where a basic communicative English proficiency could be developed. Films seemed a probable and appropriate solution, as the themes and medium could appease a technologically focused audience. The only question left was whether it would be effective.

Thus, the problem statement can be formulated as follows: Is the implementation of a film club, as part of a basic general English literacy course on the Qwaqwa campus of the UFS, effective in improving the GENL1408 students’ BICS and student engagement, and how can it be optimally implemented?

1.4 Research questions

The main research question identified, is as follows:

How can the implementation of a film club within a general English literacy module enhance ESL students’ BICS and student engagement?

The secondary research questions, supporting the first question, are as follows:

- What are the relevant trends in SLA and student engagement?
  Sub-question: How can these trends be used to design a film club?

- How do GENL1408 students' BICS improve after having participated in the GENL film club?
- What are the perspectives of GENL1408 students regarding the way the GENL film club is implemented?
- What is the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students' BICS?

The research study thus aims to determine how a film club should be implemented to optimise student engagement in their language learning and BICS in English. This is supported by the following objectives:

- to undertake a thorough **literature study** on the general trends in SLA and student engagement;
- to gather information on the attitudes and perceptions of students regarding the use of a film club by means of **questionnaires** (quantitatively and qualitatively);
- to use the results of **pre- and post-tests** of an experimental group and a control group of GENL1408 students to determine whether the film club did have an effect on their BICS;
- and to ultimately develop guidelines and strategies to optimally implement a film club for the sake of the development of BICS and improving student engagement.

Consequently, for this study, a mixed-methods approach was followed, from the viewpoint of pragmatic philosophy.

1.5 Contribution of the study

Computers and online technologies (Celik & Aytin, 2014:2), as well as films and audio-visual programmes, seem rarely to be used thoroughly in EFL or ESL teaching or to be researched extensively (Chapple & Curtis, 2000:420; Kaiser, 2011:248; Sim & Bahrani, 2012:59). Most studies are anecdotal in nature and have studied psycholinguistic aspects regarding using these technologies. Examples of extensive research that have been done with regard to audio-visuals and language learning focus on listening skills instead (Qiang, Hai & Wolff, 2007:39) and the usage of news clips (Sim & Bahrani, 2012:59).

Furthermore, when studying language acquisition, and teaching and learning theories, it becomes evident that there is an alignment between these types of frameworks. Is learning a new language, in fact, not a sub-theme within teaching and learning, where the process of

students learning any subject and skill in general is paramount? And what role would student engagement play in language acquisition? These questions are yet to be answered empirically and would ultimately be the gap in research, which would be filled should a relevant research study be conducted.

This study and its findings will contribute to the advancement of the course design of basic English literacy courses and courses that aim to improve students' English communicative skills and student engagement. It will also be valuable for course design in any module where a lecturer plans to implement the use of feature films. Moreover, it will greatly benefit the GENL1408 students of the Qwaqwa campus. In addition, the study will benefit the Faculty of Humanities, as it could improve the BA students' English and ultimately their throughput rate, which, in turn, would benefit the UFS. The study will also serve to develop strategies (and guidelines) for the implementation of a film club and the use of feature films in the context of teaching and learning in higher education. Furthermore, the results of this study could inform policies and language and literacy development initiatives and interventions in the South African context, where 11 languages are officially spoken and 9,6% of South Africans are English mother-tongue speakers (Lehlola, 2012:24).

1.6 Theoretical approach or literature overview

This study draws from two different fields, namely language acquisition and teaching and learning. Consequently, theories, models and frameworks from both fields were consulted and consolidated to form a new framework relevant for this study.

Within the field of language acquisition, the input hypothesis of Stephen Krashen (2009) was drawn from, with its four elements underpinning the hypothesis:

- Language is acquired.
- We acquire by understanding language that contains structure that is just beyond our current level of competence.
- We learn a language when input is comprehensible.
- Producing a language emerges naturally (and cannot be taught).

All of these are only possible in an environment that is conducive to learning, thus one where students or learners experience high motivation. The latter is the essence of the affective filter hypothesis. In addition, the BICS/CALP framework provides a basis for how the GENL module

must be structured in order for BICS to develop. Simply stated, it implies that students will learn these skills within context-embedded situations (Cummins, 2008:74).

Within the field of teaching and learning, the double helix model of student engagement and the framework of student engagement as stipulated by Elizabeth Barkley (2010) are drawn from. This model suggests that active learning and motivation are the key elements of student engagement, specifically the synergy between these two elements.

Constructivism **links** the language acquisition concepts of this study and the model and framework of student engagement, as all of these support the philosophy or viewpoint that knowledge is constructed by the student him- or herself and cannot be imparted by an instructor. Thus, the similarities within the theories, frameworks and models mentioned were consolidated under the umbrella of constructivism, creating a new framework, which was used for designing the intervention in Cycle 2 of the study.

1.7 Broad research approach

Within the **pragmatic paradigm**, the research problem is central to the study, and "data collection and analysis methods are chosen as those most likely to provide insights into the question" (Mackenzie & Knipe, 2006:4). Methods and design are driven by the aims, objectives and research questions. The researcher therefore first thinks of the research question and then designs a framework around that question (Wahyuni, 2012:71). Pragmatist researchers furthermore prefer **mixed-methods research**, because quantitative and qualitative data lend a better understanding of social reality; they believe that both objective and subjective perspectives can be valuable (Wahyuni, 2012:71). This paradigm was chosen because the research could be adjusted when new questions arose with the collection of data, thus placing the focus on the questions to be answered, and not the methods.

Furthermore, the study is multidisciplinary. First-year students were the target population, with the focus on their language acquisition. Thus this research study falls mainly within the field of higher education studies, as research in higher education studies is more often than not multidisciplinary or includes various disciplinary perspectives (Tight, 2014:93). The study also falls within the areas of SLA, language education, sociolinguistics and linguistics. Moreover, the study follows the theories of teaching and learning and overlaps with course design (Tight, 2014:100).

The study is a quasi-experiment, with two groups: the experimental group and the control group. The intervention was performed on all the GENL1408 students, and all of these students completed questionnaires to provide their perspectives, thus constituting a **non-probability sampling** method. **Purposively**, in this study, GENL1408 students were used, and **convenience sampling** was used to allocate participants to the control and experiment groups based on their availability to attend the film club.

The exploratory longitudinal intervention (i.e. an **action research approach**, continuing over two years, thus a two-year cycle) and testing of the intervention were embedded within larger theories (student engagement, input hypothesis, affective filter hypothesis and BICS/CALP). For the first quantitative phase, students' performance before and after the intervention were tested (through the Welch two-sample t-test, and a one-sample t-test,) and the results were statistically analysed to determine how the students' BICS had improved after having participated in the film club intervention. Having assessed this, the first qualitative phase was used to establish the perspectives of the GENL1408 students with regard to the film club intervention (analysed and tested by means of chi-square tests, one-way analysis of coded data and binary questions, descriptive statistics, and thematic analysis). The results of the first cycle were used to adjust the intervention and the test instruments. This whole process was then repeated with the adjustments in a second action research cycle, integrating all the data of both cycles (2018-2019) to determine the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students' BICS.

It is important to note that, although the research methodology used was pragmatic in nature (using mixed methods, always referring back to the research questions and being self-reflective), the project (or intervention) was constructivist in nature, as I used the research to construct new knowledge as the project proceeded (thus, a new possible model of engaged language acquisition, as well as a framework with guidelines).

Furthermore, the different stages of **data collection** were sequential, others concurrent, all equally important, feeding into the question of how a film club should be designed.

This study is therefore an exploratory embedded longitudinal mixed-methods research study.

1.8 Chapter outline

The structure of this thesis is broadly designed similar to how PhD theses are generally structured. However, the literature approach (addressing theories and literature of two different fields of study), the action research design (implementing and collecting data for two cycles, thus two years) and the group of interrelated yet different research questions to address have made it evident that distributing the discussions over more but shorter chapters would make the thesis more digestible. Accordingly, the chapters to follow are structured in such a way so as to make the content clear, manageable and easy for the reader to interact with (cf. Salaberry, 2001).

This chapter, Chapter 1, provides an introduction to the study.

Chapter 2 provides a literature review on language acquisition theories, with a discussion on those relevant for this study: **the input hypothesis** (with a strong focus on **comprehensible input**), the **affective filter hypothesis** and the **BICS/CALP distinction and framework**. This chapter answers the research question with regard to the trends in SLA.

Chapter 3 presents a literature review of student engagement theories, models and frameworks (as a teaching and learning approach), with a discussion of the over-arching model this study will draw from, namely **student engagement** as it is set out by Barkley and specifically the theories of motivation and active learning, which form the foundation of this framework. This chapter answers the research question with regard to the trends in student engagement.

Chapter 4 provides a discussion on how the above-mentioned theories, models and approaches can be consolidated into a new framework, under the umbrella approach of constructivism. This framework provides principles for a film club intervention and forms the basis and guidelines for the implementation of the film club. This chapter answers the research question with regard to how the trends in SLA and student engagement can be used to design a film club.

In Chapter 5, the research design and methodology chosen and followed during the implementation of the intervention, as well as for the data gathering and analysis to test the effectiveness of the intervention, are reviewed and discussed. This includes a discussion of the paradigm in which I placed the study, the action research process, sampling, ethical

considerations, the exploratory embedded longitudinal mixed-method research design and how all of these were applied within the two action research cycles.

Chapter 6 presents the data and the interpretation thereof for both cycles.

Chapter 7 provides an integrative discussion, linking the results and previous discussions of Cycles 1 and 2 to the research questions and providing a possible integrated model of engaged language and BICS acquisition, as well as a framework for optimal ESL learning and student engagement when using films, considering different possible contexts. Lastly, limitations to the research project are discussed as well.

Chapter 2: Literature review of applicable language acquisition theories, frameworks and models

2.1 Introduction

Although this research project lies primarily in the field of higher education, the importance and significance of language acquisition theories cannot be ignored. The literature review section aims to answer two research questions, namely “What are the relevant trends in SLA and student engagement? Sub-question: How can these trends be used to design a film club?” and “What is the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students’ BICS?” Accordingly, the literature review consists of three different sections: a discussion of the theories on language acquisition, a discussion of teaching and learning theories and a consolidation of the various theories. Thereafter, constructivism will be discussed as a connecting element between the teaching and learning theories and SLA theories consulted. The various features and elements of films that are valuable and relevant when considering the three language acquisition theories, will lastly be discussed. This chapter consequently focuses on the trends regarding language acquisition relevant to this study.

A large number of varying research studies have been done in SLA and second-language teaching practices. Some theories and frameworks focus on the acquisition of specific (or technical) elements of the language, such as grammar or vocabulary (Ramos, 2015). Other theories focus on input and output – the kinds of input, the amount of input (Bahrani & Sim Tam, 2012) and the context (Gu, 2014) in which it is presented, such as the input-interaction-output hypothesis (Zhang, 2009). Furthermore, some theories look at ways of learning, including cognitive and psychological aspects at play, such as motivation and attitudes (Giardiello, 2014; Hinkel, 2017:4; Long & Porter, 1985). The social aspect has also been studied, with a focus on context and environment (Tleuzhanova & Smagulova, 2013). Considering the myriad of hypotheses, arguments and theories that have been researched extensively, one’s own teaching philosophy needs also be contemplated in a similar extensive manner.

Accordingly, including a widespread search among various notions of SLA, theories regarding Krashen’s element of comprehensible input, which includes **the input hypothesis** (with a strong focus on **comprehensible input**) and the **affective filter hypothesis**, resonate with this research undertaken. Another theoretical basis that is drawn from, is the **BICS/CALP**

distinction and framework, which reiterate the rationale behind the general English literacy module – the same module on which this research intervention is performed. Accordingly, these three theories form the basis of the language acquisition teaching practices considered in the implementation and research of this study. They are thus the focus of Chapter 2.

However, before providing a discussion of these language acquisition theories that the study will draw from, a discussion of the development of SLA theories in general follows.

2.2 Second-language acquisition theories in general

Research on language acquisition is vast and varied. Accordingly, I provide an overall summary of what most (if not all) SLA approaches focus on and aim at, in order to illustrate how they are linked to but also differ from the three theories I have chosen. This is done with *The Routledge Encyclopedia of Language Teaching and Learning* (Byram & Hu, 2017) as guiding source regarding what elements are deemed important, or even essential, when referring to SLA.

Three of the earliest (1967-1980) research topics with reference to SLA included the role of the L1 (first language) in acquiring the L2 (second language), the specific properties of interlanguages and the characteristics of verbal interactions between native and non-native in the L2 (Byram & Hu, 2017:611). This includes sources and research by Kellerman and Sharwood-Smith (1986) on cross-linguistic interference, Selinker (1972) on the interlanguage hypothesis, Adjemian (1976) on regression in L2 and Long (1983) on linguistic and conversational adjustments. According to Byram and Hu (2017:610), questions focused on by these researchers include “What is the initial state of learning of a second language?”, “How can we describe the development of knowledge in L2 and what are its determinants” and “What role is to be attributed to verbal interaction in L2 in the acquisition of this language?”

In line with these movements, Chomsky (1965:51-52) identified two approaches (which he called “speculations”) that SLA researchers followed to answer the previously mentioned questions, namely empiricist speculation and rationalist speculation.

> **Empiricist speculation** has characteristically assumed that only the procedures and mechanisms for the acquisition of knowledge constitute an innate property of mind … On the other hand, **rationalist speculation** has assumed that the general form of a system of knowledge is fixed in advance as a disposition of the mind, and the function of experience is to cause this general schematic structure to be realised and more fully differentiated. (Chomsky, 1965:51-52)

In simpler terms, empiricists believe that sensory experience is how our knowledge is formed, or that sense perception and induction play a role, whereas rationalists believe that ideas are innate. It becomes clear that Chomsky is in favour of the latter approach, as he states that empiricist theories can easily be proven wrong, but rationalist approaches could prove productive and that "the structure of particular languages may very well be largely determined by factors over which the individual has no conscious control" (Chomsky, 1965:54). This notion is opposed by Fillmore (1976:2), who states that researchers have ignored the social aspects of language learning, focusing merely on the "linguistic data" (thus, kind of input) and "cognitive capacity" of the learner. However, the learner's motivation, attitude and emotions need to also be accounted for to consider the whole process of SLA.

These approaches have developed into what is known today as "sociocultural and cognitive approaches" (Byram & Hu, 2017:611), where sociocultural approaches are linked closely to the empiricist speculation approach, and cognitive approaches to the rationalist approach. Within sociocultural approaches, researchers question studies that focus only on individuals' cognition without taking the "socially situated cognition" into account. Sociocultural approaches, and their underlying theories, such as sociolinguistics (Tarone, 2007:837), and sociocultural theories (Hinkel, 2017:70) "insist on the fact that it is necessary to study second language acquisition as a social and cultural activity" (Byram & Hu, 2017:612). SLA is seen in terms of power relations, identity and communities of practice. On the other hand, cognitivist theorists reject sociocultural theories, criticising their research methodologies and constructivism. Within this approach, much focus is placed on smaller technicalities, such as the role of L1 (and when and how it influences SLA) and how the brain processes language learning (Fillmore, 1976:2).

Other means to SLA to consider are the perspectives of foreign language educators and of child language researchers and the psycholinguistic approach to L2 processing (Dixon et al., n.d.). Dixon et al. (2012) have compiled a summary of these perspectives, which I draw from. According to them, the **focus of foreign language educators** is on enhancing effectiveness in L2 education within adult learner classroom settings. Two models, generally representative of this approach, emerge, namely the input-interaction-output model and the socioeducational model (Macintyre, Potter & Burns, 2012; Zhang, 2009). The first model entails input being provided to learners (in speech or writing), then interaction taking place (which offers essential feedback) and then output is given, which entails learners practising their understanding of the rules. The socioeducational model contrasts with the input-interaction-output model, focusing on how students integrate into new cultural and learning communities, and their attitudes and motivation. "The model itself fits within a larger framework that has four major

divisions: the social milieu, individual differences, acquisition (learning) contexts, and outcomes" (Macintyre, Potter & Burns, 2012:130-131). The **child language researcher** studies the "natural sequence of language acquisition, the role of language input, children's developmental errors and their verbal interaction" (Dixon et al., 2012:34; Lightbown, 1985:176-177). Piaget (1952, 1980) was one such a researcher, who, with his wife, created stages of development (Hinkel, 2017:69). The main question considered for most of these researchers revolves around what the optimal age for learning a language is (Hinkel, 2017:70). Lastly, the **psycholinguistic approach** "seeks to explain the internal processes that lead to successful (or unsuccessful) L2 learning by observing external, naturally occurring linguistic behaviours or experimental task performance" (Dixon et al., 2012:35; Lightbown, 1985:176). These, in turn, could also fall within the sociocultural and cognitive approaches of language acquisition.

Considering the approached mentioned, I would argue that the theories used to guide this project and the study are closely linked with sociocultural or sociolinguistic approaches (cf. Tarone, 2007), where context and environment, as well as motivation, play a significant role.

2.3 The input hypothesis

The input hypothesis is but one of the five hypotheses Krashen discusses in his seminal book of 1982 (of which an updated internet version of 2009 is drawn from) titled *Principles and Practice in Second Language Acquisition*. This hypothesis focuses strongly on context and on what he calls "comprehensible input". (Other three hypotheses that Krashen entertains and which were not chosen for this study, are the acquisition-learning distinction, the natural order hypothesis, and the monitor hypothesis. The main elements of both the acquisition-learning distinction and the natural order hypothesis are embedded in the input and affective filter hypotheses: comprehensible input, teaching a student on the level that is most appropriate to them, such as the i+1 concept, and that language is acquired subconsciously, naturally and in a natural order, and that the aim should be to create an environment conducive for learning. The same is true for the monitor hypothesis, which implies that conscious learning plays a limited role in second language performance (Krashen, 2009).)

The hypothesis, as explained by Krashen (2009:21-23), entails the following four important aspects of language acquisition:

Firstly, the input hypothesis relates to **acquisition**, not learning. We thus acquire a language; we do not learn it. "Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact

that they are using the language for communication" (Krashen, 2009:10). This is also known as "implicit", "informal" or "natural" learning. This is true for both children and adults, who can "pick up" a language and acquire a "feel for correctness" without having been formally taught the grammar rules of that language. The opposite of this would be conscious language learning, where a learner will know the rules and be able to talk about them. This is also known as "explicit learning". Secondly, we acquire by understanding language that contains structure that is just beyond our current level of competence (symbolised by ***i + 1***). This is done with the help of context or extra-linguistic information (this means that the comprehensible input, or message, needs to be just one step more difficult than what we already know. With the appropriate help in the form of context and clues, such as visuals, we shall understand the message and, in this way, acquire the language.)

The *i + 1* approach entails that one can only learn by building on aspects of grammar that have been most recently acquired. For example, children are thought to acquire language and literacy by reading structures that are "a little beyond" where they are at that stage. Thus, according to Krashen (1989:441), the acquisition process in language and reading is identical to what has been termed "incidental learning". This does not mean that *i + 1* has to be created or that input should be aimed at *i + 1* (which would be impossible in a classroom, especially with a diverse group of students whose *i + 1* will differ in nature). "It says that if the acquirer understands the input, and there is enough of it, *i + 1* will automatically be provided" (Krashen, 2009:21). This hypothesis predicts that "natural, communicative, roughly-tuned comprehensible input" has many advantages over structured input; the goal, for both the teacher and student, then should be the message, not the grammatical structure (Krashen, 2009:69).

Thirdly, when communication is successful (when the input is understood and sufficiently enough) *i + 1* is automatically provided. (The teacher thus does not have to construct *i + 1*, but merely needs to create **comprehensible input**.)

On a very basic level, this approach entails that one learns a language by understanding the message conveyed, and not necessarily all the smaller aspects of the language used to convey the message (Neuman & Koskinen, 1992). Krashen (2003:vii) strongly believes that formal grammar instruction has a limited impact on second-language competence (although many language researchers disagree, to be discussed at the end of this section). Central to Krashen's theory of SLA is the idea that basic competence in L2 is a function of the amount of comprehensible input acquirers receive and understand, as well as the degree to which they are provided with the motivation to learn.

Thus, input needs to be comprehensible in order for a student to acquire a language. But what is comprehensible input, and how is it produced? In short, we do not only use our linguistic competence to understand language, but also context, our knowledge of the world and extra-linguistic information. All of these provide input that is understandable.

Some important factors to consider when aiming to enhance comprehensible input are as follows:

- The informal environment (thus, the environment outside of the classroom) easily provides comprehensible input for children, although not always for the second-language adult. The teacher has the opportunity to change the classroom into one that provides optimal input to the adult student. “The value of second language classes, then, lies not only in the grammar instruction, but in the simpler ‘teacher talk’, the comprehensible input” (Krashen, 2009:58-59).
- Because a classroom can never fully provide natural language, we need to bring the outside world to the students so that they can understand “real” language (Krashen, 2009:59).
- The teacher should strive towards activities aimed at subconscious language acquisition (Krashen, 2009:62).

Krashen (2009:57-73) then extensively provides the following thoughts on what constitutes comprehensible input and what specifically hinders comprehensible input:

- Merely being exposed to a language will not lead to acquiring a language. Thus, for example, merely listening to radio programmes in English or watching television does not mean that that person will acquire the language. (In fact, totally incomprehensible language is called “noise” or incomprehensible input.) One has to make this input comprehensible in some way. This can be done by a slower rate of speaking and clear articulation, more use of high-frequency vocabulary and using shorter, simpler sentences. The teacher should also provide extra-linguistic support (such as pictures) and discuss topics that are familiar to the student.
- Optimal input is interesting and/or relevant, an idea that links closely to the theory of motivation and especially value. When communicating, the focus is on the message (and not the form, or grammar), and the message content should be interesting or relevant to the learner. Because most classes are so diverse in nature, this can be problematic, as students’ interests differ. A way to overcome

this is to teach them topics with regard to academic skills or about content related to other subject matter (Krashen, 2009:66-68).

- Optimal input has no grammatical sequence, which, for example, would be to teach a grammar rule, followed by the next, and the next. The goal should still be the message (Krashen, 2009:68-69). A grammatically sequenced syllabus, in fact, distorts comprehensible input, as the focus is not on understanding the message but on understanding the rules.
- Enough optimal input should be provided; the concept of optimal also includes the idea of enough. It is, however, difficult to know how much is enough; the aim would therefore be to supply as much as possible.

Other researchers also discuss a variety of ways to make input comprehensible, such as Hasan (2008:31), who suggests the simplifications and interactional modifications of the input. Furthermore, involving contextual support systems is effective (Di Carlo, 1994:467; Neuman & Koskinen, 1992:104). This includes elements such as using subtitles or captions (Danan, 2004:69), audio-visuals, classroom discussions and real-world or authentic materials. The intuitive simplification of texts also seems to apply (Crossley, Allen & McNamara, 2012:106). A modification of the interaction during or in a conversation (Hasan, 2008:37) could also apply, because speech, syntax and linguistic simplifications alone do not seem to improve comprehensible input. (It should be noted that this point, which refers to interaction, might not seem relevant, as there is a distinction between **interaction** and **input**, but the **input presented during interaction** could be made comprehensible.) Hasan (2008:49) further argues, based on his own research findings, that "[w]hen the teacher modifies the questions, and helps the learners provide the answers, repeats and expands on learners' utterances, he is providing comprehensible input". Another example is using students' knowledge of the world by discussing topics familiar and relevant to them. The student can also contribute by asking questions or requesting clarifications, which would assist the teacher to fine-tune his or her input. Lastly, Krashen (2003:vii) and Dimas (2011:88-89) state that comprehensible input in the form of free, voluntary reading is effective for first- and second-language development. Reading seems to be a popular go-to tool for providing comprehensible input, probably because the content is linked to a context-embedded environment, as the words and phrases are not learnt separately, but as a message, where all the separate parts make up a whole.

Fourth, **production ability** of the language emerges. It is not taught directly. (This means that when language acquirers receive the desired comprehensible input, they will, in their own time, start producing the language.)

This last part of the hypothesis states that one does not learn to produce a language, but acquires production over time. “The best way, and perhaps the only way, to teach speaking … is to provide comprehensible input” (Krashen, 2009:22). Moreover, competence is built by means of listening; speaking ability only surfaces after enough competence has been developed. The implication is that the teacher does not have to focus on practising or teaching the student to bring forth output (thus, speaking or writing).

2.4 Criticism against the input hypothesis

Some researchers, however, are sceptical about the input hypothesis and provide strong opinions about their concerns. White (1987:108) has concerns about inadequate input for learning and states that “the hypothesis neglects the role of system-internal changes, fails to consider cases where the input does not help at all, and underestimates the problem of the acquisition of form”. According to her, comprehensible input, as defined by Krashen, should not be the only aim, but the language teacher should still occasionally provide input that addresses specific problems, including grammar teaching and correction. Furthermore, Hasan (2008:48) points out that continuous creation of comprehensible input, while trying to present “significant information and knowledge”, puts a high demand on the language teacher. In turn, Payne (2011:421) states his concerns about the practicality of implementing Krashen’s theory in a classroom set-up, where limitations exist with regard to the pressures of time, the national curriculum and assessment requirements. Diversity in the classroom regarding levels of existing language acquisition also seems problematic – a concern that disregards the actual nature of the *i + 1*, where the level is not of main concern but merely providing comprehensible input.

Krashen himself also reveals some **challenges** in creating comprehensible input. Unfortunately, a classroom set-up has limitations in creating comprehensible input – “the range of discourse that the student can be exposed to … is quite limited, no matter how ‘natural’ we make it. There is simply no way the classroom can match the variety of the outside world” (Krashen, 2009:59). Another concern is that optimal input has to be of a sufficient quantity. But what constitutes “sufficient” has not been established – “[It] remains an empirical question, one that can probably be adequately answered by research” (Krashen, 2009:73).

To conclude, according to Krashen (2009:9), previous factors that have been thought to relate to language acquisition (and seem to have no influence) include instruction, different measures of exposure to the target language and the age of the acquirer. That is, “the true causative variables in SLA derive from the input hypothesis and the affective filter – the

amount of comprehensible input the acquirer receives and understands, and the strength of the affective filter, or the degree to which the acquirer is 'open' to the input" (Krashen, 2009:9). This indicates a direct link to the theory of motivation, which is what the affective filter hypothesis leans towards, to be discussed accordingly.

2.5 The affective filter hypothesis

The second hypothesis to be drawn from is the affective filter hypothesis. This hypothesis is part of Krashen's language acquisition theory and is closely linked to the teaching and learning theory of motivation (to be discussed in Chapter 3).

Put simply, this hypothesis entails that students or learners experiencing high motivation generally do better in SLA (Krashen, 2009:31). Within the reasoning behind this statement, high and low levels of motivation are referred to. Acquirers with attitudes "conducive to second language acquisition" (Krashen, 2009:31) will want and obtain more comprehensible input and will have a lower affective filter. The opposite is true for acquirers with attitudes not optimal for SLA; they will tend to seek less input and have high or strong affective filters. Thus, even if they understand the message, "the input will not reach the part of the brain responsible for language acquisition" (Krashen, 2009:31). Motivation is thus not studied regarding just any aspect of the language acquisition taking place but specifically with reference to comprehensible input and, accordingly, the student's "openness" to receiving the input. Thus, comprehensible input can be neither created nor internalised without a low affective filter, as shown by Dulay and Burt (1977) (also in Krashen, 2009:32) in the reconstructed illustration below.

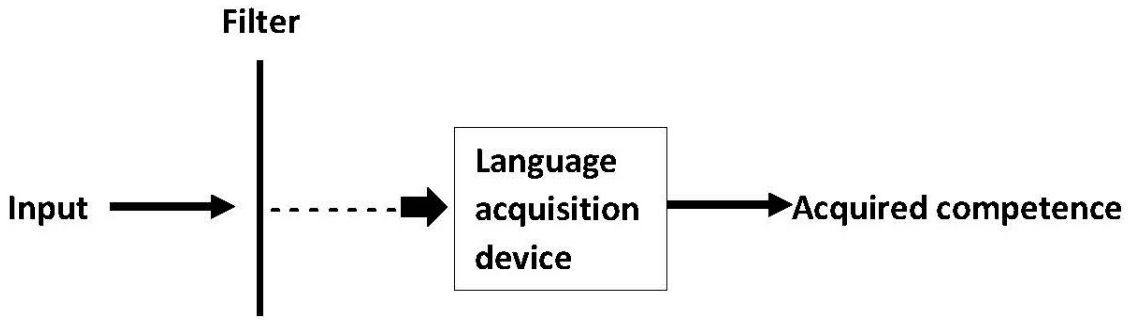

Figure 2.1: The affective filter hypothesis (Dulay & Burt, 1977; Krashen, 2009:32)

The three affective variables to consider are motivation, self-confidence and anxiety (Krashen, 2009:31). Students with high motivation, high self-confidence and low anxiety levels tend to acquire a second language easier, because their affective filter is low. This means that comprehensible input in itself is not efficient for students to acquire a language, but its combination with a low affective filter is what constitutes acquiring competence in a language.

Accordingly, one's goals as a teacher should not only be to supply comprehensible input but also to create a situation or an environment that encourages a low filter. "A weak filter means that a positive attitude toward learning is present" (Paquette & Rieg, 2008:228).

Krashen discusses some ideas on how to create a low affective filter. Firstly, by focusing on creating comprehensible input (thus the message, and not the form), a contribution is made to a low filter (Krashen, 2009:74). If the topic is interesting, the message understandable and one can use it in the real world, this immediately adds to a motivating environment and anxiety is decreased while self-confidence is increased. Secondly, students should not be expected to "produce" at an early stage, but should be given a chance to reach a point of readiness (to speak), which will result in less stress to perform (Krashen, 2009:74). Thirdly, error correction (i.e., showing a student where he or she is making mistakes while communication is in progress) should be avoided.

> Error correction has the immediate effect of putting the student on the defensive. It encourages a strategy in which the student will try to avoid mistakes, avoid difficult constructions, focus less on meaning and more on form. It may disrupt the entire communicative focus of an exchange. (Krashen, 2009:75)

Some other strategies or elements linked to improved motivation (and lower affective filters) include listening to relaxing music while reading articles, playing games, singing songs and watching films (Hui Chin Lin, 2008:117; Nath, Mohamad & Yamat, 2017:1373; Schoepp, 2001:2). Films have also been found to decrease anxiety levels (Sabouri, Zohrabi & Osbouei, 2015:110).

2.6 Criticism of the affective filter hypothesis

Some language researchers tend to study the affective filter in solitude, testing whether the filter is low and linking it positively to language acquisition (e.g. Hui Chin Lin, 2008; Ni, 2012). However, this theory does not stand in isolation but as an addition, to some extent as support, to the theory of comprehensible input. It is, in fact, the creating of the comprehensible input that helps with language acquisition. And decreasing the affective filter serves as a tool to

open a pathway for this input to reach the learner. It should thus be studied, and implemented, as part of the theory of comprehensible input.

This solitary study of the affective filter leads to some critics of the hypothesis stating that this hypothesis simplifies the much more complicated aspect of emotion and learning. For example, Swain (2013:198) acknowledges that emotion plays a role, but negative emotions, such as anger, can also motivate students to learn. The three aspects of the affective filter hypothesis are not considered; neither is its role regarding the theory of comprehensible input.

For the sake of this study, the decreasing of the affective filter (less anxiety, more self-confidence and more motivation) will not be measured in psychological terms and with psychological instruments. Instead, linked closely to the comprehensible input hypothesis, this will be part of the implementation of the film club. Thus, lowering the affective filter will be an aspect of making the input more comprehensible and ensuring that it reaches the learner. The focus will thus be on measuring the comprehensible input.

2.7 The BICS/CALP distinction and framework

2.7.1 BICS or CALP: the distinction

The final theoretical concept relevant for this study is the distinction between BICS (basic interpersonal communicative skills, sometimes wrongly referred to as "basic interpersonal communic*ation* skills" and CALP, as presented by Jim Cummins. In an attempt to draw educators' attention to the challenges and timelines that involve second-language learners while they are trying to catch up with their first-language peers regarding academic language at school, Cummins (2008:n.p.) makes a distinction between BICS and CALP. Cummins himself does not identify this as a theory, but rather as a distinction, which would have a large influence on policymakers and curriculum developers. The aim of this distinction is explained as follows:

> … the distinction says nothing about the appropriate time to introduce English reading or other forms of cognitively challenging content instruction in English … The distinction and related research *does* suggest that if English language learning students are transitioned into a 'mainstream' class in which the teacher knows very little about how to promote academic skills in a second language, then they are unlikely to receive the instructional support they need to catch up academically. (Cummins, 1999:4-5)

In the end this distinction relates to and can be seen as a framework that considers the development of academic skills, only in relation to bilingual education.

The main emphasis of the distinction is that there is a difference between social and academic language, and how it is acquired. BICS are skills one needs in social situations, which would allow students to "take part in a variety of day-to-day activities that develop and maintain social contacts" (Cummins, 2008:n.p.). The development of these skills can be highly context-dependent. CALP, on the other hand, refers to formal academic learning, that is, "the extent to which an individual has access to and command of the oral and written academic registers of schooling" (Cummins, 2008:n.p.). According to Roessingh (2006:93, 96), BICS and CALP are strongly related, but BICS, for the most part, first need to be acquired for a person to acquire CALP. Thus, the distinction refers to two aspects: the kind of language competency and how it can be acquired, and the timeline needed to acquire it. Cummins (1999:2-3) states that "there are clear differences in acquisition and developmental patterns between conversational language and academic language". Roessingh, Kover and Watt (2005:3) furthermore explain the distinction between BICS and CALP as being "coined to describe language use in contexts that increasingly move from the here and now to abstract uses of language that require language itself", thus, starting from the very lower levels of BICS into the high levels of CALP.

The first distinct aspect between BICS and CALP relates to the dimension of language, namely social versus academic language, which is regularly illustrated by the so-called iceberg metaphor. BICS are seen as the "above-the-surface" language, and CALP as the vast underlying proficiency "below the surface", as illustrated in Figure 2.2 below.

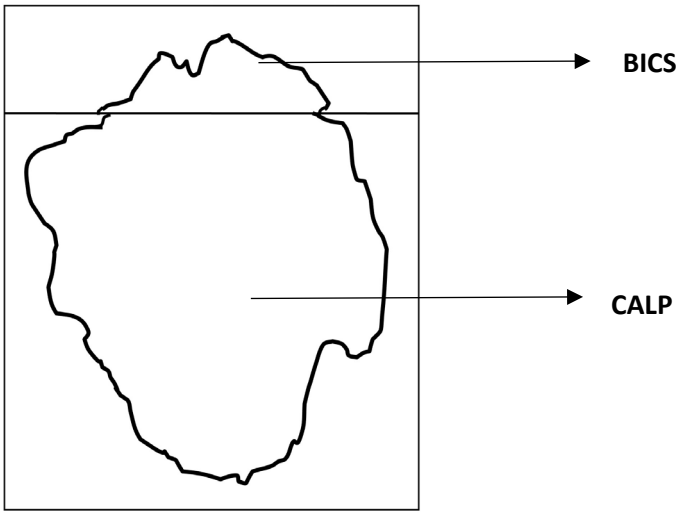

Figure 2.2: BICS and CALP and the iceberg metaphor (adjusted from Roessingh, 2006:91)

The iceberg metaphor is explained as follows: “Like an iceberg, BICS may represent only about 10% of the overall proficiency of an academically competent learner” (Roessingh, 2006:91).

2.7.2 BICS and CALP: the framework

Consequently, Cummins (1984:12) created a framework related to this distinction and how language is accordingly acquired. Roessingh (2006:93) adjusted this framework, indicating which smaller elements constitute the parts, as depicted below in Figure 2.3.

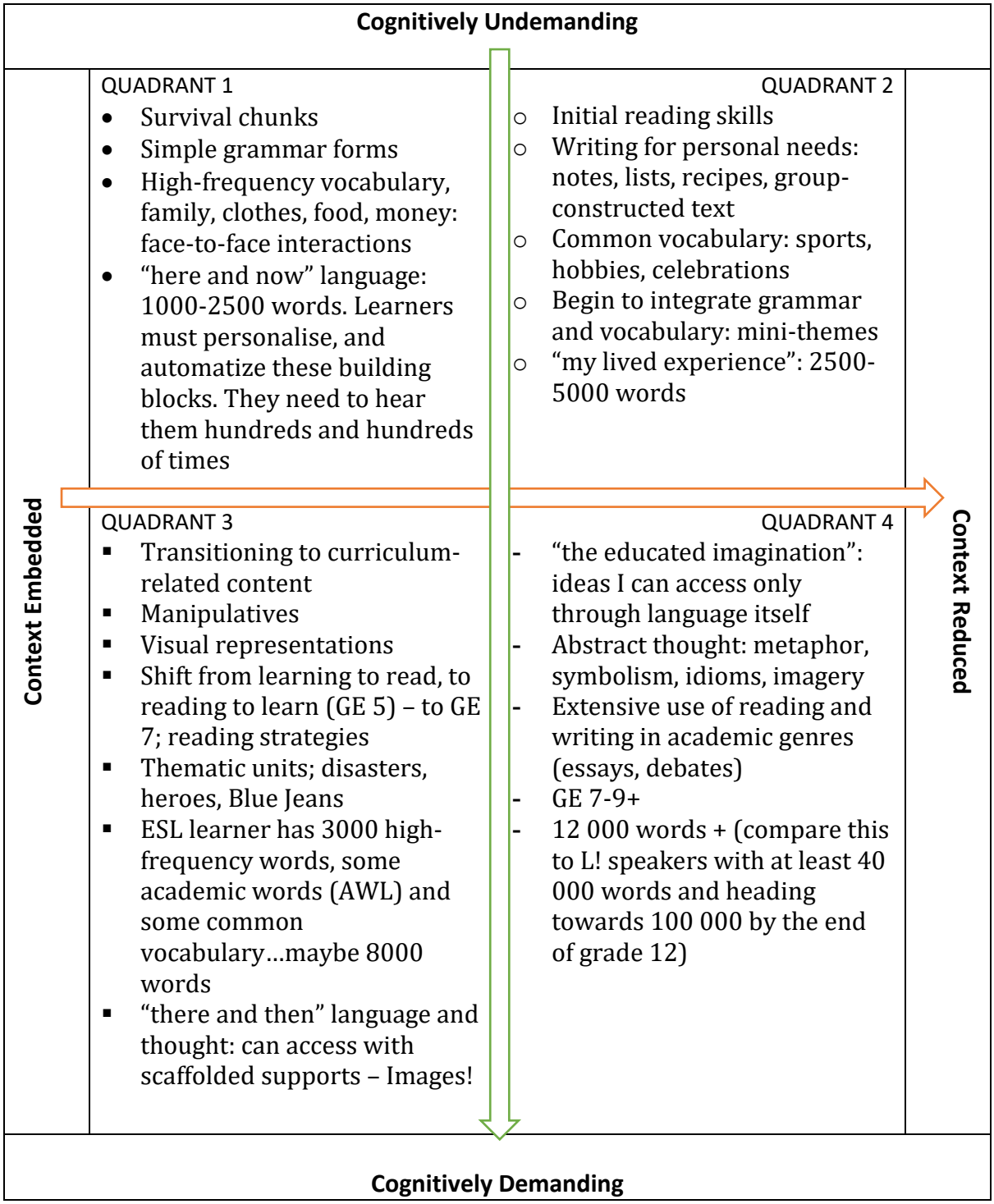

Figure 2.3: BICS and CALP and context (adjusted from Roessingh, 2006:93)

With regard to this framework, Quadrants 1 and 2 refer to only BICS. Quadrant 3 is seen as a transitional quadrant that the student moves through to finally reach full CALP in Quadrant 4. Thus, as the learner becomes more proficient in BICS (moving from Quadrant 1 to 2), the context can become reduced while communication is still effective and learning can still take place. Then, moving into CALP (Quadrant 3), the context needs to be enhanced and the tasks

become more challenging. Then, becoming more proficient (Quadrant 4), context becomes more reduced, but the tasks stay cognitively demanding.

The educator's focus should be on Quadrant 3, which reiterates that "effective instruction for EAL students should focus primarily on context-embedded and cognitively demanding tasks"; however, "these dimensions cannot be specified in absolute terms because what is 'context-embedded' or 'cognitively demanding' for one learner may not be so for another as a result of differences in internal attributes such as prior knowledge or interest" (Cummins, 2008:n.p.). Thus, the meaning being communicated should be context-embedded or -enhanced. This element of the embedding and enhancement of context is not always clear; accordingly, a short explanation thereof follows.

"Context-embedded" merely means more context is provided for the information conveyed (e.g. visuals); "context-embedded communication is more typical of everyday world outside the classroom, whereas many of the linguistic demands of the classroom reflect communication which is closer to the context-reduced end of the continuum" (Cummins, 1984:12-13). "Context-reduced" thus means no extra context is provided. For example, an academic textbook is not entirely without context, but if the teacher does not provide additional clues to convey the meaning in the textbook, it is context-reduced (Sun, 2016:852).

Context itself is seen as twofold, that is, "'context' is constituted both by what we bring to task (for example, our prior knowledge, interests and, motivation) and the range of supports that may be incorporated in the task itself (for example, visual supports such as graphic organizers)" (Cummins, 2008:n.p.). What we *bring to the task* in simple terms relate to the existing background knowledge of the student, and *supports* are what the teacher adds to enhance the message. For example, with reference to some of the elements in the framework, "visual representations" are something that the teacher can add to provide support, whereas the number of words a learner has already acquired, is what he or she brings to task; an "ESL learner has 3 000 high-frequency words" (Cummins, 2008:n.p.). Adding contextual cues also enhance the context, such as using gestures, facial expressions and intonation. (To note: Enhancing the context is also a strategy to create **comprehensible input***,* and the idea that "cognitively demanding" should be seen as relative, and not a point of focus, relates to the *i + 1* aspect of the theory of comprehensible input.)

