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TV Series and Movies in the Teaching of Legal English Vocabulary

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Research Report submitted

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Abstract

This project was the result of searching for a meaningful way in which to teach Legal English. This research study examines how movies and TV series can be used for this purpose. This project was conducted at Universidad Santo Tomás, Bogotá branch, with a group of 22 students studying their ninth semester of Law with an Upper Intermediate level of proficiency. In previous courses, these students had to learn legal concepts in their L1 (Spanish) and this course was their first one dealing with legal concepts in their L2 (English). TV series such as *The Simpsons* and *Shark* were used for this purpose as well as extracts from movies namely *Liar Liar* and *The Green Mile*. In order to take advantage of these types of videos, several workshops were designed. A Qualitative Action Research Study was used to conduct this project. In order to collect data diaries and surveys were used and video transcripts were taken from the students' trials. The findings of this project suggest the manner in which students learned and were also able to enjoy this experience. The researcher found a meaningful way to teach legal vocabulary. Furthermore, it was demonstrated that the participants did not only learn legal vocabulary but also legal content. Thus, when movies and TV series are well exploited, they become an excellent aid for the language class.

Key words: Video, vocabulary teaching, ESP, Legal English, movies, TV series, meaningful learning.

Resumen

Este proyecto investigativo, cuyo objetivo era buscar una forma más significativa de enseñar Inglés Legal examina cómo las películas y series de televisión se pueden usar para dicho fin. El estudio se llevó a cabo en la Universidad Santo Tomás, sede Bogotá, con un grupo de 22 estudiantes de noveno semestre de Derecho con nivel intermedio alto. Todos estos estudiantes ya tenían estos conceptos jurídicos en su lengua nativa pero este era su primer curso que abordaba estos conceptos en inglés. Series televisivas como los *Simpsons* y *Shark* se utilizaron para este propósito así como también partes de películas como *Mentiroso Mentiroso* y *Milagros Inesperados*. El paradigma investigativo que se utilizó fue el de un Estudio Cualitativo de tipo corte investigativo acción. Como instrumentos para la recolección de información en la investigación se utilizaron encuestas, diarios y transcripciones de los vídeos realizados por los estudiantes en los que representaban un juicio. Para poder sacar el máximo de estos programas de televisión y películas, se diseñaron algunos talleres especializados. Los resultados de este proyecto permiten evidenciar que los estudiantes aprendieron y disfrutaron esta experiencia pedagógica y el investigador encontró una herramienta de aprendizaje significativo para enseñar inglés jurídico. Adicionalmente, se comprobó que los estudiantes no sólo aprendieron vocabulario jurídico sino también contenido de la misma índole. Por lo tanto, cuando esta clase de vídeos son explotados apropiadamente se convierten en excelentes ayudas para la clase.

Palabras claves: video, enseñanza y aprendizaje de vocabulario, inglés jurídico, ESP, películas.

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Chapter One: Introduction

English for Specific Purposes (ESP) has become a subject of interest in Colombian universities due to the fact that these want their students to do something else with the English that is learnt. The purpose of ESP is to make students approach English through a field of study which is familiar and relevant to them (Fiorito, 2005). What the Universities seek is for their students to use their knowledge of English applied to their undergraduate programs. As in any undergraduate field, Law has its specific terminology and this requires effective ways to be implemented in the language classroom.

This research project planned to examine the potential of using videos to foster the learning of technical vocabulary, in this case Legal English. In this study, clips from well-known movies and TV series were used to introduce, reinforce and review legal vocabulary at Universidad Santo Tomás (USTA), a private, Catholic institution of higher education in Colombia. To do this, a series of video workshops was designed, and as a final test students had to perform a sketch of a trial very similar to the models provided in the videos.

The purpose of this research study was to use movies and TV series in order to facilitate the process of learning legal vocabulary and to analyse how students could take advantage of this kind of media. The researcher decided to use these videos owing to the complexity which legal vocabulary presents. Based on the researcher's teaching experience, legal vocabulary differs from general English vocabulary in terms of complexity and presentation, Legal English vocabulary is more abstract in the teaching and introduction thereof to students. Due to this complexity, these words should be presented in a meaningful and clear way so that students can learn them better. Another reason for conducting this study is to find ways of taking advantage of the special features videos offer as a means for learning vocabulary. Finally, because of the lack

of materials designed for this purpose, a need to find and select videos and then a need to design video workshops based on these videos arose.

Additionally, the great challenge to deal with was to conduct the study within the limitations of weekly two (2) hour sessions without interfering with the proper development of the syllabus. Actually, this constraint was an additional motivation to conduct this research project and see how to best utilize the small amount of time available.

This research report is presented in the following way: statement of the problem, research question, research objectives and the rationale for the project. The rationale explains the need to use videos for learning vocabulary and how to get benefit from them. Then, the theoretical framework introduces the key concepts which are the foundations of this study. Subsequently, a description of the study and its participants is provided along with the data collection procedures. Later, the pedagogical intervention is explained. After that, data analysis and findings are described. Finally, conclusions, pedagogical implications, limitations and ideas for further research are provided.

Statement of the problem

When this research problem arose, the researcher was teaching the course denominated Legal English I for the third time and had three primary concerns: first, how to teach this legal vocabulary without using Spanish, the students' L1; how to teach this vocabulary in an enjoyable way; how to provide students with meaningful input that would prepare them for their role-plays (mock trials), which were to be part of their third exams.

In previous courses, the researcher had to use Spanish to clarify the meaning of some words, but sometimes the use of L1 confused rather than clarified. Furthermore, with this

practice students relied on memorization of the vocabulary in both languages but they were not able to use the words in context.

Because the course-book used by the students contained only a glossary as support for vocabulary learning, the researcher wanted to provide students with a context in which the vocabulary was used. Thornbury (2007) considers: “words need to be presented in their typical context, so that learners can get a feel for their meaning, their register, their collocations” (p.30).

During their third exam, in addition to taking a written test, students had to conduct a mock trial as an assessment of their oral proficiency. In previous courses, students went to tutoring sessions in order to prepare their sketches and some students asked the researcher if he could provide a list of movies or TV series which could serve as models for them. At the moment of the assessment, the students’ performances lacked authenticity and naturalness and just seemed like a reciting exercise. For these reasons, the researcher began to look for available instructional audio-visual materials to fit that purpose, but there was no success in undertaking that task. Then, he realized that many movies and TV series had scenes or stories involving the use of legal vocabulary in common situations, which could be used to teach legal vocabulary in a different way. In order to do the research, it was necessary to consider the special features of the target population.

This research study was conducted at USTA at the Law School with 22 participants between the ages of 20 and 22. These students were taking their eighth semester of Law with an English proficiency level of B2, according to the Common European Framework of Languages (CEF). This course was taught for 2 hours a week during a 16 week period for a total of 32 hours. This ESP course was their first experience using English in their undergraduate Law program. The booklet *Legal English I*, designed by one of the teachers from USTA, was the

main material for this course. Neither this booklet nor other Legal English course books included video workshops to introduce legal topics and vocabulary. Due to this lack of materials, a need to procure authentic material was set in motion. This authentic material was obtained from movies and TV series, which introduced both legal topics and legal vocabulary from a specific unit of the course booklet. Thus, this research project intended to introduce and reinforce this vocabulary in a smooth and motivating way through video workshops based on well-known TV series and movies.

Research question

- To what extent can TV series and movies foster the acquisition of Legal vocabulary?

Research objectives

- To identify the students' attitudes towards using videos for the learning of Legal vocabulary
- To determine the effectiveness of using videos in regards to the learning of Legal vocabulary

Rationale

With this project, the researcher intended to help students acquire and reinforce ESP vocabulary through video-task workshops and demonstrate how videos could support and complement the work done in class. In addition to these reasons, working with videos was expected to be fun for both teachers and students.

Another reason which impelled this work was the idea of knowing how to use and exploit this kind of material. Sometimes, as teachers we just watch a video in class without a specific purpose without taking full advantage of it as a tool which aids in the improvement of students' communicative skills, particularly vocabulary.

This project may be useful for teachers who teach ESP or general English courses and want to know how they can use movies and TV series to teach, reinforce and review new ESP vocabulary or general vocabulary; and to present the multiple advantages of using this tool in classroom. Furthermore, this project proposes to give teachers ideas regarding how to select these kinds of videos for a particular lesson or unit and how to adapt them in order to achieve the learning objectives of a particular lesson or unit.

From the outset of this study, the researcher's intention was that his students be exposed to authentic material which would help them to learn legal vocabulary in a specific context and also make them aware that these kinds of videos are a way to keep their practice of language alive. Additionally, because of the familiarity of the clips selected, this research project sought to enable students to grasp this new vocabulary and link it to the prior knowledge they had acquired when they had watched these movies and TV programs in Spanish previously in their common everyday lives as was indicated by their responses in the workshop surveys. Furthermore, this project wanted to show students an enjoyable and meaningful way to learn legal vocabulary and by doing this to teach them how to take advantage of these audio-visual materials for their future learning process.

Chapter Two: Theoretical Framework

Three main constructs form the foundations of this project: the principles of vocabulary acquisition and their application for the context of this study, the use of videos to teach vocabulary and the characteristics of English for Specific Purposes (ESP).

Vocabulary Acquisition

Learning vocabulary solely through repetition or glossary exposition does not guarantee that the vocabulary be acquired effectively. When learning vocabulary, it is necessary to find ways to make it comprehensible and enduring for students.

Thornbury (2007) suggests that a word is better learned through its constant use in a meaningful context. Bringing this concept to this research project, a meaningful context can be found in the clips taken from movies and TV series, which exposed students to an authentic use of the language. The contexts which the videos provide are related to topics from their undergraduate courses which students had already studied in their L1. Omaggio (1993) considers that by using meaningful contexts in order to teach, three types of knowledge are potentially activated: (1) linguistic, (2) knowledge of the world, and (3) knowledge of discourse structure. The first type, linguistic knowledge, was activated by having students compare what they knew about the foreign language in contrast with their L1 due to the fact that most of them had already seen these videos in their L1, as in the case of *The Simpsons*, where students had already seen episodes of this program in Spanish and they simply compared the information they had with the information that they were obtaining by once again watching the episodes in English. The second type, knowledge of the world, was activated when they watched the videos and they could observe how American trials were conducted and in this way they could compare American trials with Colombian trials. And the third type, knowledge of discourse structure, occurred when

students could see that discourse organization was similar in both contexts (presentation of the case, interrogatories, counter-interrogatories, case judgments and sentencing).

The intention of this research project was for students to foster the learning of vocabulary in two ways: intentional and incidental. Intentional learning is planned by the teacher and incidental learning is the by-product which is derived from learning something else (Hatch & Brown, 1995). For the former type, vocabulary was taught through the video workshops and explicit teaching instruction. For the latter type, students learnt vocabulary by watching these movies or TV series and by doing an activity following the screening of the video, for example a discussion, a writing piece about the topic, a role play, etc.

However, a meaningful context is not the only issue that should be considered at the time of teaching vocabulary. Thornbury (2007) explains five additional ones to consider at the time of introducing or reinforcing vocabulary: a) The language level of the learners, b) the learners' likely familiarity with the words, c) the difficulty of the items, d) the words' "teach-ability", and e) whether items are learned for production. Being aware of the students' upper intermediate level was essential at the time of designing the teaching strategies, because teaching basic level students is not the same as teaching upper intermediate students. The students already had known the concepts presented but in their native language. The difficulty of teaching legal vocabulary is more complex than teaching general English; legal words are more abstract and therefore are more difficult to teach than general English vocabulary. Finally, this type of vocabulary demands to be used in specific legal situations such as in a debate on a legal topic, in a memo regarding a case and of course at a trial or court hearing.

In addition to the factors mentioned above, teaching vocabulary requires a variety of techniques for its proper development. Thornbury (2007) mentions the following: repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation, attention/arousal and affective depth.

By repetition is meant the rote and mechanical repetition of a word, retrieval involves the act of recalling a word from memory. Spacing refers to distribution of memory work across a period of time instead of massing it together in a single block; this is known as the principle of distributed practice. Pacing involves the learners' progress, so they should be given the chance to learn according to their own rate. Use deals with how a word is used in an interesting way or for a purpose. The principle of this technique is: *use it or lose it*, which implies that if you do not use a word frequently, you will forget it. Cognitive depth refers to the decisions the learner makes regarding a word, and the more cognitive these decisions are, the better the word is remembered. Personal organizing is the technique in which students make personal sentences using the new words. Imaging happens when words are associated through mental images. Mnemonics are tricks that help to retain the words. Motivation is not a guarantee that students will recall the words easily, but it will help in engaging the students' attention and when the motivation is strong, it helps students to find ways to rehearse and practice these words, even if they are difficult to memorize. When a word is learnt in order to be retained, it is necessary to have students' full attention or *arousal*. In affective depth, students make an affective judgment regarding the word; this means that students decide whether or not they like the word based on its sound, what it represents and what it evokes.

Additionally, it is necessary to consider that the target population of this study are young adults. Jiang (2005) considers that adults acquire vocabulary in two stages: initial understanding of a word's meaning and the comprehension stage. The former stage deals with the initial mapping of new word forms to existing concepts in the learner's mind, in this case the legal concepts in L1. In the latter stage a word has a confirmed meaning through its constant use. Most of the techniques above mentioned interact when videos are used as a tool to teach vocabulary. Thus, how videos can help in learning vocabulary in a more detailed way will be explained in the next construct.

Vocabulary Learning Through Videos

For vocabulary to be taught effectively, a context or a communicative situation is required. Lonergan (1984) states that one special feature which videos have is that of presenting communicative situations. For this reason, videos provide a good means to introduce vocabulary and have a context that is rich in sounds, images and gestures all of which help students to better understand the vocabulary.

Lowe (2008) provides several reasons for the use of films in language teaching. The first reason is that they provide examples of language used in context. Through real contexts, students learn the language in a meaningful way and they get an awareness of a real use of the language. Furthermore, videos provide gestures, facial expressions and emotional messages that accompany the language, the words by themselves do not relay a message but rather they need the elements from the context to support the message.

Second, films provide input having to do with vocabulary, idioms, collocations and grammar in use. Because these students are law students, they need this input with regard to legal words in order to use this type of discourse in debates, discussions and the final activity of the course, a role play of a trial. Third, films provide a window into new cultures. The students realised how the American legal culture works and how it differs from the Colombian. Fourth, films can help students to improve their diction. The students had a model to follow which would help them to polish their pronunciation, intonation and would motivate them to use the language in a more natural way. And the last reason is that the more films in English students see, the better their English gets because they help students how to use all the knowledge they have learnt (Bloomsbury, 2013).

This research project also intended to foster a motivation in students to watch more films and TV series as a way to constantly improve and continue their never ending language learning. Allan (1985) suggests that videos can be the provider of real world experience if it is used to put intermediate or advanced learners in the same position as advanced speakers who constantly learn by watching these videos.

Another advantage of using videos is the activation of schemata or previous knowledge. By activating schemata, students start linking what they had already known with the new information coming from the videos. With regard to this, Canning and Wilson (2000) argue: "Video is a form of communication that can be achieved without the help of language, as we often interact by gesture, eye contact and facial expression. Video provides visual stimuli such as the environment which generate prediction, speculation, and a chance to activate background schemata". (p.4)

Using videos has many advantages, but many people assume that teaching with videos only involves playing a video and watching it. Kerridge (1986) highlights the importance of choosing good authentic materials by saying that if they are chosen well and exploited with care, they can play an important part in modern English language teaching. However, if they are used without due thought or preparation, they can become an expensive waste of time for both teachers and learners. Therefore, to make videos succeed in the classroom three aspects should be considered: a clear purpose, choosing a well-known interesting video and duration.

A video should have a related workshop to go with it focused on a skill and topic, divided into three sections: before, during and after watching the video. In the before stage, students activate their prior knowledge or schemata; in the during stage students answer questions having to do with the video; in the after stage students expand upon what they have seen and appropriate the learnt language. Choosing good material encourages the students' attention and involvement, so it is important to select suitable material that is entertaining for both teacher and students. Additionally, it is important to present familiar clips, so that students can link what they know from having watched the clip previously in Spanish with the new knowledge in English.

Finally, duration is a key aspect for holding the students' attention; depending on the length of the clip attention either stays or goes. Ballatova (1994) relates an experience: "The first signs of distraction in those groups appeared after the first minute, and by the end of the fourth distraction spreads all over the groups, more students became distracted after six minutes, more still lost concentration after ten minutes and only a third of them watched until the end".(p.531)

For that reason, videos should be paused every three to five minutes in order to grasp students' attention and reinforce what is being seen. Besides that, videos should not be longer than 20 minutes in order to maintain the students' attention and better exploit the potential coming from this material.

In the field of teaching vocabulary through videos four studies were found and considered as the state of the art in this research study. The first two are international, and the other two are local.

The first study was conducted by Thin Lan (2010) in five high schools and its target population was a group of tenth grade students. This study intended to determine how students learned English vocabulary and the impact and effectiveness of video in the improvement of this skill. One of the research questions was: "What are the benefits of using movies and videos in teaching vocabulary at Vietnamese high schools?" At the moment of conducting the study, this researcher discovered that most teachers used traditional methods of teaching vocabulary such as translation to L1, flashcards, memorization; few teachers used video. During that study the researcher asked students who were using videos about the effectiveness of this aid and they answered that they had learnt more vocabulary incidentally by watching videos compared to other learning techniques. Additionally, students considered that videos were entertaining and learning vocabulary was a product of watching them. Furthermore, this research study found that most of those students deemed videos necessary for their learning of vocabulary and for increasing motivation for their language learning. Finally, this researcher concluded that in her homeland there are not many studies regarding this topic which, she considers, deserves more treatment.

Another study in Asia demonstrated how videos helped to foster vocabulary and also speaking. Yao Nan and Zuo Mingfang (2009) took advantage of the Voice of America broadcasts for that purpose. This study intended to develop the learning of and use of high frequency vocabulary among advanced learners. These students were requested to watch these broadcasts; subsequently they had to make reports and presentations having to do with the programs. At the end of this project, students had not only progressed in their vocabulary but also in their speaking, writing and confidence level as language learners.