But how does context, and context-embedding, relate to language acquisition? Scarcella (2003:4) explains it perfectly as follows:

> In BICS, unlike in CALP, meaning is accomplished through the assistance of contextual and paralinguistic cues. This means that students do not have to depend only on language in order to attain meaning; rather, to attain meaning, they can use a variety of cues, including body language and intonation.

The embedding of context (i.e. adding paralinguistic cues) will then increase the comprehensibility of the input, which will lead to language development (an aspect that clearly resonates with the hypothesis of comprehensible input).

Another aspect to consider when referring to the BICS/CALP distinction is the timeline linked to the acquisition of BICS and CALP. Two different time periods are linked to immigrant children acquiring conversational fluency (BICS) in their second language as compared to "grade-appropriate" academic proficiency (CALP) in the same language (Byram & Hu, 2017:83). BICS seem to be acquired within two years of exposure to English, whereas CALP takes five to seven years (Byram & Hu, 2017:83; Cummins, 2008:n.p.), thus the much smaller "above-the-surface" iceberg piece in relation to the much bigger "below-the-surface" chunk. As a result, an acquirer of the target language may seem language-proficient but has only acquired the BICS or is still moving into or in the early phases of acquiring CALP. Accordingly, in the end, the BICS/CALP framework should be seen as a continuum, and not a dichotomy (Cummins, 1984:13).

This does not necessarily mean that CALP is not also being developed while BICS is being developed. It, however, does entail that social conversational fluency is normally acquired first and serves as support to acquiring academic language proficiency, and that BICS are acquired much faster than CALP. Cummins (1999:3) furthermore states that even though the sequential nature of BICS or CALP acquisition is suggested as typical, it does not apply in every "or even the majority of situations". So, there are instances in which someone can attain CALP before being fluent in BICS (Cummins, 1999:3).

Although the sequence of attainment is relevant, the focus accordingly should be on the conceptual distinction of the dimensions of language (i.e. that we use different kinds of language in different situations, and we also acquire these kinds of languages in different ways).

2.7.3 Cummins' suggestions

Cummins suggests the following three components to be included in a programme that is aiming to promote CALP:

- The instruction should be cognitively challenging and require students to use higher-order thinking skills.
- Academic content should be integrated with language instruction.
- Language awareness should be developed.

As a result, Cummins advocates for discussions on the amount, duration and kinds of instructional support ESL students need at different stages of their acquisition of conversational and academic English. Early withdrawal of ESL support to students who seem proficient leads to their experiencing academic difficulty.

2.8 South African perspectives on the BICS/CALP distinction and framework

Although this study does not merely focus on SLA, and the research does not specifically aim to answer questions related to SLA in South Africa (which is a very broad discipline in itself), some interesting research around SLA that relates to BICS/CALP will provide a contextual view of using the specific SLA theories and frameworks for this project.

In the South African context, a concept or process that relates to and is studied in conjunction with the BICS/CALP distinction, is **translanguaging**, which is described as "the process by which bi- and multilingual students draw on all their linguistic resources to create meaning during learning opportunities" (Carstens, 2015:1). When applying translanguaging pedagogy, one uses all the language practices that bilingual students bring to the table (García & Kleifgen, 2018:109). More simply stated, all language users select and apply different features from a "unitary linguistic repertoire" to create meaning and to communicate in different contexts (Vogel & García, 2017:1). Cummins' iceberg metaphor supports this statement, where the above-the-surface level (thus, the BICS) might make it seem as though a language user is using two different languages, but below the surface (thus at CALP level), there is one very complex underlying proficiency (Carstens, 2017:28). Translanguaging also argues that there are no two interdependent language systems, but rather one semiotic system. When considering the concept of translanguaging within the BICS/CALP framework, some research indicates that a variety of flexible language practices in the university classroom come into play, and even argue that the level of BICS in a mother-tongue can be used to support the development of CALP in a second language (García & Kleifgen, 2018:79). Henning & Dampier (2012:115) oppose this idea, and state that CALP does not transfer from the mother-tongue to the second language, because CALP is syntactical and morphological in nature. Cummins

shares this opposing viewpoint, and indicates that only exposure to and instruction in L2 would lead to proficiency in an L2 (Vogel & García, 2017:5). Concerns regarding the timing of exposure to English as medium of instruction is also raised (Henning & Dampier, 2012:115), arguing that an ideal world would be one where children are educated in their mother-tongue in the long run, where they will learn to read, write and become numerate in that language (2012:114), yet to introduce them to English as soon as possible (even before grade R), as they would perform significantly better than children who are only exposed to English later (2012:112) since CALP takes a substantial amount of time to develop. This links very closely to the findings of a study on productive knowledge of collocations (Nizonkiza, Van Dyk & Louw, 2013:165), indicating that most first-year student participants do not reach the minimum threshold of productive knowledge that relate to vocabulary needed to be successful academically.

Translanguaging is discussed and tested at three levels: as a pedagogic or teaching strategy, as a strategy to transform an unequal society into a more just world (Jaspers, 2018:3), and to a lesser extent, in terms of language and academic literacy development.

Firstly, the use of translanguaging as **a teaching tool in general** relates. In institutions with large numbers of diverse students, English remains the medium of instruction, while students continue to use their mother-tongues as tools to learn. However, students need to acquire a level of L2 competence (in most instances as BICS) in order to avoid "cognitive disadvantages" (thus CALP) (Carstens, 2015:5). Some very specific research stresses that students need to use a range of languages and discourses to negotiate meaning of unfamiliar terms (Paxton, 2009:345), that translanguaging is a powerful pedagogic tool in a science classroom (Charamba, 2020:1779), and translanguaging techniques provide a deep understanding of content in participants (Makalela, 2015:200). Constructing a context where students are encouraged to make use of various languages as a learning resource, also aids their learning (Van der Walt & Dornbrack, 2011:101;103): "…the provision of notes, handouts and assessments in more than one language can greatly enhance students' understanding of the content". Dalvit, Murray & Terszoli (2009:33) also support the idea of utilizing an African mother-tongue as language of instruction. Additionally, an integrated critical review of multilingualism in mathematics education in South Africa found that large scale researchers argue that improving learners' fluency in English is vital to enhance their success in mathematics, contradicted by small scale research that argue for the use of learners' mother tongues as resource for learning (Setati, Chitera & Essien, 2009:65). Afrikaans speaking university students would also acquire the necessary self-confidence and skills to start using English as language of instruction through translanguaging (Carstens, 2017:35). Furthermore,

in one of her studies, Carstens (2016:218) found that although the main benefit gained from applying translanguaging related to cognitive gains, other benefits included having a space to experiment with language, and collaboration. In this regard, Wei (2018a:15) aptly thus describes translanguaging as a "process of knowledge construction that goes beyond language(s)".

Translanguaging is furthermore studied in relation to **identity** building and addressing **political** issues through classroom practices. This research on translanguaging in the South African context indicates that there is a need for a transdisciplinary approach to language learning that moves beyond the boundaries of linguistics, psychology and education (Wei, 2018:33), and that ubuntu as African value system could frame literacy practices as it theorises the many relations of dependency between languages and literacies (Makalela, 2016:187). In another study, Makalela (2015:214) also found that languages that previously separated groups due to cultural and linguistic differences, could converge through translanguaging and fluid classroom interactions. Additionally, Hurst, Madiba and Morreira (2017:n.p.) argue that the colonial and monocentric thinking that exist in universities that predominantly use English, can be countered through translanguaging pedagogy.

Lastly, and perhaps more relevantly, translanguaging is deemed a relevant strategy for **academic literacy development** (Motlhaka & Makalela, 2016:251; 258), as the use of transgraphic tasks could enhance metalinguistic awareness, especially awareness to develop voices in both L1 and L2. Another study indicated that more emphasis on a local language enhances the competence of students in the additional language (Van der Walt & Dornbrack, 2011:101). Some studies (Makalela, 2015:214) found that through translanguaging, vocabulary and oral reading competencies could be fast tracked, and that when translanguaging is applied strategically it can be effective in writing development (Motlhaka & Makalela, 2016:251). Jaspers (2018:1) however argues that translanguaging is likely to be less transformative and socially critical than what many researchers suggest. His main critique relates to the idea that translanguaging can be applied and used within many contexts, and must carry the weight of being beneficial within various contexts, including for monolinguals and bilinguals, bilingual pedagogy, the theory of language, and to personal and social transformation.

In conclusion, translanguaging is a process and theory discussed in relation to the BICS/CALP distinction and framework, especially in the South African context, where the majority of students and learners are bi- or multilingual, and are taught differently when considering their mother-tongues and English. Utilising translanguaging as tool for teaching and learning,

seems more relevant, than its actual use in SLA and academic literacy. There is no clear answer to whether BICS in a mother-tongue would support the development of CALP in English as language of instruction, or whether if CALP is acquired in a mother-tongue, it would support developing CALP in English. And although many studies and research support the notion of translanguaging, no specific framework or model to apply and integrate it into pedagogical practices, exists.

Accordingly, the main focus of this research underpins the ideas and concepts of the BICS/CALP framework and distinction as previously discussed, yet acknowledging that bi- and multilingual students could draw on all their linguistic resources as contextual support in certain environments: "…features of their entire semiotic repertoire may be selected. Some of these features are visual – emoticons and photographs; other features are textual…" (García & Wei, 2014:22). Wei (2018a:21) calls it the multimodal nature of language, where humans use textual, linguistic, spatial, and visual resources to construct and understand messages. This concept aligns with and is similar to extra-linguistic or contextual cues in the BICS/CALP framework, and elements that support comprehensible input, as part of Krashen's theory.

2.9 Criticism of the BICS/CALP distinction

Still, not all aspects of and ideas about the BICS/CALP distinction are accepted as perfect. Some critique against the distinction includes its being too simple and that it is an artefact of "test-wiseness" and a theory used to attribute bilingual students' academic difficulties to their lack in CALP (Cummins, 2008:n.p.). "At a theoretical level … the distinction [between BICS and CALP] is likely to remain controversial, reflecting the fact that there is no cross-disciplinary consensus regarding the nature of academic proficiency and its relation to academic achievement" (Byram & Hu, 2017:85). Important to note is that Cummins does not elicit this as a theory but rather a framework of distinction.

Ackerman (2007:626) reveals that she is "no longer convinced that the BICS/CALP framework helps us understand ESL students as well as we need to. In fact, given how it is interpreted, I believe it may do a disservice …". This criticism elaborates on how this framework puts the onus on the learners and what they lack. Her proposal is that educators should rather focus on what they lack to meet the needs of their learners. This commentary is unfortunately misleading, as the BICS/CALP framework, in fact, indicates that a student's background knowledge *does* have an influence on not only his or her learning and language acquisition

(in line with many teaching and learning theories, an aspect that one cannot merely ignore) but also what support the teacher must lend to best help this student to acquire language.

Some other critics "caution" that this framework is based on cognitive and linguistic considerations and that the role of social context is not considered in language development (Rivera, 1984:xix-xx). Once again, this is a statement that misses the mark, as the BICS/CALP framework indicates the crucial element of context-embedding and the social environment.

It is this BICS/CALP distinction that has led to the design and development of the GENL1408 module (as a preface to the academic literacy module). Therefore, this distinction is continuously considered when adapting or developing the module further, including by means of implementing the film club. Accordingly, it forms an integral part of this study.

2.10 Relevance and value of films considering the input hypothesis, the affective filter hypothesis and the BICS/CALP distinction and framework

Various features and elements of films are valuable and relevant when considering the three language acquisition theories. Films are described as a more dynamic medium than a textbook or an audio recording in the English foreign-language context (King, 2002:509), because films provide **colloquial English in real-life contexts**. It also provides a broader understanding of the world and the students' place in it (Chapple & Curtis, 2000:429), and through the use of films, cultural aspects are well expressed (Tuncay, 2014:61). These features are relevant when considering BICS and CALP and how context-embedded communication, typical of an everyday set-up, is needed to acquire BICS. Using topics that are relevant to real life is also effective in lowering the affective filter. Comprehensible input can also be created by using real-world material (and thus supports the input hypothesis).

Another feature of films is that they provide **authentic language input** (Abrams, 2014:57; Bahrani & Tam, 2012:348), colloquial English in real-life contexts and opportunities to be exposed to native speaker pronunciation, slang, reduced speech, stress accents, dialects and the speech of various socioeconomic and educational levels, the speech of children and rural and urban speech (Kaiser, 2011:233; King, 2002:510; Tuncay, 2014:56). Some films can also be used to study pragmatic aspects of language (Abrams, 2014:58; Yalcin, 2013:259), such as the rate of speech, a smile or a frown and other aspects of interaction (also known as "conversational cues"). Similarly, the **paralinguistic features** of language can be studied

(Wood, 1999:95). This is especially suited to the BICS/CALP distinction, which stipulates that a message should be accompanied by visuals, gestures, facial expressions and intonation. The input hypothesis also comes to play, as comprehensible input is created through contextual cues and extra-linguistic support. The **authenticity of films** (i.e., that they are created for native speakers and not for a language learning classroom) is especially seen as beneficial – "The language in film is often performed text, but it is a performance where native speakers suspend disbelief and accept the dialogue as 'real'" (Kaiser, 2011:233). Due to the natural context created in which the language is conveyed, the act of communication is easier to understand in its entirety; in other words, **comprehensible input** is enhanced, and the environment for language learning is **context-embedded** (Wood, 1999:95, 97) (which relates to the BICS/CALP distinction and input hypothesis).

Lastly, another study (Tuncay, 2014:61) indicates that through using films, the learners avoid the "boredom" of language instruction. The lessons are more informative, imaginative, **motivational** and entertaining (Abrams, 2014:57-58; King, 2002:510; Tuncay, 2014:56). Therefore, these lessons create interest and enhanced **enjoyment** (Chapple & Curtis, 2000:429) and can engage the imagination and reduce anxiety levels (Wood, 1999:95, 98). This feature specifically relates to the affective filter hypothesis, where an increase in enjoyment and a decrease in anxiety aid in language learning.

2.11 Summary

Much research has been done regarding language acquisition, and especially SLA, with a distinction between sociocultural and cognitive approaches. This study falls within the first category and draws from three different language acquisition concepts, namely the input hypothesis, the affective filter hypothesis and the BICS/CALP distinction and framework. The input hypothesis relates to the acquisition of language (as opposed to learning) by means of understanding language that contains structure just beyond one's current level of competence ($i + 1$) and understanding a message through teachers who create comprehensible input. Production will then emerge in itself, and is not taught. The affective filter considers motivation, self-confidence and anxiety, as well as the teacher's role in increasing the first two, while making sure low levels of anxiety are present in the student. The BICS/CALP framework provides guidelines as to the timelines and context needed for students to acquire language on a continuum. Creating comprehensible input and a low affective filter mirrors the elements important to make sure that BICS and CALP are acquired, such as a rich context-embedded

environment, high levels of motivation and working according to a learner's existing competencies.

Although most research on language acquisition at university level focuses on CALP, this study centres around BICS and the acquisition thereof, as well as the transition into CALP. Various measures related to comprehensible input, the affective filter and BICS or CALP are included in the implementation of the film club with the aim of improving students' BICS and transition into CALP, as will be discussed in more depth in the discussion of the methodology.

Chapter 2 has accordingly answered the research question with regard to the trends in SLA and which approaches suit this project best. More questions remain, such as to what extent the film club effects student engagement and students' BICS, what the perspectives of the GENL1408 students regarding the film club are and what the most effective way is of implementing a film club to enhance BICS and the transition into CALP and student engagement.

The following chapter will accordingly address student engagement and how this study will draw from this very complicated yet important approach to teaching and learning.

Chapter 3: Literature review on applicable teaching and learning theories, frameworks and models

3.1 Introduction

The practice of teaching and learning takes on many forms and draws from different fields, such as psychology (where psycholinguists examine the mental processes involved in L2 acquisition), education, neuroscience (the science of the relation of the nervous system to learning and behaviour) and sociology (linked to sociolinguistics, that focus on aspects such as social and linguistic context that affect linguistic use, choice, and development) (Schunk, 2012:29; Tarone, 2007; Dixon et al., n.d.). Elements studied within this area include assessment, classroom instruction, engaging with students, student characteristics, curriculum design and the use of technology (Barkley, 2010; Biggs & Tang, 2011; Chikering & Gamson, 1987; Gravett & Geyser, 2004; Schunk, 2012; Strydom, Kuh & Loots, 2017). However, an over-arching framework this study draws from is student engagement as it is set out by Barkley (2010), and specifically the theories of motivation and active learning, which form the foundation of this framework.

Accordingly, an overview of other existing literature (including frameworks and beliefs) on student engagement will be provided first to offer the reader an overall view of what student engagement entails and to present some background on how and why this study came to be based on one specific approach of student engagement above other existing ones. A discussion of the student engagement framework (and the model she uses) as set out by Barkley will follow. This discussion will assist in answering the research question “What are the relevant trends in SLA and student engagement?”

3.2 Student engagement in general

3.2.1. The case for student engagement

Changes in the student character (or demographic) and demands from various stakeholders to improve student success on tertiary level (which can be linked to economic implications or finances as driver) have led to an increase in the popularity of student engagement as test object or element to consider when research in teaching and learning is done (Biggs & Tang, 2011:4). The increase in popularity of student engagement is furthermore a result of a

magnitude of studies that draw correlations between student involvement, motivation and active learning, and deep learning and student success rates (Trowler, 2010:2). In addition, research has shown that student engagement facilitates success. Research on student engagement is globally valued and provides reflection and accountability of education processes (Strydom, Kuh & Loots, 2017:2-3). Barkley (2010:4) also stipulates that more student engagement will lead to greater knowledge acquisition and general cognitive development, an idea that is increasingly being considered and agreed upon by researchers and educators.

Some other studies indicate the effects of student engagement, student learning and student success, and describe the link and correlations between student engagement, student learning and student success as follows: Student engagement is linked positively to desirable learning outcomes, such as critical thinking and grades (Carini, Kuh & Klein, 2006:23); "Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria" (Ambrose, Bridges & Dipietro, 2010:6); Student engagement is empirically shown to enhance student success at higher education institutions (Ivala et al., 2013:82); Teaching that requires active engagement by students decreases the gap among diverse students (Biggs & Tang, 2011:3); When teaching engages students' learning activities appropriately, the differences in ethnicity among students regarding learning are minimised (Biggs & Tang, 2011:5); and Class attendance and homework assignment marks, as a measure of academic and behavioural student engagement, have a significant moderating effect on the relationship between the semester marks and the final examination mark" (Gerber, Mans-Kemp & Schlechter, 2013:269).

Important to note here is that simply implementing a proven teaching and learning practice does not lead to engagement but is dependent on other factors, especially on *how* it is implemented. Accordingly, if an intervention is constructed and implemented to assist in achieving one of the main outcomes of a module (in the case of this study, the GENL1408 module, to improve students' BICS) and to identify ways to improve classroom practices, doing research on following a student engagement approach and attempting to improve student engagement overall would be valuable, viable and relevant.

3.2.2. Theories, frameworks, models, approaches and principles according to existing literature

Today's student profile is considered to be more diverse with regard to demography and academics compared to the students of a few years ago (Biggs & Tang, 2011:4-7). An increase in numbers of international students and more variation in cultures, genders and age groups in general are also evident. Colleges and universities furthermore enrol students with varying academic orientations and commitments. Whereas the larger percentage of students previously seemed to have strong intrinsic motivational characteristics to learn, more students today study to be able to have access to better job opportunities.

Some studies and literature view student engagement from a broader institutional point of view, taking into consideration overall student persistence and the influence that the whole university community and environment has on student engagement. Others relate it more narrowly to specific classroom practices. Most definitions of and approaches towards student engagement are made from two points of view: one with a focus from the institution towards the student, the other with a focus from the student (as self-responsible). Trowler (2010:16) appropriately asks the question: With whom lies the responsibility to ensure engagement? The definition of student engagement relates closely to these two viewpoints. Student engagement is defined in terms of success, focusing on the following two key components contributing to student success: the amount of time and effort students put into their studies and other activities that lead to specific experiences and outcomes linked to student success; and the way the institution allocates resources and arranges learning opportunities and services to get students to participate in and benefit from these activities (Kuh et al., 2005:9; Strydom, Kuh & Loots, 2017:3-4). Accordingly, all activities, modules and other variables of being a student are considered when studying student engagement. Thus, teachers *and* students are responsible for improving undergraduate education, whereas university leaders can create the environment to be conducive to good practice (Chikering & Gamson, 1987:5).

Consequently, some researchers view their studies on student engagement from an institutional point of view, that is, mainly on what the institution can do to improve engagement, such as the South African Survey of Student Engagement or SASSE. The SASSE "stresses the importance of thinking in innovative ways about how such a four-year degree could be designed to promote participation in effective educational activities by students, as well as the implementation of effective educational practices within higher education institutions" (Strydom & Mentz, 2010:ix). (Still, important to note is that the students' levels of engagement are still measured with the SASSE and then used to establish how the institution can or should

intervene.) Other studies include Chikering and Gamson's (1987) principles of good practice and studies by Coates (2007:122), who state that "research into student engagement assumes that it is possible to identify activities and conditions linked with effective learning". Furthermore, a study conducted by Nora et al. (1996:444) found that institutional experiences, academic experiences and environmental pull factors contribute most to persistence decisions. Ivala et al. (2013:82) state that a key objective for higher education institutions is to enhance students' interest in their studies, and Biggs and Tang (2011:3) reiterate that universities today need to address the quality of teaching and learning. All of these researchers allocate a larger portion of the responsibility for enhancing engagement to the institution.

On the other hand, a different angle of approach is followed by researchers who are looking specifically at how the *student* engages and what he or she could do to be more engaged. For example, "[t]he more students study or practice a subject, the more they tend to learn about it" (Carini, Kuh & Klein, 2006:2), and "[s]tudent engagement scholarship places a strong emphasis on student involvement in learning in terms of the quality of effort, as well as time spent on tasks" (Strydom, Kuh & Loots, 2017:4-5).

In addition, some researchers acknowledge a *dual partnership* more pertinently. For example, Biggs and Tang (2011:3) state that "teaching that requires active engagement by students decreases the gap", the Classroom Survey of Student Engagement ("Explore SASSE", 2018) measures both the students' and the lecturers' perceptions of classroom engagement, and Krause and Coates (2008:493-494) explain that student' engagement "focuses on the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes". For these researchers, engagement means a specific understanding of the relationship between students and institutions, and institutions are "responsible" for establishing environments conducive to learning. Lastly, Hu and Kuh's (2002:556) view should be mentioned: "In order for institutions to enhance the overall quality of undergraduate education for all students, we must identify and better understand how student and institutional characteristics interact to encourage or discourage student engagement in educational purposeful activities in college."

Different models, theories, taxonomies and frameworks exist with regard to student engagement, and need to be considered when conducting a study involving student engagement. Student engagement is a complicated construct, comprising many variables, contexts, influences and approaches. Not all of these can be tested, included, measured or considered when conducting a research study. However, having an idea of what is generally

accepted and strived towards connects one's study (and oneself as researcher) both with other researchers and provides an opportunity to offer one's unique insights into this very complex and tangled web of engagement.

Accordingly, in order to clarify the concept of student engagement broadly, to follow is a differentiation of various existing discussions on and aspects to be considered when referring to student engagement and the different approaches involved. A broad overview of elements related to student engagement follows, as these are all considerations when discussing student engagement. The elements discussed are the seven principles of good practice in undergraduate education, effective or good educational practice to enhance student engagement (as established by Kuh et al., 2005, and studied and developed further by other researchers in different contexts) and different kinds of engagements as set out by different theorists, as well as student traits, and institutional environments and traits related to engagement.

a) The seven principles of good practice in undergraduate education

The first seminal literature to refer to, is the well-known "Seven principles of good practice in undergraduate education" of Chikering and Gamson (1987). According to Kuh et al. (2005:8), some institutional practices tend to lead to high levels of student engagement, including these seven principles. The seven principles are: Encourage contact between students and faculty; Develop reciprocity and cooperation among students; Encourage active learning; Give prompt feedback; Emphasise time on task; Communicate high expectations; and Respect diverse talents and ways of learning.

These principles are based on extensive research done and are applicable within different fields, and for a diverse group of students – "white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well-prepared, underprepared" (Chikering & Gamson, 1987:3).

The first principle, encouraging contact between students and faculty, suggests that frequent contact between lecturers and students is vital for student motivation and involvement, as it enhances students' intellectual commitment and encourages thinking about future plans, for example employing students as junior researchers (Chikering & Gamson, 1984). The second principle, developing reciprocity and cooperation among students, means that learning (including thinking and deep understanding) and involvement are enhanced when working with others, such as, for example, creating learning groups in classroom set-ups. The third principle, using active learning techniques, refers to how students talk, write and apply what

they are learning and relates it to past experiences. An example of this is using structured classroom exercises, such as reflective writing paragraphs. The fourth principle, giving prompt feedback, implies that learning is focused by means of a student knowing what he or she knows, and knowing what he or she does not know. This can relate to assessment feedback and feedback in the classroom. The fifth principle, emphasising time on task, means that the time spent on tasks is critical; therefore, allocating realistic amounts of time means effective learning. The sixth principle, namely communicating high expectations to students as well as teachers, leads to higher standards, such as, for example, telling poorly prepared students that they have a chance to succeed and are expected to perform well. The last principle, respecting diverse talents and ways of learning, refers to inclusive practices (such as the universal design for learning) where different learning styles and needs are taken into account.

These principles are still being used today when referring to student engagement, including Barkley and her model of student engagement.

b) Effective or good educational practice to enhance student engagement

The second choice of literature to consider is referred to as effective or good educational practice to enhance student engagement (Kuh et al., 2005; Strydom, Mentz & Kuh, 2010). The original categorisations of these are: Level of academic challenge; Active and collaborative learning; Student-staff interaction; Enriching educational experiences; and Supportive campus environment.

More recently, these categories have been developed to constitute measurable subcategories (Strydom, Kuh & Loots, 2017:28-45). The four themes are: a) **Academic challenge**, which stipulates that academic work has to be challenging (within the higher cognitive levels, such as application and creation), high expectations are communicated to students, reflective learning is established and learning strategies, such as reviewing notes, take place; b) **Learning with peers**, which entails collaborative learning (e.g. group work or peers assisting one another) and having discussions with diverse students (Strydom, Kuh & Loots, 2017:36-38); c) **Experience with staff** is important as students learn how experts think about problem solving. This includes student-staff interaction (in and outside of a classroom setting) and effective teaching practices, which entail “clear explanations, organised teaching, illustrative examples, and quick feedback” (Strydom, Kuh & Loots, 2017:41); and d) **Campus environment**, including the quality of interactions with peers, advisors, lecturers and support staff, as well as a supporting environment, where institutions are dedicated to providing

students with various forms of support (cognitively, socially and physically) (Strydom, Kuh & Loots, 2017:44).

c) Behavioural, emotional and cognitive engagement

Fredericks, Blumenfeld and Paris (2004) differentiate three dimensions of student engagement, namely behavioural, emotional and cognitive engagement.

Behavioural engagement is further divided into three groups: a) Positive conduct (e.g. following the rules, adhering to class norms and the absence of disruption); b) Involvement in learning and academic tasks (e.g. effort, persistence, concentration, attention, asking questions and participating in class discussions); and c) Participation in school-related activities (e.g. athletics and governance)

Students who are accordingly behaviourally engaged “would comply with behavioural norms” (Trowler, 2010:5). Engagement furthermore draws on the idea of participation and “includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out” (Fredricks, Blumenfeld & Paris, 2004:60).

Emotional engagement relates to affective reactions in the classroom, such as, for example, interest, boredom, happiness, sadness and anxiety. This overlaps with measuring value and motivation. “Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging” (Trowler, 2010:5). Fredricks, Blumenfeld and Paris (2004:60) explain that emotional engagement includes reactions to various stakeholders, such as teachers, classmates and academics. This kind of engagement will create ties to an institution and has an influence on willingness to work.

Cognitive engagement relates to investment in learning, self-regulation or being strategic. “Cognitively engaged students would be invested in their learning, would seek to go beyond requirements, and would relish challenge” (Trowler, 2010:5). Also, “it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills” (Fredricks, Blumenfeld & Paris, 2004:60).

Trowler (2010:6) points out that a student can be positively engaged in one dimension, while engaging negatively in another. She presents the following table, with two poles (negative and

positive) of engagement, and non-engagement in the middle (which is, in fact, also another form of negative engagement).

Table 3.1: Examples of positive and negative engagement (adjusted from Trowler, 2010:6)

	Positive engagement	Non-engagement	Negative engagement
Behavioural	Attends lectures; participates enthusiastically	Skips lectures without any excuse	Boycotts or disrupts lectures
Emotional	Relaxed	Anxious	Rejects or rebels
Cognitive	Meets or exceeds assignment requirements	Assignments late, rushed or not submitted	Redefines parameters for assignments

Student engagement as it is understood today has evolved into a much more complex idea; yet these terms are still relevant (although comprising but a part of student engagement).

d) A model of student engagement: academic and social dimensions with intense, collaborative, independent or passive styles of student engagement

Having conducted research involving a student engagement survey with seven scales measuring the online engagement of campus-based students, and nine scales measuring more general forms of campus-based student engagement, Coates (2007:124-125) affirms that two dimensions of student engagement exist, namely **academic and social**, which capture four styles of student engagement, namely **intense, collaborative, independent** and **passive engagement**. He combines this into a model of engagement, illustrated in Figure 3.1 below.

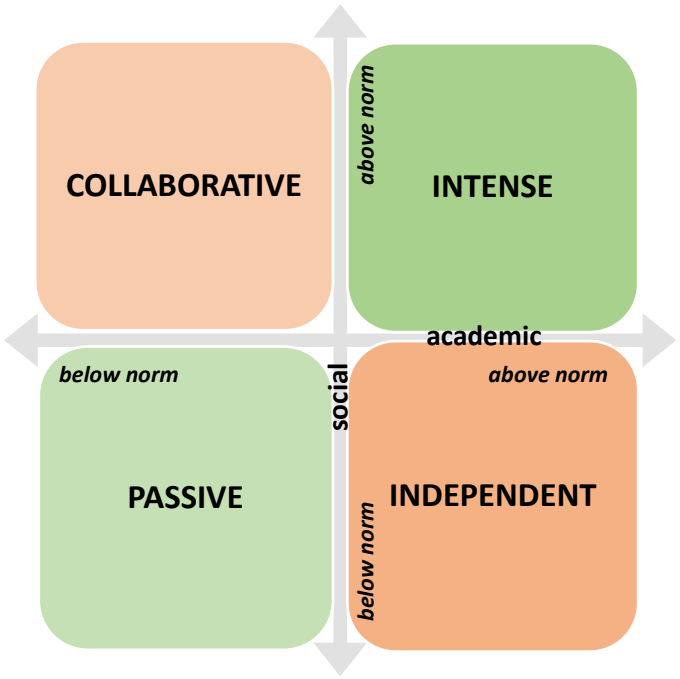

Figure 3.1: Typological model of student engagement styles (adjusted from Coates, 2007:133)

These styles are to be assumed as transient states, not necessarily traits that will endure over time and in different contexts.

These styles can be unpacked as follows (Coates, 2007:132-134; Trowler, 2010:13): When students report an intense form of engagement, they are very involved with their university studies. A student using an independent style of engagement is more academically and less socially orientated and will less likely collaborate with other students or be involved in activities around campus. A collaborative style of engagement relates to students who like the social aspects of university life. Lastly, students with passive styles of engagement rarely participate in activities or surround themselves with a context of productive learning.

The collaborative and passive styles of engagement are seen as the opposite of the independent and intense styles. This means that leaning favourably towards one form of style will affect the degree of leaning towards another form of style. In the same sense would leaning more favourably towards a collaborative style imply leaning away from an independent style. Regarding the social and academic dimensions, students with collaborative styles also favour the social aspects of university life and work (Coates, 2007:134), whereas students with independent styles tend to favour academic aspects.

Although a well-grounded study, and with fluidity in the nature of the model, this model does not provide much with regard to the teacher's role but rather explains the styles that students tend to have in their engagement at university.

e) A taxonomy of student engagement: academic, behavioural, cognitive and psychological

Appleton et al. (2006:429-430) constructed a taxonomy of student engagement, comprising four subtypes of student engagement, namely academic, behavioural, cognitive and psychological engagement. These types of student engagement are strongly influenced by context (such as family support, peers and the school itself) and, in turn, relate to specific outcomes, categorised as academic, social and emotional outcomes.

The four types of student engagement are explained as follows: **Academic engagement** consists of variables such as time on task, credits earned toward graduation and homework completion; **Behavioural engagement**, of which indicators are attendance, suspensions, voluntary classroom participation and extracurricular participation; **Cognitive engagement** includes self-regulation, relevance of school to future aspirations, the value of learning and strategizing; **Psychological engagement** involves feelings of identification or belonging and relationships with teachers and peers.

As mentioned earlier, although student engagement is currently understood as more complex, these types are still relevant.

f) Factors or aspects (student characteristics) related to students, which affect engagement

According to Hu and Kuh (2002:556), little is known about the characteristics of students who tend to be disengaged easily. Even though we know what *improves* engagement, what *hinders* it is rarely studied. The ideal would be a holistic approach, where an individual student could be measured to understand what an institution could do to help him or her succeed. Krause and Coates (2008:503) make the same argument and stress the importance of "developing a broader understanding of engagement as a process with several dimensions".

Consequently, Hu and Kuh (2002) conducted an elaborate (with more than 50 000 respondents from 123 institutions: 21 research universities, 14 doctoral universities, 41 comprehensive colleges and universities, 16 selective liberal arts colleges, and 31 general

liberal arts colleges) and longitudinal study (1990-1998) to try to establish whether particular student characteristics related to *disengagement*. The study found that "certain student background characteristics (sex, race, ethnicity), level of parental education, student academic preparation, years in college, major field, and perceptions of the college environment interact in complex ways to influence student engagement in educationally purposeful activities" (Hu & Kuh, 2002:569). A summary of these findings are (Hu & Kuh, 2002:562-563, 568-569): Students were more engaged if their parents were better educated, if they had been better academically prepared, if they perceived the environment more positively; and if they were registered in the humanities and social sciences. Furthermore, white students were less engaged than students from other racial groups, students in pre-professional majors and undecided majors were less engaged, First-year students were less engaged than other groups (seniors, etc.), and men were likely to either be very engaged or not engaged at all.

Understanding where students come from and what personal environments they are exposed to can provide information to institutions to ensure engagement. Grouping students (demographically) can be of value, but adding a proper diagnostic assessment regarding background knowledge will make the study more elaborate, especially to improve active learning (Barkley, 2010:17).

g) Types of institutional engagement

Although student engagement focuses on the how and what of increasing student involvement, it is influenced by institutional policies and practices (including in- and out-of-classroom activities), so much so that Pike and Kuh (2005:187) state that the "most important institutional factors are thought to be the policies and practices adopted by institutions to increase student engagement".

Using the National Survey of Student Engagement, Pike and Kuh (2005:202) set out to establish an almost generic typology for engaging institutions, thus asking what such an institution would look like. Taking into consideration the Carnegie classification system (a framework for classifying colleges and universities in the United States of America, which had been established in 1973 and revised in 2000), they concluded that "no institution is uniformly high or low across all measures of engagement" (Pike & Kuh, 2005:202) and that institutions engage students differently. Accordingly, the following seven types of engaging institutions were identified:

- **Diverse but interpersonally fragmented:** Here students have many experiences with diversity and are inclined to use technology; however, they do not view the institution or their peers as supportive regarding their academic or social needs.
- **Homogeneous and interpersonally cohesive:** At these institutions, students have limited experiences with diversity but view the institution and their peers as supportive.
- **Intellectually stimulating:** Students engage in multiple academic activities and interact considerably with the faculty inside and outside the classroom. They execute higher-order thinking and take part in collaborative learning.
- **Interpersonally supportive:** At these institutions, students regularly participate in diverse experiences, and they see their peers and the campus as supportive of their efforts. Students also interact regularly with faculty members inside and outside the classroom.
- **High-tech, low-touch:** At these universities or institutions, information technology reigns in such a way that other types of interaction are muted. Individualism is evident, with little collaboration, low academic challenge and not much interpersonal activity.
- **Academically challenging and supportive:** Lecturers or academics set high standards and stress higher-order thinking in traditional ways. Active and collaborative learning is rarely required. Nevertheless, students support one another and experience the campus as a supportive environment.
- **Collaborative:** Peer support and learning are evident, mediated slightly by technology. Students interact moderately with lecturers, and view them (and the campus environment) as supported. Still, experiences in diversity are rare.

Consequently, the kind of institution one would strive to represent is ultimately one where students report high levels of experiences in diversity and perceive the interpersonal environment to be supportive.

h) Institutional traits essential for student engagement

Research by Strydom and Mentz (2010:6-7) indicate six properties and conditions that enable engagement and relate to institutional environments that promote student success. These properties and conditions include: A living mission and lived educational philosophy; An unshakeable focus on student learning; Creating learning environments that promote educational enrichment; Clarifying the pathways that maximise student success; Facilitating an improvement-orientated institutional culture and ethos; and making sure that student success and the quality of learning are owned by everyone in the institution.

Chikering and Gamson (1987:5) also mention qualities for an engaging environment that is conducive to teaching and learning. These qualities are a strong sense of shared purpose, concrete support from administrators and faculty leaders, adequate funding, policies and procedures consistent for the purpose of good practice and continuing examination of how well the purposes are being achieved.

Furthermore, Hu and Kuh (2002:562-569) have established that students are more engaged when their institution emphasises scholarship, emphasises intellectual and critical analysis, has high-quality personal relations among groups; and emphasises vocational and practical matters.

Recent research done by Strydom, Kuh and Loots (2017) is more specific regarding stakeholders within institutions and their roles regarding student engagement, and how institutions can use surveys to prompt change. Firstly, regarding the **roles of stakeholders**, the researchers indicate that quality assurance professionals should make sure that student engagement is part of the institutional policy and that institutional researchers should use data on students' engagement to understand this fully; department chairs can put student engagement on the agenda of programme renewal; librarians can engage students by means of learning space and resources; first-year experience coordinators can collect data to use in shaping orientation programmes; academic advisors can develop students to fully participate in learning; and career advisors can encourage student involvement in activities that promote graduate attribute skills (Strydom, Kuh & Loots, 2017:124-134). Secondly, **broader strategies** for institutions to enhance student engagement include developing institution-wide approaches to student engagement (such as an integrated web of supportive institutional practices), benchmarking for continuous improvement (thus the collection and interpretation of student engagement data), broadening staff involvement in student learning (such as revising assessments), enhancing interactions between staff and students and monitoring quality data over time (Strydom, Kuh & Loots, 2017:134-144). Engagement on institutional level and decisions made institutionally, ultimately can effect classroom engagement and overall student motivation and engagement.

i) Various aspects that enhance or promote student engagement

Some aspects that link to student engagement would intuitively seem quite logical to educators in enhancing the quality of educational practices. However, according to Kuh et al. (2005:19), *how well* these practices are implemented is what constitutes the effectiveness thereof. In

addition, Biggs and Tang (2011:69) state that when we know the sort of teaching that engages student learning, we should focus on the way any interaction between teacher and student, and between student and student, is handled.

Various research studies have made conclusions as to which aspects influence (enhance or hinder) student engagement. Firstly, when students expect to be successful in a course, they engage in behaviour necessary for learning (Ambrose, Bridges & Dipietro, 2010:69), and this expectation of success originates from previous success (Biggs & Tang, 2011:35; 38). Also, if students find the content of a course interesting or relevant, they may see the value in mastering it (Ambrose, Bridges & Dipietro, 2010:69; Biggs & Tang, 2011:35-37). Thirdly, a task is seen as valuable if it produces some kind of positive outcome (extrinsic motivation), such as monetary rewards, if other people value it (social motivation; thus, students learn in order to please other people whose opinion is important), if it can enhance their ego (achievement motivation), such as being number one in the class or because they are interested in the task or activity itself (intrinsic motivation). Added to this idea of motivation is one that stipulates: “In the context of learning, motivation influences the direction, intensity, persistence, and quality of the learning behaviours in which students engage” (Ambrose, Bridges & Dipietro, 2010:69). Furthermore, digital storytelling could positively enhance engagement (Ivala et al., 2013:85) if the following are included in the process: extended opportunities for study beyond the classroom; motivation to interact with the subject content; student control of their own learning; the process of producing digital stories; peer learning; increased student-lecturer interaction; and the promotion of high levels of reflection. Higher-order cognitive activities (e.g. problem-based learning) also increase student engagement (Biggs & Tang, 2011:7), and building on existing background knowledge enhances engagement in reflecting on own learning (Biggs & Tang, 2011:58). Aligning intended learning outcomes, teaching and assessment tasks enhances engagement (Biggs & Tang, 2011:105), and “Authentic assessment directly engages the student with functioning knowledge in its context” (Biggs & Tang, 2011:223). Another finding stipulates that participating in a learning community enhances student engagement, especially for first-year students (Zhao & Kuh, 2004:115), and also that students living on campus are more involved in co-curricular activities (Wawrzynski, Heck & Remley, 2012:118). Technology is also discussed, as a tool that may have a positive impact on engagement (Meyer, 2014:10; Rashid & Asghar, 2016:608). This includes a variety of technological tools, measured to indicate its positive effect on enhancing student engagement, such as: multiple ways of meaningful communication among students and with their instructors (Dixson, 2010:8); Twitter (Junco, Heibergert & Loken, 2011:119), as well as time spent using Facebook, which has different effects on student engagement, depending on the outcome variable (Junco, 2012:170), for example time spent on Facebook

positively predicts time spent in co-curricular activities, while playing games on Facebook negatively predicts time spent in co-curricular activities. Lastly, educators doing the following *decreases* student engagement (Biggs & Tang, 2011:42): showing disinterest in a topic; playing "unfair" games with students in assessments; making fun of student responses; being strict with length limitation; discounting marks due to late submission or some other reason; being authoritative (refusing criticism or suggestions); and adding to time stress due to coverage of too many topics (note: deep engagement needs time on task).