Castañeda (2012), published a study called *Adolescent Students' Intercultural Awareness when Using Culture Based Materials in English Class*. This qualitative and interpretative study was conducted with a group of 51 eighth grade students at a public school in Bogotá. The researcher used a variety of materials to raise cultural awareness in students, including videos about colloquial expressions used in London and the American Educational system. As was mentioned earlier, the purpose of this research project was the fostering of cultural awareness and with regard to this the researcher could conclude: "When students used these materials they valued the richness of the culture presented". Considering the findings of this study, videos can be used to foster cultural awareness and also to teach vocabulary such as colloquial and idiomatic expressions.

Amado (2002) conducted a study at Tabora School to investigate the benefits of using video in the language classroom and as a result of this study; he designed an evaluation scheme to select videos for teaching purposes. This scheme contained basic information such as title, length, etc. It also had general characteristics which intended to sort the video by category, purpose and target group. The next item evaluated the quality of the technical features of the

video. This scheme also evaluated which cultural and paralinguistic features a video may have. Finally, this researcher sought to establish whether or not a video may be fit to teach any language item in particular: grammar, vocabulary, etc. The result of this study was a format used to evaluate how effective a video can be to teach any language item, including vocabulary.

English for Specific Purposes (ESP)

Dudley-Evans and St. John (1998) define ESP based on the following characteristics:

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities having to do with the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English courses.
3. ESP is most likely designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be adapted for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

Since the target population that participated in this study belongs to an undergraduate program and given that these students have fulfilled their compulsory basic training in English, they need to develop their undergraduate knowledge in a second language, Legal English. A challenge presented in this regard is its development within a few allotted hours a week, namely two, for sixteen weeks.

A compulsory issue to consider in ESP is how vocabulary is taught and teachers play a central role. In certain specific contexts, it may be the responsibility of the ESP teacher to confirm that learners have understood technical language (Dudley & St. John, 1998). Thus, the ESP teacher is a mediator who is constantly attentive so as to facilitate the students understanding of the vocabulary in its correct meaning.

Because the target vocabulary in this study corresponds to the field of Legal Science, the meanings are more complex. When a word is taught in General English just an image is necessary in order to explain, while a legal word demands a more theoretical explanation for its understanding. Therefore, teaching Legal English is very demanding, because it requires not only knowing the vocabulary but also the context in which the legal vocabulary unfolds.

Vocabulary acquisition principles are similar in ESL and in ESP methodologies, but Dudley and St. John (1998) suggest that words are learnt in three ways:

In the first way, words are learnt in sets, situations, semantics and metaphors. Words are art and they are connected to a determined context. For example, if a video shows a criminal trial words like *verdict*, *sentence*, *defendant* and *prosecutor* will be learnt because what they have in common is the situation of a criminal trial. On the other hand, words are also learned if they

belong to a same group or categories, for example, judge, prosecutor, defendant, witness are part of the category which could be denominated persons in the courtroom environment. When a word is learnt through a set of metaphors, it means that these words are similar to something or someone or have a similar meaning in L1, for example *prisoner (prisionero), criminal (criminal)*.

Collocation and the use of corpora: words are learned by collocation with other words in certain situations. For example, *the court issued a verdict*; obviously this use of *court* refers to the judicial assembly and not to the place for sporting events due to the fact that for example, a tennis *court* cannot arrive at an official *verdict*.

Lexical phrases: Words are not stored as individual words but as chunks of language which are called *lexical phrases*, which are frequently used in certain situations. For example, phrases such as: *the defendant is found (guilty or innocent), I believe that....All the evidence clearly proves.....etc.*

Because designed ESP materials were prepared, they had to meet specific criteria. Robinson (1991) cites six criteria concerning this design. First a clear purpose must be had. Second, the teacher must check to see if the type of exercise effectively meets the purpose. Third, the instructions must be clear. Fourth, the task should be interesting. Fifth, the task should be meaningful and challenging. Finally, it should contain distracting difficulties so that it does not become too predictable for students.

Videos in ESP may be an important aid in class, but before selecting them, two questions should be posed regarding their selection. According to Robinson (1991) these questions are: (1)

is video used to replicate what could be done with other media or is it making a unique contribution, and (2) how exactly does video contribute to the students' learning.

An interest in ESP on the part of Colombian universities has been increasing. They have been focused on promoting the development of writing and reading skills in this field but forgetting the use of video. Bautista (2013) conducted a study which intended to foster ESP reading through workshops. At the end of this study, these students were aware of the importance of ESP in their professional lives and they learned the topics because these topics were related to their professional objectives and interests.

Conclusion

In summary, learning vocabulary should not be done entirely by means of memorization without a context. In order to ensure better learning, providing a meaningful context helps in this endeavour. This meaningful context can be provided through videos which engage students to compare and connect their world with the world shown in the videos. However, videos in and of themselves do not teach vocabulary, they require workshops which focus their learning purpose. The mentioned studies in the field conclude that videos are materials which boost the interest and facilitate learning in students by activating prior knowledge or schemata and making learning something incidental.

Chapter Three: Research Design

This chapter introduces the design of the research study, the type of study, the context, a description of the participants and their role in the study, the instruments used to collect data and the methodology to collect it. Finally, some ethical considerations will be discussed.

The following table summarizes the main data regarding the research design. Thereafter, each aspect is explained in detail.

Table 1: Research design framework

Type of study	Qualitative action research. (Waters-Adams, 2006)
Setting	USTA Bogotá.
Participants	22 university law students. Researcher's role: participant observer
Instruments	Diaries Surveys Exams Video recordings
Materials	The Simpsons, Shark, The Green Mile, The Firm, Liar Liar.
Approach for analysis	Grounded theory (Strauss & Corbin, 1990)

Type of Study

This research project used Action Research for this research problem. Water-Adams (2006) describes the key features of Action Research (AR), by citing Carr and Kemmis (1986) as: a) the improvement of teaching practice, b) the improvement of the understanding of teaching practice and c) the improvement of the situation in which the practice takes place.

This type of research helped the researcher to improve his teaching practice, it was an aid to develop his classes better. Without being disruptive, it boosted the effectiveness of classes. One of the purposes of Action Research was to improve the students' learning, which resulted after a needs analysis, the learning of legal vocabulary.

Action Research helped to provide better learning conditions for students. Students could learn more effectively and in a more systematic way. Students could acquire this complex legal vocabulary in an easier and clearer way, the students' use of this vocabulary then became more natural.

This study was intended to answer the following Research Question:

To what extent can TV series and movies foster the acquisition of Legal vocabulary?

The research objectives which the researcher wanted to achieve were:

- To identify the students' attitudes towards using videos for the learning of Legal vocabulary
- To determine the effectiveness of using videos in regards to the learning of Legal vocabulary

Setting

The study was conducted at USTA, a Catholic university. It is the first university founded in Colombia in 1580 by Dominican priests; it has a tradition all over the country. Its mission is to provide a humanistic education based on Saint Thomas Aquinas' thought, which intends to train students not only in their academic values but also in their ethical ones. Its vision as a university is to be a participant and a provider of solutions to each of the different problems in the country.

This research study dealt with both USTA's vision and mission by providing students with a bilingual education in their field of study and by giving them tools to continue their training in Legal English. Students could realize how movies and TV series were an aid to constantly improve their vocabulary and keep their English updated and alive. Furthermore, this research study helped them to compare critically both Legal cultures and also develop ethical values concerning the application of justice in each one of the video workshops provided.

The Legal English I course was taught 2 hours a week as part of their curriculum. This course was taken after students had completed seven levels of General English. For that reason, they held a level which ranged between B1 and B2 according to the CEF. This course was aimed at developing all the communicative skills, listening, speaking, vocabulary, reading and writing in a legal context. Grammar was not developed due to the fact that this skill was previously developed in the previous courses.

Because these students were almost finishing their law degree they were overloaded of work and sometimes they skipped the whole or part of a class. Besides that, they did not have enough sleep and arrived exhausted to class. Additionally, they were law practitioners and sometimes they had to leave class in a sudden way in order to attend a case.

Course-book

The course-book set for this course was a booklet called Legal English I. It was designed by a USTA professor, in order to meet the needs of content and time of the course. This booklet consists of materials and activities from other Legal English course-books and the Internet.

In its four units, reading and listening activities serve as introduction to key vocabulary. In addition, each unit provides an average of 20 key words for unit. For the purpose of this

research study, movies and TV series were selected based on the content of this booklet. Since each unit had a glossary, this glossary was the starting point to find the videos and design the video workshops.

However, this booklet lacks of models of trials which students are supposed to represent as part of their midterm exams. For that reason, there was a need to provide videos which would serve as models for these kinds of oral tasks.

Researcher Role

The researcher was a participant observer and facilitator throughout the process. As a teacher researcher, the researcher was interested in designing and supervising the implementation in order to avoid any bias and get an answer to the research problem. As participant, the researcher was a mediator who guided the students at the different stages of the implementation. Burns (2003) defines the role of the researcher as the one who collects data in and about the social context. Thus, by collecting this data the researcher improves professionally and his learners are going to improve their learning.

Data collection instruments

The selection of instruments was made in order to provide different sources of data. For this purpose, diaries, surveys, video recordings and exams results were selected. Each one of the instruments played a key role in data collection: diaries kept the day to day information of the project, surveys gained students' insights, video recordings were used to collect some evidence of vocabulary acquisition, and the results of the exams determined how much vocabulary students had learned.

Diaries

At the end of each session, the researcher used the diaries to describe the development of each one of the sessions of the implementation. Furthermore, these diaries were useful to reflect on what things were needed for improvement in the future.

Wallace (1998) highlights advantages of using diaries in a research project. First Privacy, since the researcher can express freely his feelings and thoughts. Second, it is suitable to explore affective data, especially the students' attitudes towards learning through videos. And third, due to the fact that they are written immediately after a teaching event, details keep fresh.

Surveys

Students were asked to fill out a series of written surveys at the beginning, during, at the end of the study (Appendix B). Their purpose was to obtain their insights and find the answers for the research questions and objectives. Students answered them anonymously which promoted honesty and sincerity in their responses. Jimenez, Luna, and Marín (1996) identify as the purpose of surveys to find out what is happening or how people think about a specific topic.

Exams

Students took a total of four exams, three of which composed the 70% of the grade, and a final one that was worth 30% of the grade. The first three exams were part of this research as they covered the time line established for this research project. These contained the vocabulary involved in the video workshops. Even though that this study is mostly qualitative, exams were used as a statistical support of vocabulary acquisition; words were measured concerning the level of success and failure of students in the vocabulary involved. An example of the exam can be seen in appendix D.

Video recordings

Students were asked to perform a role play of a trial in groups. They had to record that performance on video out of the class in order to save time and take more advantage of the class time. In order to make this sketches, they used as models the ones presented in the TV series and movies presented in the implementation. Burns (1999) states that this tool is a “technique for capturing in detail naturalistic interactions and verbatim utterances” (p.94). What it was intended to capture in detail is how students used the vocabulary learnt in their performances. For doing that, their performances were transcribed (See Appendix E).

Grounded Theory

Grounded Theory is a qualitative approach which seeks not to prove a theory but to construct a theory which is discovered, developed and provisionally verified through systematic data collection and analysis of data related to that phenomenon (Strauss & Corbin, 1990).

The researcher took the instruments and applied the two most basic procedures of Grounded Theory principles were applied by making comparisons and asking the questions. The former was applied by identifying and comparing the instruments in which patterns were found concerning the research question and objective. The latter principle aimed at knowing how and why these patterns emerged. The data collected from the different instruments were read several times in order to obtain the categories, which will be discussed in detail in the chapter of Data analysis and findings, chapter 5.

Ethical considerations

Three ethical considerations were raised during this research project: copyright infringement, notification to students and the protection of their confidentiality and privacy. The

core of this research project were the use of some famous TV series and movies, which in theory involved copyright infringement. However, these audio-visual materials were never used to gain any financial profit but for research purposes only. Additionally, the copies of these materials were original and they were only used in the classroom.

When the students were informed about the research project through the consent letters, they agreed to take part in it by signing these letters in their L1. Also, the Director of the Institute Fray Bernardo de Lugo was notified through a consent letter which she signed and authorized this research project (See Appendix A).

Since privacy is a concern for any research project, the confidentiality of students was protected. Burns (1999) believes that confidentiality is important due to the fact “the identities of those involved in the research are not made public, thus reducing the likelihood that they may be judged negatively by colleagues or supervisors” (p.71). No one likes to be judged thus confidentiality should be respected. In this study, confidentiality and privacy were respected in several ways: a) In the workshops, students were not required to write their names. In the diary entries, students’ names were not mentioned. b) After midterm exams, the number of students who succeeded in the vocabulary part was registered, but their names did not appear at all, just the number of students who passed and failed the vocabulary part. c) During the role play presentations, the students’ names were modified. There are not any pictures taken from these mocked trials due to the fact that they are not of the interest to this research project.

Validity and triangulation

Validity and triangulation of data were obtained from the instruments involved such as the surveys, video transcriptions, and exam scores. The information collected from these

instruments provided tools to the researcher in order to check the research process and answer the research question.

Sagor (2000) considers triangulation as the process to corroborate findings like a trial lawyer. “A trial lawyer knows that to convince a jury of the accuracy of a legal theory, it helps to have one of more witnesses” (p. 19). On this research project, the different instruments acted as varied evidence and witnesses that supported the theory built during this process.

In the next chapter, the pedagogical intervention will be described as well as how and when each one of the instruments were used. Additionally, all the steps carried out in the implementation process will be explained.

Chapter Four: Pedagogical Intervention and Implementation

This chapter presents the plan of action and a description of its implementation in order to answer the research question proposed in this project. Also, how the video workshops were selected and designed for this research study will be explained. The following table summarizes the study schedule and subsequently an explanation of each one of the stages is provided.

Table 2: Project time-line

Week 1	Initial Survey
Week 2	Video workshop 1: Krusty goes to Congress (The Simpsons)
Week 3	Video workshop 2: Liar, Liar
Week 4	Midterm exam 1
Week 5	Video workshop 3: The Firm
Week 6	Video workshop 4: The boy who knew too much (The Simpsons)
Week 7	Video workshop 5: Bart gets hit by a car (The Simpsons)
Week 8	Midterm exam 2
Week 9	Video workshop 6:The Grasp(Shark)
Week 10	Video workshop 7:Pray Anything (The Simpsons)
Week 11	Video workshop 8: The Green Mile
Week 12	Midterm exam 3, Trial sketches
Week 13	Final survey

The research project was composed of three stages: initial, while and post. In the initial stage students responded to a survey regarding their learning experiences with video in EFL. This survey aimed at determining the students' previous experience with videos in their learning of English and also wanted to note what students' insights having to do with this matter were. The while stage was composed of the video workshops, surveys, diaries and exams; this stage aimed at providing input to students. Finally, in the post stage students had to use what they had learnt in the while stage.

During the implementation stage, students had to complete several video workshops. The researcher designed 8 video workshops based on different TV series and movies. The selection for the researcher was not easy and he had to watch the clips several times in order to meet the following criteria suggested by Gallacher (2003): Watch-ability, this means that the video is interesting for both students and teacher, especially for students who would take benefit from it by watching it to become more interested in learning legal vocabulary. Completeness, this criterion means that the video provides the viewer with a complete story. In the cases in which there were short clips, there was always at the beginning of the workshop a contextualized explanation. Length is an important issue to consider. As chapter 2 explained, length is an important point to consider for the purpose of maintaining students' attention at a constant level. Clips should not be longer than 20 minutes, and they should have some pauses in order to reinforce the information and to maintain the students' attention. Finally, language content must be a consideration; video clips should have had included therein the vocabulary involved in the course and the unit from the booklet *Legal English I*.

Sherman (2003) suggests some criteria for selecting the video, which should have unambiguous action, a clear connection between speech and action; clear conventional story lines with simple plots which make students' comprehension smooth. After meeting these criteria eight workshops were designed.

For workshop one, episode 13 from season 13 of *The Simpson's* was selected. In "Krusty goes to Washington" Krusty the clown becomes a congressman and helps the Simpsons by the enactment of a law banning airplanes flying over residential areas. This episode clearly explained the process and vocabulary of how to enact a law.

For workshop two, the movie *Liar Liar* was chosen. In this movie, Jim Carrey is a greedy lawyer who cannot lie due to the fact that his son had made this birthday wish. In scene six, students are taught the basic protocols at the court which lawyers are supposed to follow, as well as the vocabulary involving these norms.

Workshop three based its design on the movie *The Firm*. This movie shows how a graduate student is starting his career in law. In its first scene, the young lawyer, played by Tom Cruise, was applying for several jobs and was hired by one of these law firms. The students learned the vocabulary regarding a career in law.

For workshop four, another episode of *The Simpsons* was selected. In this episode, "Bart gets hit by a car" Bart is a victim of a car accident which was caused by Mr. Burns (Homer's employer). This 23rd episode from season two showcases the vocabulary involved when cases of car accidents are taken to court and reinforced key concepts having to do with court protocols.

For workshop five, another episode of *The Simpsons* was chosen. In this episode 20 from season 5 ("The boy who knew too much") Bart Simpson witnessed a key event related to a case

and his testimony was clear for the conclusion of the case. This episode taught students how cases are decided in the USA, explains the different types of Jury and reinforces the court protocols.

Workshop six used as its core material the TV series *Shark*. This legal drama is focused on Sebastian Shark who is a district attorney. In Episode 4, season 1, Sebastian Shark is prosecuting three college students accused of raping a female student. This episode taught students the structure and vocabulary involved when a crime is committed. Also, court protocols were reinforced.

For Workshop seven, another episode of *The Simpsons* was selected. "Pray anything" shows the story of when Homer Simpson suffers an accident near a church and decides to sue it. This tenth episode from the fourteenth season showed students how cases of this nature are solved in the USA and the vocabulary concerning this process.

Workshop 8 worked with the movie *The Green Mile* which dealt with one controversial topic, the death penalty. In this movie, an innocent man was placed on Death Row in order to fulfil his sentence and then be executed.