More specific techniques, and interventions to enhance engagement, have been tested in many different studies, including the student engagement techniques set out by Barkley (2010), which will be discussed later in Chapter 3.

3.2.3 Summary

Numerous ideas and concepts regarding student engagement exist, which were explored in order to compare and critically decide which is most relevant for this study. Ultimately, the framework and model that this study will draw from, is one developed by Elizabeth Barkley (2010), because it links closely to the chosen language acquisition theories and provides ample guidance as to specifically enhance engagement in the classroom. Accordingly, Barkley's framework and model are discussed next. The link with the language acquisition theories are furthermore discussed in depth in chapter 4.

3.3 Student engagement according to Barkley

3.3.1. Introduction

The concept of student engagement has different forms, and researchers and teachers support different ideas with regard to it. Engagement is often linked to participation in activities or the amount of and effort in participation in activities (Barkley, 2010:4). The complete definition of student engagement was initially presented by Kuh (in Kuh et al., 2005:9), as previously mentioned, and refers to what the student does ("the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success"), as well as to what the institution does and how it is done ("the ways the institution allocates resources and organizes learning opportunities and services to induce students to participate in and benefit from such activities"). This seems to

be the general broad, agreed-upon definition, as quoted and used in years to follow (Hunter et al., 2009; Strydom & Mentz, 2010; Strydom, Kuh & Loots, 2017:3-4).

On an institutional level, student engagement includes a variety of aspects (as discussed previously). Engagement in the smaller context of a classroom, or a single module, should be approached differently, as the goal and available instruments, such as classroom practices, are much more nuanced – "All of these usages of the term *engagement* work well when one is looking at general trends at the national and institutional level, but they aren't very helpful to college teachers who are trying to engage students on a daily basis" (Barkley, 2010:5). In this instance, it could be referred to as "student engagement in the classroom". Although, some may argue that "institutional" also includes or presupposes "classroom"; if so, for the sake of this study, this one smaller aspect of "institutional" will form the focus, and not all policies, practices and the environment as a whole that make up the role of the institution in enhancing student engagement.

According to Barkley (2010:xii), teachers today face challenges such as competing with the fast pace and the "multilayered" delivery of modern media, having learners from many different backgrounds and the easy availability of information on the internet. All of these challenges lead to students being easily disinterested and being able to plagiarise, and teachers having to rethink their classroom approaches. This, however, does not mean that teachers need to become entertainers of some sort. Instead, "engaging students … means they are thinking" (Barkley, 2010:xii). These same challenges can be used advantageously; for example, students bring a variety of ideas to the classroom, or teachers can be more than just providers of information.

Therefore, for the sake of this study, the student engagement framework and model, as discussed by Barkley, will be drawn from.

3.3.2. The double helix model of student engagement

Barkley's model moves away from the institutionally designed ideas with regard to student engagement towards a framework that underpins engagement in the classroom. She describes engagement as a double helix "in which active learning and motivation are spirals working together synergistically, building in intensity, and creating a fluid and dynamic phenomenon that is greater than the sum of their individual effects" (Barkley, 2010:7). She defines it as follows: "Student engagement is a process and a product that is experienced on

a continuum and results from the synergistic interaction between motivation and active learning" (Barkley, 2010:7).

Subsequently, an essential aspect to keep in mind is that both motivation and active learning need to be present, and there needs to be synergy between these two elements. In this model, student engagement is the product of motivation *and* active learning, as illustrated below.

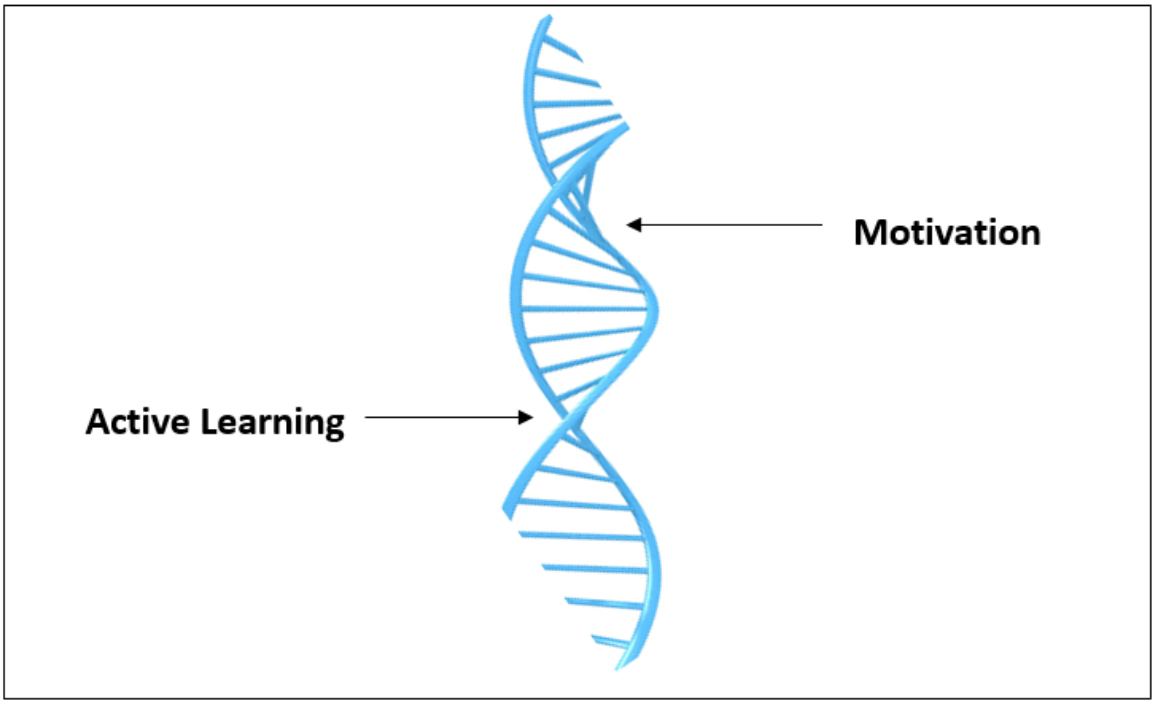

Figure 3.2: The double helix model of student engagement (adjusted from Barkley, 2010:7)

According to Barkley, this model illustrates how engagement occurs on a continuum. It only starts where motivation and active learning intersect, and these two work in synergy, building in intensity. "At the far end of the continuum are the transformative, peak experiences that constitute the treasured milestones of an education" (Barkley, 2010:8).

To further grasp this model of student engagement, it is important to understand motivation and active learning. "Understanding basic principles drawn from the research and theory on motivation and active learning can offer insights into how to promote student engagement" (Barkley, 2010:8). Barkley's explanations of these elements are quite clear and broad, and many other researchers and educators seem to agree with her understanding thereof. This

literature review will thus aim to discuss Barkley's viewpoint on these two aspects, with additional supporting thoughts from other researchers and educators.

3.3.3. Motivation

Motivation is a much-researched concept, with various definitions and ideas regarding what it constitutes and how it affects human practices as well as students' success. Barkley (2010:9) defines it as follows: "Motivation is a theoretical construct to explain the reason or reasons we engage in a particular behaviour. It is the feeling of interest or enthusiasm that makes somebody want to do something." Wlodkowski (in Galbraith, 2004:141) calls this a natural inclination to be competent in matters people hold important. He also makes the statement that "[m]otivation is the natural human capacity to direct energy in the pursuit of a goal" (Wlodkowski in Galbraith, 2004:141). Motivation is furthermore classified as either intrinsic or extrinsic (Barkley, 2010:10; Lowery & Young, 1992:30). Extrinsic motivation refers to how a person is driven by outside stimuli, while intrinsic motivation refers to an internal force that drives a person to perform without evident reasons to do so. Ideally, a student would possess intrinsic motivation to succeed academically, which is most often not the case. It accordingly becomes the teacher's role to enhance motivation, as is the aim with this study.

Two factors need to be present in order for motivation to take place when teaching. Firstly, the content, practices and activities have to be important or of **value** for the student (Biggs & Tang, 2011). This will enhance motivation and drive the individual to want to do something, and accordingly, he or she will experience deep learning. It is also reasoned that students ordinarily "want to do something", but this "want" is discouraged by some teaching practices. The aim then is to minimise this interference. (This idea closely links to the affective filter hypothesis, which stipulates that the language teacher needs to create a situation or an environment that encourages a low affective filter, as indicated in Chapter 2 of this study.)

Secondly, the student should **expect success**. Even though students may see the value of an exercise, they would not want or try to complete it if they think that they are not able to complete it successfully. "In short, students' motivations are strongly influenced by what they think is important and what they believe they can accomplish" (Barkley, 2010:11). This is called the "expectancy value of success" by some (Chikering & Gamson, 1987; Strydom, Kuh & Loots, 2017:189) and the "expectancy-value theory of motivation" by others (Biggs & Tang, 2011:35). Barkley (2010:11) refers to it as the "*expectancy* x *value* model". Either way, the essence is the same: "the effort that people are willing to expend on a task is the product of the degree to which they expect to be successful (*expectancy*) and the degree to which they

value the rewards as well as the opportunity to engage in performing the task itself (*value*)" (Barkley, 2010:11). Essential to this model is that *both* value and expectancy need to be present for motivation to take place.

Although one would like students to inherently experience value and expectations concerning subjects and modules, the aim of completing this study would be to acknowledge the teacher's impact and influence on improving these aspects. Accordingly, several ideas to enhance or communicate **value** with regard to the existing subject or module one teaches can be drawn from it. Wlodkowski (quoted by Barkley, 2010:14; Wlodkowski & Ginsberg, 2017:47) has identified three characteristics that would contribute to enhancing value. These characteristics are as follows: goals are clear and compatible; feedback is immediate and continuous; and the challenge balances skills or knowledge with stretching existing capacities. (This links to the *i + 1* concept of the input hypothesis.) Adding to the previous three items, the following can be stated: assessment (i.e. tasks that count towards the final mark) is seen as important by the student; and problem-based learning is also one technique, where real-life problems are used as context for students to learn and acquire academic content and professional skills (Biggs & Tang, 2011:37). (This is linked to the input hypothesis and specifically creating comprehensible input by means of real-life examples.)

The next aspect, namely **expectations** of success, can also be influenced by means of teaching practices. Biggs and Tang (2011:38-39) identify effort, previous success and teacher feedback in this regard. Success can be attributed to effort (instead of ability) (Barkley, 2010:12). Ability is seen by students as an element they cannot control, and therefore, if success is linked to ability, they cannot change the outcome. However, if their teacher links success to effort, working hard can influence their level of success. Expectations of success are also based on previous success if the conditions in which the previous success has been achieved, remain unchanged. If a student, for example, believes that his or her previous success was due to the teacher, merely having a new teacher will diminish his or her expectations of success. (This links closely to the affective filter hypothesis, where self-confidence needs to be promoted.) A third aspect identified is teacher feedback. Feedback that specifically indicates a pathway to success is very helpful, pointing out what one has done and how one could improve and obtain better results. The sub-text of the teacher's feedback needs to portray hopefulness in expecting future success (a vague concept, to be interpreted in different ways).

A variety of other models of motivation exist, such as Wlodkowski's (1986) time continuum model of motivation, Keller's model of motivation and performance (Lowery & Young, 1992:31-

32) and the motivational framework for culturally responsive teaching (Galbraith, 2004:142). These models are not used for the sake of this study, as the model that Barkley supports (i.e. the *expectancy* x *value* model) is linked to her model and framework of student engagement and is therefore more relevant.

Some concerns about motivation exist, namely that motivation is a somewhat elusive concept, and direct measure is probably not possible (Lowery & Young, 1992:31) although motivation is regularly linked to student success (Allen, 1999). However, the outcomes thereof could and should be examined and measured. For the sake of this study, both expectancy and value will be considered as sub-parts in increasing motivation.

3.3.4. Active learning

The second element for student engagement to take place, as set out by Barkley (2010), is active learning. This concept is important within a variety of theories, such as experiential learning and constructivism, which focuses on what students should do in order to construct knowledge (Biggs & Tang, 2011:20). In simple terms, active learning implies that students have to do something for learning to take place (Biggs & Tang, 2011:22-23). Learners construct knowledge by means of their own activities, and not by what the lecturer does. This does not necessarily mean that the student physically has to "do" something, such as talking in a group or going on an excursion, but "active learning means that *the mind* is actively engaged" (Barkley, 2010:17), and students dynamically participate in their learning. An auditory learner would, for example, be perceived as being absolutely disinterested in the lecture, all the while analysing and making meaning of what is being said on a cognitive level. Therefore, the definition of active learning is "where students make information or a concept their own by connecting it to their existing knowledge or experience" (Barkley, 2010:17). Chikering and Gamson (1987:4) also include using active learning techniques as one of the seven principles of good undergraduate teaching: "Students do not learn by just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers." They state that students should talk and write about what they are learning and relate it to past experiences.

In addition, Ambrose, Bridges and Dipietro (2010:11-39) stipulate that students need to engage with content, while building knowledge in terms of what they already understand (Gravett & Geyser, 2004:72). The **existing prior knowledge** of the student and how the student builds on it are accordingly vital components of active learning. Ways that students connect new knowledge to existing knowledge (also called "transfer") include similarity and

difference between new and existing knowledge, association between new and existing elements, and context (an aspect that links closely to the BICS/CALP framework) and degree of original learning. Chikering and Gamson (1987:4) reiterate the importance of linking new concepts to what is already known. Linked closely to activating this background knowledge is what is called “transfer”, “which is the effect that past learning has on the processing and acquisition of new learning and the degree to which learners can apply what they have learned to new situations” (Barkley, 2010:100). Accordingly, teachers have to intentionally support students to make the connections between past learning and new learning.

Although a prerequisite for learning, prior knowledge is not always advantageous, as it can either help or hinder learning (Ambrose, Bridges & Dipietro, 2010:13). Accordingly, the prior knowledge needed is very specific in nature; it has to be sufficient for new knowledge and understanding to take place (this idea closely links to Krashen’s *i + 1* model of comprehensible input). It also has to be relevant, so that new knowledge can “stick” to existing knowledge.

Sufficient and relevant prior knowledge is explained by Biggs and Tang (2011:81-83), who differentiate between two kinds of knowledge, namely declarative and functioning knowledge. Declarative knowledge refers to “knowing about things” or knowledge about content. This includes elements that are public knowledge, for example that the earth is round. This knowledge is proven by rules, has been proven and is consistent. It can be found on the internet and in libraries, and teachers “declare” this to be true. In lay terms, this is what is taught concerning the subject matter, as relevant to the module content. Accordingly, the student obtains this knowledge and links it to relevant existing knowledge. For example, to understand the idea that the earth is round, one first needs to know what is meant by “the earth” and the shape “round”. Students then indicate their understanding of declarative knowledge by declaring it back in their own words with their own examples.

The second kind of knowledge, functioning knowledge, is the skill to be able to use this declarative knowledge or apply it. The student, in fact, puts his or her knowledge to work to, for example, solve problems or perform surgery. The importance of the distinction between these two kinds of knowledge is that both need to be addressed at university level. In addition, teachers need to realise that the one feeds into the other (although one can sometimes teach declarative knowledge and functioning knowledge simultaneously). For the sake of active learning, the teacher has to understand which kind of knowledge is relevant for the new knowledge he or she wants the student to learn and grasp. Once the teacher understands the kind of knowledge to be relevant, he or she needs to decide how to activate the relevant and sufficient prior knowledge for active learning to take place.

Various researchers indicate many techniques, tips and ideas as effective in promoting active learning when focusing on prior knowledge. A first example would be to let students prepare a particular concept before coming to class (Harmin & Toth, 2006:139). Review tests is another example, where the teacher provides the students with a test on work done a while ago and has a quick discussion about it before moving on to teaching new concepts. Barkley (2010:98) also suggests some activities that could help students "discover" what they already know about the topic, such as writing brief essays to describe what they remember and understand, interviewing one another, participating in a think-pair-share designed to explore prior knowledge and using graphic organisers. A more extensive exercise would be a background knowledge probe. "Teachers develop short, simple, focused questionnaires that students fill out at the beginning of a course, at the start of a new unit, or prior to introducing a new topic. These probes help teachers identify the best starting point for the class as a whole" (Barkley, 2010:98). This can be done by means of a few short questions or "knowledge surveys".

Furthermore, students must talk or write about what they are learning and apply it to their daily lives. In a classroom set-up, active learning can be promoted by structured exercises, challenging discussions and peer critiques. To be active participants, students need to do something – "thinking, reading, discussing, problem-solving, or reflecting" (Barkley, 2010:94). Students develop active learning skills when they are given tasks that underpin these.

3.3.5. Creating synergy between motivation and active learning

According to Barkley's model of student engagement, both motivation and active learning cannot merely be present in order to establish or improve engagement. These two have to be in synergy; thus the teacher should first ensure that motivation and active learning are present and then create conditions for synergy between these two (Barkley, 2010:24). Barkley proposes three ways to promote this synergy, which is seen as effective, because active learning and motivation are integrated into each other.

Firstly, **teachers can promote synergy by creating a sense of classroom community**. Barkley (2010:25) states that staying connected to others is important for students. Since long, institutions have had residence halls, residences, campus organisations and clubs as a means of creating social community. However, students have been expected to work individually in the classroom, sitting in rows, facing to the front, and listening to what knowledge the teacher wants to impart. However, "engaged classroom environments are those in which the teacher and students perceive themselves as members of a learning community" (Barkley, 2010:25).

Learning communities will build motivation, as students feel connected to the teacher and their classmates. It also promotes active learning, as cooperative and collaborative learning takes place and knowledge is socially constructed.

Secondly, **teachers can create synergy by helping students work at their optimal level of challenge**. This feeds into Vygotsky's (1978:84-91) zone of proximal development and also links to Krashen's *i + 1* hypothesis (as part of his theory of comprehensible input, the language acquisition theory that this study draws from) (Krashen, 2009:21). According to Vygotsky (1978:85), "learning should be matched in some manner with the child's developmental level". This means that learning is most effective when learners are exposed to content, concepts and ideas "just slightly above their current level of development" (Barkley, 2010:27). Barkley (2010:27) further points out that "engaged learning occurs in the gap between a learner's current understanding and potential understanding". When one works at this optimal level or zone of proximal development, there is synergy between motivation and active learning. Barkley adds that for learning to take place, new knowledge can only be related to what the student already knows. This relates strongly to Krashen's *i + 1* hypothesis, which entails that "we acquire [language] by understanding language that contains structure a bit beyond our current level of competence (*i + 1*). This is done with the help of context or extra-linguistic information" (Krashen, 2009:21).

Accordingly, Barkley (2010:29-31) identifies three approaches to help students work at this optimal level of challenge, namely assessment and feedback, teaching students metacognitive skills and making students partners in their own learning.

Assessment and feedback refer to making use of formative assessment as a tool to teach students. "*Formative assessment* is more process-oriented and developmental in nature. Its primary purpose is to provide feedback that encourages adjustments and corrections" (Barkley, 2010:29). She does, however, state that both summative and formative assessments are valuable and can be used. Assessment strategies involve the following steps:

1) Identify a learning goal (also known as outcomes)
2) Choose an assessment technique that will test whether this goal has been reached
3) Apply the assessment
4) Analyse the results and share them with students (i.e. give feedback)
5) Use the results or respond to the results (i.e. change the teaching strategy or content where necessary)

Teaching metacognitive skills entails that when students reflect on their own learning, they learn better. Many students do this on their own (e.g. making notes), but some need the teacher to provide a strategy that will ensure the student being aware of him- or herself as a student and constantly monitoring the effectiveness of his or her own learning (Barkley, 2010:30).

Empowering students as partners in the learning process is important in order to make sure they are learning on the optimal level of challenge. “When students have the power to make decisions regarding their own learning, they can take steps to ensure they are working in their optimal challenge zone” (Barkley, 2010:31).

Lastly, **teachers can create synergy by teaching so that students learn holistically**. This strategy involves integrating the cognitive, affective and psychomotor domains of learning, instead of primarily focusing on the cognitive domain. Within the affective domain, Barkley (2010) explains that the emotional climate (or environment) in which the learning is taking place and how well emotions are linked to the content influence learning. This links closely with Krashen’s (1987:31) affective filter hypothesis (as discussed in Chapter 2), where students with high motivation and self-confidence, and low levels of anxiety, will perform better in SLA. That is, “[t]hose with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter” (Krashen, 1987:31). Krashen (1987:31) further states that this hypothesis means that one’s teaching and learning goals should include creating a situation that encourages a low affective filter (i.e. decreasing elements that bring about anxiety, low motivation and low self-confidence). The psychomotor domain includes doing visible, auditory and kinaesthetic activities.

To conclude, a synergy of these three is important –

> The learning activities that teachers design to help students progress cognitively will be most successful if students are engaged on an affective level (enjoying the tasks and giving them their full attention) and, when appropriate, a kinesthetic level (applying the theoretical and abstract doing a physical activity). (Barkley, 2010:37-38)

The design of the intervention of this study will therefore to a large extent be based on making sure that active learning and motivation are present, and especially on creating synergy between these two.

3.3.6. Other aspects to consider when discussing student engagement

Barkley (2010:39-44) mentions the following four aspects that are important when trying to engage students:

- Engagement is individually referenced. This means that the individual qualities of students still matter and influence how engagement comes to play. Teachers thus have to find ways to address students at different cognitive and developmental levels and to create an effective environment that makes students feel that their participation in the course matters (i.e. promote value).
- Engagement is a multidirectional partnership. Although the teacher needs to try to encourage engagement, it remains the students' choice to do so.
- Engagement results from a systematic, integrated approach to teaching. This means that merely including one factor to really increase engagement will not be sufficient, but a variety of factors need to be considered and implemented in a planned-out manner.
- Efforts to increase engagement can be supported through assessment. Formative assessment can especially be valuable to provide students with feedback for learning, while also providing the teacher with information on what the students are still struggling with.

3.3.7. Limitations of Barkley's student engagement

Perhaps the greatest challenge when studying and measuring student engagement (even in its smaller parts, such as motivation and active learning) is the fact that a variety of factors contribute to a student being engaged or not.

> There are many factors, both external and internal to the classroom, that may influence the academic performance of students and these include factors related to the family of origin (socio-economic status and education level of the parents being most apparent); availability of extra-curricular educational support activities, and the quality of the classroom environment and teaching practices. (Gerber, Mans-Kemp & Schlechter, 2013:257)

In the end, the safest measurement option is self-report measures of engagement or measuring students' own perceptions of their engagement (which is subjective in nature, although not invaluable). Another way of measuring is to test whether student behaviour (e.g. how regularly they attend classes) relates to academic performance. Sometimes assessment scores or final marks also constitute correlations with student engagement activities.

Perhaps the closest to measuring engagement would be to combine all of the above and to include control groups in order to equalise variables to some extent. This then is the aim of the study.

3.4 Relevance and value of films considering student engagement

As indicated in Chapter 2, films are authentic and provide colloquial English in real-life contexts (Kaiser, 2011:233; King, 2002:509). Furthermore, films create an image of society (Clair, Fox & Bezek, 2009:71) and are believed to connect students' "outer lives" with their **academic lives** (Clair, Fox & Bezek, 2009:29) and provide exposure to **realistic situations** (Tuncay, 2014:510). Wood (1999:96) perhaps describes it most aptly: "While video movies may be just fiction dressed in reality, and should therefore not be mistaken for life, they offer a linguistically valid alternative to living in a full-time English environment." These features are relevant for student engagement, which endorses making use of real-life problems in real-life situations. Engagement is also improved by linking real-life elements with the academic environment and classroom.

The traits of authentic language input (Abrams, 2014:57; Bahrani & Tam, 2012:348) and the opportunity to be exposed to various elements, such as accents, dialects, gestures and non-verbal cues (Kaiser, 2011:233; King, 2002:510; Tuncay, 2014:56) are important for student engagement, as it promotes the synergy between motivation and active learning through holistic learning; visual and auditory activities are used. Lastly, because films can reduce the monotony of language instruction and increase enjoyment, they support elements of student engagement, such as motivation.

3.5 Summary

Various concepts, models, theories and frameworks of student engagement exist, on the institutional and classroom levels. Although institutional practices to impact student engagement is necessary and impacts classroom engagement, as this research project has a specific focus on classroom practices, the double helix model of student engagement and the framework of student engagement as stipulated by Barkley (2010) are used as the basis for this study. Two core aspects of the model are motivation and active learning, and the synergy that exists between these two. For motivation to occur, the *expectancy* x *value* model is focused on, where both the expectancy to be successful, as well as seeing the value of what is being done, has to be present. For instructors, teachers or the faculty, there are

different ways to communicate value to students; expectations can also be influenced by teaching practices. On the other hand, for active learning to take place, students have to construct their own knowledge, and the instructor's role is thus to create an environment where this is possible.

Two important factors here for learning to take place are the activation of background knowledge and the transfer of knowledge. In essence, students will be engaged in their own learning when an environment is created where motivation and active learning synergise. This synergy can be created in three ways: teachers can promote synergy by creating a sense of classroom community; teachers can create synergy by helping students work at their optimal level of challenge (including how assessment and feedback are implemented, by teaching metacognitive skills and by empowering students as partners in the learning process); and teachers can create synergy by teaching in such a way that students learn holistically.

Chapter 4: Consolidating the theories, frameworks and models on language acquisition and teaching and learning

4.1 Introduction

Following an extensive review of SLA (namely Krashen's input and affective filter hypotheses and Cummins' BICS/CALP distinction and framework) and Barkley's model of student engagement, specific similarities or overlapping elements became evident, namely the connection between these hypotheses, frameworks and models with constructivism. The following section accordingly includes a discussion indicating this connection, aligning different characteristics and elements of these hypotheses, frameworks and models, and consolidating them into a framework with ten principles to consider when implementing a film club.

4.2 A discussion of constructivism

a) Constructivism in general

There are many philosophies concerning how theories are developed, how learning takes place and, accordingly, how learning theories should be developed and what they should entail. Constructivism is but one example; nonetheless, due to several relevant aspects it entails, it is significant for this study and is discussed accordingly.

Constructivism is not a theory in itself but rather a **theory-building approach** (Carpiano & Daley, 2006:567). The relevance of constructivism for this study lies in its applicability of connection to the research paradigm being followed (to be discussed in Chapter 5), as well as the teaching and learning theories and SLA theories consulted. In this section, a discussion of constructivism and how it binds the language acquisition and teaching and learning theories relevant to this study is provided.

The **origin of constructivism** is relevant in order to create an understanding of the concept in its entirety. "The term constructivism most probably is derived from Piaget's reference to his views as 'constructivist' … as well as Bruner's description of discovery learning as 'constructionist'" (Applefield, Huber & Moallem, 2000:36). However, Piaget is regarded as the first constructivist because his claims are based on extensive research on learning

(Bhattacharjee, 2015:65; Bodner, 1986:5), in which he explains mechanisms by which knowledge is internalised by learners. He uses the terms “accommodation”, “assimilation” and “adaptation” (Piaget, 1952). In this context, assimilation means that students add new experiences to existing frameworks of knowledge if those experiences fit within internal representations of the world. In addition, “mental life is *accommodation* to the environment”, and the “mind can only be adapted to a reality if perfect accommodation exists” (Piaget, 1952:6). Thus, according to Piaget, a person can only be adapted to a specific reality if nothing in that reality exists to “intervene” to change the already existing schemata of the person. Accordingly, adaptation can only take place if assimilation occurs. Referring to adaptation, Piaget (1952:5) states that there is adaptation “when the organism is transformed by the environment”. In its simplest form, “adaptation is an equilibrium between assimilation and accommodation”, or to rephrase, the environment and new experiences change us, but this change in knowledge can only take place if it fits into our existing schemes of knowledge, that is, if it makes sense to us.

Later on, as is also still the case currently, more familiar terms have been used to **explain constructivism**. If constructivism has to be summarised in one sentence or statement, it would be that “[k]nowledge is constructed in the mind of the learner” (Bodner, 1986:1) or that “people construct their own knowledge through personal experience” (Al-huneidi & Schreurs, 2012:4). Piaget (1980:89) describes the creation of knowledge as follows: “new knowledge draws its elements form some pre-existing reality”. We use our senses to perceive information, and our cognitive schemes to explain this information. All of this takes place within our minds (Bodner, 1986:5). This information, or knowledge, should fit into reality; so knowledge is built *and* evaluated simultaneously. This is probably why background knowledge is such an important element within constructivism. The idea that the building of knowledge “matches” reality is part of the traditional view of knowledge building. However, the constructivist philosophy entails that it “fits” reality, and for each person, reality is different; therefore, we build knowledge differently.

> Each of us builds our own view of reality by trying to find order in the chaos of signals that impinge on our senses. The only thing that matters is whether the knowledge we construct from this information functions satisfactorily in the context in which it arises. (Bodner, 1986:5)

Knowledge is thus only helpful knowledge if it can be applied within a specific context. Furthermore, the conceptions (or origins) of knowledge come to be due to only the learner’s “meaning-making” search, in which the learner is part of a process where he or she constructs individual interpretations of his or her experience (Applefield, Huber & Moallem, 2000:37). All of these relate to the idea that knowledge is not transmitted or imparted, but rather

constructed. The learner consequently builds and transforms his or her own knowledge: “For the learner to construct meaning, he must actively strive to make sense of new experiences and in so doing must relate it to what is already known or believed about a topic” (Applefield, Huber & Moallem, 2000:38). Three notable guiding principles of constructivism are as follows:

- Learning is a search for meaning.
- Meaning requires understanding wholes and parts.
- The purpose of learning is for an individual to construct his or her own meaning (not memorising and providing someone else’s answer).

The **practicalities** related to the constructivist philosophy can easily be described in terms of the classroom set-up. “How information is presented and how learners are supported in the process of constructing knowledge are of major significance” (Applefield, Huber & Moallem, 2000:38). Firstly, students who bring irrelevant, wrong or insufficient knowledge to class, struggle to make meaning of new concepts. This links very closely to Vygotsky’s zone of proximal development, where Vygotsky (1978:84-91) states that “learning should be matched in some manner with the child’s developmental level”, that is, just above their current level of development.

Secondly, the kind of knowledge teachers try to impart is also noteworthy. Rote knowledge, such as the names of the days of the week, is easily taught by mere “direct instruction”. However, physical and logico-mathematical knowledge cannot simply be imparted. Therefore, the teacher’s role needs to change to that of facilitator, where he or she helps the learners to construct their own knowledge. It links to the fact that a two-directional flow of information is needed between teacher and student – “Understanding is facilitated by exchanges that occur through social interaction, through questioning and explaining, challenging and offering timely support and feedback” (Applefield, Huber & Moallem, 2000:38).

Thirdly, the order in which the teacher presents knowledge needs to be considered: “Students need to know that a problem exists, before they are willing to accept an explanation” (Bodner, 1986:8-11). In this regard, constructivist learning is inductive, where the activity is done first and then followed by the concept. This fits well with set-ups such as a flipped-classroom approach, where “no lectures, no demonstrations, and no presentations” are part of the classroom (Bhattacharjee, 2015:66). Fourthly, the context in which the learning is to take place is of significance, because “thinking and knowledge that is constructed are inextricably tied to the immediate social and physical context of the learning experience” (Applefield, Huber & Moallem, 2000:38).

A fifth aspect to consider is that support from teachers or peers is explained by referring to activities such as scaffolding, peer tutoring, cooperative learning and learning communities (Applefield, Huber & Moallem, 2000:39). So, in essence, it is seen as a collaborative process. Other activities mentioned are tasks that are complex, problem-based and applicable to real life.

In summary, constructivist learning involves that learners construct their own meaning, new learning builds on prior knowledge, learning is enhanced by social interaction and meaningful learning develops through authentic tasks (i.e. tasks that simulate activities that will be part of real life). Instructional designs based on constructivism thus have to include an authentic problem-solving environment, authentic and academic contexts, learner control, feedback to enhance understanding and social experience (Bhattacharjee, 2015:67).

b) Constructivism as umbrella theory-building approach

Having scrutinised the various language acquisition theories and teaching and learning theories, as well as examining constructivism, it becomes evident that constructivism forms the basis of all the theories used, namely the BICS/CALP framework and distinction, the input hypothesis, the affective filter hypothesis and the student engagement approach. Accordingly, to follow is a short discussion of how constructivism forms the foundation of each of these and then how all the theories are connected.

Firstly, one of the main emphases of the **input hypothesis** relates to acquisition, referring to the fact that learners *acquire* a language and do not learn it (Krashen, 2009:10). This links closely with the constructivist philosophy that people construct their own knowledge through personal experience (Al-huneidi & Schreurs, 2012:4). Furthermore, as part of comprehensible input, Krashen argues that we acquire language that is just beyond our current level of competence (symbolised by *i + 1*). The *i + 1* concept strongly relates to the constructivist notion that knowledge is built by the learner, but can only be done so with sufficient and relevant background knowledge. Additionally, the way in which comprehensible input is created links to a large degree with constructivism, as we use context, our knowledge of the world and extra-linguistic information to make information understandable. Within constructivism, “thinking and knowledge that is constructed are inextricably tied to the immediate social and physical context of the learning experience” (Applefield, Huber & Moallem, 2000:38), which ties closely to the ways in which comprehensible input is created. In turn, making use of relevant and interesting topics, related to real-life situations, improves

motivation, which leads to a low affective filter – an element that is important for comprehensible input.

With regard to the **BICS/CALP distinction and framework**, context and all the elements underpinning context come into play. BICS are those skills needed to be able to communicate in social situations, and to develop these skills can thus be highly dependent on context. Context in itself comprises two elements: what we bring to the task (i.e. our background knowledge, interests and motivation) and the support provided in the task, thus elements that can be added to the environment to enhance the context. Furthermore, "what is 'context-embedded' or 'cognitively demanding' for one learner may not be so for another as a result of differences in internal attributes such as prior knowledge or interests" (Cummins, 2008:n.p.). Constructivism also concerns itself with background knowledge, learning that is enhanced by social interaction and making use of authentic tasks.

Lastly, the way constructivism relates to **student engagement** is discussed. No reference to student engagement can be made without mentioning its strong link to constructivism. According to Pike and Kuh (2005:186), the origin of student engagement was based on the view that students learn from what they do, and this is what constructivism in its simplest form represents. Concerning some constructs of student engagement, in order to create **value**, real-life problems are used as context; **active learning**, in turn, indicates that students construct new knowledge by means of their own activities. Using real-life problems, context and learning by means of own activities are all important in a constructivist approach. In addition, background knowledge plays a vital role in student engagement, as students need to engage with content, and this can only be accomplished when they build knowledge in terms of what they already understand (Gravett & Geyser, 2004:72), underpinned by the awareness that students should work at their optimal level of challenge.

In conclusion, constructivism **links** the language acquisition concepts of this study and the model and framework of student engagement, as all of these support the philosophy or viewpoint that knowledge is constructed by the learner him- or herself and cannot be imparted by an instructor. The instructor's role is to create an environment (termed "comprehensible input" in the input hypothesis or "context-embedded" in the BICS/CALP distinction) that will optimally support students or learners to construct their own knowledge. Relevant and sufficient background knowledge (termed "*i + 1*" in the input hypothesis, "cognitively demanding" in the BICS/CALP distinction and "optimal level of challenge" in student engagement, or "zone of proximal development" as derived from Vygotsky) is furthermore deemed a vital component in this learning process. Thus, the theories, frameworks and

models of language acquisition and teaching and learning that form the basis of this study were constructed from a constructivist viewpoint and, in essence, share the same beliefs about the nature of learning.

4.3 Combining this into a suitable framework

In order to truly combine the material scrutinised with reference to the theories, frameworks and approaches deemed suitable as basis for this study, a visual representation can serve as a clear indication of the thought process followed. This would also answer the research questions: What are the relevant trends in SLA and student engagement? Sub-question: How can these trends be used to design a film club? Accordingly, to follow is a table combining all the relevant elements from the literature review. To note is that not all aspects overlap or repeat, yet all are included as this is what constitutes a combined framework of the existing ones I drew from and which informed the implementation of the film club, especially in Cycle 2 of the study.

Table 4.1: Linking and aligning the literature

Teaching and learning theories: student engagement	Language acquisition theories			The link between theories
Student engagement approach	**The input hypothesis**	**The affective filter hypothesis**	**BICS and CALP distinction/framework**	
Content, practices and activities have to be **valuable** to students: • Real-life problems are used as context	Because the classroom cannot fully provide natural language, we need to bring the outside world to the student so that he/she can understand "real" language Way to create comprehensible input: • Using real-world or authentic material	Way to create a low affective filter: • Have a topic that can be used in the real world	Context-embedded communication: typical of everyday world outside the classroom Academic content should be integrated with language instruction Quadrant 3 BICS/CALP: • Making use of thematic units (e.g. "disasters") • Transitioning to curriculum-related content	**Real-life** problems, materials, language and topics Link this to academic content
Creating synergy between motivation and active learning: • Creating a sense of classroom community: ○ Cooperative and collaborative learning takes place	Way to create comprehensible input: • Classroom discussions	Way to create a low affective filter: • No error corrections when discussions take place	Quadrant 3 BICS/CALP: • Using language suitable for the "here and now" • Create opportunity for discussion outside the classroom • Contextual cues, such as gestures	**Collaborative**, cooperative learning; discussions
Creating synergy between motivation and active learning: • Helping students work at their optimal level of challenge: exposing students	We acquire language that contains structure that is just beyond our current level of competence	Way to create a low affective filter: • Create comprehensible input (focus on	Quadrant 3 BICS/CALP: • The ESL learner as 3 000 high-frequency words, some academic	• **The focus is on the message and making the message understandable:**

Teaching and learning theories: student engagement	Language acquisition theories			The link between theories
Student engagement approach	**The input hypothesis**	**The affective filter hypothesis**	**BICS and CALP distinction/framework**	
to content, concepts and ideas just above their level of development ○ **Making use of formative assessment as tool to teach students** (identify a goal; choose an assessment technique that tests this goal; apply; analyse results and give feedback; change your teaching); important: provide feedback that encourages adjustments and corrections [thus, assessments are seen as important; feedback is immediate and relevant and shows hopefulness in expecting future success]	(*i + 1*); to create *i + 1*, one has to make input comprehensible Way to create comprehensible input: • Discussing topics that are familiar to students (using students' knowledge of the world) • Slower rate of speaking and clear articulation • Shorter, simpler sentences • Using high-frequency vocabulary • Modifying the interaction during a conversation • Modifying the questions and helping the learner to provide the answer	the message, not rules) • The message should be understandable • Do not perform error correction (as form of feedback)	words, some common vocabulary (8 000) Context includes our own background knowledge	Familiar topics, slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary, modifying questions • **Formative assessments** are used • **Feedback:** Relevant, immediate Shows hopefulness of success No error correction

Teaching and learning theories: student engagement	Language acquisition theories			The link between theories
Student engagement approach	**The input hypothesis**	**The affective filter hypothesis**	**BICS and CALP distinction/framework**	
Creating synergy between motivation and active learning: • Helping students work at their optimal level of challenge: exposing students to content, concepts and ideas just above their level of development ○ **Teaching metacognitive skills**: students reflect on own learning	n/a	n/a	Language awareness should be developed	**Reflection** on own learning and language awareness should be implemented
Creating synergy between motivation and active learning: • Helping students work at their optimal level of challenge: exposing students to content, concepts and ideas just above their level of development ○ **Empowering students as partners in learning:** giving students the power to make decisions in their learning	n/a	Way to create a low affective filter: • Students should not be forced to produce language until they feel they are ready to	n/a	Students are provided with opportunity to **make decisions**
Creating synergy between motivation and active learning: • Teaching so students learn holistically: integrate	Way to create comprehensible input:	n/a	Quadrant 3 BICS/CALP: • The focus should be on context-embedded tasks: the message should be	**Contextual cues** and clues enhance the message: visuals, subtitles, captions, audio-visuals, gestures,

Teaching and learning theories: student engagement	Language acquisition theories			The link between theories
Student engagement approach	**The input hypothesis**	**The affective filter hypothesis**	**BICS and CALP distinction/framework**	
cognitive, affective and psychomotor domains ○ **Psychomotor domain:** doing visible, auditory and kinaesthetic activities	• Providing contextual clues, such as visuals • Providing extra-linguistic support (e.g. subtitles, captions, audio-visuals)		accompanied by contextual cues (e.g. visuals, gestures, facial expressions, intonation): more context is provided for the information conveyed Quadrant 3 BICS/CALP: • Using manipulatives (e.g. blocks)	facial expressions, intonation
Creating synergy between motivation and active learning: • Teaching so students learn holistically: integrate cognitive, affective and psychomotor domains ○ **Affective domain:** creating an environment where the content is linked strongly to emotions	Way to create comprehensible input: • Making content relevant and interesting • Focus should be on the message, not the rules (activities aimed at subconscious language acquisition should be strived towards) Comprehensible input has little effect if the affective filter is high	Students experiencing high levels of motivation do better in language acquisition The affective filter has to be low A low filter means motivation and self-confidence is high and anxiety is low. Way to create a low affective filter: • Topic should be interesting • Listening to relaxing music while reading, playing games,	Context also includes our interests and motivation (what we bring to the task)	**Create motivation, increase self-confidence and reduce anxiety** (low affective filter): • Focus on message • Make the content or topic **relevant and interesting** • Listen to relaxing music while reading, play games, sing songs and watch films.