All the eight workshops used in their design the following techniques in the pre-viewing, during viewing and post viewing:

In the pre-viewing stage students were presented with a glossary, which introduced new vocabulary which was about to be seen in the clip. For movies, students were provided with a short summary of the movie clip. Finally, students had to answer warm-up questions which were intended to activate previous knowledge about the topic, schemata, with information related to the clip. This stage lasted from ten to fifteen minutes.

In the during viewing stage students had to answer questions about the clip in order to better understand the video. There were a variety of techniques to exploit the content. In this part students had to answer questions about the video in the following ways: comprehension check, organization of events, who said which phrase and dictation. In the comprehension activity students had to answer questions about the video's plot. In the organization of events, students had to number the events shown in the clip according to their chronological order. In who said which phrase students had to identify in a series of sentences which character said each one of the selected sentences. Finally, in dictation, students filled in the empty spaces in a dialogue.

In order to answer the questions having to do with the short clips, students had the opportunity to watch the clip twice without subtitles and a third viewing with subtitles. During the third viewing, students were able to check their answers. This stage lasted from forty to fifty minutes.

In the post stage, students held discussions about the video and sometimes they wrote reports about it. The purpose of this stage was to use the language that came from the video (Gallacher, 2003). After this, students did vocabulary and reading exercises from the booklet *Legal English I*, which contained the vocabulary involved in the video workshops. This stage lasted from fifteen to twenty minutes.

At the end of each session, during the last ten minutes students proceeded to anonymously respond to a survey having to do with the workshop. These surveys contained questions with regard to the development of workshops concerning the research question. Furthermore, at the end of the day the researcher wrote a diary narrating what had happened

during the development of each workshop session recording the most relevant impressions concerning the research.

Then, once a month students took the exams which contained most of the vocabulary that was used in the workshops. The results were used as a statistic figure to demonstrate how much vocabulary was acquired; these figures will be seen in detail in chapter 5. Heaton (1990) states that the test is a tool which can help the teacher to determine the effectiveness of the materials (workshops) used.

At the end of the implementation students performed a sketch of a trial which was video recorded. This activity was designed for students to produce the vocabulary learnt in the video workshops.

Chapter Five: Data Analysis and Findings

This chapter presents the findings obtained in this research project which seeks to determine the impact of TV series and films in teaching legal vocabulary. For data analysis, the Grounded Theory approach was used by means of contrasting the instruments involved: video workshops, researcher's diaries, surveys, results of exams and transcriptions of role plays.

During the implementation the students responded well to this experience by developing the workshops enthusiastically. They graded this experience as innovative, didactic and affirmed that it made them feel that they were learning something which had a practical use.

In order to validate the results, we need to describe the following steps: design and validation process, procedures for data analysis, data management and data reduction.

Design and validation process

Before starting each session of implementation all the equipment (TV, DVD and CD) was revised in order to play the videos so that the workshops and the implementation could be carried out well without technical issues. Each session had an introduction or pre-video activity, then a development of the video, finally an expansion or wrap up.

First, students carried out the pre-video activity guided by the researcher and subsequently they engaged in the workshop. This activity was intended to contextualize students with regard to the video. Second, the students watched the video once when the video was an entire episode, or three times when the videos were clips from movies or TV series while they were developing the workshops. In the case of full episodes, the researcher would pause the clips in order to ask follow up questions and provide clarification. Then, a wrap up or post video activities were carried out through a discussion regarding the video or a written document. Finally, students responded to a survey having to do with the video workshop in the last five

minutes of the class. After each session the researcher checked his notes from the diary, and he wrote further observations regarding the session. During these observations the researcher highlighted what was successful in the session, what needed to be changed and how video workshops could be improved for future implementations. Eight workshops were used for the implementation and for each one a diary was written and a survey was taken.

Then, based on the video workshops students prepared their performances, they recorded on video and then submitted the recordings to the teacher, and the teacher watched them several times in order to transcribe the video dialogues.

At the end of the implementation, students were asked to fill in a final survey in which they wrote their insights regarding their learning experience in the research project.

Thus, each one of the instruments played a role in this research study. The dairies allowed the researcher to collect the observations and reflections coming from the researcher, the surveys aided the research project to obtain students' insights, video transcriptions were a key factor in obtaining oral evidence of what students had learnt and finally, exams determined how successful the video workshops were in an academic way.

Procedures for data analysis

In order to analyze the data a grounded theory approach was used. The Grounded Theory is a qualitative approach that has four core principles Corbin and Strauss (1980): The first one is to build a theory instead of testing one, through the contrast of patterns which arose from the instruments and systematic observation. The second principle intends to give the research process the rigor necessary to make the theory "good" science. The third principle promotes the deletion of any bias during the research process and gives a theory an objective view. The last principle seeks to find the density, sensitivity and integration which generate a rich and

explanatory theory; this means that this new theory emerging from this research project should have enough elements based on the triangulation of all the instruments and elements involved to construct a rich theory.

The Grounded Approach is a qualitative approach to data analysis which seeks behavior patterns rather than statistics. However, it was necessary at certain moments during this study to analyze some figures concerning the students' scores on their exams in order to test the level of success of these videos workshops.

Data management

Once the process of collecting data started, the data was classified. First, the diaries were kept in Word format. After each session a diary was written and stored in a file with the number of the session and all the files were saved in a folder entitled *diaries*. Second, the surveys were collected and stored in envelopes. For the video transcriptions, the researcher transcribed on the computer in Word format and saved the files in a folder entitled *trial videos*. The data was collected from February 2012 to June 2012.

Data reduction

In order to reduce the data collected, Grounded Approach uses coding. This coding intends to collect, organize and sort the data. In order to get the data summarized three ways of coding were applied, open, axial and selective. In the open one, all patterns were sought, in the axial one, how these patterns were related to each other, and in the selective one the core category was established and confirmed by contrasting and comparing the categories found.

Strauss and Corbin (1980) consider that conceptualizing the data becomes the first step in analysis. These concepts arose as a result of matching the research questions and the research objective and their frequency of use contrasted in each one of the instruments in each one of the

sessions. This coding process initiated with an open coding which sought to find common patterns by reviewing the information and by finding these common patterns concepts and categories were obtained.

In each one of the instruments a line by line analysis was carried out to find the patterns resulting from the research questions and objective. For each one a different color was used: red for the main research question, green for the second research question and blue for the research objective.

To find the patterns, categories and subcategories, open coding techniques proposed by Strauss & Corbin (1990) were used. A line by line procedure was followed which aimed at scanning through the available instruments for the answers and common patterns for the research questions and the research objective.

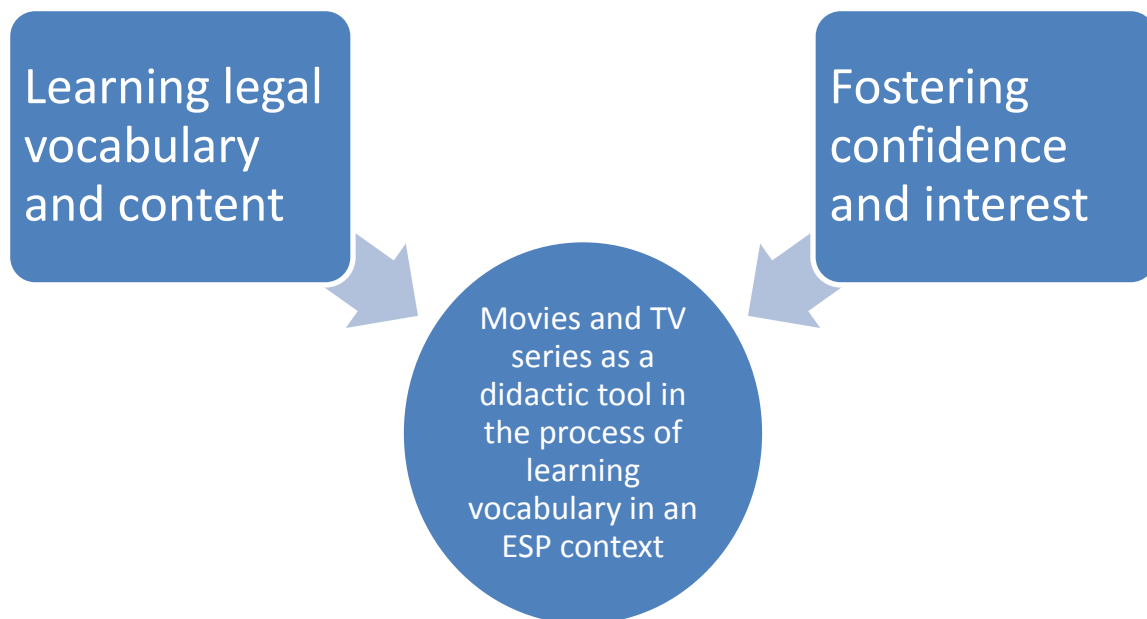
To find patterns and relationships an axial coding was used. The key to this coding is to raise comparisons and questions among the categories. As Strauss and Corbin (1990) state to systematize and solidify connections we use a combination of inductive and deductive thinking.

To confirm and state core categories a selective coding was used. Subsequently, a core category was discovered. According to Strauss and Corbin (1990) these are the steps to get a selective coding: first, explaining the story; second, relating the subsidiary categories around the core one; third, relating categories at the dimensional level; fourth, validating those relationships against data and finally filling categories which may need further refinement. In the next section, the categories which emerged will be explained.

Categories

As a result of reading and analyzing the instruments one core category emerged: Videos and films are a didactic tool to learn legal vocabulary. This core category has two sub-categories, learning legal vocabulary and content, fostering of confidence and interest

Table 3: Categories



Core Category: Movies and TV series as a didactic tool in the process of learning

vocabulary in an ESP context

The data resulting from the surveys demonstrated that students were learning legal vocabulary through movies and TV series and also this tool made the learning of this vocabulary interesting and entertaining. This was also evident in their test performances in which students were successful in their scores.

Sub-Category 1: TV series and films as tool to learn legal vocabulary and content

This category emerged as a response to the main question and objective of the research project. It indicated what students could get from the videos through the workshops. This was clearly demonstrated in all the instruments.

In the following excerpt from the workshop 1 survey, when students were asked if they felt that they had learnt new vocabulary through the video, this student answered:

¿Sintió que aprendió nuevo vocabulario?(Did you feel that you learnt new vocabulary)

Si, porque es más fácil comprender los significados (Yes, because it was easier to understand the meaning)

Therefore, learning vocabulary happened because the videos facilitated understanding of the meaning of the words involved. However, vocabulary was not the only element learnt, a different student in the same survey recognized this other element: legal content.

¿Sintió que aprendió nuevo vocabulario? (Did you feel that you learnt new vocabulary)

Si, porque nos enseñaron palabra referidas a la creación de leyes. (Yes, because we were taught words concerning law making)

As this student recognized, she realized that she could learn vocabulary involved in the creation of laws due to the fact that this vocabulary was constantly used in the video. At the end students had to use this vocabulary in order to express their opinion regarding law making in their countries. Thus, students not only learnt legal vocabulary but also legal content.

Both participants and diary entries reported that there were three aspects which facilitated their learning: a) context and images of the videos, b) explanations given by the teacher, c) videos were easy to understand.

As it was stated, in the surveys students were asked if they felt they had learnt new vocabulary following each workshop and why. Among the common responses which students provided the following ones highlight:

-Porque lo aprendimos de manera oral, verbal y visual (Because we learnt in oral, verbal and visual way)

(Student B, Survey workshop 3)

-Se aprendieron nuevas palabras, por el escenario que se fundamenta (We learnt new words due to the context in which is developed)

(Student G, Survey workshop 6)

-Se repiten palabras previamente vistas y se ve el contexto (Words which were previously worked and they are seen in the context)

(Student C, workshop 7)

In the first example given above, we can check that the fact that videos are multimodal, which means they offer images, sound, etc., is helpful

Context definitely helps. Images, sounds and gestures seen on videos reinforced the learning of vocabulary. Sherman states (2003) “One advantage for comprehension is the visual dimension, particularly for pragmatic understanding in dialogue ” (p.2), in which students are learning words in a context in which they are actually used and through the situation they can imply and infer and reinforce the use and meanings. As Thornbury (2007) states “Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom.”(p. 148). Therefore, contexts help understanding, reinforcing and learning legal vocabulary.

Additionally students reported that explanations provided by the teacher also helped them in their learning process. Students recognized this in their responses in the surveys to the question regarding whether they had learnt new vocabulary and why.

El profesor muy amablemente explicaba el que era más complejo (the teacher kindly explained us the most complex issues)

(Student D, Survey workshop 1)

Las explicaciones del profesor fueron acordes para el mejor entendimiento (Teacher's explanations were convenient to understand the topic better)

(Student I, Survey workshop 8)

Videos do not teach by and of themselves and require a mediator, who guides and leads students, in order to take advantage of these kinds of videos. Prior to the video workshops students as a first step were introduced to the vocabulary. Without this step the students would not have been able to understand it and get the vocabulary from the video, also the teacher was responsible for clarifying vocabulary with examples and demonstrations of these words. While the video was playing the teacher would pause it in order to clarify and reinforce the vocabulary or explain in detail the situation involved. After the video was played, the role of the teacher was to clarify the vocabulary presented in the video and promote activities, such as debates, in order to use the vocabulary learnt. The role of learners for this activity was to understand how they could take advantage of this type of material in order to learn new vocabulary and in that way keep their English alive.

According to students, another factor which facilitated their learning was the ease in the understanding of these videos. Most of the clips selected came from famous TV series and movies which students had already seen in their first language, as they recognized in every session. Thus, at the moment of watching the video students integrated what they already knew about the video with this new viewing of the video.

Their test scores were clear evidence of their progress. Students scored well on their tests in the vocabulary section. The following chart encompasses how many students out of twenty two in total failed in each one of the words studied in the workshops after analyzing the exams:

Table 4: Test statistics

EXAM 1	EXAM 2	EXAM 3
<p><i>PARTIES</i> 2/22;</p> <p><i>DEFENDANT</i> 0/22;</p> <p><i>PLAINTIFF</i> 3/22;</p> <p><i>COMPLAINT</i> 1/22;</p> <p><i>MOTION</i> 1/22;</p> <p><i>BILL</i> 3/22;</p> <p><i>STATUTE</i> 4/22;</p> <p><i>ENACTED</i> 2/22;</p>	<p><i>ALL RISE</i> 3/22;</p> <p><i>PLAINTIFF</i> 2/22;</p> <p><i>DEFENDANT</i> 1/22;</p> <p><i>YOUR HONOR</i> 4/22;</p> <p><i>COUNSELS</i> 5/22;</p> <p><i>BENCH</i> 3/22 ;</p> <p><i>WITNESSES</i> 0/22;</p> <p><i>STAND</i> 5/22;</p> <p><i>OATH</i> 0/22;</p> <p><i>VERDICT</i> 5/22;</p> <p><i>HUNG JURY</i> 1/22;</p> <p><i>TRIAL JURY</i> 1/22;</p> <p><i>LAW FIRM</i> 0/22;</p> <p><i>ATTORNEY</i> 2/22;</p> <p><i>MOTION</i> 0/22</p>	<p><i>SUES</i> 1/22;</p> <p><i>FELONIES</i> 1/22;</p> <p><i>MISDEMEANOUR</i> 1/22;</p> <p><i>SENTENCED</i> 0/22;</p> <p><i>DAMAGES</i> 1/22;</p> <p><i>DEATH ROW</i> 0/22;</p> <p><i>MURDER</i> 3/22;</p> <p><i>CHARGED WITH</i> 6/22;</p> <p><i>RAPE</i> 2/22;</p> <p><i>CONVICTED</i> 3/22;</p> <p><i>OBJECTION</i> 5/22;</p> <p><i>MANSLAUGHTER</i> 7/22;</p> <p><i>PROSECUTOR</i> 0/22</p>

As these results demonstrate, it can be concluded that level of failure with regard to each one of the words is very low. In the first exam, the words which presented the most failure were *plaintiff* with three students missing that word and *statute* with 4 students. In the second exam,

the figures of failure increased a little bit, but the figures of success increased more, in words like *motion, witnesses, law firm* nobody missed those words while in the others there was a level of failure between 1 to 5 participants out of 22. In exam three students did not fail the words *sentenced and death row* which were in workshop number eight having to do with the movie *The Green Mile*. It seems that students succeeded due to the constant exposition and use of the words in the workshop. Another word that all students had correct was *prosecutor*, a word that was worked a lot from the beginning of unit three and constantly reinforced directly or indirectly due to the importance of the prosecutor in a criminal case as the party representing the government.

Other evidence that proved the students' learning was their performance in their role plays. The following excerpt shows how students applied the learnt vocabulary from the videos:

The bailiff says: "All rise, for the hearing"

Judge: the state VS Rose Black, in the case of the murder of our city mayor Mr. John White".

*Prosecutor: I'm going to start with the accusation by saying that Rose Black killed the Mayor because she was **blackmailing** him with photos of his lover, and if he didn't give her 100.0000 of dollars, she would make a big scandal.*

Most of the words highlighted were learnt in the movies and TV series. For example, *all rise and the state vs Rose Black* were dealt with in workshop 2 *Liar Liar* which addressed the basic protocols in the courtroom. Another commonality detected is that in spite of some of the vocabulary not having been taught, students made their best effort and investigated to find the new words as occurred in the previous excerpt with the word *blackmail*.

Sub-Category 2: Videos as tools to improve confidence and interest

The other subcategory describes how students felt during their academic performances and their attitude towards video as a learning aid. Students saw this experience as innovative and interesting as the following excerpt demonstrates

Es una forma novedosa e interesante de aprender Inglès Legal (It is an interesting way to learn Legal English)

(Participant O, Final survey)

During the exams and trials students felt sure and confident, as the following excerpt from the teacher's diary evidences:

March 30: 1st exam day

Students seemed confident during the exam, none of them tried to cheat on the test.

The previous excerpt dealt with students' confidence when they were taking the exam. Students did not attempt to cheat. Cheating was a common situation in previous courses due to the lack of models and referents to recall the words.

In the final survey students were asked whether the videos had helped them to prepare for their midterm exams, students answered positively to the question. However, not all students answered that the videos helped a lot but merely in some manner.