Teaching and learning theories: student engagement	Language acquisition theories			The link between theories
Student engagement approach	**The input hypothesis**	**The affective filter hypothesis**	**BICS and CALP distinction/framework**	
		singing songs and watching films		
n/a	Enough optimal input should be provided	n/a	BICS take approximately two years to acquire; CALP take five to seven years	**As much comprehensible input as possible** (no one knows what "enough" means)
n/a	Competence is built by means of listening	Way to create a low affective filter: • Students are not expected to produce language, but to listen and observe	n/a	Focus **only** on providing **input**, not students' output or production

4.4 Summary and conclusion

Various theories, models and approaches have been studied in order to identify and construct a foundation for this study, namely the model of student engagement, the input hypothesis, the affective filter hypothesis and the BICS/CALP distinction or framework. These theories can be combined under the auspices of constructivism, and based on a comparison between them, the following theoretical principles have been identified that should inform the development of an intervention such as a film club. These principles are as follows:

- Real-life problems and situations need to be included.
- Collaborative and cooperative learning needs to take place.
- The focus should be on the message and making the message understandable while using formative assessments with well-designed feedback.
- Opportunities to reflect on own learning and language should be provided.
- Students need to make choices in their own learning.
- Contextual cues and clues should be used to enhance the message.
- Students' self-confidence needs to be increased, while reducing anxiety by using relevant and interesting topics, and films in general.
- As much comprehensible input as possible should be provided.
- The focus should be on input alone.

The relevance of films, in terms of the principles identified, is tabled below (in some instances, *how* the film club is implemented becomes more relevant and is not applicable to link to films based only on existing traits).

Table 4.2: Theoretical principles of film club implementation, linked to the traits of films

Principle	Link to films alone
Real-life problems and situations should be included	Films provide colloquial English in real-life contexts; films are authentic; content can be linked to academic environment
Collaborative and cooperative learning should take place	n/a
The focus should be on the message and making the message understandable while using formative assessments with well-designed feedback	Films contain contextual cues (such as slang, pronunciation, stress accents, gestures and facial expressions)
Opportunities to reflect on own learning and language should be provided	n/a
Students need to make choices in their own learning	A variety of popular films exist

Principle	Link to films alone
Contextual cues and clues should be used to enhance the message	Films can be enhanced by using subtitles
Students' self-confidence needs to be increased, while reducing anxiety	Films contain various themes, and watching films seem to reduce anxiety
As much comprehensible input as possible needs to be provided	n/a
The focus should be on input alone	As an audio-visual medium, films provide language input

The framework and guidelines thus, to some extent, answer the following research sub-question: "How can these trends be used to design a film club?"

Chapter 5: Research design and methodology

5.1 Introduction

The decision on how to design one's research, including the methodology, methods and kind of data, analyses and data collection instruments, is resultant of or conducted by means of a research philosophy, research purpose and the research questions that need to be answered and objectives to be achieved (Wahyuni, 2012:72). A research design is therefore important in connecting the methodology and methods in order to answer the research questions. Although some sources (Hedges, 2012:25; Smart & Paulsen, 2011:42) refer to "research design" as the way in which a study is structured in order to collect data, such as an experiment or case study, for the sake of this study, "research design" refers to all elements involved in completing the research and the ways in which it is implemented (Wahyuni, 2012:72).

As pragmatist in nature, the research questions remain the most vital part of conducting this research. The research questions this study aims to answer are thus the drivers for the methodology and need to be stated again for the sake of coherence and clarity.

The main research question is:

How can the implementation of a film club within a general English literacy module enhance ESL students' BICS and student engagement?

The secondary research questions, supporting the first question, are as follows:

- What are the relevant trends in SLA and student engagement?
  Sub-question: How can these trends be used to design a film club?
- How do GENL1408 students' BICS improve after having participated in the GENL film club?
- What are the perspectives of GENL1408 students regarding the way the GENL film club is implemented?
- What is the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students' BICS?

The research study thus aims to determine how a film club should be implemented to optimise student engagement and BICS. This is supported by the objectives:

- to undertake a thorough **literature study** on the general trends in SLA and student engagement;
- to gather information on the attitudes and perceptions of students regarding the use of a film club by means of **questionnaires** (quantitatively and qualitatively);
- to use the results of **pre- and post-tests** of an experimental group and a control group of GENL1408 students to determine whether the film club did have an effect on their BICS;
- and to ultimately develop guidelines and strategies to optimally implement a film club for the sake of the development of BICS and improving student engagement.

Consequently, for this study, a mixed-methods approach was followed from the viewpoint of pragmatic philosophy, to be discussed accordingly.

5.2 The paradigm called pragmatism: a research philosophy

Most (if not all) research done, is done so with a frame of reference in mind. This stems from the philosophy that the researcher holds regarding the nature of research and how it should be practised to be effective and valuable. Placing this study within a specific paradigm will place the study within a context, an important indicator and guideline to the researcher as to how to go about trying to find answers to the questions he or she would like to be answered or addressed. This section will therefore address the paradigm with which I identify as a researcher and in which I position my research.

According to Terre Blanche, Durrheim and Painter (2006:40), paradigms are systems of interrelated assumptions that address the philosophical dimensions of social sciences (Wahyuni, 2012:69). They are deemed fundamental assumptions and beliefs – thinking frameworks – that guide the behaviour of the researcher.

The roles of paradigms are two-fold: they provide a rationale for the research and force the researcher to use methods associated with the paradigm. This will ensure coherence within the study. Although so-called “paradigm wars” have existed (Feilzer, 2010:7), which to some extent evolved into “paradigm dialogues” (Taylor & Medina, 2013:1), no one paradigm can be assumed as, or has been proven, the right one, as each has its own purpose in providing a unique way of producing new knowledge. Furthermore, designing research coherently will improve the persuasiveness of the study. Therefore, a researcher needs to decide which paradigm is the right one for him or her.

For the sake of this study, the pragmatic paradigm is used as approach. Some reasons for choosing this paradigm are that it is a common approach in social research, it is frequently linked to mixed-methods research (Morgan, 2014:1045) and it is important to join beliefs and actions in a process of inquiry, such as research (Morgan, 2014:1051). In a nutshell, this paradigm supports the belief of variety, combinations, research for the sake of inquiry and, to some extent, a less strict set of guidelines to move around in while conducting the research. Some go as far as calling the pragmatic paradigm "nonparadigmatic" due to its independent nature (Feilzer, 2010:8), an argument best left to those concerned with this kind of labelling. What *is* evident, is that it allows freedom from mental and practical constraints (Feilzer, 2010:8).

The main focus of the pragmatic paradigm is on the research question and aligning the research framework to answer or address it (Morgan, 2014:1050). The pragmatic paradigm "does not expect to find unvarying causal links or truths but aims to interrogate a particular question, theory, or phenomenon with the most appropriate research method" (Feilzer, 2010:13). Validity is therefore assured by constant reflection on the research question or theory addressed by the data. Where data would, for example, not fit to address the research question but point to uncertainties and human error, abandoning the original question would not suffice; instead, "the findings need reflection and adductive reasoning, and the research methods or underlying theory need sharpening and rethinking" (Feilzer, 2010:14).

The pragmatic way of research is adopting both objective and subjective viewpoints, which is the preference of a mixed-method research design (Feilzer, 2010:6), where both qualitative and quantitative data are needed to holistically address the research question. What constitutes a mixed methodology is also contested among researchers (Feilzer, 2010:7) and will be discussed later in this chapter. Lastly, the research tends to be practically applicable (e.g. quasi-experiments, instead of just a literature review), and a variety of perspectives and data sets are used. Therefore, in line with the pragmatic paradigm, a mixed-methods approach was followed in this study, because the combination of quantitative and qualitative data serves to provide a better understanding of the research problem and question.

Thus, to follow is a description and discussion of the research design used, namely an **exploratory embedded longitudinal mixed-method research design**.

5.3 An action research process

Various researchers have different viewpoints as to the nature of action research and refer to it as a methodology (Somekh, 2006:19), an approach (Norton, 2009:1) or a model (Calhoun, 2002:19). In this study, it is viewed as a five-step process (which could also be argued to be a model, symbolised by the acronym "ITDEM"), initially explained by Susman and Evered (1978) as a cyclical form with five phases and more currently adjusted and explained by Norton (2009) as follows: Step 1: **I**dentifying a problem, paradox, issue or difficulty; Step 2: **T**hinking of ways to address the problem; Step 3: **D**oing it; Step 4: **E**valuating it (the research findings); and Step 5: **M**odifying future practice. This process is repeated, creating spirals, as illustrated below.

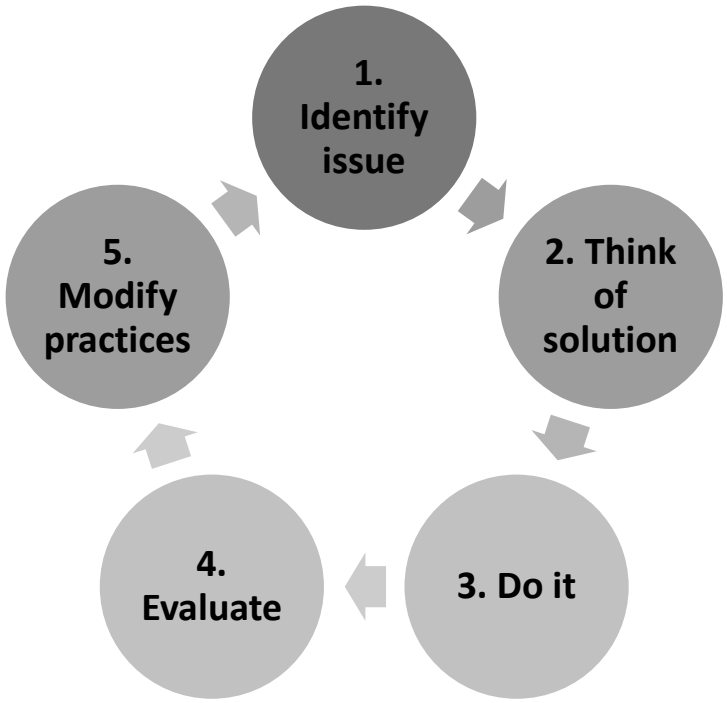

Figure 5.1: ITDEM action research process (created from Norton, 2009:70)

Much can be said about the existing philosophies on action research, which are vast enough that many books have been written on the topic (Carr & Kemmis, 1986; Gillian et al., 2015; Norton, 2009; Somekh, 2006). In this paragraph, only some of these ideas will be mentioned. Firstly, integration of theoretical and intellectual engagement with the practice performed is seen as vital (Creswell et al., 2016:135; Somekh, 2006:13). Thus, the implementation of innovative practices is based on a thorough theoretical understanding thereof (Ionin, 2013), as was done in this study. Secondly, the researcher has to be self-reflective throughout the research process (Carr & Kemmis, 1986:162) – "The self can be said to be a 'research instrument' and action researchers need to take into account their own subjectivity as an

important component of meaning making" (Somekh, 2006:14). This links closely to the idea that action research contributes to knowledge creation and improved practice (Creswell et al., 2016:134). Thirdly, collaboration plays an important part, and the researcher does not deem him- or herself as the only generator of knowledge (Creswell et al., 2016:135; Järvinen, 2007:40; Somekh, 2006:23). Collaborators and participants share in this endeavour, as in this study, where student perceptions and opinions play a vital role in the structuring of the film club, and the roles of supervisors and statisticians in the entire process cannot be ignored.

Action research is therefore self-reflective inquiry undertaken in social situations for the sake of improvement of the researcher's understanding and reasoning behind these practices, as well as his or her own understanding of these practices and the environment in which these practices take place (Carr & Kemmis, 1986:162). Action research is characterised in that it is a social practice, is aimed towards improvement, is cyclical, is a systematic inquiry, reflective, participatory or collaborative and is decided on by the practitioners (Norton, 2009:54-56). In short, action researchers identify a problem and do something to bring about positive change. They observe the effects of what they do and, in an honest way, reflect on what worked and what still needs to be adjusted. This self-reflection is aimed towards both the implementation done and the evaluation of the research done.

During the current study, two cycles were completed, where the results for Cycle 1 were used to adjust the intervention, and these adjustments were implemented in Cycle 2. This means that the five steps were followed, completing the research project in 2018, then adjusted and completed again with the needed changes in 2019, thus making it a **longitudinal** study.

Steps 1 and 2 are discussed in Chapters 1 to 4 of this thesis; Step 3 is discussed in this chapter (Chapter 5); Step 4 is discussed as the results and conclusion; Step 5 includes the changes made as done for the second cycle of this study or the way forward after completing Cycle 2 of this study.

Within this methodology, the research itself was evaluated (within a quasi-experimental design, testing the cause-and-effect relation), the participants were instruments for knowledge generation (through questionnaires) and the implementation was tested (in Cycle 1) and adjusted, as such, to be implemented as Cycle 2. In other words, the methodology followed an action research process. Consequently, the following discussion of the method and methodology for this study includes the procedures for both cycles.

5.4 Participants and sampling strategy

Selecting the sources of data takes place on two levels: deciding on the approach to use to collect the data, and deciding on how the sampling takes place (Plowright, 2011:14). These decisions are based on the number of groups and participants, the degree of control the researcher has regarding the groups and participants and the degree of naturalness of the location and the situation (i.e. ecological validity) (Plowright, 2011:24, 30). For the sake of this study, both a quasi-experimental approach and a survey approach are followed.

Because a fully randomised and controlled experiment is not always viable (or ethical), **quasi-experiments** are done, which are studies that cannot use random assignment, still resembling experiments in any other way, "especially in the attempt to ensure equivalence of conditions" (Terre Blanche, Durrheim & Painter, 2006:182). In a normal randomised experiment, the equivalence of the group is ensured by the randomisation. Because randomisation cannot take place in quasi-experimental groups, these groups cannot be seen as entirely equivalent. One way of equating groups is by a matching design, which I have followed. This implies matching the different groups by matching their critical attributes (to be discussed within the application). More simply explained, in a quasi-experiment, there are two groups: the experimental group and the control group. The researcher has some control over how the groups are created and which participants are part of which groups. The environment cannot be entirely controlled; however, some important elements of the environment can be controlled by the researcher. Those elements that cannot be controlled are made part of the discussion, and it is shown how they might or might not contribute to the results. In the end, all of this is done in order to explore how one aspect (the independent variable) effects or realises another (the dependent variable). All of this is executed in a moderately natural setting (i.e. an environment that is manipulated to some extent).

A **survey approach** is usually used when a large number of participants are studied, collecting large numbers of data at a low cost (Plowright, 2011:24). Already-existing groups are chosen for the research, although some control can be exercised over the groups and the participants (Plowright, 2011:27). The setting is not entirely natural, because the research draws on naturally occurring cases, but activities are inclined to be disrupted. For example, the film club and GENL are seen as naturally occurring events, but completing a questionnaire is not.

In sampling, the population, sample, cases and participants are all important, and different types of sampling exist. The two categories are probability and **non-probability sampling**, with the latter relevant for this study. "In non-probability sampling, the choice of cases is not

based on a randomised selection, but on criteria that provide a sample that meets a particular need, depending on the aims of the research" (Plowright, 2011:42). The researcher knows that the sample does not represent the entire population but represents the group chosen in itself (Cohen, Manion & Morrison, 2007:102). Thus, the sample does not represent groups outside of the research but is selected because they have the information that will help answer the research question.

Non-probability sampling constitutes four main sub-sampling choices, of which **purposive sampling** and **convenience sampling** were used in this study. Purposive sampling is a means of choosing cases with a specific purpose in mind. Firstly, **purposively**, in this study, GENL1408 students were used, because they completed this module to improve their BICS and also had a myriad of similar characteristics, such as being registered for a BA Extended Programme, being first-year students, having an admission point (AP) score within the same range, and so forth. It would also be logistically impossible to use, for example, the entire Qwaqwa campus population or all second-language students in Qwaqwa. The intervention was thus performed on all the GENL1408 students, and all of these students completed questionnaires to provide their perspectives. This sample became the main population from which new samples needed to be chosen by means of **convenience sampling**. "A convenience sample allows access to participants who are conveniently located" (Plowright, 2011:43). Convenience sampling was used to allocate participants to the control and experiment groups based on their availability to attend the film club in Semester 1 or 2 (in Cycle 1) or on a Tuesday or a Friday (in Cycle 2), also to be discussed in the application section.

An important consideration in sampling is representativeness (Durrheim, 2006:49), where the aim should be to select a sample (or samples) that represents the population about which the conclusions are drawn. Furthermore, the size of the sample should be adequate to make inferences about the population (but is influenced by practical constraints). All of these considerations will be explained in the application to follow.

5.5 Ethical considerations

When considering the ethicality of research procedures, specific elements of the research guide this thought process, as discussed by Plowright (2011:160-171). These elements are as follows: the research question – the question should not raise ethical concerns, and if the research question changes over time, explain why; the context – the research should be in accordance with the UFS guidelines and ethical clearance; it must assume ethicality regarding

educational research; plagiarism – cite properly, and be honest about sources; participants – give an opportunity for questions, provide a choice to participate or to withdraw at any stage, let them complete a consent form, use data anonymously, provide a safe environment and be respectful; methods and data collection – do without causing harm; data and data analysis – use and store data appropriately.

Other frameworks of ethical conduct exist, such as principilism (Beauchamp & Childress, 2001) and a framework for ethical conduct (Emmanuel et al., 2004), but the same guidelines are stressed, all referring to ethicality concerning the participants and ethicality concerning the research procedures, to be discussed as part of the application. All of these were considered and explained in the consent form (see Appendix 1) provided to students before completing the questionnaires. Consequently, ethical clearance was obtained for the intervention phases of this study (obtained for 2018 and extended for 2019) (see Appendices 2 and 3).

5.6 An exploratory embedded longitudinal mixed-method research design

Mixed-methods research is explained as research in which elements of qualitative and quantitative research approaches, methods, techniques, concepts or language are combined in one study, including the collection and analysis of the data. This is done simultaneously or sequentially, and data are prioritised and then integrated at one or more stages of the research process (Ivankova, Creswell & Plano Lark, 2016:312; Johnson & Onwuegbuzie, 2004:17). Creswell (2017:7) stresses the importance of the connection, integration or linking of the two strands of data.

For this study, the exploratory longitudinal intervention and testing of the intervention were embedded within larger theories (student engagement, input hypothesis, affective filter hypothesis and BICS/CALP). For the first quantitative phase, students' performance was tested before and after the intervention, and the results were statistically analysed to determine how the students' BICS had improved after having participated in the film club intervention. Having assessed this, the first qualitative phase was used to establish the perspectives of the GENL1408 students with regard to the film club intervention. The results of the first cycle were used to adjust the intervention and the test instruments. This whole process was then repeated with the adjustments in a second action research cycle, triangulating all the data of both cycles (2018-2019) to determine the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students' BICS.

A point to note is that although the research methodology used was pragmatic in nature (using mixed methods, always referring back to the research questions and being self-reflective), the project (or intervention) was constructivist in nature. Furthermore, different stages of data collection were sequential, others concurrent, all equally important, feeding into the question of how a film club should be designed. This process is illustrated below in Figure 5.2.

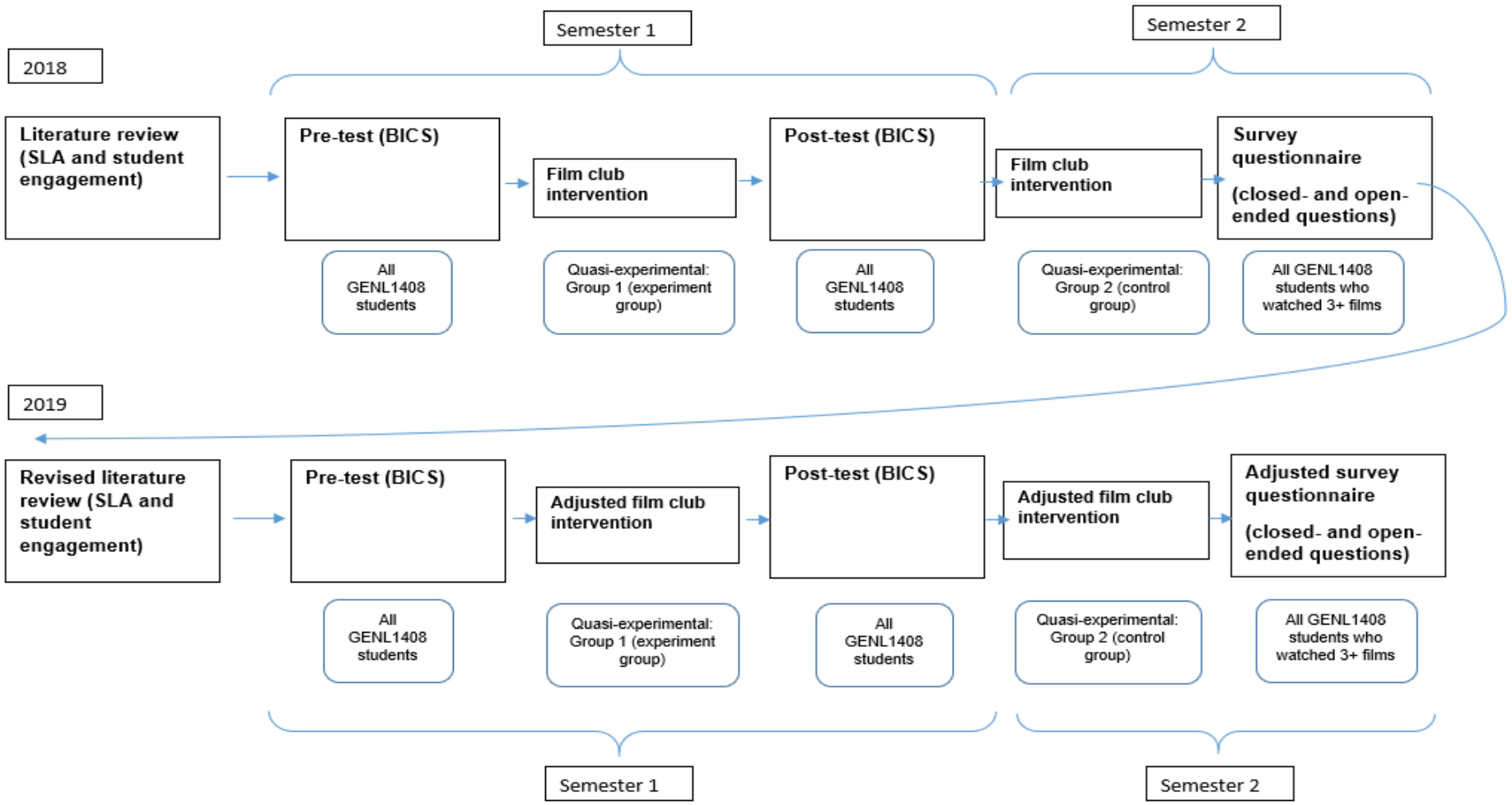

Figure 5.2: Exploratory embedded longitudinal mixed-method research design

5.7 Application in Cycle 1 – 2018

5.7.1 Quasi-experimental approach, with experimental and control groups (sampling)

In a quasi-experimental study, the cases (or sample) are created only to some extent by the researcher (Plowright, 2011:29), as will be evident in the discussion to follow. In this study (following a purposive sampling strategy), randomisation was not entirely possible, as only students registered for the GENL1408 module were considered, because this module was already set up to improve language acquisition, the students had similar other academic character traits and they were accessible. (The GENL1408 module is on NQF level 4, 32 credits, requiring 320 notional learning hours, and students have to attend two two-hour lectures per week. The learning outcomes stipulate that after completion of the module students would be able to a) construct grammatically correct sentence structures and use different tenses together; b) build words by adding prefixes and suffixes, and correctly use lexical items in speech and writing; c) use pronunciation patterns correctly and be aware of word and sentence stress; d) discuss a topic using relevant words and phrases; e) listen for both gist and specific detail in authentic spoken language; f) engage with and access different genres; and g) identify and produce the correct register, structure, and fixed phrases in written texts.) Furthermore (following a convenience sampling strategy), the students themselves decided which film club group they would be part of depending on their university timetables, thus creating the control (Semester 2 film club) and experiment (Semester 1 film club) groups.

Regarding the quasi-experimental approach, the population consisted of ESL students, and the sample was all the GENL1408 students. Also, as part of the survey approach, all of the GENL1408 students comprised the population, with everyone who attended three or more film club screenings as the sample unit, with each participant completing a questionnaire. This is illustrated below in Figure 5.3.

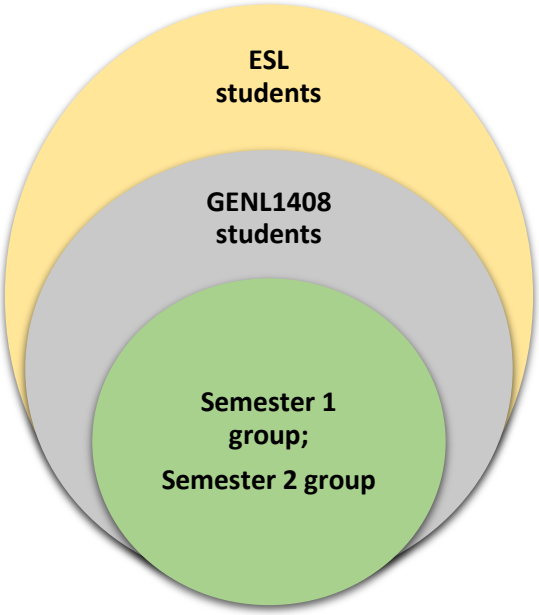

Figure 5.3: Sampling concept 1: the quasi-experimental approach (pre-and post-tests)

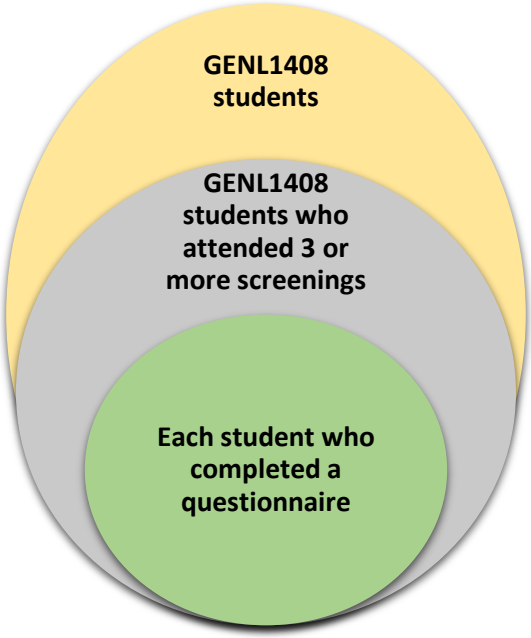

Figure 5.4: Sampling concept 2: the survey approach (questionnaires)

Other possible independent variables or traits that these students shared or which differentiated them somewhat, were as follows: the GENL module itself; being at university, exposed to academic language itself; AP scores (25-29); Grade 12 English requirement (50% for the school-leaving examination); degree (BA General Extended) ("Faculty of the Humanities Home / BA Programme", 2019); gender: 65,6% female, 33% male, 1,5 % other; mother tongue: mostly an African language (68,4% Zulu, 24,9% Sotho, 2,8% Xhosa, 0,4%

English and 3,5% other); how much they receive other comprehensible English input (different for all: 2,8% speak English at home; 29,2% use English outside the classroom; 28,3% listen to English radio stations; 60,5% watch television programmes and films in English); and how many films were watched (anything from zero to seven; only those who had watched at least three could participate in the questionnaire).

In total, 652 students were registered for GENL in 2018, of which 352 students were grouped into the experiment (Semester 1) group and 256 into the control (Semester 2) group. Some 291 students completed the first part of the questionnaire (on questions relating to their demographics, exposure to English and preferred film genre). The rest of the questionnaire was completed by 282 students (excluding students who watched fewer than three films). The pre-test was open for completion to all students; however, 482 pre-post tests were analysed (excluding those who had written either only the pre-test or only the post-test and those with any marks below 5, which would indicate a system error).

5.7.2 Procedures (the intervention)

The intervention of the film club in Cycle 1 consisted of showing films to students, after which a quiz had to be completed based on the content of the films. The students grouped themselves into experimental and control groups via Blackboard, based on their timetables and schedules. The experiment group comprised all the students who participated in the film club in Semester 1, and the control group comprised those participating in Semester 2. Eight films were pre-selected based on what I deemed could be interesting to the students within the category of popular films. Due to student protests and technical problems (power outages and venue double bookings), only five films were screened in the end. Quizzes were compiled as a means of emphasising the content of the film, linking it to the GENL module and using simple English (see Appendices 14, 15 and 16 for all quiz examples). The quizzes counted a total of four marks per quiz. The students were informed and reminded of film club screenings and assessments via Blackboard and the GENL facilitators.

Table 5.1: Planning: Film Club 2018 Semester 1

	Screening dates		**Film**	**Theme from file**	**Date of assessment on Blackboard**
1	Tuesday	Friday	*John Q*	Family life	13-20 April
	10 April	13 April			
2	Tuesday	Friday	*Lobola*	Spend and save	20 April - 4 May
	17 April	20 April			
5	Tuesday	Friday	*Pitch Perfect*	Stereotypes	18-25 May

	15 May	18 May			
6	Tuesday	Friday	*Dangerous Minds*	Stereotypes	25 May - 1 June
	22 May	25 May			
7	Tuesday	Friday	*10 things I hate about you*	Family Life	1-8 June
	29 May	1 June			

Table 5.2: Planning: Film Club 2018 Semester 2

	Screening dates		**Film**	**Theme from file**	**Date of assessment on Blackboard**
1	Tuesday	Friday	*John Q*	Family life	17-24 Aug
	14 Aug	17 Aug			
2	Tuesday	Friday	*Lobola*	Spend and save	24-31 Aug
	21 Aug	24 Aug			
3	Tuesday	Friday	*Pitch Perfect*	Stereotypes	31 Aug - 7 Sept
	28 Aug	31 Aug			
4	Tuesday	Friday	*Dangerous Minds*	Stereotypes	7-14 Sept
	4 Sept	7 Sept			
5	Tuesday	Friday	*10 things I hate about you*	Family Life	14-21 Sept

5.7.3 Pre-post-test

The instrument for the pre-post-test was obtained through the GENL1408 module materials. In the module, a set of materials on an intermediate level, called “English File” (Latham-Koenig & Oxenden, 2013), was used to reach the learning outcomes and, accordingly, was used in the classroom. (Although there is no set definition of what intermediate level means, in a broad sense, a student on an intermediate level can interact, read and communicate about a number of topics, but still has difficulty with grammar and vocabulary, as well as pronunciation. (*Intermediate Level Students in English*, n.d.; *The Different Levels of English*, n.d.)). The materials consisted of a student and facilitator’s book, with a DVD-ROM, which included various assessments and activities to use. One of the assessments was a summative multiple-choice assessment, meant for the teacher to assess students after completion of the course. This assessment was utilised as a pre-post-test, as it had been developed in alignment with the module content by the curriculum developers. These materials were scrutinised as basis for the GENL module, created with BICS as skills in mind and therefore deemed suitable to test whether BICS had been developed or acquired, or not.

This test consisted of 50 multiple-choice questions – 25 on grammar and 25 on vocabulary – all on an intermediate English level (see Appendix 4 for the pre-post-test results). The

assessment used as pre-post-test supports the BICS/CALP framework, specifically when considering the first three quadrants (as indicated in figure 2.3 of chapter 2). Students still learning a language in quadrant one, understand simple grammar forms, can use high-frequency vocabulary (related for example to topics such as family, food and money); in quadrant two, grammar and vocabulary starts being integrated with one another (such as in sentences, and through simple themes); and in quadrant three, thematic units become more sophisticated (for example, disasters) and some academic words and common vocabulary are present. The kinds of questions posed in the pre-post-test relate directly to the GENL content, which focuses on simple grammar and vocabulary (on an intermediate level), and starts off with simpler themes and topics (such as food), but progresses to themes such as stereotypes.

5.7.4 Questionnaire

The questionnaire for Cycle 1 was designed to provide the researcher with information on the kinds of films students preferred to watch, demographics, exposure to English in different contexts and students' participation on the effect of the film club regarding student engagement and BICS acquisition. The questionnaire can be described in terms of open-ended and closed-ended questions (providing both quantitative and qualitative data). Ten multiple-choice closed-ended questions, one multiple-answer question, 47 Likert-type closed-ended questions and three open-ended questions were provided. The closed-ended questions initiated the questionnaire, providing students with the choice to proceed to complete the questionnaire or to opt out (see Appendix 6 for the questionnaire).

5.7.5 Data analysis

The data were analysed and interpreted as follows:

- Pre-post-test: the Welch two-sample t-test, to evaluate the impact of the intervention on students' scores on the grammar and vocabulary sections of the tests.
- Pre-post-test: a one-sample t-test, to establish whether there was a difference between the performance of the control group and the experiment group for both the grammar and the vocabulary sections of the test.
- Student questionnaire: chi-square tests (χ^2) and one-way analysis of coded data and binary questions were done for each question to establish evidence of grouping or consensus.

- Student questionnaire: factor analysis to establish congeneric reliability of question sets, where the measures calculated are similar to Cronbach's alpha, but considered to be more accurate.
- Student questionnaire: descriptive statistics, where the variety of data from the questionnaires was summarised and organised meaningfully.

The qualitative data (from the questionnaires) were analysed by reading, comparing, organising and categorising the data through a coding system, which eventually resulted in themes (or codes) and subthemes (or final themes) (cf. McMillan & Schumacher, 2014:369-377), that is, a thematic analysis. Drawing from a thematic interpretation method described by Owen (1984:275), the open-ended data were themed according to recurrence (when an idea occurs frequently, although worded differently), repetition (of key words, phrases or sentences) and forcefulness (vocal inflection, volume and dramatic pause, indicated by punctuation). The questionnaires were analysed by means of different tests (also with the support of a statistical unit), using a 0,05-significance level. For the demographic questions, descriptive statistics were used, where tables were created for each categorical question. For all questions, chi-squared tests were done in order to test duplication. The assumption was made that the expected number of responses in every category (agree, neutral, etc.) would be the same for a single question. The probability of seeing differences in the categories as large or larger than what one observes under the assumption was then calculated. If the probability was small, it could be concluded that there was evidence of grouping or consensus. Data with a p-level below 0,05 would then be deemed as useful. Furthermore, factor analysis was done (similar to a Cronbach alpha) to measure reliability, with a desired range of 0,7 to 0,95.

The pre-post-test analysis was done with support from a statistical unit. The data for students who wrote only the pre-tests or only the post-tests were removed. The data of students who completed the tests, obtaining a mark below 5 (out of 25) for any of the test sets (vocabulary and grammar), were removed, as this indicated either a system error while completing the test or human error. To analyse the pre-post-test results, the Welch two-sample t-test was used, with a significance level of 0,05 chosen. In this instance, different sets of the pre-post-test were analysed, namely the final marks of the control and experiment groups, as well as the vocabulary pre- and post-tests and the grammar pre- and post-tests of the control and experiment groups. In order to test whether the intervention had an effect, the assumption was made that it had no effect, and I tried to prove this null-hypothesis wrong by means of calculating the p-value. If a small p-value was seen, it was treated as evidence against the assumption.

5.8 Application in Cycle 2 – 2019

5.8.1 Quasi-experimental, experimental and control groups (sampling)

In the second cycle, a similar approach to the one in Cycle 1 of the action research was followed. That is, following a purposive sampling strategy randomisation was not entirely possible, as only students registered for the GENL1408 module were considered. Only these students were considered because this module had already been set up to improve language acquisition, the students had other similar academic character traits and they were accessible. Furthermore (following a convenience sampling strategy), the students themselves decided which film club group they would be part of depending on their university timetables, thus creating the control (Tuesday) and experiment (Friday) groups.

Regarding the quasi-experimental approach, the population was ESL students, and the sample was all the GENL1408 students. Also, as part of the survey approach, all of the GENL1408 students made up the population, with everyone who attended three or more film club screenings making up the sample unit and each participant completing a questionnaire.

Other possible independent variables or traits that these students shared or which differentiated them somewhat were as follows: the GENL module itself; being at university, exposed to academic language itself; AP score (25-29); Grade 12 English requirement (50% for the school-leaving examination); degree (BA General Extended) (“Faculty of the Humanities Home / BA Programme”, 2019); gender: 65,6% female, 33% male and 1,5 % other; mother-tongue: mostly an African language (68,4% Zulu; 24,9% Sotho; 2,8% Xhosa; 0,4% English; 3,5% other); how much they receive other comprehensible English input (different for all: 2,8% speak English at home; 29,2% use English outside the classroom; 28,3% listen to English radio stations; 60,5% watch television programmes and films in English); how many films were watched (anything from zero to seven: only those who had watched at least three could participate in the questionnaire).

In total, 288 students were registered for GENL in 2019, of which 148 were grouped into the experiment (Friday) group and 121 into the control (Tuesday) group. A total of 120 students completed the first part of the questionnaire (on questions relating to their demographics, exposure to English and preferred film genre). The rest of the questionnaire was completed by 117 students (excluding students who had watched fewer than three films). The pre-test was open for completion to all of the students; however, 181 pre-post tests were analysed

(excluding those who had written either only the pre-test or only the post-test and those with any marks below 5, which would indicate a system error).

5.8.2 Procedures (the intervention)

Having redefined the parameters of the theoretical basis of the study, the intervention was restructured in order to include various activities that would theoretically improve the effectiveness of the film club by means of increasing comprehensible input, lowering the affective filter, creating an environment for BICS development and engaging students. Whereas the intervention in 2018 consisted of showing students films (chosen by me) and letting them complete a quiz thereafter, in 2019, many more extra-linguistic cues were added, the quizzes and quiz questions were structured differently and discussions on the film were added before and after screening (see appendices 14, 15 and 16). The control group in 2018 did not watch films at all; however, the control group in 2019 did watch films, but without all the add-ons as intervention. These added elements and how they were decided on, based on the theories, summarised the conceptual framework (as presented in Chapter 4). Changes to the implementation process were based on the ten principles derived from this framework (also presented in Chapter 4).

Quantitatively, a non-equivalent pre-post-test control group study was conducted. Qualitatively and quantitatively, questionnaires containing both open-ended and closed-ended questions were conducted. This was done as follows: An experimental group and a control group were selected using non-probability, purposive and convenience sampling. Thus, all of the GENL1408 students could participate, but they grouped themselves according to their classroom timetables. Those who could attend the film club screenings on Tuesdays were automatically part of the control group; those who could attend the screenings on Fridays were part of the experimental group.

For the experimental group, a list of 20 feature films was selected using the feedback of students from the pilot study of 2018 (Cycle 1) based on which genres of films they preferred to watch. The film trailers were placed on Blackboard. After watching the trailers, the experimental group chose their eight preferred films. The eight highest-ranked films were finally chosen to screen as part of the film club. Due to student protests, power interruptions, and so forth, only six films were screened in the end. The experimental group watched the six films during the first semester, once a week, and participated in Blackboard discussions. However, the films were screened with other support mechanisms in place, in line with ways to improve the comprehensible input, create a low affective filter, create a conducive context

for BICS to develop and for student engagement to take place. These mechanisms included the following:

- Empowering students as partners in learning: students choose which films they would like to watch (online survey); the top eight are screened (trailers of the films are provided to inform the decision-making process).
- Linking class activities with real life: using popular or feature films; quiz questions that relate the content of the film to real life; an authentic experience is provided in the form of watching films as one would in everyday life.
- Creating a sense of classroom community: including short discussions of the film in class before and after the film has been screened.
- Exposure to content just above the level of knowledge (*i + 1*; comprehensible input): using popular films with everyday language; trailers are made available to students to create background knowledge before watching the films (or at any time); open-ended questions are posed to the class before screening the film.
- Properly structured formative assessments: quizzes are used, counting marks towards the semester; students can complete assessments twice to improve marks; instant constructive feedback is delivered as a method to teach and motivate students.
- Teaching metacognitive skills: questions are posed in class after screening the film to reflect on learning; one question in the quiz is reflective in nature, linking the content of the film to the content of GENL, and how the English used in the film relates to students' own mother tongues or cultures.
- Contextual cues are provided: audio-visuals in the films are cues in themselves (including visuals, gestures, intonation and facial expressions); subtitles are switched on; quizzes and questions are created with many visual clues (pictures from the films), explanations of difficult terms and using quotations from the films to create context.
- Only input is used (no output expected regarding language): quizzes are not marked regarding language usage; students are not expected to produce proper English as part of the film club; the focus is only on watching the films.
- Quizzes count a final mark of 20, increasing the value of each question completed.

The timeline and sequence of activities of the intervention are summarised in Table 5.3.

Table 5.3: Film club planning schedule

Experimental group (Friday group)	**Control group (Tuesday group)**
15-28 February: GENL1408 students sign consent form on Blackboard	15-28 February: GENL1408 students sign consent form on Blackboard

Experimental group (Friday group)	**Control group (Tuesday group)**
18-28 February: students choose the film club group they would like to participate in (Tuesdays or Fridays)	18-28 February: students choose the film club group they would like to participate in (Tuesdays or Fridays)
18 February - 1 March: students write the pre-test online	18 February - 1 March: students write the pre-test online
18 February: trailers are put on Blackboard	
18-28 February: experimental group chooses 8 desired films on Blackboard	
Film screenings: Film 1: 15 March – *Night school* Film 2: 29 March – *Me before you* *3 April – 26 April: Student protests; UFS holidays* Film 3: 3 May – *Dangerous minds* *6-10 May – No film (election)* *13-17 May – No film (graduation)* Film 4: 24 May – *Lobola* Film 5: 31 May – *Game night* *7 June; power disruptions* Film 6: 14 June – *Everything, everything*	Film screenings: Film 1: 11 March – *Night school* Film 2: 25 March – *Me before you* *3 April – 26 April: Student protests; UFS holidays* Film 3: 29 April – *Dangerous minds* *6-10 May – No film (election)* *13-17 May – No film (graduation)* Film 4: 20 May – *Lobola* Film 5: 27 May – *Game night* Film 6: 4 June – *Everything, everything*
Quiz 1: 15-21 March – *Night school* Quiz 2: 29 March - 4 April – *Me before you* Quiz 3: 3-16 May – *Dangerous minds* Quiz 4: 24-30 May – *Lobola* Quiz 5: 31 May - 6 June – *Game night* Quiz 6: 14-20 June – *Everything, everything*	Quiz 1: 15-21 March – *Night school* Quiz 2: 29 March - 4 April – *Me before you* Quiz 3: No quiz Quiz 4: No quiz Quiz 5: No quiz Quiz 6: No quiz
15-26 July: completion of post-test on Blackboard	15-26 July: completion of post-test on Blackboard
End of Semester 1	
	15-26 July: trailers are made available on Blackboard
	15-26 July: group chooses 8 desired films on Blackboard
Film screenings: 2 August 4 October (9 August: holiday) 16 August 23 August 30 August 6 September ~~13 September~~ ~~20 September~~	Film screenings: 30 July 6 August 13 August 20 August 27 August 3 September ~~10 September~~ ~~17 September~~
Quizzes: N/A	Quizzes: Quiz 1: 30 July - 5 August Quiz 2: 6-12 August Quiz 3: 13-19 August Quiz 4: 20-26 August Quiz 5: 27 August - 2 September Quiz 6: 3-9 September ~~Quiz 7: 10-16 September~~ ~~Quiz 8: 17-20 September~~
3-18 October: completion of questionnaire on Blackboard	3-18 October: completion of questionnaire on Blackboard

The control group also participated in the film club in Semester 1. Yet, what constituted the "control" was to withhold them from receiving the total intervention strategies: they could not choose which films to watch; no class discussions took place; only two quizzes were structured in academic English, with no extra-linguistic cues, such as images, explanations or quotations; no feedback was provided after completion of the two quizzes; each quiz counted a final mark of 4, decreasing the value of each question; the last four films did not have quizzes to complete; and subtitles were not used during the screening of films. (This group did, however, receive the full intervention in Semester 2, so as not to disadvantage them or exclude them from the intervention in the end.)

Both the experimental group and the control group completed a pre-test (consisting of multiple-choice questions with a focus on everyday communicative grammar and vocabulary on an intermediate English language level) at the beginning of Semester 1 and a post-test at the end of Semester 1 after the intervention had been applied to the experimental group. This is the main indicator of the effectiveness of the film club in improving the BICS of the experimental group and shows whether there is a discrepancy in the results of the two groups.

At the end of the year, both groups completed online surveys, quantitatively and qualitatively measuring their perceptions of the use and implementation of the film club and feature films and their perceptions of the effects of the film club screenings on their BICS and student engagement. The students were informed during class contact sessions and Blackboard announcements of the questionnaire available for completion on a voluntary basis. No incentive was provided. The questionnaire was created through a programme called Questback and was made available online on the university learning management system, Blackboard. The questionnaire was available from 3 to 18 October, when both the experiment and control groups had undergone the film club intervention, yet while other lectures were still taking place. Once the questionnaire closed, the data could automatically be obtained through the Questback system and with the support of a statistical analyst.

The following appendices can be consulted for complete data sets: Appendix 15: Examples of quizzes used in Semester 1 – 2019 / Cycle 2; Appendix 16: Examples of quizzes Semester 2 – 2019 / Cycle 2; Appendix 7: Complete results of film choice survey 2019 / Cycle 2; Appendix 8: Pre-post-test results 2019 / Cycle 2; and Appendix 10: Questionnaire results for 2019 / Cycle 2.

5.8.3 Pre-post-test

The same test instrument used in Cycle 1 was used in Cycle 2. As mentioned before, the test consisted of 50 multiple-choice questions – 25 on grammar and 25 on vocabulary – all on an intermediate English level.

5.8.4 Questionnaire

The questionnaire for Cycle 2 was adjusted, taking into account the results of Cycle 1 and the improved and extended conceptual framework of the various theories used. The adjustment of the questionnaire for Cycle 2 is set out in Table 5.4 below.

Table 5.4: Questionnaire adjusted for Cycle 2

The link between theories	Implementation as part of the film club 2019	Questions from questionnaire 2018	Questions from questionnaire 2019
Real-life problems, materials, language and topics Link this to academic content	Popular films are used, with topics related to real life Quizzes ask questions relating to real-life examples and experiences, with a link to work covered in the classroom (e.g. the term "stereotypes") An authentic experience is provided (watching a film)	*I can connect what happens in the film with real life* *I can identify with characters in the films* *I can use what I saw in the films in real life* *The film club quiz clearly showed how the questions, films and GENL were connected* *There was a link between the content of the films and the content of GENL* *The themes of the films were relevant to me* *The themes of the films were relevant for GENL* *The film club quizzes helped me to understand how the themes in the films linked with GENL* *The film club quizzes showed me how to apply what I learnt in the films*	*I can connect what happens in the film with real life* *I can identify with characters in the films* *I can use what I saw in the films in real life* *I knew that if I watched the films, I would be able to answer the questions of the film club quiz* *There was a link between the content of the films and the content of GENL* *The themes of the films were relevant to me* *The themes of the films were relevant for GENL* *The film club quizzes helped me to understand how the films linked with GENL* *The film club quizzes showed me how to apply what I learnt in the films* *I knew that participating in the film club would help me to pass the GENL module* *Content of what I learnt in the GENL class was linked to the quiz questions* *The goal of the film club was to support what I was learning in GENL1408*

The link between theories	Implementation as part of the film club 2019	Questions from questionnaire 2018	Questions from questionnaire 2019
Collaborative, cooperative learning; discussions	["Discussion" elements were simulated through online quizzes; students also reported having informal discussions outside of class – reported in open-ended survey questions]		N/A
• **The focus is on the message and making the message understandable:** Familiar topics, a slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary and modifying questions • **Formative assessments** are used • **Feedback:** Relevant, immediate, shows hopefulness of success, no error correction	Use of popular films, where everyday language is used Trailers of films will be shown, and an open-ended question will be posed just before screening of film Quizzes are used as formative assessments: - The goal of the quizzes is to create reflection on the films and relate it to GENL content - The aims of the quizzes are communicated to students - Quizzes count marks towards semester mark - Students can complete the quiz twice to improve marks - Language used in films will use high-frequency vocabulary	*I could understand what was happening in the films* *The English used in the films was on an appropriate level (not too easy, not too hard)* *The kinds of films (popular films) were on an appropriate level (not too easy, not too hard)* *I understood the English in the films we watched* * *I read the feedback provided when completing the film club quizzes.* *The feedback provided in the film club quizzes was helpful* *The feedback provided in the film club quizzes showed me how to improve*	*I could understand what was happening in the films* *The English used in the films was on an appropriate level (not too easy, not too hard)* *The kinds of films (popular films) were on an appropriate level (not too easy, not too hard)* *I understood the English in the films we watched* *I read the feedback provided in the film club quizzes* *The feedback provided in the film club quizzes was helpful* *I received immediate feedback when I completed the film club quizzes.* *I completed the film club quizzes because they counted marks* *I watched the films because I had to complete the film quiz for marks*

The link between theories	Implementation as part of the film club 2019	Questions from questionnaire 2018	Questions from questionnaire 2019
	Instant feedback is provided when completing quiz, both when students answer the question wrong (not as correction, but as motivation and indication of how to get to the correct answer) and when correct answers are provided	*I received immediate feedback when I completed the film club quizzes*	*The film club quizzes improved my communication skills* *Before answering the quiz questions, enough information was provided for me to understand what I had to do*
Reflections on own learning and language awareness should be implemented	One question per quiz will be a reflective question (on own learning practices, and learning taking place, as well as linking the English used in the films to their own mother tongues)	*After watching the films, I talked about it with other students* *I thought about the films after watching them* *The film club quizzes helped me to reflect on the films*	*After watching the films, I talked about it with other students* *I thought about the films after watching them* *The film club quizzes helped me to reflect on my own learning.* *The film club quizzes made me think of my own language* *Once I did well in a quiz, I knew I would do well in the next quiz* *I knew why I was participating in the film club*
Students are provided with an opportunity to **make decisions**	Students complete a questionnaire before the film club commences, indicating which films they would like to watch (from a selected list of films); the top eight will be screened		*Getting to choose the films that I wanted to watch motivated me to attend the film screenings*

The link between theories	Implementation as part of the film club 2019	Questions from questionnaire 2018	Questions from questionnaire 2019
Contextual cues and clues enhance the message: visuals, subtitles, captions, audio-visuals, gestures, facial expressions and intonation	Audio-visuals of films in themselves are cues (including visuals, gestures, intonation and facial expression) Switch subtitles on	*Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying* *The visuals of the films helped to improve my English* *Being able to read the subtitles helped me to understand what the characters were saying* *The subtitles of the films helped to improve my English* *The subtitles shown during the films helped me to understand what was happening* *I read the subtitles while watching the films* *I liked that there were subtitles*	*Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying* *The visuals of the films helped to improve my English* *I read the subtitles while watching the films* *The subtitles helped me to understand what was happening in the films* *I liked that there were subtitles* *The subtitles of the films helped to improve my English* *It was easy to complete the film club quizzes*
Create motivation, increase self-confidence and reduce anxiety (low affective filter): • Focus on message • Make the content or topic	Watching films Will use results of pilot study to decide on genre of list of films provided Themes and topics of films should relate strongly to students' age, environment, etc.		*Participating in the film club relaxed me* *Watching the films motivated me to learn English* *I liked watching the films*

The link between theories	Implementation as part of the film club 2019	Questions from questionnaire 2018	Questions from questionnaire 2019
relevant and interesting • Listen to relaxing music while reading, play games, sing songs and watch films			
As much comprehensible input as possible (no one knows what "enough" means)	Eight films, eight quizzes	*The number of films (5) was enough to develop my English* *Even watching just one film will be enough to develop my English* *Watching more films will develop my English* *I liked the number of films shown* *The duration of the films (1 and a half hour) was good to develop my English* *I liked how long the films were*	*The number of films (6) was enough to develop my English* *Even watching just one film would be enough to develop my English* *Watching more films will develop my English* *The duration of the films (1 and a half hour) was enough to develop my English* *I liked the length (duration) of the films*
Only focus on providing **input**, not students' output or production	Films as input; output is not assessed		

The questionnaire is provided in Appendix 10.

5.8.5 Data analysis

The quantitative data were analysed and interpreted by means of the following:

- Pre-post-test: the Welch two-sample t-test, to evaluate the impact of the intervention on students' scores on the grammar and vocabulary sections of the tests.
- Pre-post-test: a one-sample t-test, to establish whether there was a difference between the performance of the control and experiment groups, for both the grammar and vocabulary sections of the test.
- Student questionnaire: chi-square tests (χ^2) and one-way analysis of coded data and binary questions were done for each question to establish evidence of grouping or consensus.
- Student questionnaire: factor analysis to establish congeneric reliability of question sets, where the measures calculated were similar to Cronbach's alpha, but considered to be more accurate.
- Student questionnaire: descriptive statistics, where the variety of data from the questionnaires was summarised and organised meaningfully.
- Student questionnaire: a multivariate version of the Pearson correlation was used to test the canonical correlations between the two domains or two question sets.

The qualitative data (from the questionnaires) were analysed by reading, comparing, organising and categorising the data through a coding system, which would eventually result in themes and subthemes (cf. McMillan & Schumacher, 2014:369-377), that is, a thematic analysis. In addition, the consulting of the film trailers was tracked to provide some idea of how regularly and during which times (before or after watching the films, before completing quizzes or randomly) students watched the trailers. The questionnaires were analysed by means of different tests (also with the support of a statistical unit), using a 0,05-significance level. For the demographic questions, descriptive statistics were used, where tables were created for each categorical question. For all questions, chi-squared tests were conducted in order to test duplication. Data with a p-level below 0,05 would be deemed as useful. Furthermore, factor analysis was conducted (similar to a Cronbach alpha) to measure reliability. Lastly, correlations were done on the two question constructs, namely the questions on student engagement and those on BICS/CALP, to streamline the questionnaire sets. (This is a multivariate version of the Pearson correlation.)

The pre-post-test analysis was done with support from a statistical unit. Data for students who had written only the pre-tests or only the post-tests were removed. Data of students who had

completed the tests receiving below 5 (out of 25) for any of the tests (vocabulary and grammar) were removed, as this indicated either a system error while completing the test or human error. To analyse the pre-post-test results, the Welch two-sample t-test was used, with a significance level of 0,05 chosen. In this instance, different sets of the pre-post-test were analysed: the final marks of the control and experiment groups, the vocabulary pre- and post-tests and the grammar pre- and post-tests of the control and experiment groups. In order to test whether the intervention had an effect, the assumption was made that it had no effect, and I tried to prove this null-hypothesis wrong by means of calculating the p-value. If a small p-value was seen, it was treated as evidence against the assumption.

5.9 Summary

In conclusion, the research questions and objectives were central in determining the research design, methodology and methods. The pragmatic nature of this study meant that by perusing data and insights as they arose through the action research cycles, I combined, changed and diversified the intervention and test instruments in order to answer the research questions honestly and reliably.

Two cycles were completed, the results of Cycle 1 informing the actions and changes of Cycle 2. The sample was dependent on the students registered for the GENL1408 module, as well as on how many consented to participating, and was therefore different for Cycles 1 and 2. A totally controlled environment was not possible, as the research included people; however, some control could be exercised, creating a quasi-experiment in the end.

A literature study and an extension of the literature study were used to create a framework as basis for the intervention, first in Cycle 1 and then in Cycle 2. This was combined, and then aligned with a pre-post-test study and questionnaires. Ethical clearance was obtained for both research cycles. The impact this intervention would have on the participants was considered continuously, and steps to protect them and the fairness of the study were taken throughout the process.

To analyse the pre-post-test studies, the Welch two-sample t-test was used. To determine the reliability of the questionnaires, an analysis similar to a Cronbach alpha was carried out, and a chi-squared test was done to determine if some data had been duplicated. A multivariate version of the Pearson correlation was used to determine the canonical correlations in the questionnaires, providing rich data on how to adjust the questionnaire as instrument in the

end. To analyse the qualitative data in the questionnaires, coding and thematic analysis were completed.

Some data were collected sequentially, others concurrently, but all were embedded in the end. Ultimately, this means that although the data of Cycle 1 were not used independently to conclude the findings, the data were used to inform the practice of Cycle 2 and were, therefore, embedded in the final results. Also, the quantitative and qualitative data were not triangulated, but combined to create the findings and final frameworks and guidelines.

In the following chapter, all the data and results will be presented, based on the five steps of the action research approach of the two cycles.

Chapter 6: Data analysis and results

6.1 Introduction

In this chapter, the data analysis throughout the action research process will be discussed chronologically, indicating how analysing new sets of data informed the development and adjustment of the intervention and instruments of the study. Attention will be paid to Steps 4 and 5, thus evaluating the impact of the intervention by presenting results pertaining to the pre-post-tests, the questionnaires, the reliability of the questionnaires, comparing and linking the qualitative and quantitative data and the adjustments to Cycle 2 based on the results. Additional discussions for the Cycle 2 intervention will also include data on Blackboard trailer usage, the kinds of films chosen by the students and using a correlation to streamline the questionnaire. The relationship between different data sets will be indicated; however, the final integration of all data sets (qualitative and quantitative, for Cycle 2) will be discussed in Chapter 7.

All the data gathered and presented, and the analysis and interpretation thereof, aimed to answer the research questions. The results of the study will be presented as the process evolved within the action research approach, as illustrated below in Figure 6.1.

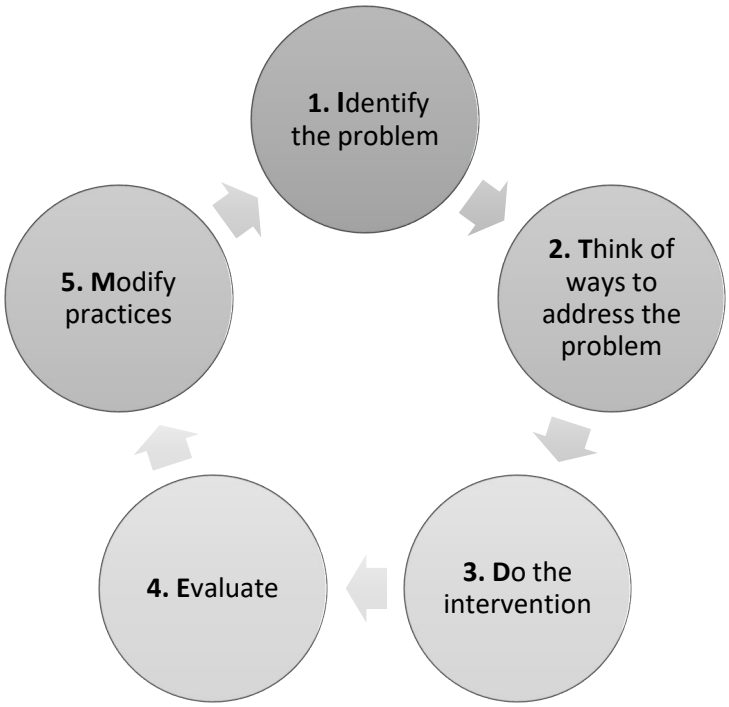

Figure 6.1: ITDEM action research process (created from Norton, 2009:70)

The aim here is to illustrate to the reader how the research evolved throughout the different stages and how one section of an intervention could be a result of a previous data set, which, in turn, would then influence the following part of an intervention and instruments. The entire process is thus flexible and fluid, pragmatically aiming to answer the research questions as honestly as possible. Moreover, the research sometimes moved back and forth between the action research steps. For example, an initial literature review was done, which informed the design of the first cycle of the film club intervention. While the first cycle was progressing, the literature review continued, adding new information and viewpoints to how the design would be approached. This new framework that emerged from the extended literature review was used together with the results for Cycle 1 to inform changes made to Cycle 2.

Cycle 1 (completed in 2018)

6.2 Cycle 1: Step 1 – Identify the problem or issue

While language acquisition best emerges in natural environments, the language developer's constant challenge remains providing opportunity, exposure to English and, ultimately, a context-rich environment for language learning, yet in a classroom set-up. In a rural context, where exposure to and usage of mother-tongue English are limited, how would the teacher moderate the classroom to provide such opportunities?

Accordingly, the primary and secondary research questions for this research intervention were created based on the problems identified and were continuously considered throughout the analysis and interpretation of the data.

The main research question was:

How can the implementation of a film club within a general English literacy module enhance ESL students' BICS and student engagement?

The secondary research questions, supporting the first question, were as follows:

- What are the relevant trends in SLA and student engagement?
  Sub-question: How can these trends be used to design a film club?
- How do GENL1408 students' BICS improve after having participated in the GENL film club?
- What are the perspectives of GENL1408 students regarding the way the GENL film club is implemented?

- What is the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students' BICS?

6.3 Cycle 1: Steps 2 and 3 – Think of the solution (the design) and do the intervention

At this stage of the process, the proposed solution was to integrate a film club as part of a general English literacy module in order to try to enhance student engagement and BICS. The design of the film club has thoroughly been discussed in Chapter 5 as part of the methodology. The design has been informed by an initial literature review, which has extensively been discussed in Chapter 4.

6.4 Cycle 1: Step 4 – Evaluate the impact of the intervention

Although personal observation and reflection on the part of the researcher are crucial in this stage of the action research process, for Cycle 1, other methods were also used to inform and support this reflection in order to ultimately evaluate the intervention, namely the pre-post-test study and the questionnaire results.

6.4.1 The pre-post-test

Before the screenings of the film club of Cycle 1 commenced, a pre-test was written by all participants, introduced by a consent form providing them with the opportunity to agree or disagree to participate in the project. At the end of the first semester, after the intervention had been completed by the experiment group, the post-test was written. The pre-post-tests were open for completion to all willing participants. However, only 481 pre-post-tests were analysed, excluding those who had written either only the pre-test or only the post-test and those with any marks below 5, which would indicate a technical error.

To analyse the data set, the Welch two-sample t-test was done first to evaluate the impact of the intervention on the students' scores on the grammar and vocabulary sections of the tests. This test would indicate the possible rate of improvement or acquisition of grammar and vocabulary of both the experiment and control groups, which would provide insight into whether the participants' BICS still improved whether participating in the film club or not (see Appendix 4 for the complete results).

Table 6.1: Welch two-sample t-test results (Cycle 1)

	t	df	p-value	Mean in treatment group	Mean in control group	95% confidence interval
Grammar by group	-0,46181	401,05	0,6455	0,03633803	0,04307692	-0,03542604 0,02194825
Vocabulary by group	-0,51106	429,32	0,6096	0,02931408	0,03608247	-0,03279914 0,0192635

The Welch two-sample t-test was followed by a one-sample t-test to establish whether there was a difference between the performance of the control group and that of the experiment group for both the grammar and vocabulary sections of the test. This test would ultimately provide a comparison of possible grammar and vocabulary improvement or acquisition of the experiment group and the control group.

Table 6.2: Grammar improvement by group (one-sample t-test) (Cycle 1)

	t	df	p-value	95% confidence interval	Mean of x
Experiment (Semester 1)	4,0421	283	0,00006832	0,01864266 0,05403340	0,03633803
Control (Semester 2)	3,7476	194	0,0002354	0,02040687 0,06574697	0,04307692

Table 6.3: Vocabulary improvement by group (one-sample t-test) (Cycle 1)

	t	df	p-value	95% confidence interval	Mean of x
Experiment (Semester 1)	3,3411	276	0,0009495	0,01204211 0,04658604	0,02931408
Control (Semester 2)	3,6371	193	0,0003537	0,01651564 0,05564931	0,03608247

The post-test and pre-test scores of the **one-sample t-test** were not significantly different between the experiment group and control group (p-values = 0,61 for vocabulary and 0,644 for grammar). Other factors to consider, which could have had an effect on the score, are the short period for the intervention to be completed (six months), which in language-acquisition terms is almost impossible to show an explicit effect. The number of films (5) could also be insufficient (as indicated by the questionnaire results).

However, both groups collectively performed significantly better in the **Welch two-sample t-test** post-test than in the pre-test – an indication that those who did not participate in the film club were also able to improve their level of grammar and vocabulary.

Accordingly, the results do not show a difference between the experiment group, that underwent the intervention, and the control group. It does, however, show that within six months, both groups showed a significant increase in their grammar and vocabulary performance, an indicator that the GENL1408 module as a whole has potential to be effective in improving students' BICS with regard to specific vocabulary and grammar.

This lack in distinction posed questions as to whether changes needed to be made to the intervention, such as increasing the number of films, adjusting the quizzes linked to the films, choosing different films, changing the way films are chosen and whether the test instrument does in fact test BICS overall or is more focused on grammar and vocabulary explicitly completed in the GENL1408 module. To get more clarity on these possible design changes, questions were included in the questionnaire that would provide more insights from the participants as to the impact of the film club, the number of films necessary, the kinds of films being used and the impact of the quizzes. The literature review on the different language acquisition theories and the model of student engagement was also extended.

6.4.2 Questionnaire results: reliability

In this section, the set of data **created to test the reliability and methodological soundness of the questionnaire** was analysed and interpreted. (Validity is woven into the methodology.) Reliability is discussed in this chapter (instead of the chapter on methodology), because it forms part of the cycle interventions and actions, as well as the action research process and reflective practices as such, adding to the flow of how the research was conducted and how it added to the reflection and improvements as the research process went along.

A first or draft questionnaire was designed to generate information and data on participants' perceptions of the impact of the film club with regard to elements of BICS and student engagement. Following the results of the pre-post-test, as discussed previously, some questions were added, and others adjusted, to create the final questionnaire (see Appendix 5 for the questionnaire, with results).

At the end of the second semester, after both the experiment and control groups had participated in the film club, the questionnaire was made available on an online learning

management system for completion. Sections with questions on demographics, kinds of exposure to English and preferred film genre could be completed by all participants. This would provide contextual data on the population, from whom the end sample was then acquired. However, an adaptive release setting was added to the survey: for participants who had watched fewer than three films, the survey ended once they provided information on their demographics, exposure to English and genre of choice, because their input on the effectiveness of the different elements of the film club would be fallible as they had not fully participated in the film club intervention.

The significance level chosen for the data was p = 0,05.

Congeneric reliability

Congeneric reliability of the binary data sets was determined (where the measures calculated are similar to Cronbach's alpha, but considered to be more accurate). In this section, the goal was to determine to what extent specific sets of questions measure the same construct.

Reliability measures lower than about 0,7 suggest that multiple concepts are being measured, while measures above 0,95 suggest that exactly the same thing is asked in different words. As I was trying to measure a single concept reliably, a value in the target range of 0,7 to 0,95 was desired.

In this survey, two sets of questions were evaluated: Question Set 12 (questions aimed at BICS) and Set 13 (questions aimed at student engagement).

Question Set 12 produced a reliability of 0,9, and Question Set 13 a reliability of 0,91, suggesting strong reliability for both question sets. This feature of strong reliability suggests that the questions fit a theme and were deliberately answered by respondents according to their views. However, it could also suggest that many students answered the section based on a general attitude rather than differentiating between individual questions in the section. This can be seen as a positive or a negative indicator. Ultimately, all questions are usable. (The complete set of data is presented as Appendix 5.)

Descriptive statistics through chi-square tests

Chi-square tests (χ^2) and one-way analysis of coded data and binary questions were done for each question to establish evidence of grouping or consensus. The approach here was to first

make the assumption that the expected number of responses in every category (agree, neutral, etc.) is the same for a single question. Then, the probability of seeing **differences in the categories** as large or larger than what is observed under the assumption is calculated. If this probability is small, one can conclude that there is evidence of grouping or consensus. (Thus, a null hypothesis was created and tested.)

Questions 2 to 9 and Question 11 all have been determined to have a p-value of 0. (Question 10 was not tested, as it did not have the option of choosing just one answer but as many as the participant deemed relevant, and is thus not a fit for the test.) The results for Questions 12.1 to 12.24 (measuring the construct of BICS/CALP) and Questions 13.1 to 13.23 (measuring the construct of student engagement) also indicated that a p-value of 0 was established for all questions. (To note, for the sake of uniformity, both the questions and the statements in the questionnaires will be referred to as “Question” # in the study.)

The results are summarised in the table below.

Table 6.4: Questionnaire reliability and group consensus for Cycle 1

	Question number	Kind of test	P-value	P-value measure	Reliability score: question sets	Reliability measure: question sets
Other (demographics, exposure to English, film genre preference)	Questions 2-9, 11	Chi-square tests (χ^2), one-way analysis	0	Evidence of grouping / consensus	n/a	n/a
BICS/CALP section	Questions 12.1-12.24	Chi-square tests (χ^2), one-way analysis Congeneric reliability	0	Evidence of grouping / consensus	0,9	Strong
Student engagement section	Questions 13.1 to 13.23	Chi-square tests (χ^2), one-way analysis Congeneric reliability	0	Evidence of grouping / consensus	0,91	Strong

The second set is the content data received from the participants who completed the questionnaire, which would ultimately contribute to answering the research questions. This set is discussed below. (The complete results are presented as Appendix 5.)

6.4.3 Questionnaire results: information or content data

Out of a total of 652 registered GENL1408 students (i.e. film club participants), 291 students completed the film club questionnaire, and 98,3% of the students, who read the consent form, proceeded to complete the questionnaire, whereas 1,7% forfeited and were excluded from the analysis. (The complete results can be found under Appendix 5.) This set of data would provide information on the context of the students and on their perceptions of various aspects of the film club.

a) Description of students

The results indicated that most of the students (68,4%) were Zulu mother-tongue speakers, followed by 24,9% Sotho speakers and 2,8% Xhosa speakers. Only 0,4% indicated that they were English first-language users, and 3,5% had other mother tongues.

These results confirmed that most of the students registered for GENL1408 were ESL users, an important contextual variable to consider when designing the GENL module and film club.

b) Exposure to and usage of English

The results indicated that only 2,8% of the participants used English and 16,8% a mix of English and African languages to communicate **when at home**. In contrast, 51,9% of the participants used Zulu, 17,9% used Sotho, 1,8% used Xhosa, 2,8% used other languages and 6% used a mix of African languages.

When talking to students outside of the classroom, 29,2% of the participants used English to communicate and 28,5% used a mixture of English and African languages, while 42,3% used other African languages. **In the classroom**, 66,2% used English and 22,2% a mix of English and African languages. **When listening to the radio**, 28,3% of the participants listened to radio stations using English and 14,7% to stations using English and African languages. Of the participants, 56,9% listened to stations using different African languages. Lastly, 60,5% of the participants **watched television and movies** in English, and 21,7% watched programmes and films in which a mix of English and African languages was used. The rest watched programmes and films in various African languages.

These results indicated that most of the exposure to and usage of English took place in a classroom set-up and while watching films and television programmes (although for only 66%

and 60% of the participants). Thus, when communicating at home and outside of the classroom, little usage of and exposure to English occurred. Accordingly, the role of the university teacher of this kind of student cohort becomes pivotal in providing opportunities for exposure to and usage of English.

c) Film genre preference

Following the results of the pre-post-test, the question on film genre preference was added to the questionnaire. The results for the question “I like watching the following kinds of films” indicated that films in the genre of comedy (62,8%) and romance (54,4%) appealed to more than half of the class, with action and drama close behind. The results for the question on their favourite kinds of films indicated that the participants preferred comedies (27,6%), action films (26,2%), romance (22,7%) and dramas (15,4%). Other genres did not appear to have general appeal and could be avoided for future film screenings. Accordingly, when creating a selection of films for students to choose from, this selection should comprise romance, comedy, action and drama films.

d) Closed-ended (quantitative) questions pertaining to the construct of student engagement

These questions were structured as four-point Likert-type questions, with 1 indicating “strongly disagree”, 2 indicating “disagree”, 3 indicating “agree” and 4 “strongly agree”. The instruction presented was: “12. Please indicate to which extent (how much) you agree or disagree with the following statements”. (The complete results can be studied in Appendix 6.)

In the following table, Question Set 12 was compressed to visually indicate the binary trends between the “strongly agree/agree” and the “strongly disagree/disagree” sections. All results prove a positive perception regarding the various elements included in the film club screenings as a means to enhance student engagement.

Table 6.5: Binary representation of results for Question Set 12: Student engagement (Cycle 1)

Statement posed	Strongly disagree/ Disagree (%)	Strongly agree/ Agree (%)
12.1: I knew I would be able to answer the film club quizzes if I watched the films.	5,4	94,7
12.2: It was easy to complete the film club quizzes.	5,0	95,0
12.3: Participating in the film club would help me to pass the GENL module.	11,5	88,5
12.4: Once I did good in a quiz, I knew I would do good in the next quizzes.	11,5	88,6
12.5: I read the feedback provided when completing the film club quizzes.	15,6	84,5
12.6: The feedback provided in the film club quizzes was helpful.	14,7	85,2
12.7: The feedback provided in the film club quizzes showed me how to improve.	15,1	84,9
12.8: I understood why I was participating in the film club.	26,8	73,2
12.9: The goal of the film club was to support what I was learning in GENL1408.	15,8	84,2
12.10: I received immediate feedback when I completed the film club quizzes.	13,9	86,1
12.11: I could understand what was happening in the films.	9,0	91,0
12.12: The English used in the films was on an appropriate level (not too easy, not too hard).	5,4	94,6
12.13: I completed the film club quizzes because they counted marks.	8,7	91,4
12.14: I watched the films, because the film club quizzes counted marks.	11,2	88,9
12.15: I can connect what happens in the film with real life.	10,1	89,9
12.16: I can identify with characters in the films.	12,6	87,5
12.17: I can use what I saw in the films in real life.	20,6	79,4
12.18: Before answering the quiz questions, enough information was provided for me to understand what I had to do.	14,1	86,0
12.19: Before answering the quiz questions, content of what I learnt in class was linked to the quiz questions.	21,7	78,4
12.20: The film club quizzes helped me to understand how the themes in the films linked with GENL.	21,2	78,8
12.21 The film club quizzes showed me how to apply what I learnt in the films.	15,3	84,7
12.22: After watching the films, I talked about it with other students.	16,8	83,2
12.23: I thought about the films after watching them.	14,7	85,4
12.24: The film club quizzes helped me to reflect on the films.	11,6	88,5

Firstly, the positive response to Questions 12.1 to 12.4 indicated a positive perception towards an *expectancy of success*, specifically being successful in GENL when participating in the film club and completing the online quizzes. The results for Questions 12.5 to 12.7 and 12.10 suggested that the way in which the feedback was designed was deemed *valuable* and effective. The responses to Questions 12.9 and 12.20 indicated that the participants *understood the goal* of the film club and quizzes, enhancing the value thereof. The results for Questions 12.13 and 12.14 also showed how allocating marks to the quizzes, and ultimately the film club, increased the *value* of participation. The results of Questions 12.11 and 12.12 showed that the participants could understand the message of the films, that it was on an appropriate level (when considering background knowledge) and that the *input was comprehensible*. The positive perception of the effectivity from the results of Questions 12.15 to 12.17 and 12.21 indicated the *relevance* of the topics and themes in the film and how students could use it in real life. The results of Questions 12.18 to 12.20 showed that the *link* between the film and GENL was ensured through the quizzes. Lastly, the results of Questions 12.22 through 12.24 indicated that the design provided the participants with an opportunity to *reflect on their own learning*.

Some binary results that can be highlighted, with exceptionally strong indicators of positive perceptions from the participants, with results above 90%, are Questions 12.1, 12.2, 12.11, 12.12 and 12.13. Questions 12.1 and 12.2 pertain to the expectancy of success, Questions 12.11 and 12.12 were about the level of difficulty of the films and the English used in the films, and Question 12.13 pertains to completing quizzes because they counted marks. These results were used to especially implicitly **continue applying** certain elements of the film club implementation in Cycle 2, that is, keeping the quiz questions on a specific level of difficulty, including marks of the quizzes in the final semester marks, and the use of popular films on a specific English level.

Similarly, the results of four statements were uncharacteristically and noticeably less positive (above 20% response) than the rest of the results, namely those for Questions 12.8, 2.17, 12.19 and 12.20. This indicated that to some degree, some participants did not fully understand the goal of participating in the film club, were not able to apply the content of the films to real life and struggled to find a link between the film club quizzes and the content of the films and GENL. These results were used to explicitly **make changes** to the film club implementation of Cycle 2, thus using quizzes to make sure the students understood the goal behind the film club, providing the students with choices as to which films they would want to watch and linking the film questions to the GENL content and themes.

In summary, the results indicated that the majority of the participants did perceive that elements necessary for student engagement to take place had been present because of the way in which the films were screened. These elements include the following: expectancy of success; appropriate level of difficulty (both the quizzes and English used in the films); timely, helpful feedback; seeing the value of the film club (by means of attaching marks to it); linking the films with real life; and reflecting on the films.

The results were broken down further into levels of intensity (indicating all levels) in the following table (although the importance still lies within the binary perceptions of "agree" and "disagree"). The five "strongly agree" results of above 40% are highlighted, as they present especially high levels of intensity or belief on the participants' part on that specific question.

Table 6.6: Four-level representation of results for Question Set 12: student engagement (Cycle 1)

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
12.1 I knew I would be able to answer the film club quizzes if I watched the films.	1,1%	4,3%	32,6	62,1
12.2 It was easy to complete the film club quizzes.	1,8	3,2	49,8	45,2
12.3 Participating in the film club would help me to pass the GENL module.	2,5	9	49,1	39,4
12.4 Once I did good in a quiz, I knew I would do good in the next quizzes.	0,7	10,8	53,8	34,8
12.5 I read the feedback provided when completing the film club quizzes.	2,2	13,4	58,1	26,4
12.6 The feedback provided in the film club quizzes was helpful.	2,5	12,2	57,9	27,3
12.7 The feedback provided in the film club quizzes showed me how to improve.	1,4	13,7	56,8	28,1
12.8 I understood why I was participating in the film club.	5,7	21,1	52,1	21,1
12.9 The goal of the film club was to support what I was learning in GENL1408.	3,2	12,6	56,1	28,1
12.10 I received immediate feedback when I completed the film club quizzes.	3,9	10	51,3	34,8
12.11 I could understand what was happening in the films.	1,4	7,6	54	37
12.12 The English used in the films was on an appropriate level (not too easy, not too hard).	1,4	4	52,9	41,7
12.13 I completed the film club quizzes because they counted marks.	1,8	6,9	42,8	48,6
12.14 I watched the films, because the film club quizzes counted marks.	2,2	9	45,9	43

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
12.15 I can connect what happens in the film with real life.	1,8	8,3	54,3	35,5
12.16 I can identify with characters in the films.	1,4	11,2	61,2	26,3
12.17 I can use what I saw in the films in real life.	4	16,6	58,1	21,3
12.18 Before answering the quiz questions, enough information was provided for me to understand what I had to do.	1,8	12,3	54,2	31,8
12.19 Before answering the quiz questions, content of what I learnt in class was linked to the quiz questions.	2,2	19,5	52	26,4
12.20 The film club quizzes helped me to understand how the themes in the films linked with GENL.	3,2	18	55,8	23
12.21 The film club quizzes showed me how to apply what I learnt in the films.	2,9	12,4	60,6	24,1
12.22 After watching the films, I talked about it with other students.	5	11,8	53,9	29,3
12.23 I thought about the films after watching them.	4,3	10,4	55,0	30,4
12.24 The film club quizzes helped me to reflect on the films.	2,9	8,7	61,4	27,1

The five highlighted blocks were an indication that the following were especially evident in the film club: watching the films created expectancy of success of completion of the quiz; the quizzes were not “difficult” to complete; the English were on an appropriate level for the sake of comprehensible input; and participation in the film club and quizzes relied heavily on its counting towards semester marks.

e) Closed-ended (quantitative) questions pertaining to the construct of BICS

In the following table, Question Set 13 was compressed to visually indicate binary trends between the “strongly agree/agree” and the “strongly disagree/disagree” sections.

Table 6.7: Binary representation of results for Question Set 13: BICS (Cycle 1)

Statement posed	Strongly disagree/ Disagree (%)	Strongly agree/ Agree (%)
13.1: The subtitles shown during the films helped me to understand what was happening.	11	89
13.2: I read the subtitles while watching the films.	11	89
13.3: I liked that there were subtitles.	9	91
13.4: The film club quiz clearly showed how the questions, films and GENL were connected.	19	81
13.5: There was a link between the content of the films and the content of GENL.	15	85
13.6: The kinds of films (popular films) were on an appropriate level (not too easy, not too hard).	5	95
13.7: I understood the English in the films we watched.	4	96
13.8: Watching the films improved my communication in English.	12	88
13.9: The film club quizzes improved my communication skills.	16	84
13.10: Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying.	3	97
13.11: The visuals of the films helped to improve my English.	17	83
13.12: Being able to read the subtitles helped me to understand what the characters were saying.	10	90
13.13: The subtitles of the films helped to improve my English.	17	83
13.14: The themes of the films were relevant to me.	25	75
13.15: The themes of the films were relevant for GENL.	19	81
13.16: The number of films (5) was enough to develop my English.	23	77
13.17: Even watching just one film will be enough to develop my English.	39	61
13.18: Watching more films will develop my English.	10	90
13.19: I liked the number of films shown.	15	85
13.20: The duration of the films (1 and a half hour) was good to develop my English.	18	82
13.21: I liked how long the films were.	19	81
13.22: Watching the films motivated me to learn English.	12	88
13.23: I liked watching the films.	7	93

Firstly, the results for Questions 13.1 to 13.3 and 13.12 to 13.13 indicated that the participants took notice of the English subtitles, used the subtitles while watching the films and deemed the subtitles impactful in providing contextual cues as a means of visual enhancement of the message and ultimately comprehensible input.

The results of Questions 13.4 to 13.5 alluded to how the link between GENL and the films was made visible through the quizzes. The results of Questions 13.6 through 13.9 indicated that the English of the films was perceived as comprehendible and that it supported English and communicative development. As the results of Questions 13.10 and 13.11 showed, the visual nature of the films enhanced the comprehensible input of the message. Furthermore, when

studying the feedback from Questions 13.14 and 13.15, the participants deemed the themes of the films to be relevant. The data from Questions 13.16 through 13.19 showed that more film screenings would be helpful, whereas Questions 13.20 and 13.21 indicated that a film of one and a half hour was sufficient. Lastly, the results of Questions 13.22 and 13.23 indicated that participants perceived the films as motivating and enjoyable.

These results indicated that overall, the participants did perceive that the way in which the films were screened, improved their BICS.