The same situation occurred for the trials as the following diary excerpt shows:

June 2: transcribing the dialogues

It was exhausting transcribing the dialogues, but I could notice that students in their performances seemed sure and acted very according to the type of situation. They know what they are saying on scene, they are not just saying the lines without any sense.

As the excerpt demonstrated students seemed confident during their performances, this occurred for two reasons: students had the sufficiency and the models with which to perform the sketch.

In the final survey, students recognized that these movies and TV series helped them to prepare the trials; they said that this was feasible due to the fact that the vocabulary that they used in the trials was previously shown and practiced in these movies and TV series. Thus, according to the students these videos provided both vocabulary and acting models to prepare their presentation. As Lonergan (1984) indicates: “After seeing a model acted out in front of them, all the learners have a clear idea of what is required” (p.39). Thus, students through these videos had a model to be based on and subsequently develop their own performances, which gave them some level of confidence and self-assurance.

Students recognized the fact that the videos helped them to prepare their academic tests; it was easier for them to remember given the fact that videos were an aid to put knowledge into practice:

7. Considera que los talleres de vídeo le sirvieron para preparar sus exámenes parciales?(Do you consider that these video workshops helped you to prepare your exams?)

Si, porque uno recuerda las palabras y aplica el conocimiento (Yes, because I remember the words and the knowledge is applied)

(Student N, Final survey)

Students also considered the clips as interesting, familiar and funny as they expressed in their responses to the workshop surveys with regard to the question whether they had enjoyed each one of the videos and why. However, the ones the students enjoyed the most, as they marked in their final survey, were *The Simpsons* which are very popular in Colombia. Therefore, funny videos are easier to recall and consequently grasp students' attention.

Summing up, the categories found in this research study lead the researcher to conclude that videos as a tool provide many advantages. Their rich imagery, context and sound joined together with the explanations of the teacher and the selection of interesting, familiar and funny clips helped students to learn legal vocabulary and also feel more confident in their academic tasks.

Chapter Six: Conclusions and Pedagogical Implications

In this chapter, conclusions, pedagogical implications, limitations and further research resulting from the data analysis are presented. This research project intended to gauge to what extent TV series and movie clips foster vocabulary acquisition skills. These kinds of videos were aimed at providing a meaningful and entertaining context for students to grasp legal vocabulary. Thus, a good tool to learn legal vocabulary was obtained which can be used to teach any kind of vocabulary by selecting the suitable videos and designing the relevant workshop.

After analyzing the data collected, a main category emerged: movies and TV series as a didactic tool to learn legal vocabulary with two subcategories: Learning legal vocabulary and content; and fostering confidence and interest. From this analysis some conclusions also emerged.

Videos can be used effectively for learning new vocabulary, reinforcing previous vocabulary and for presenting complex concepts of Legal English. The students considered that a key aspect in recalling the vocabulary was the context which provided images and situations so as to make words clear.

Moreover, the familiar and funny situations presented in these clips helped students to recall the words more easily. A meaningful context facilitated the students' learning of vocabulary while the lack of a context made this learning difficult.

It was also noted that some affective factors helped the students to improve their use of the language, especially in regards to vocabulary. Their motivation and interest with regard to the videos was due to the fact that the clips selected were familiar, funny and interesting. These three factors allowed students to engage more in the content and in what the video could offer.

Academically, students succeeded in their exams and in their trial performances. The trial performances were authentic, the students knew what they were saying in this enactment, compared to the experience undergone in previous courses in which students just memorized the lines and did not know what they were saying.

For boosting their confidence in performing the academic tasks, the tests and the trial, these movies and TV series served as models for performing their trial and as a reminder of the vocabulary learnt.

Finally, one purpose of this study was also to demonstrate that video by and of itself does not work and a proper design and preparation is needed in order for this tool to succeed as a learning aid. With videos like these, students are provided with meaningful and authentic material which leads them to infer that the English they are learning is real.

Limitations

One of the main constraints involved in conducting the study was the two hours of class time that the course had per week. However, the videos helped to manage this situation, the methodological units of the course could be developed in time and also students were provided models with which to prepare their role plays.

Sometimes, the necessary equipment (CD, DVD player, TV set), does not work properly. For that reason, all the equipment was tested in advance. The CD was tested three days before each session in order to avoid technical problems and the rest of the equipment 1 hour before the start of the class. In the last session of workshop implementation, the DVD player did not work. Fortunately, the researcher had enough time in which to solve the problem by using a Video Beam projector, speakers and a laptop.

Pedagogical implications

TV series and films do not teach by and of themselves, the role of the teacher is essential in this process. When teachers design the video workshops they must know their students linguistic background well. During each of the steps the teacher must guide the students, in the pre-video activity clarification must be made regarding confusing vocabulary and the students must be helped to understand the context of the video. In the while stage, the teacher should pause the video in order to clarify what is presented in the story. In the post video stage, the teacher promotes the outcome activity which could be a discussion or a writing exercise. Without the intervention of the teacher, students can get lost in the activity.

For teachers who are interested in conducting a project very similar to this one, there are some considerations to take into account: First, check and test all the equipment involved, DVD player, TV, and CD before the implementation of the workshops. Make sure that all the equipment is available the day that you are going to use the material. Arriving at least 30 minutes before to test the equipment will avoid unexpected events. Second, for separate clips from the same movie or TV series, it is better to have them recorded on a single CD in the required sequence so that the workshop is developed well and does not stray from its plotted path. Third, a key factor is to select material that is amusing for both the teacher and (mainly) the students. In this way, the experience becomes entertaining and the students' attention is engaged. In order to succeed in this matter, it is important to ask students which movies and TV series are their favorites and based on their responses the selection process can be carried out. Fourth, taking into account that the students' attention spans are not long, one way to keep their attention while watching the video is to pause the clip every three to five minutes. During these pauses, students are asked questions regarding the clip or situations having to do with it.

This research project permitted the researcher to find ways to take advantage of the short amount of time allocated for each class. The reason that this allowed time saving was the fact that presenting the vocabulary through the viewing of videos, was faster and more memorable than by using the traditional way.

As reflected by the students' responses in the final survey, it is better to provide selections from TV series of no more than 20 minutes in length instead of clips or extracts of movies. The 20 minute-clips were easier to handle and they also provide entire contexts, while in isolated clips it is hard to manipulate the clips and at the same time maintain a context. Furthermore, students prefer episodes to clips due to the fact that the former have a complete context in which to develop.

When a role play is assigned, it is important to provide students with a model to follow. In that way students understand what they are supposed to do and what they are expected to do in this task. Giving students a model to follow gives them a clear idea of what language to use and how to act in this kind of task.

Further research

After reviewing all the potential developed in this research project for the fostering of ESP vocabulary skills, it can be considered how videos could be developed to improve the other ESP skills but in a more focused way as shown in the case presented here related to vocabulary. It was demonstrated that many skills interact simultaneously by carrying out well-designed video workshops but as the students themselves stated it may be a good idea to continue using the video workshops in order to develop other ESP skills specifically Speaking, Writing and Listening.

Some students claimed in their responses that they had to memorize the words in spite of being presented in a meaningful context. Thus, what factors may influence in a word to be easier to recall than others.

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Appendix B

This section is composed of the different surveys: starting, during and post.

STARTING SURVEY

ENCUESTA USO DEL VÍDEO EN CLASES DE INGLÉS LEGAL I

La siguiente encuesta tiene como objetivo conocer su experiencia al trabajar con vídeos para el aprendizaje de una segunda lengua y le agradecemos contestar esta encuesta cuidadosamente.

1. ¿Que tanto disfruta ver películas y series de televisión en inglés cuya temática es de tipo jurídico?

Mucho algo muy poco nada

2. Si ha visto alguna película o serie de TV de esa temática, mencione alguna.

3. ¿Ha visto alguna vez esta(s) serie(s) en inglés?

Si _____ No _____

En caso afirmativo

¿Qué tal fue su experiencia?

4. ¿Anteriormente participó en cursos de inglés que utilizaban el vídeo como herramienta de aprendizaje?

Si _____ No _____

Explique _____

DURING THE WORKSHOPS

TALLER 1

“Krusty goes to the Congress”

1. ¿En su opinión como le pareció el vídeo?
a. Fácil b. Difícil
Porque _____
2. ¿Disfrutó el vídeo?
Si___ No_____
Porque _____
3. ¿Sintió que aprendió nuevo vocabulario?
Si___No _____
Porque _____

TALLER 2

“Liar Liar”

1. ¿En su opinión como le pareció el vídeo?
a. Fácil b. Difícil
Porque _____
2. ¿Disfrutó el vídeo?
Si___ No_____
Porque _____
3. ¿Sintió que aprendió nuevo vocabulario?
Si___No _____
Porque _____

FINAL SURVEYS

**ENCUESTA
FINAL**

A continuación se le harán una serie de preguntas con respecto al uso de películas y series de televisión como herramienta de aprendizaje durante la clase de Inglés Legal I. Tómese su tiempo para contestar por favor.

1. ¿Sintió que los talleres de vídeo le ayudaron a aprender nuevo vocabulario jurídico?