However, although the results indicated an overarching positive perception from the participants, some results were very strong indicators of positive perceptions from the participants, namely those for Questions 13.3, 13.6, 13.7, 13.10, 13.12, 13.18 and 13.23. These results were used to explicitly **continue applying** specific elements of the film club implementation in Cycle 2, namely using subtitles, using popular films on a specific level of English, using films in general due to their visual nature (or audio-visual materials, as opposed to just audio clips) and providing opportunities to watch more than the five films. Similarly, the results of three statements (Questions 13.14, 13.16 and 13.17) were noticeably less positive. These results were used to explicitly **make changes** to the film club implementation of Cycle 2, that is, making sure the chosen films would be relevant to students (or providing them with the opportunity to choose films they felt were more relevant) and rethinking the number of films (5) shown or finding ways of exposing them more to the films (e.g. making trailers of the films available).

Table 6.8 below represents the data on all four levels.

Table 6.8: Four-level representation of results for Question Set 13: BICS (Cycle 1)

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
13.1: The subtitles shown during the films helped me to understand what was happening.	1,50	9,50	62,80	26,30
13.2: I read the subtitles while watching the films.	4,00	6,50	63,00	26,40
13.3: I liked that there were subtitles.	2,90	5,80	65,80	25,50
13.4: The film club quiz clearly showed how the questions, films and GENL were connected.	3,30	15,70	60,60	20,40
13.5: There was a link between the content of the films and the content of GENL.	2,20	12,80	65,00	20,10

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
13.6: The kinds of films (popular films) were on an appropriate level (not too easy, not too hard).	0,70	4,70	65,80	28,70
13.7: I understood the English in the films we watched.	0,40	3,30	58,40	38,00
13.8: Watching the films improved my communication in English.	1,40	10,90	56,20	31,50
13.9: The film club quizzes improved my communication skills.	1,80	13,80	58,20	26,20
13.10: Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying.	1,10	2,20	63,60	33,10
13.11: The visuals of the films helped to improve my English.	2,90	13,90	60,90	22,30
13.12: Being able to read the subtitles helped me to understand what the characters were saying.	1,50	8,40	63,70	26,40
13.13: The subtitles of the films helped to improve my English.	3,30	13,90	56,90	25,90
13.14: The themes of the films were relevant to me.	2,90	21,90	58,80	16,40
13.15: The themes of the films were relevant for GENL.	1,80	16,90	63,20	18,00
13.16: The number of films (5) was enough to develop my English.	3,30	19,40	26,00	21,20
13.17: Even watching just one film will be enough to develop my English.	7,30	31,90	43,60	17,20
13.18: Watching more films will develop my English.	1,10	9,20	52,70	37,00
13.19: I liked the number of films shown.	1,50	13,20	63,00	22,30
13.20: The duration of the films (1 and a half hour) was good to develop my English.	1,50	16,10	64,20	18,20
13.21: I liked how long the films were	3,3	16	60,4	20,4
13.22: Watching the films motivated me to learn English.	2,89	9,1	56,2	31,8
13.23: I liked watching the films.	1,1	5,8	54,6	41,5

When studying this table, two anomalies found were the “strongly disagree” result of Question 13.17 (as highlighted), indicating that one film was not enough to develop English, and the “strongly agree” result of Question 13.23, simply indicating that students liked watching the films. All of these elements were considered in the implementation of Cycle 2.

f) Open-ended (qualitative) questions

Three open-ended questions were posed at the end of the questionnaire, which were analysed by means of thematic analysis, where themes were identified based on **repetition**, **recurrence** and **forcefulness** (cf. Owen, 1984) and colour-coded for the sake of practicality. Broader themes (or codes) that emerged were identified first and then merged to create and establish the final themes, which were then categorised into the two categories of student engagement and BICS (cf. Merriam & Tisdell, 2016:200-260). The research questions were considered throughout, as well as the theories and frameworks and how the data could be used to improve on the research instruments and the implementation of the film club in Cycle 2. Some initial themes (or codes) were later removed from the coded theme list when the intensity and regularity of reference to these themes were deemed insufficient to truly add them to the list (as per the methodology followed for the thematic analysis). However, some of the comments were revisited and studied to find whether they might shed light on some phenomena (cf. Nieuwenhuis, 2016:120). At the end of the completed study (i.e. after the analysis and interpretation of the data from Cycle 2), the categories (or conceptual ideas) will be linked in a model and a set of guidelines (consult Appendix 6 for complete results).

The first open-ended question (**Question 14**) posed was: “How do you think we can improve on the film club?” Data from this question could especially serve to enhance the implementation of the film club in Cycle 2 but also provide insight into the kind of framework that would be relevant when trying to enhance BICS and student engagement in the film club. (This would only be created after Cycle 2, when the data of both the cycles could be merged.)

The first step in the analysis was to number the comments of Question 14 (for the sake of organisation). In total, 232 participants (of the 291) responded to the question.

The first themes (or codes) identified, were done so by especially looking at the recurrence of the same themes, in which case they were allocated a specific colour. In the following discussion, not all quotations and comments are included, as in some instances, the number is extensive. (*Please note that all responses from students are quoted directly, and no changes have been made to spelling and grammar mistakes.*)

The first code related to issues of the **sound quality**, with comments such as the following: *“I think it will be better if we could wear earphones to hear the sound properly since other students make noise and certain parts we cant [sic] hear what was said”* (Respondent 2); *“You must make that the sound and computers are well because sometimes films club were*

cancelled because of computers are not work [sic]" (Respondent 100); and *"increase the speakers so that there will be enough sound"* (Respondent 101).

The second code alluded to providing **beverages** during the screening: *"We should get some popcorn"* (Respondent 2); *"Add food"* (Respondent 31); and *"bring popcorn and juices"* (Respondent 60). Although it seems irrelevant, this was initially included due to its strong repetitiveness.

Thirdly, **repeating films** was suggested: *"repeat film for more understanding"* (Respondent 5); *"maybe repeat it twice"* (Respondent 7); *"By playing the films twice"* (Respondent 44); *"By watching it several times"* (Respondent 73); *"by repeat [sic] movie 2 times"* (Respondent 88); and *"by letting us watch the movie three times"* (Respondent 188).

The fourth code related to providing students with the opportunity to **choose the films** they wanted to watch: *"ask the learners which movies they prefer"* (Respondent 6); *"trying to find out what kind of film students like"* (Respondent 52); and *"giving the chance to watch any film we like".*

The fifth code was to have **more films or screenings**: *"by just adding more films than five"* (Respondent 34); *"the amount of films watched can be increased"* (Respondent 50); and variations of *"more films"* (Respondents 16, 25, 26, 106, 110, 113, 145, 153, 159, 164, 168, 170, 182, 196, 206 and 219).

Code 6 related to the idea that there should be an opportunity to **discuss the films** after screenings: *"discussing them in class"* (Respondent 8); *"if you can give students time to discuss it after watching it"* (Respondent 14); and *"having class discussions after every film"* (Respondent 43).

For Codes 7, 8 and 9, the comments related to including more **educational films** (*"films that mostly educate",* Respondent 17; *"films that will help them improve their English and vocabulary"*, Respondent 64), more **relevant films** (*"movies that are more relevant to the content in GENL1408",* Respondent 35; *"relevant movies"* Respondent 120) and **newly released films** (*"modern films"*, Respondent 210; *"more modern …"*, Respondent 231).

Other kinds of films suggested by the participants are ones that are **enjoyable** (Code 10: *"more interesting films"*, Respondent 184) and specifics with regard to the **kind of genre** preferred (Code 11: *"more local films"*, Respondent 59; *"consist of drama"*, Respondent 220;

"film clubs must be romantic", Respondent 83; *"more South african [sic] movies"*, Respondent 87; *"more humour"*, Respondent 112).

These codes are summarised in the table below. Interesting ideas or useful suggestions were added at the bottom (in italics) in order to return to these ideas.

Table 6.9: Code chart after Phase 1 of the analysis of Question 14 (Cycle 1)

Codes identified	Link to framework
Code 1: Improve the sound quality	**Contextual cues** and clues enhance the message: visuals, subtitles, captions, audio-visuals, gestures, facial expressions and intonation **The focus is on the message and making the message understandable:** Familiar topics, a slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary and modifying questions
Code 2: Beverages (popcorn)	***Not applicable***
Code 3: Repeat the same film	**As much comprehensible input as possible** (no one knows what "enough" means)
Code 4: Give students their choice of film	Students are provided with an opportunity to **make decisions**
Code 5: More films	**As much comprehensible input as possible** (no one knows what "enough" means)
Code 6: Discuss films (in class, after film screening)	**Collaborative**, cooperative learning; discussions
Code 7: Kind of film (educational)	Make the content or topic **relevant and interesting** Students are provided with an opportunity to **make decisions**
Code 8: Kind of film (more relevant)	
Code 9: Kind of film (newly released)	
Code 10: Kind of film (enjoyable, interesting, inspirational)	
Code 11: Kind of film (genres)	
Make it a lecture with own facilitator *Managing the class* *Post them on BB / Make available to watch on own*	

When studying the first code, "Improve the sound quality", it became evident that this was not a recurring theme, probably because the sound was, for the most part, of high quality. Yet, what impact does a malfunctioning speaker have during a screening, and why did this handful of students feel the need to specifically mention this aspect? Perhaps it related more to personal hearing ability, concentration ability or an auditory learning style. After some deliberation, combining this code with the suggestion of managing the class for more order,

into a theme of "**General set-up and management of class/environment should be conducive to optimal language input and concentration**" was deemed necessary. This relates directly to how the film club needs to be designed. Within this theme, elements such as checking the audio and sound quality in the venue and compiling rules (e.g. no late-comers allowed and limited talking) would be relevant.

The next code, namely **providing beverages**, did not occur often enough to be included as a final theme. It also did not link with the theoretical framework used for the study.

To repeat the same film or provide opportunities for participants to watch the same film more than once was an interesting code. This theme might have emerged due to the fact that the participants were ESL users. This idea linked to suggestions from participants to post the films on Blackboard or to provide them with the film to watch again on their own. These two were combined in a broader theme of "**Provide opportunity for more exposure to the film content**".

A noticeable recurring and intense elaboration on the codes under "Kind of films" was noted, where participants made suggestions with regard to the genre of films, its relevance to themselves, how newly it had been released and the entertainment value. All of these were combined into the theme "**Films chosen for screening need to be relevant, newly released and entertaining**".

The next code identified related to participants wanting **to choose the films they watch**: "*ask the learners which movies they prefer*"; and "*You can improve the film club by trying to find out what kind of the film students like or understand better so that they can attend the film club and enjoy it*".

The most prominent code identified was that more films needed to be shown. The recurrence of this suggestion was overwhelming, so much so that I was interested in the actual count – 38 times. Hence, at this stage, it sufficed to create the theme of "**Screen more (than 5) films**" as it was. I added "than 5" for the sake of specificity.

The last code identified was one where participants suggested that discussions of the film just watched needed to take place, thus "**Provide opportunity for discussion and reflection of films**".

To design the film club as a GENL1408 lecture, which the group of 40 classmates could attend together, was kept in mind as a suggestion, because participating in a film club in smaller groups could have other benefits (such as opportunities for class discussions).

The updated theme chart is provided in Table 6.10.

Table 6.10: Theme chart after Phase 2 of the analysis of Question 14 (Cycle 1)

Themes identified	Link to framework
Theme 1: General set-up and management of class/environment should be conducive to optimal language input and concentration	**The focus is on the message and making the message understandable:** • Familiar topics, a slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary and modifying questions **Contextual cues** and clues enhance the message: visuals, subtitles, captions, audio-visuals, gestures, facial expressions and intonation
Theme 2: Provide opportunity for more exposure to the film content	**As much comprehensible input as possible** (no research has been able to conclude what "enough" entails)
Theme 3: Films chosen for screening need to be relevant, newly released and entertaining	Make the content or topic **relevant and interesting**
Theme 4: Provide participants with the opportunity to choose films	Students are provided with an opportunity to **make decisions**
Theme 5: Screen more (than 5) films	**As much comprehensible input as possible** (no one knows what "enough" means)
Theme 6: Provide opportunity for discussion and reflection of films in and/or outside of class	**Reflections** on own learning and language awareness should be implemented **Collaborative**, cooperative learning; discussions

The six themes aligned with the results of the quantitative data of the questionnaire, especially the questions that were highlighted due to the more than overwhelmingly high response, including Questions 12.20 "The film club quizzes helped me to understand how the themes in the films linked with GENL" (21,2% disagreed), 13.14 "The themes of the films were relevant to me" (25% disagreed), 13.16 "The number of films (5) was enough to develop my English" (23% disagreed), 13.17 "Even watching just one film will be enough to develop my English" (39% disagreed) and 13.18 "Watching more films will develop my English" (90% agreed).

To **Question 15**, “In which other ways were the film club helpful to you (if at all)?”, 226 participants responded.

Initially, 13 codes were identified based on the various comments and responses.

The first code related to an **improvement in English**: *“improve your English [sic]”* (Respondent 1); and *“improving my English [sic]”* (Respondent 35). Code 2 was that the film club somehow **supported the GENL module**: *“the film club helped me understood some of the module aspects”* (Respondent 113).

Codes 3, 4, 5 and 6 related to the improvement in specific language skills, including **communication skills** (*“to manage to communicate with other students”*, Respondent 165; varieties of *“Improve my communication skills”*, Respondents 100, 104, 126, 135, 179, 188, 202 and 225), **vocabulary** (*“They helped with me [sic] improving my vocabulary”*, Respondent 15; *“to know what certain words mean”*, Respondent 53; “*i [sic] learnt different English words”*, Respondent 129), **listening** (*“i [sic] learned to listen”*, Respondent 45; *“It help to improve my listening skill”*, Respondent 70; *“helped in developing my listening skills”*, Respondent 176) and **pronunciation** *(“helped me to understand … how can I pronounce words”*, Respondent 52; *“how to pronounce words correctly”*, Respondent 107).

An interesting possible next theme was Code 7, an **improvement in concentration**: *“they taught me how to concentrate”* (Respondent 18); *“to pay attention in everything that i [sic] do”* (Respondent 45); *“my concentrations skills”* (Respondent 123); and *“It helped me to be able to listen attentively”* (Respondent 172).

Code 8 related to using what had been learnt from the films and applying it to **real life**: *“I could apply what was in the film in real life”* (Respondent 7).

Code 9 alluded to a **relaxing and enjoyable environment**: *“It provided me with a place where i [sic] can relax and actually enjoying learning since I am a visual learner”* (Respondent 8); *“reducing my stress levels”* (Respondent 30); *“They were entertaining”* (Respondent 31); *“It was helpful because i [sic] was taking some time off from studying and watching the film”* (Respondent 75); and *“it’s avoided boredom, i [sic] just new that when I go [sic]there it’s [sic] will be my time of relaxation and laughter”* (Respondent 160).

This was followed by Code 10, urging participants to **reflect** on real life: *“to think about real life”* (Respondent 10). Code 11 considered learning about **how people live** (thus, perhaps

knowledge in diversity): *"how people live there [sic] lifes [sic]"* (Respondent 130); and *"It help [sic] me to know about how people live"* (Respondent 14). Code 12 related to **seeing what happens in real life**: *"in real life it help [sic] me to understand what is real happened in the film"* (Respondent 110).

Lastly, Code 13, referred to **personal life lessons** gained: *"one of them taught me to fight for what i [sic] want and also to take a good care of my family no matter what and the others taught me to be have high self esteem [sic] and be confident"* (Respondent 34); *"I learned how to change other people's lives without expecting anything in return"* (Respondent 51); and *"Film club help me to respect other cultures"* (Respondent 58).

These broader themes that were initially identified are summarised in the following table.

Table 6.11: Code chart after Phase 1 of the analysis of Question 15 (Cycle 1)

Codes identified	Link to framework
Code 1: Improved my English	**Reflections** on own learning and language awareness should be implemented **The focus is on the message and making the message understandable:** Familiar topics, a slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary and modifying questions
Code 2: Helped me with GENL	**Real-life** problems, materials, language and topics Link this to academic content
Code 3: Improved my communication skills	**Reflections** on own learning and language awareness should be implemented **The focus is on the message and making the message understandable:** Familiar topics, a slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary and modifying questions
Code 4: Improved my vocabulary	
Code 5: Improved my listening	
Code 6: Improved my pronunciation	
Code 7: Improved my concentration	
Code 8: I could apply what I learnt to real life	**Real-life** problems, materials, language and topics
Code 9: Provided space to relax/enjoy myself / spend time with peers	**Create motivation, increase self-confidence and reduce anxiety** (low affective filter)
Code 10: Helped me to reflect on real life	**Real-life** problems, materials, language and topics **Reflections** on own learning and language awareness should be implemented
Code 11: I learnt about how people live	**Real-life** problems, materials, language and topics

Codes identified	Link to framework
Code 12: Informed/showed me about what happens in the world around me; I learnt about real life	**Real-life** problems, materials, language and topics
Code 13: Taught me life lessons/skills (self-esteem, how to treat my family and other people, other cultures, to fight for what I want)	**Real-life** problems, materials, language and topics

After studying the codes identified, the decision was made to combine “Helped me to reflect on real life” with “Informed/showed me about what happens in the world around me” to create the theme “**I learnt about the real world (I linked the films with real life)**”. “I learnt about how people live” and “Taught me life lessons/skills” were combined into the theme “**Taught me various life lessons and skills**”.

The code “Helped me with GENL” did not recur enough to be seen as significant and was thus removed.

“**Improved my English**” was a general statement made, with a high recurrence, and thus was kept as a theme on its own. (This would also link to the research question on BICS.)

The various English skills often mentioned – communication skills, vocabulary, listening and pronunciation – were combined into “**Improved communication, vocabulary, listening and pronunciation skills**”, as all of these would ultimately lead back to BICS improvement.

A surprising code was “**Improved my concentration**”. Due to the uniqueness of this code and because it was never mentioned in the quantitative questions, but was identified independently by the participants, and in such a recurring fashion, it was kept as a theme.

The last code, “**Provided space to relax/enjoy myself/spend time with peers**”, was kept due to its level of recurrence and the link to the affective filter hypothesis.

The final and adjusted theme chart thus looked as follows:

Table 6.12: Theme chart after Phase 2 of the analysis of Question 15 (Cycle 1)

Themes identified	Link to framework
Theme 1: Improved my English	**The focus is on the message and making the message understandable:** Familiar topics, a slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary and modifying questions
Theme 2: Improved my communication, vocabulary, listening and pronunciation skills	**The focus is on the message and making the message understandable:** Familiar topics, a slower rate of speaking, shorter and simpler sentences, high-frequency vocabulary and modifying questions
Theme 3: Improved my concentration skills	
Theme 4: I learnt about the real world (I linked the films with real life)	**Real-life** problems, materials, language and topics
Theme 5: Provided space to relax/enjoy myself/spend time with peers	**Create motivation, increase self-confidence and reduce anxiety** (low affective filter): • Focus on message • Make the content or topic **relevant and interesting** • Listen to relaxing music while reading, play games, sing songs and watch films
Theme 6: Taught me various life lessons and skills	**Real-life** problems, materials, language and topics

Themes 1 and 2 were in line with the quantitative results, where most of the participants indicated that the film club had improved their BICS: 88% indicated that the films had increased their communication in English; 83% indicated that the visuals had improved their English; and 83% indicated that the subtitles had helped to improve their English.

Theme 5 also aligned with the quantitative results: *"reducing my stress levels"*; *"it was helpful because i [sic] was taking some time off from studying and watching the film"*; and *"Being social with other students in regard"*. This was an indicator that the affective filter was decreased where anxiety and stress were reduced, which is important for language acquisition. These results aligned with the quantitative data: 93% of the participants agreed that they enjoyed watching the films, and 83% of participants indicated that they discussed the films with students afterwards.

Themes 4 and 6 indicated how participating in the film club provided **lessons on real life** and linking a classroom to what takes place in the **real world**: *"relating the film to real life*

situations"; *"It helped me to use what i [sic] learnt in the film to use it in real life"*; and *"it was helpful because we can apply it in the real life situation"*. This correlated with the quantitative data, where 79% of the participants indicated that they could use information from the films in real life, and 90% said that they could connect what happened in the films with real life. All of these are important for real learning to take place.

The last theme, Theme 3, related to how participating in the film club **improved concentration skills**: *"It helped me to be able to listen attentively"*; *"teaching me how to focus"*; and *"my concentration skills"*. This result was by far the most surprising, and although it did not necessarily have a direct impact on BICS or CALP and engagement, it was still beneficial for learning in general.

The last open-ended question, **Question 16**, namely "How do you think we can improve this questionnaire?" drew a response from 219 participants. (These codes and themes are not linked to the theoretical framework, as this does not relate to the design of the film club intervention but to the survey instrument used to test the intervention.) Initially, four codes emerged, as indicated in Table 6.13.

Table 6.13: Code chart after Phase 1 of the analysis of Question 16 (Cycle 1)

Code 1: Length: short/shorter
Code 2: Make questions simple/clear/easy
Code 3: Provide examples/visuals
Code 4: Do not repeat same question

After studying the recurrence of the codes, they were reduced to only two themes, as indicated in the table below.

Table 6.14: Theme chart after Phase 1 of the analysis of Question 16 (Cycle 1)

Theme 1: Make the questionnaire shorter (less questions)
Theme 2: Do not repeat similar questions

These two themes aligned strongly with each other, because when repeating similar questions was avoided, the questionnaire would also become shorter. These results were considered in redesigning the questionnaire for Cycle 2.

6.4.4 Comparing or linking the quantitative and qualitative data

The link between the quantitative and qualitative has only been loosely indicated in the analysis above. Accordingly, a closer look at the different data sets and the results they represent is needed. Thus, the following table has been created.

Table 6.15: Linking of different data sets (Cycle 1)

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Results of pre-post-test study
Theme 1 (Question 14): General set-up and management of class/environment should be conducive to optimal language input and concentration	Respondent 2: *"It would be better if we could wear earphones to hear the sound properly"* Respondent 100: *"You must make that the sound and computers are well"* Respondent 101: *"increase the speakers so that there will be enough sounds [sic]"*	Q13.1: The subtitles shown during the films helped me to understand what was happening (89%) Q13.2: I read the subtitles while watching the films (89%) Q13.3: I liked that there were subtitles (91%) Q13.10: Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying (97%) Q13.11: The visuals of the films helped to improve my English (83%) Q13.12: Being able to read the subtitles helped me to understand what the characters were saying (90%)	The post-test and pre-test scores were not significantly different between the experiment group and the control group (p-values = 0,61 for vocabulary and 0,644 for grammar). A factor to consider, which could have an effect on the score, is the very short interval for the intervention (6 months), which, in language acquisition terms, is almost impossible to show an explicit effect (e.g. BICS have been found to take two years to acquire). The number of films (5) could also be insufficient (as indicated by the questionnaire results).
Theme 2 (Question 14): Provide opportunity for more exposure to the film content	Respondent 7: *"maybe repeat it twice"* Respondent 44: *"by playing the film twice"* Respondent 88: *"repeat movie 2 times"* Respondent 103: *"to increase the interest in students you need to play films that are available on youtube [sic] so that they be [sic] able to watch it again to understand"*	Q4: 2,8% of the participants use English and 16,8% a mix of English and African languages to communicate when at home Q5: When talking to students outside of the classroom, 29,2% of the participants use English to communicate and 28,5% use a mixture of English and African languages; 42,3% use other African languages. Q7: When listening to the radio, 28,3% of the participants listen to radio stations using English, and 14,7% to stations using English and African languages, while	

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Results of pre-post-test study
		56,9% listen to stations using different African languages Q8: 60,5% of the participants watch television and movies in English and 21,7% watch programmes and films where a mix of English and African languages is used; the rest watch programmes and films in various African languages	
Theme 3 (Question 14): Films chosen for screening need to be relevant, newly released and entertaining	Respondent 21: *"films that are relevant to us as students"* Respondent 29: *"Show newly released films that can relate to students"* Respondent 74: *"by adding action movies"* Respondent 83: *"film clubs must be romantic"* Respondent 87: *"Try introducing more South african [sic] movies"* Respondent 91: *"By putting interesting new movies"*	Q10: Only the film genres comedy (62,8%) and romance (54,4%) appealed to more than half of the class Q11: A large number of the participants prefer romances (22,7%), comedies (27,6%), action films (26,2%) and dramas (15,4%); only comedy and romance as film genres appealed to more than half of the class, with action and drama close behind Q13.14: The themes of the films were relevant to me (75% agree, 25% disagree)	
Theme 4 (Question 14): Provide participants with the opportunity to choose films	Respondent 6: *"ask the learners which movies they prefer"* Respondent 52: *"by trying to find out what kind of film students like"* Respondent 97: *"by making an investigation on what kind of movie genre a student prefer [sic] individually"*	Q10: Only the film genres comedy (62,8%) and romance (54,4%) appealed to more than half of the class Q11: A large number of the participants prefer romances (22,7%), comedies (27,6%), action films (26,2%) and dramas (15,4%); only comedy and romance as film genres appealed to more than half of the class, with action and drama close behind	
Theme 5 (Question 14): Screen more (than 5) films	Respondent 8: *"Adding more films"* Respondent 16: *"to watch more films"* Respondent 25: *"by bringing more films*" Respondent 28: *"more videos should be watched per week"*	Q13.16: The number of films (5) was enough to develop my English (77% agree, 23% disagree)	

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Results of pre-post-test study
	Respondent 30: *"making students to [sic] watch them once in a twice in a week for both semesters"* Respondent 50: *"amount [sic] of films can be increased"*	13.17: Even watching just one film will be enough to develop my English (61% agree, 39% disagree) 13.18: Watching more films will develop my English (90%)	
Theme 6 (Question 14): Provide opportunity for discussion and reflection of films in and/or outside of class	Respondent 14: *"if you can give students time to discuss it after watching it"* Respondent 40: *"having class discussions after every film"* Respondent 139: "*After watching a film, students should be given a task during the class to do a presentation"*	Q12.22: After watching the films, I talked about it with other students (83,2%) Q12.23: I thought about the films after watching them Q12.24: The film club quizzes helped me to reflect on the films (88,5%)	
Theme 1 (Question 15): Improved my English	Respondent 1: *"because its [sic] improve your englis [sic]"* Respondent 11: *"to improve my english [sic]"*	Q13.11: The visuals of the films helped to improve my English (83%) Q13.13: The subtitles of the films helped to improve my English Q13.22: Watching the films motivated me to learn English (88%)	
Theme 2 (Question 15): Improved my communication, vocabulary, listening and pronunciation	Respondent 6: *"increase my vocab and listening skills"* Respondent 24: *"they helped me to understand different words"* Respondent 45: *"I learned to listen"*	Q13.8: Watching the films improved my communication in English (88%) Q13.9: The film club quizzes improved my communication skills (84%)	
Theme 3 (Question 15): Improved my concentration skills	Respondent 18: *"they taught me how to concentrate"* Respondent 45: *"I learned … to pay attention in everything that i [sic] do"*	-	
Theme 4 (Question 15): I learnt about the real world (I linked	Respondent 7: *"I could apply what was in the film in real life"* Respondent 10: *"to think about real life"* Respondent 14: *"It help me to know about how people live"*	Q12.15: I can connect what happens in the film with real life (89,9%) Q12.16: I can identify with characters in the films (87,5%)	

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Results of pre-post-test study
the films with real life)	Respondent 17: *"they helped me to learn what was happening in the world around me"*	Q12.17: I can use what I saw in the films in real life (79,4%) Q12.20: The film club quizzes helped me to understand how the themes in the films linked with GENL (78,8%) Q12.21: The film club quizzes showed me how to apply what I learnt in the films (84,7%) Q13.4: The film club quiz clearly showed how the question, films and GENL were connected (81%) Q13.5: There was a link between the content of the films and the content of GENL (85%)	
Theme 5 (Question 15): Provided space to relax/enjoy myself/spend time with peers	Respondent 8: *"It provided me with a place where i [sic] can relax and actually enjoying learning since I am a visual learner"* Respondent 9: *"entertained me"* Respondent 21: *"Spend time with my peer"* Respondent 30: *"reducing my stress levels"*	13.23: I liked watching the films (93%)	
Theme 6 (Question 15): Taught me various life lessons and skills	Respondent 34: *"one of them taught me to fight for what i [sic] want and also to take a good care of my family no matter what and the others taught me to be [sic] have high self esteem [sic] and be confident"* Respondent 41: "*Lobola film club, it helps me to understand the definition of lobola and the consequences of lobola"* Respondent 46: *"Helped me understand the importance of family"*	Q12.15: I can connect what happens in the film with real life (89,9%) Q12.16: I can identify with characters in the films (87,5%) Q12.17: I can use what I saw in the films in real life (79,4%) Q12.20: The film club quizzes helped me to understand how the themes in the films linked with GENL (78,8%)	

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Results of pre-post-test study
	Respondent 50: *"It helped me to know that its [sic] all in my mind, i [sic] mean like the way I think about things is exactly the way things will turn out to be. In this manner it helped me to always have positive thoughts about myself and that improved my self esteem [sic]"* Respondent 51: *"I learned how to change other people's lives without expecting anything in return"*	Q12.21: The film club quizzes showed me how to apply what I learnt in the films (84,7%)	

6.5 Cycle 1: Step 5 – Modify practices

Implications and possible adjustments for Cycle 2 were considered with regard to theories used, the way the film club intervention had been designed and the instruments used to test the intervention. Accordingly, various adjustments were made before implementing the film club for a second cycle.

6.5.1 Theories used

Although two definitive legs of theories were used and various elements of these were applied to construct the film club, a possibility existed to merge the theories, models and frameworks to create one new suitable framework. Accordingly, a new framework was created under the umbrella of constructivism, as written up in Chapter 4. This framework formed the basis for the design of the film club for Cycle 2. In summary, Chapters 2 and 3 comprise the literature review done before Cycle 1 has been implemented. **Chapter 4** is the result of trying to improve on the existing literature review, after Cycle 1 has been completed. This improvement assisted with informing the design of the film club for Cycle 2.

6.5.2 The film club design

The data, as well as suggestions from the participants, were considered in designing Cycle 2 of the film club. The data and suggestions are summed up as follows:

- Results on the exposure of students indicated that more exposure to English in a classroom set-up would be helpful; that is, a film club in itself would be beneficial. Accordingly, the film club was continued in Cycle 2.
- Various data from different data sets (quantitative, in both the student engagement and the BICS/CALP questionnaire, as well as open-ended questions) stressed the importance of providing students with options in their own learning. The genre, kinds of films, language used and even the locality of production of the films were important to the participants. Accordingly, for Cycle 2, a list of 20 films was constructed, based on the four preferred genres (romance, comedy, drama and action) indicated in the results, and the participants in Cycle 2 were afforded the opportunity to choose their eight preferred films for the duration of the film club. Trailers of the films were downloaded and provided on the university learning management system for students to peruse before making their decision.
- The trailers provided to students to inform their choices of films were left available on the learning management system, so as to provide the students with the opportunity

to refer back to these trailers throughout the year, such as before completing a film club quiz, or as a means to increase exposure to the film content. A tracker was placed on the trailers to measure trends and see whether the participants did, in fact, peruse the trailers.

- The link, goals and reasons for participating in the film club were made explicit for the duration of the film club by means of announcements and, within the film club, quizzes.
- The multiple-choice structure of the quiz questions remained, as this provided immediate feedback to the students. The quizzes continued to be for marks, as this motivated the students to attend the film club and complete the quizzes. However, they did not count too much, as this would increase anxiety.
- Popular films were used once more, as the language usage was understandable. Sub-titles were still shown to increase comprehension.
- The links between the content of the films and the students' real life were made more explicit. The quizzes were used to do this. (Ideally, an interactive platform for discussing the films should have been provided. Unfortunately, this was not possible, due to time constraints in the students' curricula, restraints due to the campus timetable capacity and financial restraints to appoint facilitators for more hours. To mitigate this, the quizzes were structured in a more discursive manner so as to mimic a discussion, and more reflective questions were included in the quizzes.)
- The number of films shown needed to be increased. Eight film screenings were thus planned for Cycle 2; however, due to many disruptions on the campus (such as student protests), only six could be screened in the end. (If the film club could continue for a year, this number could easily be increased. Creating control and experiment groups that needed to participate within a semester or six months also posed restrictions.)
- Management of the classroom during screening was sharpened by means of an assistant who stayed in the class for the duration of the screenings, as well as weekly reminders of the film club screenings and quizzes that needed to be completed.
- Students would mostly watch the films because they had to complete film quizzes that were for marks. This approach had to stay the same for Cycle 2.

6.5.3 The instruments used to test the intervention

The following instruments were used to test the intervention:

- The pre-post-test: The test in itself was a reliable instrument, testing the exact vocabulary and grammar the module tried to improve. Students completing the GENL module would have a fair chance of improving their performance, and the kinds of questions posed were in line with BICS or CALP development. Consequently, the same test was used in Cycle 2.
- The questionnaire: Repetitive and very similar questions were removed, some language editing was done to improve clarity, and the researcher aimed to shorten the questionnaire in general.

Cycle 2 (completed in 2019)

Following Cycle 1, new insights gained were used to implement Cycle 2 of the film club intervention. One of the main differences between Cycle 1 and Cycle 2 was the number of participants. In total, 288 students were registered for GENL in 2019. (The decrease in student numbers for this module could be assigned to a decrease in numbers of students overall in the BA General Degree due to a change in the programme.) Of these, 148 students were grouped into the experiment (Friday, Semester 1) group and 121 into the control (Tuesday, Semester 1) group.

6.6 Cycle 2: Step 1 – Identify the problem or issue

Once again, the problem identified was how to increase the exposure of ESL students to everyday communicative English. In a rural context, where exposure to and usage of mother-tongue English are limited, how would the teacher moderate the classroom to provide such opportunities? From this, the research questions were derived and remained unchanged for Cycle 2.

6.7 Cycle 2: Steps 2 and 3 – Think of the solution (the design) and do the intervention

Although the main and secondary research questions remained the same for Cycle 2 (i.e. how to implement a film club to enhance student engagement and BICS), a more extensive literature review was done and the results from Cycle 1 were considered. This led to various adjustments to the design of the film club intervention, namely to the questionnaires, quizzes, choice of films and various practical aspects.

Whereas in Cycle 1, the experiment group participated in the film club screenings in Semester 1, while the control group only watched the films in Semester 2 (thus the control was overall exclusion from watching films), for Cycle 2, both the groups attended the film club screenings, although with major differences in the additional support mechanisms to the experiment group. The intervention for the control and experiment groups differed, as the experiment group received all the additional support practices for enhancement of BICS and student engagement; for example, they could choose the films, completed quizzes, the subtitles were turned on, and so forth. The control group just arrived for the film screening. (In both cycles, the control groups received the complete interventions in Semester 2.)

Furthermore, additional data considered for this cycle were the statistics concerning the films chosen by the participants and the statistics with regard to the trends of the participants watching the film club trailers that were placed on Blackboard (i.e. how many, how regularly and at what times). Also taken into account were the graphs of the questionnaire, which were used to create an adjusted, shorter version of the original questionnaire.

6.8 Cycle 2: Step 4 – Evaluate the impact of the intervention

6.8.1 Results with regard to films chosen

For Semester 1, from a list of 20 films (compiled from a combination of the four genres chosen in Cycle 1, namely romance, comedy, drama and action, adding two documentaries to the list to accommodate those who preferred this genre and to see whether the other four genres would again be preferred when other genres were also included), the experiment group chose the eight films they wanted to watch as part of the film club. The results still indicated a strong preference for romance, comedy, action and drama. Only six of the films were screened in the end due to various campus events disrupting the classes or screenings (such as protests and graduation ceremonies). For Semester 2, from a list of 19 films, the control group chose the eight films they wanted to watch as part of the film club screenings. Only six of the films were screened in the end so as to create parity with the experiment group (the Semester 1, Friday group). (The complete statistics can be found in Appendix 7.)

The films chosen by the experiment group are listed in the table below.

Table 6.16: Films chosen by the experiment group (Cycle 2)

Films in list	Genre	Percentage chosen (from highest to lowest)	Screened in the end or not
1. *Night school*	Comedy	74,4%	Yes
2. *Me before you*	Romance/Drama	63,4%	Yes
3. *First daughter*	Romance/Comedy/Teen	61,0%	No (difficulty finding film with subtitles)
4. *Dangerous minds*	Drama	56,1%	Yes
5. *Fanie Fourie's lobola*	Romance/Comedy/Local	54,9%	Yes
6. *Game night*	Comedy/Action	53,7%	Yes
7. *Everything, everything*	Romance/Drama/Young adult	53,7%	Yes
8. *Jumanji: welcome to the jungle*	Action/Comedy	48,8%	No (disruptions)

The films chosen by the control group are listed in Table 6.17.

Table 6.17: Films chosen by the control group (Cycle 2)

Films in list	Genre	Percentage chosen (from highest to lowest)	Screened in the end or not
1. Tsotsi	Drama/Action/Local	70,7%	Yes
2. Gifted	Drama	69,3%	Yes
3. Accepted	Comedy/Young Adult	62,7%	Yes
4. After everything	Romance/Drama	56,0%	No (excluded to create parity with group 1, and difficult to find suitable DVD)
5. Home again	Romance/Drama	56,0%	No (excluded to create parity with group 1, and difficult to find suitable DVD)
6. Jumanji: welcome to the jungle	Action/Comedy	53,3%	Yes
7. School of rock	Comedy	52,0%	Yes
8. Central intelligence	Action/Comedy	46,7%	Yes

These results affirm the findings in Cycle 1: the genres of romance and comedy were most sought after, followed by drama and action. The two local South African films, *Fanie Fourie's lobola* and *Tsotsi*, were also under the top five films chosen in both cycles. Both times, drama/musicals and drama/documentaries did not meet the top ten.

6.8.2 The pre-post-test

The pre-test was made available for completion before the intervention on the experiment group (Friday, Semester 1) and the post-test at the end of Semester 1. The pre-test was open for completion to all of the GENL1408 students; however, data of 181 pre-post tests were analysed (excluding those who had written either only the pre-test or only the post-test and those with any marks below 5, which would indicate a system error).

First, a one-variable-at-a-time t-test was used, namely the Welch two-sample t-test, to evaluate the impact of the intervention on students' scores on the grammar and vocabulary sections of the tests. This test would indicate the possible rate of improvement or acquisition of grammar and vocabulary of both the experiment and control groups, which would provide insight as to whether the participants' BICS or English had still improved, whether participating in the film club or not (see Appendix 8 for the complete results).

Table 6.18: Welch two-sample t-test results (Cycle 2)

	t	Df	p-value	Mean in treatment group	Mean in control group	95% confidence interval:
Grammar by group	-1,0872	168,87	0,2785	0,02125000	0,03903614	-0,05008170 0,01450942
Vocabulary by group	-1,0128	173,19	0,3126	0,02916667	0,04240964	-0,03905043 0,01256449

This was followed by a one-sample t-test to establish whether there was a difference between the performance of the control group and that of the experiment group for both the grammar and vocabulary sections of the test.

Table 6.19: Grammar improvement by group (one-sample t-test) (Cycle 2)

	t	df	p-value	95% confidence interval	Mean of x
Experiment (Friday)	1,987	95	0,0498	0,00001899421 0,04248100579	0,02125
Control (Tuesday)	3,1532	82	0,002257	0,01440832 0,06366397	0,03903614

Table 6.20: Vocabulary improvement by group (one-sample t-test) (Cycle 2)

	t	df	p-value	95% confidence interval	Mean of x
Experiment (Friday)	3,2791	95	0,001456	0,01150848 0,04682486	0,02916667
Control (Tuesday)	4,4252	82	0,00002941	0,02334453 0,06147475	0,04240964

The difference between the scores of the **one-sample t-test** post-test and pre-test of the treatment and control groups was not significant (p-values = 0,313 for vocabulary and 0,278 for grammar). As with Cycle 1, a factor to consider, which could have had an effect on the score, is the very short time frame for the intervention (six months), which in language acquisition terms is almost impossible to show an explicit effect (e.g. BICS have been found to take two years to acquire). Although eight film screenings were planned, the number of films screened in the end (6) could also have been insufficient.

All of the groups once again performed significantly better in the Welch two-sample t-test post-test than the pre-test. This is an indication that the GENL module in itself is effective in improving students' BICS or CALP. Recommendations that could impact these results of the pre-post-test, are discussed more in chapter 7.

6.8.3 Questionnaire results: reliability

After all of the groups had participated in the film club, 291 students completed the first part of the questionnaire (on questions relating to their demographics, exposure to English and preferred film genre). The rest of the questionnaire was completed by 282 students (excluding students who had watched fewer than three films).

Descriptive statistics through chi-square tests

Questions 2 to 9 and Question 11 all have been determined to have a p-value of 0. (Question 10 was not tested, as it did not have the option of choosing just one answer but as many as the participant deemed relevant, and was thus not a fit for the test.) The results for Questions 19.1 to 19.26 (measuring the construct of BICS/CALP) and Questions 20.1 to 20.20 (measuring the construct of student engagement) also indicated that a p-value of 0 was established for all questions, except Question 20.15, with a 0,176 p-value, rendering the data for this question insignificant.

Congeneric reliability

Question Set 19 produced a reliability of 0,89, and Question Set 20 a reliability of 0,91, indicating high reliability and suggesting that the questions fit a theme and were deliberately answered by respondents according to their views. However, it could suggest that many participants answered the section based on a general attitude rather than differentiating among individual questions in the section. Accordingly, all questions were usable, excluding Question 20.15. (The complete set of data is presented as Appendix 9.)

The results are summarised in Table 6.21.

Table 6.21: Questionnaire reliability and consensus for Cycle 2

	Question number	Kind of test	P-value	P-value measure	Reliability score: question sets	Reliability measure: question sets
Other (demographics, exposure to English, film genre preference)	Questions 2-9, 11	Chi-square tests (χ^2), one-way analysis	0	Evidence of grouping/ consensus	n/a	n/a
BICS/CALP section	Questions 19.1-19.26	Chi-square tests (χ^2), one-way analysis; congeneric reliability	0	Evidence of grouping/ consensus	0,89	Strong
Student engagement section	Questions 20.1-20.14; 20.16-20.20	Chi-square tests (χ^2), one-way analysis; congeneric reliability	0	Evidence of grouping/ consensus	0,91	Strong

	Question number	Kind of test	P-value	P-value measure	Reliability score: question sets	Reliability measure: question sets
Student engagement section	Question 20.15	Chi-square tests (χ^2), one-way analysis; congeneric reliability	0,176	No evidence of grouping/ consensus	n/a	n/a

6.8.4 Questionnaire results: information or content data

a) Description of students

The results indicated that just more than half of the students (52,5%) were Zulu mother-tongue speakers, followed by 35,8% Sotho speakers and 1,7% Xhosa. Only 4,2% indicated that they were English first-language users, and 5,8% had other mother tongues.

These results confirmed that most students registered for GENL1408 were ESL users, an important factor to consider with regard to the kinds of language theories used and for the design of the film club intervention.

b) Exposure to and usage of English

Results indicated that only 4,2% of the participants used English and 25,4% a mix of English and African languages to communicate **when at home**. In contrast, 41,5% used isiZulu, 17,8% used Sesotho, 17% used isiXhosa, 2,5% used other languages and 6,8% used a mix of African languages.

When talking to students outside of the classroom, 35% of the participants used English to communicate and 32,5% used a mixture of English and African languages, while 32,4% used other African languages.

In the classroom, 65% of the participants used English and 23,3% a mix of English and African languages.

When listening to the radio, 30,8% of the participants listened to radio stations using English, 19,2% to stations using English and African languages and 50% to stations using different African languages.

Lastly, 69,7% of the participants **watched television and movies** in English and 19,3% watched programmes and films in which a mix of English and African languages was used. The rest watched programmes and films in various African languages.

These results indicated that most of the participants' exposure to and usage of English took place in a classroom set-up and while watching films and television programmes (for 65% and 69,7% of the participants). When communicating at home and outside of the classroom, little usage of and exposure to English occurred. Ultimately these results confirm the important role that a language developer of ESL students in this specific kind of rural context plays to create or simulate opportunities for exposure to everyday communicative mother-tongue English.

c) Film genre preference

The results again indicated that a large number of the participants preferred comedies (58%), romances (46,2%), action films (43,7%) and dramas (36,1%). Only comedy films appealed to more than half the class, with romance, action and drama close behind. Other genres did not appear to have general appeal and might need to be avoided for future film screenings.

d) Closed-ended (quantitative) questions pertaining to the construct of student engagement

After all of the participants had experienced the film club intervention, they had the opportunity to complete the questionnaire to indicate their views and perceptions of the film club. The questions of this questionnaire were structured as four-point Likert-type questions, with 1 indicating "strongly disagree", 2 indicating "disagree", 3 indicating "agree" and 4 indicating "strongly agree". The instruction presented was: "19. Please indicate to which extent (how much) you agree or disagree with the following statements." (The complete results can be studied in Appendix 10.)

In the table below, Question Set 19 was compressed to visually indicate the binary trends between the "strongly agree/agree" and the "strongly disagree/disagree" sections.

Firstly, the results of Questions 19.1 to 19.3 and 19.5 indicated that the participants had a high *expectancy of success* when the film screenings were attended and the *quizzes* completed. Similarly, the results of Questions 19.13 to 19.14 showed that linking marks to the film club participation and completion of the quizzes increased the *value* of the films. The results from Question 19.4 indicated that providing the participants with the opportunity to *choose the films* they wanted to watch was positively perceived. The responses to Questions 19.6 to 19.8 indicated that the *feedback* provided in the quizzes was used and deemed impactful. Furthermore, results of 19.9 to 9.10 indicated that the *goal* of participating in the film club was evident – an important aspect for the value factor. The responses to Questions 19.11 to 19.12 showed that the English in the films, and ultimately the message, was understandable – an important factor for motivation and *comprehensible input*. The results of Question 19.20 also showed that the quiz descriptions were understandable. The quizzes compelled the participants to *reflect on their own learning* and language as per the results for Questions 19.15 to 19.16. The results of Questions 19.24 to 19.25 also showed that the students reflected on the films. The results of Questions 19.17 to 19.19 and 19.21 to 23 indicated that there was a perceived *link* between the films, the academic environment and the students' real environments, and this link was largely created through the quiz questions. Lastly, the results of Question 19.26 showed that the students perceived the films as *relaxing* – an important element for increased motivation and *a low affective filter*.

Accordingly, the results indicated that overall, the majority of participants did perceive that elements necessary for student engagement to take place were present because of the way in which the films were screened. This included the following: expectancy of success; appropriate level of difficulty (both the quizzes and English used in the films); timely, helpful feedback; seeing the value of the film club (by means of attaching marks to it); linking the films with real life; and reflecting on the films.

Some binary results (as highlighted in the table below) with exceptionally strong indicators of positive perceptions from the participants were those for Questions 19.1, 19.2, 19.3, 19.7, 19.8, 19.12, 19.13, 19.14 and 19.26. Questions 19.1 to 19.3 pertained to the expectancy of success, 19.7 to 19.8 linked to feedback, 19.12 was about the level of difficulty of the films and 19.13 to 19.14 pertained to completing quizzes because these counted marks. Lastly, Question 19.26 was an indication of a low affective filter. These results were used to especially implicitly **continue applying** certain elements of the film club, that is, keeping the quiz questions on a specific level of difficulty, including feedback, including marks of the quizzes in final semester marks and the use of popular films on a specific English level. It also indicated

the impact of the film club, namely high expectancy and a relaxed environment or low affective filter.

Similarly, the results for five statements were noticeably less positive as compared to the rest of the results, namely those for Questions 19.16, 19.19, 19.20, 19.21 and 19.24. This indicated that for some participants, the quizzes did not provide enough opportunity for reflection on own language, they could not necessarily apply the content of the films to real life, struggled to find a link between the film club quizzes and the content of the films and GENL and there was not enough self-reflection on the films. These results needed to be used to explicitly **make changes** to the film club implementation, thus making sure the students understand the goal behind the film club, providing more opportunity for reflection and linking the film questions to the GENL content and themes and to real life.

The binary results are condensed in Table 6.22.

Table 6.22: Binary representation of results for Question Set 19: Student engagement (Cycle 2)

Statement posed	Strongly disagree/ Disagree (%)	Strongly agree/ Agree (%)
19.1: I knew that if I watched the films, I would be able to answer the questions of the film club quiz.	5	95
19.2: It was easy to complete the film club quizzes.	8	92
19.3: I knew that participating in the film club would help me to pass the GENL module.	8	92
19.4: Getting to choose the films that I wanted to watch, motivated me to attend the film screenings.	17	83
19.5: Once I did well in a quiz, I knew I would do well in the next quiz.	12	88
19.6: I read the feedback provided in the film club quizzes.	16	85
19.7: The feedback provided in the film club quizzes was helpful.	10	90
19.8: I received immediate feedback when I completed the film club quizzes.	7	93
19.9: I knew why I was participating in the film club.	16	85
19.10: The goal of the film club was to support what I was learning in GENL1408.	15	85
19.11: I could understand what was happening in the films.	12	88
19.12: The English used in the films was on an appropriate level (not too easy, not too hard).	7	93
19.13: I completed the film club quizzes because they counted marks.	7	93
19.14: I watched the films because I had to complete the film quiz for marks.	10	90
19.15: The film club quizzes helped me to reflect on my own learning.	12	89
19.16: The film club quizzes made me think of my own language.	38	62
19.17: I can connect what happens in the film with real life.	15	85

Statement posed	Strongly disagree/ Disagree (%)	Strongly agree/ Agree (%)
19.18: I can identify with characters in the films.	16	85
19.19: I can use what I saw in the films in real life.	22	78
19.20: Before answering the quiz questions, enough information was provided for me to understand what I had to do.	13	87
19.21: Content of what I learnt in the GENL class was linked to the quiz questions.	20	80
19.22: The film club quizzes helped me to understand how the films linked with GENL.	23	78
19.23: The film club quizzes showed me how to apply what I learnt in the films.	18	82
19.24: After watching the films, I talked about it with other students.	23	77
19.25: I thought about the films after watching them.	13	87
19.26: Participating in the film club relaxed me.	9	91

The same results are divided further into levels of intensity (indicating all four levels) in the following table. Two "strongly agree" results for Questions 19.1 and 19.13 are especially prominent and show a high level of intensity on the participants' part for that specific question.

Table 6.23: Four-level representation of results for Question Set 19: student engagement (Cycle 2)

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
19.1: I knew that if I watched the films, I would be able to answer the questions of the film club quiz.	2,60	2,60	31,60	63,20
19.2: It was easy to complete the film club quizzes.	1,70	6,00	59,80	32,50
19.3: I knew that participating in the film club would help me to pass the GENL module.	1,70	6,00	51,30	41,00
19.4: Getting to choose the films that I wanted to watch, motivated me to attend the film screenings.	2,60	14,70	39,70	43,10
19.5: Once I did well in a quiz, I knew I would do well in the next quiz.	2,60	9,40	47,90	40,20
19.6: I read the feedback provided in the film club quizzes.	0,90	14,70	56,90	27,60
19.7: The feedback provided in the film club quizzes was helpful.	0,90	9,50	61,20	28,40
19.8: I received immediate feedback when I completed the film club quizzes.	0,90	6,00	44,80	48,30
19.9: I knew why I was participating in the film club.	2,60	12,90	49,10	35,30

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
19.10: The goal of the film club was to support what I was learning in GENL1408.	2,60	12,10	50,90	34,50
19.11: I could understand what was happening in the films.	3,50	8,70	58,30	29,60
19.12: The English used in the films was on an appropriate level (not too easy, not too hard).	1,70	5,20	50,00	43,10
19.13: I completed the film club quizzes because they counted marks.	1,70	5,20	37,10	56,00
19.14: I watched the films because I had to complete the film quiz for marks.	4,30	6,00	42,20	47,40
19.15: The film club quizzes helped me to reflect on my own learning.	1,80	9,70	55,80	32,70
19.16: The film club quizzes made me think of my own language.	6,80	31,60	43,60	17,90
19.17: I can connect what happens in the film with real life.	0,90	14,50	48,70	35,90
19.18: I can identify with characters in the films.	0,00	15,50	63,80	20,70
19.19: I can use what I saw in the films in real life.	4,30	18,10	51,70	25,90
19.20: Before answering the quiz questions, enough information was provided for me to understand what I had to do.	3,40	9,40	53,00	34,20
19.21: Content of what I learnt in the GENL class was linked to the quiz questions.	1,70	18,10	56,00	24,10
19.22: The film club quizzes helped me to understand how the films linked with GENL.	0,90	21,60	53,40	24,10
19.23: The film club quizzes showed me how to apply what I learnt in the films.	2,60	15,70	53,90	27,80
19.24: After watching the films, I talked about it with other students.	6,00	17,20	46,60	30,20
19.25: I thought about the films after watching them.	2,60	10,30	56,90	30,20
19.26: Participating in the film club relaxed me.	3,40	6,00	42,20	48,30

According to the results for Question Set 19, the following can be derived: for the participants, having a choice in the kinds of films was motivating; there was a high expectancy of success with regard to being able to answer the quizzes and passing the module; quizzes needed to count marks in order for participants to complete them, and this needed to be linked to the film screenings in order to get the participants to attend the screenings; the English of the films was on an appropriate level, so the same kind of films (popular) is appropriate for this type of

intervention; and the nature of the film club was such that it would lower the affective filter and support language learning (because it relaxed the students).

e) Closed-ended (quantitative) questions pertaining to the construct of BICS

These questions were also structured as four-point Likert-type questions, with 1 indicating "strongly disagree", 2 indicating "disagree", 3 indicating "agree" and 4 "strongly agree". The instruction presented was: "20. Please indicate to which extent (how much) you agree or disagree with the following statements."

Firstly, the results of Questions 20.1 to 20.3 and 20.11 indicated that the subtitles were effective as a contextual cue or to improve the *comprehensible input* of the message. The participants could see the *links* between the films and the GENL module, according to the results of Question 20.4, and they could see the *relevance* of the themes, as per Questions 20.12 to 20.13. The results of Questions 20.5 to 20.6 are an indication that the English of the film, and ultimately the message, was understandable, thus producing comprehensible input. The participants also perceived the quizzes and the films as effective in improving their overall *English and communication skills*, according to the results of Questions 20.7-20.8. The results of Questions 20.9 to 20.10 indicated that the *visual* nature of the films supported creating comprehensible input and English development. According to the results of Questions 20.14 and 20.16, six films were perceived as enough to develop language but *more films* would be even better. The one-and-a-half-hour films were deemed sufficient as well, as per the results of Questions 20.17 to 20.18. Ultimately, participating in the film club motivated the students to learn English (20.19), and they *enjoyed* the films (20.20); thus, motivation and a low affective filter were present.

However, although the results indicated an overarching positive perception from the participants, some results were a very strong indicator of positive perceptions from the participants, namely those of Questions 20.4 to 20.10, 20.16, 20.19 and 20.20. These results stress the following points: the participants could see the link between the films and the GENL module; the English of the films was understandable; the participants perceived the films and quizzes as helpful in supporting their communication skills; the visuals were especially seen as helpful for learning and comprehensible input; and more than six films would be even more impactful. Lastly, the participants showed an overall positive attitude towards being part of the film club.

On the other hand, the results of one question (20.15) compared quite differently to the other results and indicated that 41% of that participants perceived one film alone as not effective. However, the reliability of 20.15 was questionable (see Appendix 9), and therefore it was not considered in the integration and final discussion (Chapter 7). Two other statements with noticeably less positive results were Questions 20.13 and 20.18, where the relevance of the themes of the films with regard to the module was not evident and the duration of the films was in question.

In the table to follow, Question Set 20 was compressed to visually represent the binary results of the "strongly agree/agree" and the "strongly disagree/disagree" sections. These results indicated that overall, the participants did perceive that the way in which the films were screened improved their BICS.

Table 6.24: Binary representation of results for Question Set 20: BICS (Cycle 2)

Statement posed	Strongly disagree/ Disagree (%)	Strongly agree/ Agree (%)
20.1: I read the subtitles while watching the films.	15	86
20.2: The subtitles helped me to understand what was happening in the films.	13	87
20.3: I liked that there were subtitles.	16	84
20.4: There was a link between the content of the films and the content of GENL.	8	92
20.5: The kinds of films (popular films) were on an appropriate level (not too easy, not too hard).	6	94
20.6: I understood the English in the films we watched.	5	95
20.7: Watching the films improved my communication skills.	10	90
20.8: The film club quizzes improved my communication skills.	10	90
20.9: Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying.	4	97
20.10: The visuals of the films helped to improve my English.	10	90
20.11: The subtitles of the films helped to improve my English.	16	85
20.12: The themes of the films were relevant to me.	19	81
20.13: The themes of the films were relevant for GENL.	20	80
20.14: The number of films (6) was enough to develop my English.	19	81
~~20.15: Even watching just one film would be enough to develop my English.~~	~~41~~	~~59~~
20.16: Watching more films will develop my English.	10	91
20.17: The duration of the films (1 and a half hour) was enough to develop my English.	16	84
20.18: I liked the length (duration) of the films.	24	77
20.19: Watching the films motivated me to learn English.	7	93
20.20: I liked watching the films.	4	95

The same results were divided further into levels of intensity (indicating all four levels) in the following table.

Table 6.25: Four-level representation of results for Question Set 20: BICS (Cycle 2)

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
20.1: I read the subtitles while watching the films.	6,00	8,50	51,30	34,20
20.2: The subtitles helped me to understand what was happening in the films.	5,20	7,80	50,00	37,10
20.3: I liked that there were subtitles.	7,70	8,50	44,40	39,30
20.4: There was a link between the content of the films and the content of GENL.	1,70	6,00	68,10	24,10
20.5: The kinds of films (popular films) were on an appropriate level (not too easy, not too hard).	0,90	5,10	59,00	35,00
20.6: I understood the English in the films we watched.	0,90	4,30	49,60	45,30
20.7: Watching the films improved my communication skills.	1,70	8,50	47,90	41,90
20.8: The film club quizzes improved my communication skills.	2,60	7,70	47,90	41,90
20.9: Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying.	0,90	2,60	58,30	38,30
20.10: The visuals of the films helped to improve my English.	2,60	7,80	50,40	39,10
20.11: The subtitles of the films helped to improve my English.	3,40	12,10	46,60	37,90
20.12: The themes of the films were relevant to me.	0,90	17,90	55,60	25,60
20.13: The themes of the films were relevant for GENL.	3,50	16,50	52,20	27,80
20.14: The number of films (6) was enough to develop my English.	2,60	16,20	54,70	26,50
~~20.15: Even watching just one film would be enough to develop my English.~~	~~10,40~~	~~30,40~~	~~39,10~~	~~20,00~~
20.16: Watching more films will develop my English.	2,60	6,90	45,70	44,80
20.17: The duration of the films (1 and a half hour) was enough to develop my English.	3,40	12,80	59,00	24,80
20.18: I liked the length (duration) of the films.	2,60	20,90	46,10	30,40

Statement posed	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
20.19: Watching the films motivated me to learn English.	3,40	3,40	49,60	43,60
20.20: I liked watching the films.	2,60	1,70	41,40	54,30

Perhaps the most obvious exception is the result of Question 20.20, indicating an overall positive perception of being part of the film club.

f) Open-ended (qualitative) questions

The thematic analysis of the open-ended questions was done in a similar fashion as the analysis for those of Cycle 1, where themes were identified based on **repetition**, **recurrence** and **forcefulness** (cf. Owen, 1984) and colour-coded for the sake of practicality (see Appendices 10 and 11). The first open-ended question (**Question 67**) posed was: "How do you think we can improve on the film club?" Data from this question could especially serve to provide information on how to implement a film club, while also providing insight into the kind of model that would be relevant when trying to enhance BICS and student engagement in the film club (as discussed in the next chapter).

The first step in the analysis was to number the comments from Question 67 (for the sake of organisation). In total, 91 participants responded to the question. The first set of themes (or codes) identified was done so by especially looking at the recurrence of themes, in which case they were allocated a specific colour.

A first code was identified from comments with regard to **noise and disruptions in class**: *"By ordering students to not make noise so that others can clearly hear the film"* (Respondent 3). Code 2 indicated that the films should be **relevant**: *"They must play films that are more relevant to GENL"* (Respondent 4); and *"show more interesting films"* (Respondent 18). Closely linked to Code 2, was Code 3, where a few suggestions were made around screening locally produced or **African films**: *"By having African movies"* (Respondent 5); and *"By having more South African movies"* (Respondent 28). Codes 4 and 5 were a result of comments with regard to screening **more** (than 6) **films** and **repeating the screenings**: *"By increasing [the] number of films to be watched"* (Respondent 19); *"have more film[s]"* (Respondent 21); *"At least repeat filming club twice"* (Respondent 10); and *"By allowing students to view them twice so that they can have a better understanding of what is happening from the film before they write"* (Respondent 13). Many comments referred to the kinds of films, such as having **more options of films** (*"By asking students of other helpful movies"*, Respondent 38; *"Increase the*

movie options", Respondent 43), the **kind of genre** (*"Well, they can be improved by adding more educational movies and also movies that relate more to humanity"*, Respondent 50; *"By choosing all different genre of movies, whether horror or thriller. by [sic] doing that they will be allowing students to have more option than we had"*, Respondent 70; *"By screening films that are based on educational and student life"*, Respondent 84) and showing **newly released films** (*"adding new movies"*, Respondent 30), as per Codes 6, 7 and 8.

The following table presents a summary of the codes identified. Interesting ideas or useful suggestions were added at the bottom (in italics).

Table 6.26: Codes: first thematic analysis (Question 67) (Cycle 2)

Codes identified	Link to framework
Code 1. Order in class (noise levels)	**Contextual cues** and clues enhance the message: visuals, subtitles, captions, audio-visuals, gestures, facial expressions and intonation
Code 2. Kinds of films: relevant	**Real-life** problems, materials, language and topics Link this to academic content
Code 3. Kinds of film: African	**Real-life** problems, materials, language and topics Link this to academic content **The focus is on the message and making the message understandable:** - Familiar topics,
Code 4. More films	**As much comprehensible input as possible** (no one knows what "enough" means)
Code 5. Repeat screenings / Allow to watch more than once	**As much comprehensible input as possible** (no one knows what "enough" means)
Code 6. Kinds of film: increase movie options	Students are provided with an opportunity to **make decisions**
Code 7. Kinds of films: genre	Students are provided with an opportunity to **make decisions** Make the content or topic **relevant and interesting**
Code 8. Kind of films: new films	Make the content or topic **relevant and interesting**
Film club can be improved by changing screening hours it [sic] was late to watch those films at that time of the day, some of us live far from campus.	

After studying the codes, with a focus on recurrence, urgency and repetition, the themes were adjusted as follows: Code 1 was removed, as it did not occur often enough to be deemed true

for the sample group. All codes referring to kinds of films (relevant, African, increase movie options, genre and new films) were combined into two themes: Theme 1: **Films should be relevant and interesting to participants** and Theme 2: Films should include locally produced films (e.g. African or South African films). Code 5 was kept, as it was mentioned various times in different forms. The last comment from a participant was added to keep in mind as an example of the contextualisation of these kinds of interventions – *Film club can be improved by changing screening hours it [sic] was late to watch those films at that time of the day, some of us live far from campus.*

The final themes were thus as follows:

Table 6.27: Themes: final thematic analysis (Question 67) (Cycle 2)

Themes identified	Link to framework
Theme 1. Films should be relevant and interesting to participants	Make the content or topic **relevant and interesting** **Real-life** problems, materials, language and topics Students are provided with an opportunity to **make decisions**
Theme 2: Films should include locally produced films (e.g. African or South African films)	Make the content or topic **relevant and interesting** **Real-life** problems, materials, language and topics Students are provided with an opportunity to **make decisions**
Theme 3. More films should be screened	**As much comprehensible input as possible** (no one knows what "enough" means)
Theme 4. Repeat screenings / Allow participants to watch a film more than once	**As much comprehensible input as possible** (no one knows what "enough" means)
Film club can be improved by changing screening hours it [sic] was late to watch those films at that time of the day, some of us live far from campus.	

The much smaller number of themes for this cycle could be attributed to the smaller sample size and the fact that improvements had already been done with the feedback used from Cycle 1.

To **Question 68**, "In which other ways were the film club helpful to you (if at all)?", 88 participants responded. The codes identified are discussed below.

An interesting idea regarding **concentration and focus** once again emerged (Code 1): *"film club helped to pay attention when watching movies"* (Respondent 2); and *"They improved my concentration"* (Respondent 6). The next possible theme to consider (Code 2) indicated how the film **improved the participants' English** in general: *"By improving my English"* (Respondent 35); and many comments and variations on *"improve my English"* (Respondents 7, 8, 17, 20, 32, 36, 50, 52, 57, 61, 63, 69 and 72). The third code related to being able to **relax** and finding the films enjoyable: *"I was able to relax my mind by watching films and laughed a lot"* (Respondent 11); *"Helped me to relax"* (Respondent 38); and *"Its [sic] fun"* (Respondent 79). Code 4 resulted from comments on an **improvement of communication skills**: *"improving communication skills"* (Respondent 21); *"its [sic] improve communicating between students"* (Respondent 49); and *"It helped me to communicate with fellow students easily"* (Respondent 52). Lastly, many yet diverse comments related to **life lessons and skills that were acquired**: *"When communicating, writing, time keeping, problem solving, decisive thinking, decision making, making choices etc."* (Respondent 23); *"JUST TO KNOW HOW OTHER PEOPLE VIEW THE WORLD"* (Respondent 30); *"it helped me to see the wold [sic] the other way round and know what is happening around myself"* (Respondent 33); and *"They had a lot of impact in my personal life. For instance, in the movie night school Teddy thinks he is not like the rest of the students. I also had such problems as Teddy's"* (Respondent 62).

These codes are summarised in the table below.

Table 6.28: Codes: first thematic analysis (Question 68) (Cycle 2)

Codes identified	Link to framework
Code 1: Helped me to pay attention / Improved concentration	**Reflections** on own learning and language awareness should be implemented
Code 2: Improved my English	**Reflections** on own learning and language awareness should be implemented
Code 3: I could relax/enjoy myself	**Reflections** on own learning and language awareness should be implemented
Code 4: Improved my communication skills	**Reflections** on own learning and language awareness should be implemented
Code 5: Taught me life lessons and skills	**Real-life** problems, materials, language and topics

In the end, only Code 1 was removed, as it did not occur regularly (even though it was quite evident in the results of Cycle 2), to provide the final themes, as summarised in the table below.

Table 6.29: Themes: final thematic analysis (Question 68) (Cycle 2)

Themes identified	Link to framework
Theme 1: Improved my English	**Reflections** on own learning and language awareness should be implemented
Theme 2: Could relax/enjoy myself	**Create motivation, increase self-confidence and reduce anxiety** (low affective filter)
Theme 3: Improved my communication skills	**Reflections** on own learning and language awareness should be implemented
Theme 4: Taught me life lessons and skills	Make the content or topic **relevant and interesting** **Real-life** problems, materials, language and topics

Theme 1 referred to how the films were perceived as having a positive **effect on the participants' English**: *"They helped me to improve my English"*, *"It contributed a lot to me in learning English"* and *"Improved my English"*. This result is supported by the quantitative data, as 90% of the participants indicated that the visuals helped to improve their English, and 85% indicated that the subtitles of the films helped to improve their English.

Theme 2 related to the films having a **relaxing effect** on participants: *"I was able to relax my mind by watching films and laughed a lot"*, *"Helped me to relax"* and *"Its [sic] was fun"*. This theme related to themes identified in Cycle 1 and the quantitative data. The quantitative data support these results, as 91% of the participants indicated that the films relaxed them.

Theme 3 reiterated a theme in the quantitative findings of Cycle 1 and Cycle 2, namely an **improvement in communication skills**: *"communication skills"*, *"also in speaking English fluently"* and *"it helped me to communicate with fellow students"*. This aligns with the quantitative data, where 90% of the participants indicated that watching the films improved their communication skills, and 90% indicated that the film club quizzes improved their communication skills.

Lastly, Theme 4 was an unmistakable recurring theme, in which the participants indicated the **life lessons learnt** from the films: *"and others taught me not to give up on life"*, *"They helped me to understand other people and how they think"* and *"They had a lot of impact in my personal life. For instance, in the movie night school Teddy thinks he is not like the rest of the students. I also had such problems as Teddy's"*. This theme related to the quantitative data, where 85% of the participants indicated that they could connect what happened in the films

with real life, 85% identified with the characters in the films and 78% commented that they could use what they saw in the films with real life.

The **last open-ended question (69)** posed was: “Any other comments?” Comments such as “no” or “no comment” were not numbered as responses, providing me with 34 useful responses. The following two codes and ultimately themes were identified (see Appendix 11) from these comments:

Table 6.30: Themes: final (Question 69) (Cycle 2)

Themes identified	Link to framework
Theme 1: It was fun/relaxing/enjoyable/likeable	**Create motivation, increase self-confidence and reduce anxiety** (low affective filter): • Focus on message • Make the content or topic **relevant and interesting** • Listen to relaxing music while reading, play games, sing songs, and watch films
Theme 2: It was educational/helpful/ useful/	

Within Theme 1, the participants indicated positively that they perceived **the films as enjoyable**: *“Film club was great”*, *“It was an adventure to watch those film clubs”* and *“i [sic] liked the film club”*. This theme linked well with results of Cycle 1, as well as the quantitative data of Cycle 2, where 91% of the participants indicated that the films relaxed them and 95% indicated that they liked watching the films.

Theme 2 related to the **usefulness and educational value** of the film club: *“the film quizzes enhance my learning ability”*, “*Apart from courage it develops self esteem and confindence [sic] to manage the work load between the different modules”* and *“It really helped a lot of us who were willing to learn something from it”*. This theme related to Theme 4 from Question 68, namely that various life lessons were learnt.

6.8.5 Results of usage of film club trailers

A theme emerging from different results (qualitative and quantitative) and perceptions from the participants of Cycle 1 of the intervention was that these participants normally had little exposure to English on a daily level and that more than the five screened films were needed to create an improved and more effective film club with regard to BICS and student engagement. A different result indicated participants’ dissatisfaction with the kinds of films

shown and that measures needed to be put into place to improve the relevance of the films. Furthermore, providing participants with a choice of films to watch directly links to the theories used for this study.

Accordingly, the trailers of the list of films that the participants could choose from were uploaded onto the learning management system (respectively 20 and 19 for the experiment and control groups). However, after completion of the surveys (i.e. after the participants selected the films), the trailers were left available on the system for the participants to peruse, whether it be as revision of the film before completing the quizzes or for personal usage. (As a side note, once the trailers were uploaded onto the system, the participants did not need additional internet or mobile data to watch the trailers, an element relevant when considering the socioeconomic context.)

Data from the control group (Semester 2) of when, how regularly and how many students watched the films were considered for the period of July to November 2019. The trailers were made available from 20 July, together with the film choice survey, and were left on Blackboard for the participants to peruse even after the survey link closed on 25 July. (Data for the experiment group had already expired and could not be retracted from the system.) (The complete set of data can be studied in Appendices 12 and 13.)

These hits indicated the number of GENL1408 students accessing the website page where the trailers were made available. Thus, one hit illustrates one student accessing the complete list of trailers. A breakdown of how many trailers were watched and how many times within one opportunity could not be derived from the statistics (i.e. a student could access the trailer page and watch various trailers more than once, but it would be recorded as one hit).

The following graphs indicate how the GENL1408 students accessed the trailer page for July to September 2019 and October to November 2019.

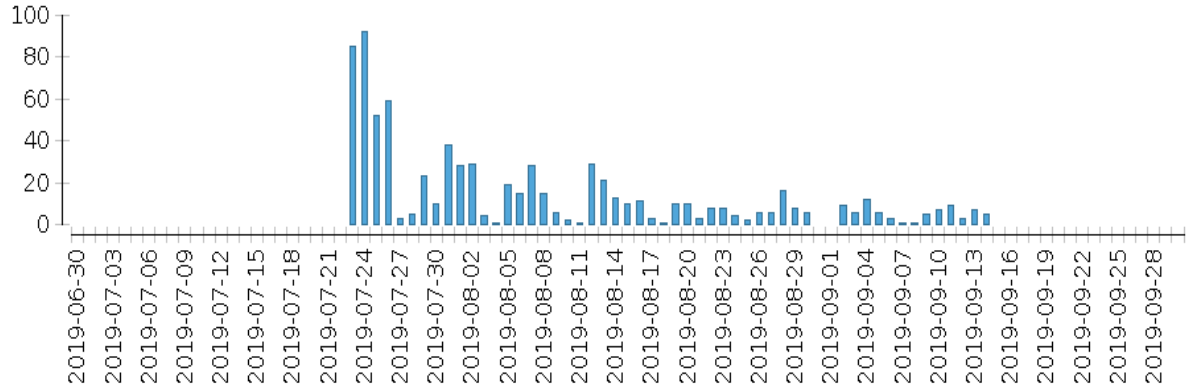

Figure 6.2: Trend in trailer perusal for July-Sept 2019 (Blackboard report, 2019)

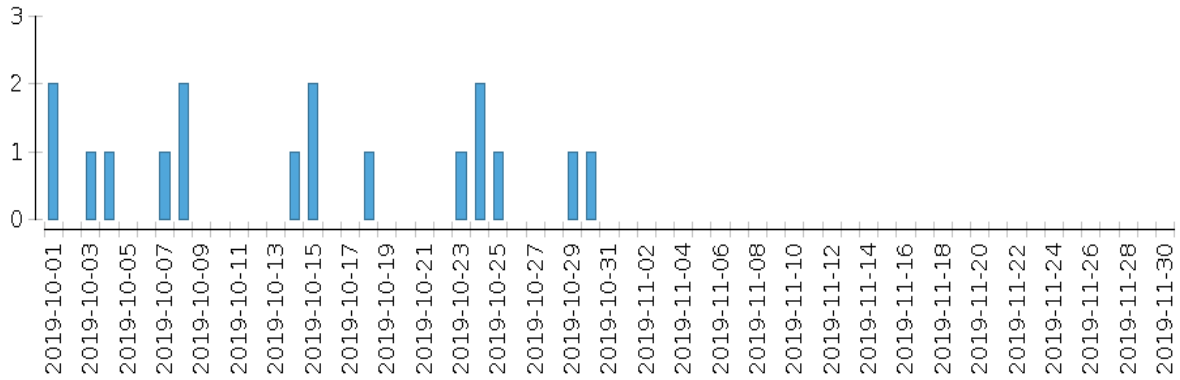

Figure 6.3: Trend in trailer perusal for Oct-Nov 2019 (Blackboard report, 2019)

The peak time for accessing this page was right before the survey link closed (25 July), as could be expected, with between 80 and 100 hits in the first two days and decreasing to between 50 and 60 hits right before the survey link closed. After the link closed, the participants continued perusing the trailers throughout the semester, some hits as high as between 40 and 30 on a specific day, with an apparent decrease from September. The last hit was at the end of October, well into the year-end university examinations and well after completing the final assessment for the GENL module.

These statistics indicate that should the trailers of the films be made available, participants would voluntarily peruse the trailers, increasing the amount of exposure to the content and language of the films.

6.8.6 Heat graphs as a source of information on restructuring the questionnaire

Although the questionnaire was shortened somewhat for usage in Cycle 2, a 64-item questionnaire is still not ideal when testing the perceptions of participants in such an intervention. Questions 1 to 18 were structured based on the specific characteristics and context of this project. These questions relating to demographics, exposure and film genre preference would need adjustments according to future researchers' cohort and the context in which their interventions take place.

However, the closed-ended Likert-type questions could be modified to create a more concise questionnaire, ensuring a higher response rate. This adjusted questionnaire would be suitable for usage by future researchers.

Accordingly, a heat graph was created, which indicated the correlations between the various questions and constructs. Questions with an exceedingly high correlation, bordering on testing the same perception, could thus be combined or one of the items could be removed, as they would ultimately test the same perception or theme. Therefore, the heat map analysis was used to create a more robust questionnaire for future research.

A multivariate version of the Pearson correlation was used to test the canonical correlations between the two domains above (Question Sets 19 and 20, the questions related to the construct of BICS/CALP and the questions related to the construct of student engagement). The strength of the correlations was visually represented by colour. Orange to dark orange indicated a strong positive correlation; turquoise to blue indicated a strong negative correlation.

The matrix of maximal canonical correlations between groups of variables was as follows:

	Q19	Q20
Q19	1,00	0,88
Q20	0,88	1,00

Thus, the different constructs (student engagement and BICS/CALP) correlated strongly. This indicated that all in all, the correlations within and between Sections 19 and 20 of the questionnaire were high for the most part (0,88), but not so high as to be of concern. However, to identify questions that correlate so strongly that they border on overlapping or redundancy, I studied the graph below, with a focus on individual strong correlations.

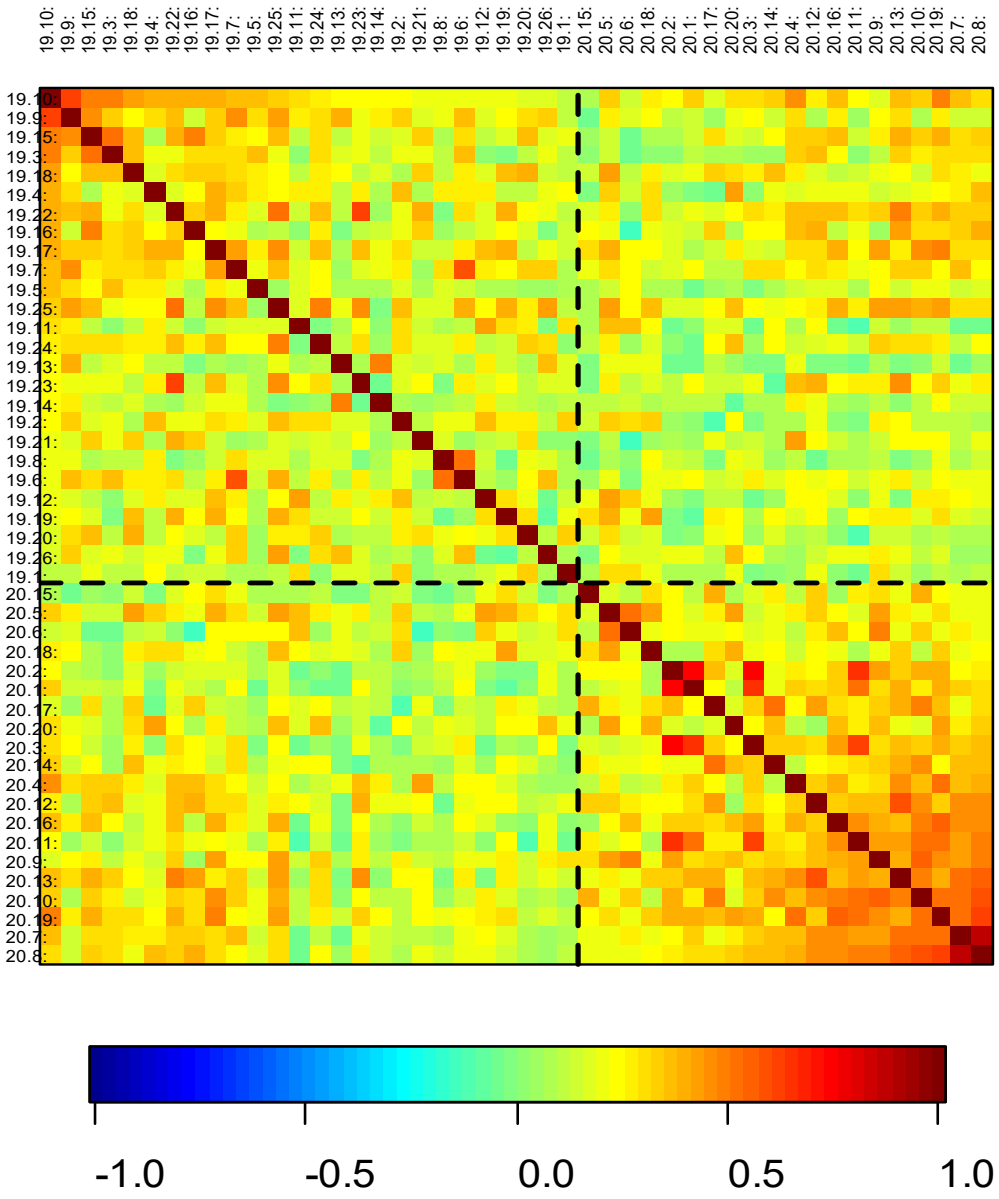

Figure 6.4: Heat graph

Firstly, I focused on the very orange to red blocks. Then I compared these questions to decide whether they did, in fact, test a very similar concept. Ultimately, I either combined these questions or removed one or the other in order to create a more condensed questionnaire for future use.

Some very strong correlations and how to integrate or adjust them are tabled below.

Table 6.31: Question Set 19 correlations (Cycle 2)

Two questions correlating highly positively: Set 19		**Way forward with these questions**
19.9 *I knew why I was participating in the film club.*	19.10 *The goal of the film club was to support what I was learning in GENL1408.*	Combine 19.9 and 19.10 into one question: *I knew how the goal of the film club linked to the GENL module.*
19.3. *I knew that participating in the film club would help me to pass the GENL module.*	19.15 *The film club quizzes helped me to reflect on my own learning.*	No changes made (both questions relate to different topics and will be kept as is).
19.15 *The film club quizzes helped me to reflect on my own learning.*	19.16 *The film club quizzes made me think of my own language.*	Combine 19.15 and 19.16 into one question: *The film club quizzes encouraged me to be aware of my language and learning.*
19.22 *The film club quizzes helped me to understand how the films linked with GENL.*	19.25 *I thought about the films after watching them.*	No changes made (both questions relate to different topics and will be kept as is).
19.22 *The film club quizzes helped me to understand how the films linked with GENL.*	19.23 *The film club quizzes showed me how to apply what I learnt in the films.*	No changes made (both questions relate to different topics and will be kept as is).
19.6 *I read the feedback provided in the film club quizzes.*	19.7 *The feedback provided in the film club quizzes was helpful.*	Combine 19.6, 19.7 and 19.8 into one question: *The feedback provided while completing the film club quizzes was helpful.*
19.6 *I read the feedback provided in the film club quizzes.*	19.8 *I received immediate feedback when I completed the film club quizzes.*	

Table 6.32: Question Set 20 correlations (Cycle 2)

Two questions correlating highly positively: Set 20		**Way forward with these questions**
20.7 *Watching the films improved my communication skills.*	20.8 *The film club quizzes improved my communication skills.*	Combine 20.7 and 20.8 into one question: *The films and quizzes improved my communication skills.*

Two questions correlating highly positively: Set 20		Way forward with these questions
20.8 *The film club quizzes improved my communication skills.*	20.19 *Watching the films motivated me to learn English.*	No changes made (both questions relate to different topics and will be kept as is).
20.8 *The film club quizzes improved my communication skills.*	20.10 *The visuals of the films helped to improve my English.*	No changes made (both questions relate to different topics and will be kept as is).
20.9 *Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying.*	20.10 *The visuals of the films helped to improve my English.*	No changes made; although both questions refer to visuals, it is helpful to differentiate between the functions.
20.12 *The themes of the films were relevant to me.*	20.13 *The themes of the films were relevant for GENL.*	Only use 20.13 as one question: *The themes of the films were overall relevant.*
20.3 *I liked that there were subtitles.*	20.11 *The subtitles of the films helped to improve my English.*	Combine 20.1, 20.2, 20.3 and 20.11 into two questions on subtitles: *The subtitles helped me to understand what was happening in the films.* *The subtitles helped to improve my English.*
20.1 *I read the subtitles while watching the films.*	20.2 *The subtitles helped me to understand what was happening in the films.*	
20.3 *I liked that there were subtitles.*	20.2 *The subtitles helped me to understand what was happening in the films.*	
20.1 *I read the subtitles while watching the films.*	20.3 *I liked that there were subtitles.*	
20.2 *The subtitles helped me to understand what was happening in the films.*	20.11 *The subtitles of the films helped to improve my English.*	

Table 6.33: Question Sets 19 and 20 correlations

Two questions correlating highly positively: Set 19 and 20		Way forward with these questions
20.4 *There was a link between the content of the films and the content of GENL.*	19.10 *The goal of the film club was to support what I was learning in GENL1408.*	Remove 19.10 (as this is combined with 19.9). Keep 20.4.
20.19 *Watching the films motivated me to learn English.*	19.10 *The goal of the film club was to support what I was learning in GENL1408.*	No changes made (both questions relate to different topics and will be kept as is).
20.13 *The themes of the films were relevant for GENL.*	19.22 *The film club quizzes helped me to understand how the films linked with GENL.*	Remove both questions (20.13 is combined with 20.12).
20.19 *Watching the films motivated me to learn English.*	19.17 *I can connect what happens in the film with real life.*	No changes made (both questions relate to different topics and will be kept as is).

After applying just these changes, the new Question Set 19 comprised the questions as provided in Table 6.34 below.

Table 6.34: Question Set 19: Draft 1

19.1: I knew that if I watched the films, I would be able to answer the questions of the film club quiz.
19.2: It was easy to complete the film club quizzes.
19.3: I knew that participating in the film club would help me to pass the GENL module.
19.4: Getting to choose the films that I wanted to watch, motivated me to attend the film screenings.
19.5: The film club quizzes encouraged me to be aware of my language and learning.
19.6: The feedback provided while completing the film club quizzes was helpful.
19.7: I knew what the goal of the film club was as part of the GENL module.
19.8: I could understand what was happening in the films.
19.9: The English used in the films was on an appropriate level (not too easy, not too hard).
19.10: I completed the film club quizzes because they counted marks.
19.11: I watched the films because I had to complete the film quiz for marks.
19.12: The film club quizzes helped me to reflect on my own learning.
19.13: The film club quizzes made me think of my own language.
19.14: I can connect what happens in the film with real life.
19.15: I can identify with characters in the films.
19.16: I can use what I saw in the films in real life.
19.17: Before answering the quiz questions, enough information was provided for me to understand what I had to do.
19.18: Content of what I learnt in the GENL class was linked to the quiz questions.
19.19: The film club quizzes helped me to understand how the films linked with GENL.
19.20: The film club quizzes showed me how to apply what I learnt in the films.
19.21: After watching the films, I talked to other students about it.
19.22: I thought about the films after watching them.
19.23: Participating in the film club relaxed me.

A closer analysis made it clear that, with the new questions created, Questions 19.12 and 19.13 became redundant, asking the same as 19.5. These were thus removed to establish the final Question Set 19, with a total of 22 items, as indicated in the table below.

Table 6.35: Question Set 19: Final

19.1: I knew that if I watched the films, I would be able to answer the questions of the film club quiz.
19.2: It was easy to complete the film club quizzes.
19.3: I knew that participating in the film club would help me to pass the GENL module.
19.4: Getting to choose the films that I wanted to watch, motivated me to attend the film screenings.
19.5: The film club quizzes encouraged me to be aware of my language and learning.

19.6: The feedback provided while completing the film club quizzes was helpful
19.7: I knew how the goal of the film club linked with the GENL module
19.8: I could understand what was happening in the films.
19.9: The English used in the films was on an appropriate level (not too easy, not too hard).
19.10: I completed the film club quizzes because they counted marks.
19.11: I watched the films because I had to complete the film quiz for marks.
19.13: I can connect what happens in the film with real life.
19.14: I can identify with characters in the films.
19.15: I can use what I saw in the films in real life.
19.16: Before answering the quiz questions, enough information was provided for me to understand what I had to do.
19.17: Content of what I learnt in the GENL class was linked to the quiz questions.
19.18: The film club quizzes helped me to understand how the films linked with GENL.
19.19: The film club quizzes showed me how to apply what I learnt in the films.
19.20: After watching the films, I talked about it with other students.
19.21: I thought about the films after watching them.
19.22: Participating in the film club relaxed me.

Following the same method, the new Question Set 20 comprised the following questions (no additional redundancies were identified), with a total of 16 items:

Table 6.36: Question Set 20: Final

20.1: The subtitles helped me to understand what was happening in the films
20.2: The subtitles helped to improve my English.
20.3: There was a link between the content of the films and the content of GENL.
20.4: The kinds of films (popular films) were on an appropriate level (not too easy, not too hard).
20.5: I understood the English in the films we watched.
20.6: The films and quizzes improved my communication skills.
20.7: Being able to see what happened in the film (the visuals) helped me to understand what the characters were saying.
20.8: The visuals of the films helped to improve my English.
20.9: The themes of the films were overall relevant.
20.10: The number of films (6) was enough to develop my English.
20.11: Even watching just one film would be enough to develop my English.
20.12: Watching more films will develop my English.
20.13: The duration of the films (1 and a half hour) supported the development of my English.
20.14: I liked the length (duration) of the films.
20.15: Watching the films motivated me to learn English.
20.16: I liked watching the films.

This decreased the student engagement or BICS question sets from 46 items to 38, with a high possibility of reliability.

6.8.7 Comparing or linking the quantitative and qualitative data

As with the data of Cycle 1, the link between the quantitative and the qualitative data of Cycle 2 was only loosely indicated in the analyses above. A closer look at the different data sets and the results they represent have thus been consolidated in the table below.

Table 6.37: Linking the different data sets (Cycle 2)

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Blackboard statistics (trailer usage)	Results of film choice survey (genre preference)	Results of pre-post-test study
Theme 1 (Question 67): Films should be relevant and interesting to participants	Respondent 63: *"By mixing different types of movies"* Respondent 66: *"new released films"*	Q19.4: Getting to choose the films that I wanted to watch, motivated me to attend the film screenings (83%) Q20.12: The themes of the films were relevant to me (81%) Q20.13: The themes of the films were relevant for GENL (80%) Q16: Film genre preference: 46,2% romance, 58% comedy, 36,1% drama, 43,7% action Q17: Favourite film genre: 34,7% comedy, 24,6% romance, 22% action, 12,7% drama	n/a	Romance and comedy are most preferred	The difference between the post-test and pre-test scores was not significant between the treatment and control groups (p-values = 0,313 for vocabulary and 0,278 for grammar). As with Cycle 1, a factor to consider that could have had an effect on the score is the very short time frame for the intervention (6 months), which, in language acquisition terms, is almost impossible to show an explicit effect (e.g. BICS have been found to take two years to acquire). Although eight film screenings were planned, the number of films screened in the end (6) could also have been insufficient.
Theme 2 (Question 67): Films should include locally produced films (e.g. African or South African films)	Respondent 5: *"By having African movies"* Respondent 28: *"By having more South African movies"*	Q19.4: Getting to choose the films that I wanted to watch, motivated me to attend the film screenings (83%) Q20.12: The themes of the films were relevant to me (81%) Q20.13: The themes of the films were relevant for GENL (80%) Q16: Film genre preference: 46,2% romance, 58% comedy, 36,1% drama, 43,7% action Q17: Favourite film genre: 34,7% comedy, 24,6% romance, 22% action, 12,7% drama	n/a	Local films are also sought after (e.g. South African and African)	

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Blackboard statistics (trailer usage)	Results of film choice survey (genre preference)	Results of pre-post-test study
Theme 3 (Question 67): More films should be screened	Respondent 80: *"by showing us more films"* Respondent 19: *"By increasing number of films to be watched"*	Q20.14: The number of films (6) was enough to develop my English (81%) Q20.16: Watching more films will develop my English (91%)	n/a	n/a	All groups once again performed significantly better in the post-test than the pre-test, an indication that the GENL module in itself is effective in improving students' BICS/CALPS.
Theme 4 (Question 67): Repeat screenings/ Allow participants to watch a film more than once	Respondent 13: *"By allowing students to view them twice"* Respondent 10: *"At least repeat filming club twice"*	Q2: 4,2% of the participants are English first-language users Q5: 4,2% of the participants use English at home to communicate; 25,4% use African languages with English to communicate at home Q7: 35% of the participants use English when talking to students outside the classroom Q9: 65% of the participants use English in the classroom Q11: 30,8% of the participants listen to the radio in English Q13: 69,7% of the participants watch films in English	These statistics indicate that should the trailers of the films be made available, participants will voluntarily peruse the trailers, increasing the amount of exposure to the content and language of the films.	n/a	
Theme 1 (Question 68): Improved my English	Respondent 8: *"They helped me to improve my English"* Respondent 45: *"My English is improved"*	Q20.10: The visuals in the films helped to improve my English (90%) Q20.11: The subtitles of the films helped me to improve my English (85%)	n/a	n/a	

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Blackboard statistics (trailer usage)	Results of film choice survey (genre preference)	Results of pre-post-test study
		Q20.19: Watching the films motivated me to learn English (93%)			
Theme 2 (Question 68): I could relax/enjoy myself	Respondent 38: *"Helped me to relax"* Respondent 11: *"I was able to relax my mind by watching films and laughed a lot"*	Q20.20: I liked watching the films (95%) Q19.26: Participating in the film club relaxed me (91%)	n/a	n/a	
Theme 3 (Question 68): Improved my communication skills	Respondent 21: *"improving communication skills"* Respondent 52: *"It helped me to communicate with fellow students easily"*	Q20.7: Watching the films improved my communication skills (90%) 20.8: The film club quizzes improved my communication skills (90%)	n/a	n/a	
Theme 4 (Question 68): Taught me life lessons and skills	Respondent 47: *"They were helpful in real life incidents E.G. [sic] being kind and helpful to other people dispite [sic] how they treat you"* Respondent 85: *"taught me not to give up in life"*	Q19.15: The film club quizzes helped me to reflect on my own learning (89%) Q19.17: I can connect what happens in the films with real life (85%) Q19.18: I can identify with the characters in the films (85%) Q19.19: I can use what I saw in the films in real life (78%)	n/a	n/a	

Results of open-ended questions	Quotations from open-ended questions as examples	Results of closed-ended questions	Blackboard statistics (trailer usage)	Results of film choice survey (genre preference)	Results of pre-post-test study
Theme 1 (Question 69): It was fun/relaxing/ enjoyable/ likeable	Respondent 10: *"Most of the movies were enjoyable"*	Q19.26: Participating in the film club relaxed me (91%) 20.20: I liked watching the films (95%)	n/a	n/a	
Theme 2 (Question 69): It was educational/ helpful/useful/	Respondent 4: *"the film quizzes enhance my learning ability"* Respondent 16: *"Apart from courage it develops self esteem and confindence [sic] to manage the work load between the different modules"*	Q20.7 (90%), Q20.8 (90%), Q20.10 (90%), Q20.11 (85%), Q20.19 (93%), 19.19 (78%)	n/a	n/a	

6.9 Cycle 2: Step 5 – Modify your practices

These results will be consolidated and used to answer the various research questions and to create guidelines, as discussed in the following chapter, Chapter 7.

6.10 A consolidated framework

All the various data sets and analyses have been integrated into a consolidated framework, as indicated below.

Table 6.38: A framework for optimal ESL learning and student engagement when using films

Characteristics of students / Contextual considerations	Guiding principles (from the possible integrated model of engaged language and BICS acquisition)	Practical examples	Test the intervention for effectiveness
• ESL • Low exposure to English input • Infrequent daily usage of English in communicative settings • Registered for a Basic English Literacy module	1. Make use of real-life problems, materials, language and topics, and link these to the academic content. 2. Learning should be collaborative and cooperative, providing opportunities for discussions. 3. Place the focus on the message, and make the message understandable. 4. Make use of formative assessments and feedback. 5. Provide opportunities for reflection on own learning and language. 6. Give students choices and decision-making opportunities with regard to their learning. 7. Contextual cues and clues need to be applied to enhance the message. 8. Create a relaxing environment. 9. Provide as much comprehensible input as possible. 10. Only focus on providing input for students; do not expect output or language production from them. *Consider the environment and context of the participants with regard to duration per film, time of the screening and overall management of the classroom set-up.	1. Use films as medium; use trailers; choose real-life themes; transition between curriculum- and academic-related content and real-life content, for example by means of quizzes; and use thematic units, for example “natural disasters”. 2. Provide classroom or online discussions. 3. Use familiar topics; use a slower rate of speech, shorter and simpler sentences, high-frequency vocabulary and modifying questions; and screen popular films. 4. Provide online quizzes, with questions structured to create reflection and links. Feedback needs to be relevant and immediate, must show how to be successful and be provided without any language error correction. This is possible through a learning management system. 5. Pose questions for reflection, either as part of quizzes or in class discussions. 6. Let participants choose the kind of assessment; let them choose what films they want to watch, through surveys, with the original list of films comprising comedies, romance, action, dramas and locally produced films. 7. Use visuals in quizzes; use subtitles, captions, audio-visuals instead of just	Use the BICS and student engagement questionnaires for measuring student perceptions (see previous page).

Characteristics of students / Contextual considerations	Guiding principles (from the possible integrated model of engaged language and BICS acquisition)	Practical examples	Test the intervention for effectiveness
		audios, gestures, facial expressions and voice intonation. 8. Focus on the message. Making the content relevant supports creating a motivated, self-confident student. Playing games, singing songs and watching films are more examples. 9. How much “enough” is, varies (watch at least more than 8 films). Provide trailers to peruse in own time, and provide an opportunity to watch a film more than once. 10. Let them watch films and complete multiple-choice quizzes; no writing assignments, etc.	

Within the framework, the following four important elements are aligned: the **context** suitable for the film club intervention; general or generic **guidelines** broadly defined (as derived from the theoretical literature study and, accordingly, the possible integrated model of engaged language and BICS acquisition); the operational or **practical examples** that illustrate various ways in which the guidelines can be applied within practice; and the **test instruments** suitable to test the effectivity of the film club intervention.

The first element, namely the contextual considerations, indicate the conditions in which such a film club intervention would be most likely effective. The researcher needs to consider and assess his or her participants, who need to be ESL students who experience little English input on a daily basis, should to some extent infrequently use English on a daily basis in everyday communicative settings and should be aiming to improve their BICS or English within a structured developmental module.

The second element indicates the ten guidelines or principles that the researcher needs to follow when designing the film club intervention.

As the third element, the third column provides useful examples as to how to apply the ten guidelines; for example, under guideline number 6 “Give students choices and decision-making opportunities with regard to their learning”, examples of how to apply this guideline are provided under example number 6, such as “Let participants choose the kind of assessment; let them choose what films they want to watch, through surveys, with the original list of films comprising comedies, romance, action, dramas and locally produced films”. The effectivity of the entire intervention can then be tested using the questionnaires, as presented in the previous section.

6.11 Summary and conclusion

In this chapter, the data analysis was discussed through a paradigmatic lens and by means of the five steps of the ITDEM action research process: identify the problem; think of ways to address the problem; do the intervention; evaluate the intervention; and modify the intervention for future practices. A larger focus was placed on evaluating the impact of the intervention and modifying the practices, as Steps 1 to 3 were largely already discussed in other chapters.

For Cycles 1 and 2, the results of the Welch two-sample t-test indicated that the grammar and vocabulary of all the participants (whether in the experiment or control group) increased

significantly within one semester. The results of the one-sample t-test indicated that there was no significant difference between the grammar and vocabulary increase of the control and experiment groups. This proves that GENL1408 as a whole was effective in improving students' BICS when considering specific grammar and vocabulary. Descriptive statistics through chi-square tests and congeneric reliability tests proved that both question sets were reliable. The results of the questionnaires indicated a preference for romance and comedy films. The results of the Likert scale questions indicated that the majority of the participants perceived that elements necessary for student engagement to take place had been present because of the way in which the films were screened. These elements include the following: expectancy of success; appropriate level of difficulty (both the quizzes and English used in the films); timely, helpful feedback; seeing the value of the film club (by means of attaching marks to it); linking the films with real life; and reflecting on the films. Furthermore, overall, the participants perceived that the way in which the films were screened, improved their BICS.

In addition, for Cycle 2, the results of the film club trailer perusal indicated that should the trailers of the films be made available, participants would voluntarily peruse the trailers, increasing their amount of exposure (or input) to the content and language of the films. Heat graphs indicating the correlations between the two question sets, as well as between different items in the questionnaires, were used to create a more concise final questionnaire.

The final themes emerging from the data from Cycle 2, relating to the film club design, were as follows: films should be relevant and interesting to participants; films should include locally produced films (e.g. African or South African films); more films should be screened; and repeat screenings or allow participants to watch a film more than once. Themes relating to the impact of the film club were as follow: improved my English; I could relax or enjoy myself; improved my communication skills; taught me life lessons and skills; and it was educational/helpful/useful.

The relationship between different data sets was indicated in Table 6.37. However, the final incorporation of all the data sets (qualitative and quantitative, for Cycle 2) are presented in Table 6.38 below. This table answers the main research question "How can the implementation of a film club within a general English literacy module enhance ESL students' BICS and student engagement?

Chapter 7: Final integrative discussion, linking data and results with research questions

7.1 Introduction

In the following chapter, the results of Cycle 2 will be integrated and used to address the following research questions:

The main research question: How can the implementation of a film club within a general English literacy module enhance ESL students' BICS and student engagement?

The secondary research questions, supporting the first question, were as follows:

- What are the relevant trends in SLA and student engagement?
  Sub-question: How can these trends be used to design a film club?
- How do GENL1408 students' BICS improve after having participated in the GENL film club?
- What are the perspectives of GENL1408 students regarding the way the GENL film club is implemented?
- What is the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students' BICS?

Each secondary question will be addressed, one by one, referring to the results of Chapters 4 and 6. All of the findings will be consolidated in order to answer the main research question. In addition, a discussion of the limitations of the study, recommendations and a final reflection will be presented.

7.2 Secondary research question 1: What are the relevant trends in SLA and student engagement? Sub-question: How can these trends be used to design a film club?

A thorough literature study was done in order to complete and address this question. Student engagement and language acquisition theories and trends were studied critically, and the following theories were found relevant for this study: the double helix model of student engagement, as set out by Barkley; the BICS/CALP theory and framework; and the input hypothesis and affective filter hypothesis of Krashen. These have been written up in Chapters

2 and 3 and answer the research question: “What are the relevant trends in second-language acquisition and student engagement?” Finally, the many parallels between these sets were consolidated under the theory-building approach of constructivism, as discussed in Chapter 4 of the thesis, which thus answers the following sub-question: “How can these trends be used to design a film club?”

7.3 A possible integrated model

Although repeating the entire Chapter 4 here would be unnecessary, in order to provide clarity and ease of reading, to follow is a thoughtful overview of the chapter.

For learning to take place, the student must be engaged in the process of his or her own learning. Thus, principles of student engagement become relevant. As language acquisition is another, yet different way of language learning, and thus learning in general, general principles for learning, which would be relevant for the learning of most subjects and skills, are also relevant for acquiring and learning language skills. Accordingly, the model of student engagement also applies to language acquisition: motivated students simultaneously expecting to be successful and discovering the value in what they are learning will acquire a second language, just as a student would acquire the skills and knowledge to, for example, be able to complete science experiments. Aligned with this model of student engagement is the input hypothesis, which stipulates that input must be comprehensible (i.e. the message needs to be understandable, even when all the smaller linguistic elements are not), students should be learning on a level just above their level of acquired language and they learn subconsciously by means of being exposed to a language on a comprehensible input level (with extra-linguistic cues that help them to understand the message, although they do not understand every word, sentence structure, and so forth).

All of these elements will assist in increasing an expectancy to be successful, while at the same time giving value to the process. Yet this has to take place in a motivating environment, which includes one where a low affective filter is present (i.e. in a relaxed environment where students will not be corrected for every pronunciation or grammar mistake made). The same kind of environment, where all elements mentioned above are present, is conducive to BICS development, because it will be focused on messages, will be context-rich and will be on a level suitable to an individual student’s existing background knowledge. In essence, this means that although these models, approaches, frameworks and hypotheses exist in isolation and have been coined and created by different researchers and specialists, they all underpin

the same elements of a constructivist approach and could be combined to create a possible integrated **model of engaged language acquisition**, as illustrated below.

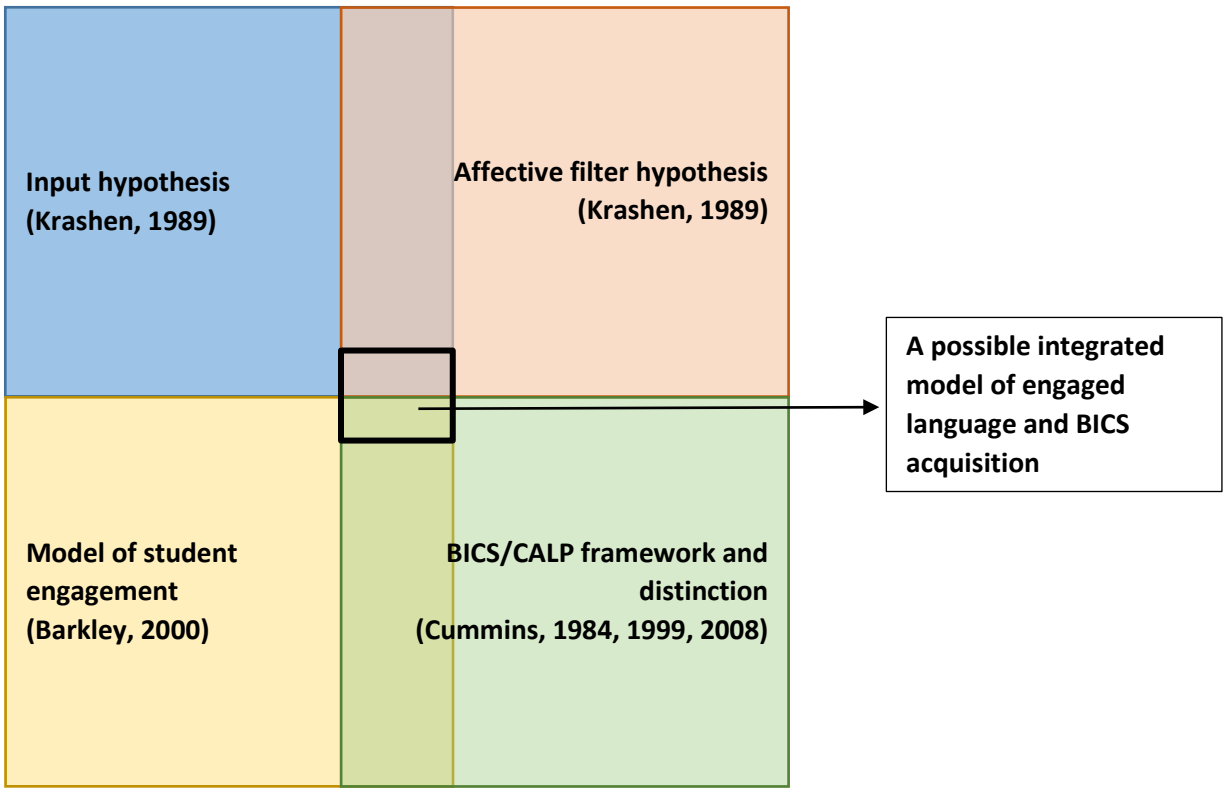

Figure 7.1: A possible integrated model of engaged language and BICS acquisition

To answer the second part of the question (how to use these trends to design a film club), a consolidated framework was created by integrating the various sources consulted, indicating the link that aligned their various significant aspects (as presented in Chapter 4). The main elements of this framework can be summarised by means of the following ten main principles (with examples):

- Make use of real-life problems, materials, language and topics, and link these to the academic content (e.g. use films, use trailers, choose a topic relevant for students that can be addressed in real life, transition between curriculum- and academic-related content and real-life content, and use thematic units, e.g. “natural disasters”).
- Learning should be collaborative and cooperative and provide opportunities for discussions.
- Place the focus on the message and making the message understandable (i.e. use familiar topics, and use a slower rate of speech, shorter and simpler sentences, high-frequency vocabulary and modifying questions).

- Make use of formative assessments and feedback (feedback needs to be relevant and immediate, must show how to be successful and be without any language error correction).
- Provide opportunities for reflection on own learning and language.
- Give students choices and decision-making opportunities with regard to their learning (e.g. a choice in the kind of assessment or in what films they want to watch).
- Contextual cues and clues need to be applied to enhance the message (e.g. using visuals, subtitles, captions, audio-visuals instead of just audios, gestures, facial expressions and voice intonation).
- Create a relaxing environment (focusing on the message and making the content relevant already support creating a motivated, self-confident student; playing games, singing songs and watching films are more examples).
- Provide as much comprehensible input as possible (how much "enough" is, varies).
- Only focus on providing input for students; do not expect output or language production from them.

7.4 Secondary research question 2: How do GENL1408 students' BICS improve after having participated in the GENL film club?

Using the pre-post-test results, the experiment and control groups collectively performed significantly better in the post-test than the pre-test, an indication that the GENL1408 module in itself is effective in improving students' BICS. In response to the specific research question, GENL1408 students who also participated in the film club screenings did show a significant improvement in their BICS. However, the same can be said for GENL1408 students who did not participate in the film club. Although there was a slight difference between the participants and the control group, the difference was not enough to be deemed significant.

Moreover, the results of the quantitative data did not provide proof that the film club alone had an impact on students' BICS, as it was implemented in Cycle 2. That said, to entirely disregard the possible effect of the film club on the participants' post-test results would be fallible, as this additional intervention could have been what ultimately supported the improvement in their BICS.

A possible improvement in the methodology would be to choose a different pre-post-test instrument, which includes a variety of vocabulary and grammar questions on an intermediate

English level, and not only questions related specifically to the content and skills included in the GENL1408 module, because those questions could be answered through mere completion of the module (sans the film club).

7.5 Secondary research question 3: What are the perspectives of GENL1408 students regarding the way the GENL film club is implemented?

In order to answer this question, the students were provided with questionnaires consisting of open- and closed-ended questions related to BICS and student engagement. The results of the open-ended questions were processed and recreated into themes that indicated the general perspectives of the GENL1408 students regarding the film club, which will be consolidated with the closed-ended results and discussed within the following categories: a) the students' perspectives on the impact of the film club on BICS elements; b) the students' perspectives on the impact of the film club on student engagement elements; c) the students' perspectives on what worked well; and d) the students' perspectives on aspects that still need to change.

a) A perspective on the impact of the film club on BICS elements

Although the pre-post-test results did not indicate a positive quantitative result with regard to the impact of the film club on BICS, the students perceived it as highly impactful, specifically that the films improved their English and communication skills (including specific language elements), which aligned perfectly with two of the themes from the open-ended questions, namely Theme 1 (Improved my English) and Theme 3 (Improved my communication skills). The students' perspectives were as follows:

> *They helped me to improve my English* (Q68, Respondent 8)
> *It helped me to enrich my English vocabulary* (Q68, Respondent 22)
> *It contributed a lot to me in learning English* (Q68, Respondent 37)
> *in improving listening skills* (Q68, Respondent 59)
> *It helped improve my grammar by having subtitles* (Q68, Respondent 65)
> *It helped me to communicate with fellow students easily* (Q68, Respondent 52)
> *Improved my communication skills* (Q68, Respondent 19)

Moreover, from the closed-ended questions, the following became evident: the subtitles and the visual nature of the films were deemed supportive for comprehending the message; the

students could see the link between the films, the quizzes and the GENL1408 module; the English of the films was on an appropriate level and thus comprehensible; and showing six films was helpful for English development, but more films would be even better, which was also Theme 2 from the open-ended results.

b) A perspective on the impact of the film club on student engagement elements

The results of the closed-ended questions provided the following grouped perspectives. The expectancy of success was high, because the students knew that by watching the films, they would be able to complete the quizzes and pass the GENL module; and the quizzes were easy to complete, where completing one quiz successfully created an expectation of future success. The feedback provided was immediate and helpful. The students knew the goal of participating in the film and attended because completing the related quiz counted marks in the end (i.e. creating value). The English of the films was understandable, which would increase motivation. The quizzes obliged the students to reflect on their own learning and language. The students also talked and thought about the films afterwards, indicating further independent reflection. Information in the quizzes provided the link between the film club and the GENL module. The films were relaxing, and the students liked participating in the film club, thus decreasing the affective filter. (This was also evident in results of all the open-ended questions: *"I really enjoyed watching those films",* Q69, Respondent 30; *"Helped me to relax",* Q68, Respondent 38; *"I was able to relax my mind by watching films and laughed a lot",* Q67, Respondent 11). Students also felt motivated because they could choose which films to watch.

Lastly, participation in the film club provided the students with various life lessons and skills:

> *… it helped me to see the wold [sic] the other way round and know what is happening around myself* (Q68, Respondent 33)
>
> *Each movie had a moral* (Q68, Respondent 40)
>
> *They were helpful in real life incidents E.G [sic] being kind and helpful to other people dispite [sic] how they treat you* (Q68, Respondent 47)
>
> *Learning things about life* (Q68, Respondent 54)
>
> *They helped me to understand other people and how they think* (Q68, Respondent 55)
>
> *The film club helped me by teaching me ways of life and to be responsible for my own actions and decisions* (Q68, Respondent 56)
>
> *i [sic] am now able to relate what happens in the film with real life situtions [sic] and personal experiences* (Q68, Respondent 61)
>
> *They had a lot of impact in my personal life. For instance, in the movie night school Teddy thinks he is not like the rest of the students. I also had such problems as Teddy's* (Q68, Respondent 62)

c) A perspective on what worked well

The quizzes played various roles, which would otherwise have been difficult to do because of the size of the student group, such as indicating the goal of the film club, how it links with GENL and nudging the students to reflect on their learning and language. This was done with much thought and intentionality; the questions were structured in such a manner so as not to test the students' knowledge of the content of the films they had just watched but to apply all of the above. Linking the quiz and films to marks was important and ensured participation. The feedback was also structured properly and appeared immediately after completion of a quiz.

The subtitles and visual nature of the films were essential. Using popular films about real life, which addressed real-world issues, created comprehensible input and motivation. Films of approximately one and a half hour were deemed effective. Giving students choices was also well received.

d) A perspective on possible improvements

Although most of the results of the closed-ended questions provided a majority positive perception of the elements of the film club, a few "disagree/strongly disagree" results were notably higher than others. Still, the results provide information on where some improvement might add to the impact of the film club, namely providing more opportunities for reflection and showing the relevance of the films for the GENL module.

Themes from the open-ended question posed that the relevance of the films could be improved, as indicated in the following responses:

> *They must play films that are more relevant to GENL* (Q67, Respondent 4)
>
> *By having African movies* (Q67, Respondent 5)
>
> *… show more interesting films* (Q67, Respondent 18)
>
> *STUDENT SHOULD SELECT THE MOVIES THEY WANT TO BE SCREENED* (Q67, Respondent 26)
>
> *By asking students of other helpful movies* (Q67, Respondent 38)
>
> *Increase the movie options* (Q67, Respondent 43)

Also, more films (thus, more than 6) should be screened:

> *… the number of film club must increases [sic]* (Q67, Respondent 72)
>
> *The film club can be improved by adding more films* (Q67, Respondent 59)
>
> *By increasing [the] number of films to be watched* (Q67, Respondent 19)

Thirdly, the screening of films should be repeated:

> *At least repeat filming club twice* (Q67, Respondent 10)
> *By allowing students to view them twice so that they can have a better understanding of what is happening from the film before they write* (Q67, Respondent 13)

Lastly, considering the context of the rural environment, some comments related to the screening time, which became problematic to students who had to travel home in the dark in an unsafe area:

> *I THINK IF THEY CAN JUST CHANGE THE TIME* (Q 67, Respondent 31)
> *Film club can be improved by changing screening hours it [sic] was late to watch those films at that time of the day, some of us live far from campus* (Q67, Respondent 33)

7.6 Secondary research question 4: What is the most effective way to implement a film club as part of a general English literacy module in order to maximise the effect thereof and enhance students' BICS?

To answer this question, the discussions under Questions 1 to 3 would be relevant (and will not be repeated here). Added to those results, are the following points:

The categorical questions posed at the beginning of the questionnaire provided demographical and contextual information, which was important in structuring the film club. The results showed that the large majority of students were ESL users, who mostly only used English in a classroom set-up and when watching films and television programmes. Otherwise, exposure to English input and usage of English in everyday communication settings seldom occurred. This film club intervention set-up is thus relevant for ESL students specifically.

Preference of films situated within the genres of comedies, action films, romances and dramas (in that order), with an additional desire for locally produced films (i.e. South African or with an African theme).

The results of the trailer perusal furthermore indicated that keeping trailers available, with no data cost, would add an additional means of exposure to students and that they would make use of it voluntarily.

Additionally, should the person implementing the intervention want to test the student perceptions on the effectiveness thereof, questions aimed at BICS and student engagement could be used as test instrument (these sets are included in Chapter 6).

7.7 Main research question: How can the implementation of a film club within a general English literacy module enhance ESL students' BICS and student engagement?

In order to answer this question, all results and discussions of the results are consolidated in order to create a framework. Using this framework will improve students' English and communication skills (and not necessarily BICS in general) and enhance student engagement. Within the framework, four important elements are aligned: the **context** suitable for the film club intervention; general or generic **guidelines** broadly defined; the operational or **practical examples** that illustrate various ways in which the guidelines can be applied within practice; and the **test instruments** suitable to test the effectivity of the film club intervention.

This framework provides a concise system of conceptualising a film club intervention, ensuring the relevance thereof within different contexts, because the main variables for its effectivity are sure to be present. It furthermore ensures a way to strategically plan the design of a film club as part of an English literacy module through the various general guidelines for design. Furthermore, the researcher has practical examples at hand to guarantee the alignment of the strategic and conceptual design plans to the actual activities and tasks planned within the teaching and learning sphere. Lastly, the framework provides a reliable means of reflecting on the effectivity of the intervention, ultimately directing the researcher in becoming a scholarly teacher in his or her own right. The framework is provided below as Table 7.1.

Table 7.1: A framework for optimal ESL learning and student engagement when using films

Characteristics of students / Contextual considerations	Guiding principles (from the possible integrated model of engaged language and BICS acquisition)	Practical examples	Test the intervention for effectiveness
• ESL • Low exposure to English input • Infrequent daily usage of English in communicative settings • Registered for a basic English literacy module	1. Make use of real-life problems, materials, language and topics, and link these to the academic content. 2. Learning should be collaborative and cooperative, providing opportunities for discussions. 3. Place the focus on the message, and make the message understandable. 4. Make use of formative assessments and feedback. 5. Provide opportunities for reflection on own learning and language. 6. Give students choices and decision-making opportunities with regard to their learning. 7. Contextual cues and clues need to be applied to enhance the message. 8. Create a relaxing environment. 9. Provide as much comprehensible input as possible. 10. Only focus on providing input for students; do not expect output or language production from them. *Consider the environment and context of the participants with regard to duration per film, time of the screening and overall management of the classroom set-up	1. Use films as medium; use trailers; choose real-life themes; transition between curriculum- and academic-related content and real-life content, for example by means of quizzes; and use thematic units, for example “natural disasters” 2. Provide classroom or online discussions. 3. Use familiar topics; use a slower rate of speech, shorter and simpler sentences, high-frequency vocabulary and modifying questions; screen popular films. 4. Provide online quizzes, with questions structured to create reflection and links. Feedback needs to be relevant and immediate, should show how to be successful and be provided without any language error correction. This is possible through a learning management system. 5. Pose questions for reflection, either as part of quizzes or in class discussions. 6. Let them choose the kind of assessment; let them choose what films they want to watch, through surveys, with the original list of films comprising comedies, romance, action, dramas and locally produced films. 7. Use visuals in quizzes; use subtitles, captions, audio-visuals instead of just audios, gestures, facial expressions and voice intonation.	Use the BICS and student engagement questionnaires for measuring student perceptions (see previous page).

		8. Focus on the message. Making the content relevant already supports creating a motivated, self-confident student. Playing games, singing songs and watching films are more examples. 9. How much “enough” is, varies (at least more than 8); provide trailers to peruse in own time; provide an opportunity to watch a film more than once. 10. Let them watch films and complete multiple-choice quizzes; no writing assignments, etc.	

7.8 Limitations and recommendations

Some limitations of this study and findings were frustrating but could also pose opportunities for further investigation into such an intervention. The limitations of the study are briefly provided below.

The first limitation was the time constraint and the number of films I was able to screen. Many factors had an effect on this aspect. To complete a sound quasi-experiment such as this one, control and experiment groups needed to be created, which halved the number of films that could be screened per group. Having a film club with double the number of films screened could provide different results. With each cycle, the participants indicated that the number of films needed to be increased, and although an attempt was made to increase the films from five to eight from Cycle 1 to 2, this did not realise in the end due to campus disruptions, extended registration and graduation ceremonies.

The second limitation was the decrease in participant numbers in Cycle 2. This provided me with much less data to work with.

Thirdly, the large number of students registered for the module made it difficult to create the space and opportunities for classroom discussions after the film club screenings, an element deemed important to aid in enhancing the effect of the film club.

Lastly, the pre-post-test instrument needs rethinking. Although it was deemed reliable, the test comprised grammar and vocabulary questions directly related to the content and skills addressed in the GENL1408 module. Accordingly, if a student attended the GENL1408 module even though not attending the film club, there would still be improvement in these test results. Whether it would ever be possible to create a quantitative test instrument, such as a pre-post-test, to test whether a very wide vocabulary and skills improvement such as BICS had taken place (if one can just imagine the number of English words in existence), is a question yet to be answered. Also considering how diverse language acquisition takes place in different stages for different learners, creating such an instrument might not be viable at all. Furthermore, according to Cummins BICS have been found to take two years to acquire.

Two main recommendations could solve the above-mentioned limitations. One option would be to design a pre-post-test that is specifically attuned to the grammar and vocabulary used in the films and quizzes applied during the intervention. A second solution could be to extend the duration of the intervention to at least a year, which would allow for more exposure to the

comprehensible input and afford discussion groups related specifically to the films, which would ultimately include a collaborative component to the intervention This could contribute to a statistically significant difference between the control and experiment groups. All of these would be practically implementable, but even more so for a year module, with proper design and planning.

7.9 Conclusion and final reflection

In conclusion, various theories, frameworks and models exist, which aim to explain and summarise the methods and ways in which people learn and in which teachers or language developers can assist, support and accelerate this process of learning. Such approaches exist within many fields, including the two fields that my study fit into, namely language acquisition and teaching and learning (which in themselves consist of various sub-disciplines). Ultimately, a student constructs his or her own knowledge and develops his or her own skills but needs a very specific environment for these to take place. For language development, and specifically BICS, students need to receive a message that is understandable (not too easy, not too hard, yet comprehensible), with a diverse set of contextual cues (e.g. visuals, subtitles and anything that shows them how the words they are hearing belong to a specific environment, location, setting, actions, events, intonation and emotions). The student needs to be exposed to this as often as possible and should feel relaxed and, in essence, engaged while this happens. Where this kind of “perfect storm” is not available naturally, the language teacher can create or simulate it to some extent by using feature films.

This project can be used as an example of how similar projects, such as this film club intervention, can be implemented and tested, using a mixed-methods design, while continuously testing the impact of the intervention by means of questionnaires and recurrently improving on own practices in order to make it as suitable as possible within the context of the student or learner. The framework, with guidelines and examples, can be used to support the researcher.

When I reflect on this research and, above all, on the honest search for new knowledge, my openness to the possibility of mistakes, limitations and hurdles created a safe space not only for personal improvement as a scholar, but also for using the entire process to illustrate how research does not have to be a finish line to rush towards, but a journey filled with surprises (whether encouraging, disappointing or even hopeless at times), a few forks in the road (where one at times chooses the wrong path and have to backtrack and try again), uphill battles, curves and bumps. Yet, ultimately, when one does decide to follow an action research

process, throughout the journey, one will have been exposed to more than one would have expected, and one would have learnt more through the trials and errors encountered.

In the end, the value of this thesis not only lies in the framework created to guide other language teachers or the model that integrates different fields and sub-disciplines for engaged language learning, but also in showing how research can be complicated and complex, can be reconsidered and reconstructed and is a continuous, fluid and context-dependent and context-specific process.

When I began this research, prominent audio-visual elements that existed were films, news clips, sitcoms, cartoons and series. Due to the problematic length of films and the growing popularity of YouTube, using YouTube clips or short films from YouTube channels would be an exciting avenue on which to continue this research within more practical parameters, which would perhaps engage the new first-year student population even more. Continuous interventions on enhancing a university classroom and environment to simulate real-world situations and natural language could also be valuable, including interaction in an online teaching environment (which can be quite precarious and unfamiliar in language teaching).

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