Si ___ No ___

¿Por qué? _____

2. ¿Sintió que los talleres de vídeo le ayudaron a reforzar el vocabulario jurídico visto en clase?

Si ___ No ___

¿Por qué? _____

3. ¿Sintió que los talleres de vídeo le ayudaron a entender conceptos jurídicos complejos?

Si ___ No ___

¿Por qué? _____

4. En los vídeos que vio en clase que tipo prefirió

a) Fragmentos de película o serie ___ b) Episodio completo ___

¿Por qué?

5. ¿Usted recuerda cuál fue su taller de vídeo favorito?

¿Por qué?

6. ¿Usted recuerda cuál fue el taller de vídeo que menos le gusto?

¿Por qué?

7. ¿Considera que los talleres de vídeo le sirvieron para preparar sus exámenes parciales?

Si ___ No ___

7.1 ¿Que tanto?

Mucho ___ Algo ___ Poco ___ Nada ___

7.2 Por favor explique

8. ¿Considera que los talleres de vídeo le sirvieron para preparar sus presentaciones del juicio?

Si ___ No ___

8.1 ¿Que tanto?

Mucho ___ Algo ___ Poco ___ Nada ___

8.2 Por favor explique

9. Si tiene algún comentario o sugerencia adicional, no dude en hacerlo

Appendix C

Video workshops

WORKSHOP 1

THE SIMPSONS

“KRUSTY GOES TO WASHINGTON”

GLOSSARY

Bill: A draft of a proposed law presented for approval to a legislative body.

Statute: A law enacted by a legislature

Party: an organization to gain political power (Republican, Democratic)

Janitor: Person who attends to the maintenance or cleaning of a building



BEFORE

Discuss in pairs the following questions

- 1) Do you know any celebrity who has been a senator or a congressman? Have they been successful?
- 2) What's the usual process to enact or approve a statute in the Congress?

DURING

Watch the video and answer the following questions:

- 1) What's the problem with the Simpsons?
 - a) They live near the airport
 - b) Their house is too small
 - c) Airplanes fly low by their home
- 2) Where did go Homer to complain for the situation?
 - a) Congress
 - b) Airport
 - c) The Major's office
- 3) What was the actual reason that flight plans were changed in Springfield?
 - a) Flights disturbed local wild life
 - b) Mayor Quimby hates airplanes
 - c) Mayor Quimby wanted to listen to her lover
 - d) Mayor Quimby's lover hates airplanes.
- 4) Which party is representing Krusty?
 - a) Democratic
 - b) Republican
 - c) Conservative
- 5) What election did Krusty win?
 - a) Senator
 - b) Congressman
 - c) Major
- 6) What bill Krusty wants to introduce?
 - a) promotion of air travel over residential areas
 - b) banning air travel over residential areas
 - c) banning building airports near residential areas
- 7) Did Krusty get immediate approval of his bill?
 - a) Yes
 - b) No
- 8) Who advised Krusty to make his bill enacted?
 - a) A Senator
 - b) a janitor at the congress
 - c) Marge
 - d) The U.S. president

AFTER

Discuss in pairs

1. Do you agree with the episode? Is it very difficult to enact a law in the Congress.

WORKSHOP 2
LIAR, LIAR
Scene 3

**GLOSSARY:**

Party: Person(s) involved in a legal proceeding.

Plaintiff: Person who initiates a lawsuit or case.

Defendant: Person who is being sued or accused by the plaintiff

Complaint: Document that initiates a lawsuit or case

Estate: The whole of one's possessions, especially all the property

Continuance: Postponing a session on a trial.

Motion: Request to the judge to do something

Settlement: Solving a civil trial without resorting any legal procedure.

BEFORE**Discuss in pairs:**

1. What are possible causes to file a divorce **complaint** in Colombia?
2. How estates are distributed in a divorce **complaint**?
3. For what reasons a marriage agreement can be considered null or void?

DURING (23.00)**Now watch the video with subtitles and answer the following questions:**

- 1.1 Who wants 50% of the states?
 - a) Richard Cole b) Samantha Cole
- 1.2. Who committed adultery?
 - a) Richard Cole b) Samantha Cole
- 1.3 Who's the plaintiff for this case?
 - a) Richard Cole b) Samantha Cole
- 1.4 Who's the defendant for this case?
 - a) Richard Cole b) Samantha Cole
- 1.5 Who requests a motion of continuance?
 - a) the judge b) Fletcher c) Richard Cole
- 1.6 Who wants to settle the lawsuit?
 - a) Samantha Cole b) Fletcher c) Richard Cole

2. Watch the clip again and mark Who said this?**Judge/ Bailiff// Fletcher**

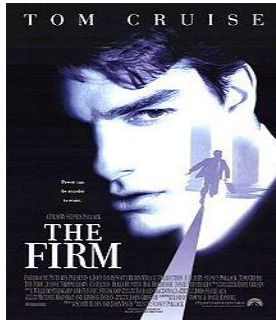
- 2.1 All Rise for the honorable Judge _____
- 2.2 How are we doing this morning, Counsel? _____
- 2.3 I'll have to hear good cause, Counsel _____
- 2.4 Is there any chance of settlement in this case? _____
- 2.5 settle, settle, settle _____
- 2.6 There is no settlement _____

POST:

Do you remember what happened at the end of the movie:

1. Was the adultery proved?
2. Who won the case? Why?

WORKSHOP 3
THE FIRM
Scene 1



GLOSSARY

Law Firm: A company that offers legal services, usually staffed by lawyers

In-house counsel: Lawyer who works for a company different to a law firm

Partner: a person who shares the ownership of a business etc with one or more

Mitch McDeere is a young man who is about to graduate from Harvard Law School and he is looking for a job.

BEFORE

Discuss in pairs the following questions

1. Where would you like to work after graduation?
2. How much would you like to earn?
3. How much can a lawyer earn yearly a year?
4. Do you feel it is going to be easy to get a job as a lawyer after you graduate?

DURING

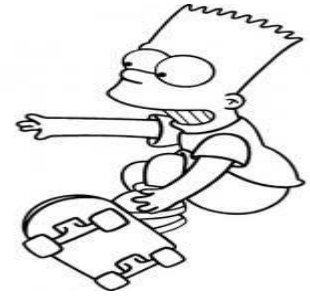
Watch the clip and answer the questions

1. Where is Mitch doing his externship?
a) governor's office b) Harvard Law School c) for a judge d) for a lawyer
2. How much is Mitch offered in his first job interview?
a) \$60,000 a year b) \$16,000 a year c) \$68,000 a year
3. Where is the first law firm from?
a) Memphis b) Chicago c) Los Angeles
4. Who's Oliver Lambert?
a) a governor b) a managing partner c) a senator
5. What's an important value for Bendini, Lambert & Locke law firm?
a) Ethics b) Stability in business c) Stability in the family
6. How many lawyers do work for Bendini, Lambert & Locke?
a) 100 b) 14 c) 41
7. What is Bendini, Lambert & Locke offer?
a) \$10,000 a year, and a leasing of a Volvo
b) bonus, low interest mortgage, Country club membership, a Mercedes Benz
c) Bonus, high interest mortgage, a BMW

AFTER

1. Would you like to have as many job offers as Mitch?
2. Is it possible to be offered a job in Colombia like Bendini, Lambert & Locke's offer?

WORKSHOP 4
THE SIMPSONS
“BART GETS HIT BY CAR”

**GLOSSARY**

Run over: to collide with, and often pass over a person.

Counsel: Lawyer representing one of the parties at the court.

BEFORE THE VIDEO**Discuss in pairs**

1. What car accidents have you been victim of?
 - a. Car crash
 - b. Being run over
 - c. None above
2. What car accidents have you witnessed?
 - a. Car crash
 - b. a person being run over
 - c. None above
3. What's the punishment in Colombia when a person....?
 - a. crashes a car
 - b. runs over other person
 - c. drives over the speed limit

DURING**Watch the clip and answer the questions**

1. What happened to Bart?
 - a) Bart crashed a car
 - b) Bart was run over
 - c) Bart was driving over the speed limit
2. Did Bart go to the doctor?
 - a) Yes
 - b) No
3. What type of injuries does Bart have?
 - a) minor
 - b) extensive
4. _____ sues Mr. Burns
 - a) Homer Simpson
 - b) Dr. Riviera
 - c) Marge Simpson
5. What kind of trial is being taken?
 - a) Criminal
 - b) Civil
6. Who's the plaintiff?
 - a) The Simpsons
 - b) Dr. Riviera
 - c) Lionel Hutz
 - d) Mr Burns
7. Who's the defendant?
 - a) The Simpsons
 - b) Dr. Riviera
 - c) Lionel Hutz
 - d) Mr Burns
8. Who's Bart's counsel?
 - a) The Simpsons
 - b) Dr. Riviera
 - c) Lionel Hutz
 - d) Mr Burns
9. Where does Bart sit to testify?
 - a) judge's bench
 - b) witness stand
 - c) testimony stand
 - d) witness bench
10. Who wants to settle in a first instance?
 - a) The Simpsons
 - b) Dr. Riviera
 - c) Lionel Hutz
 - d) Mr Burns
11. Who provided a honest testimony
 - a) Bart
 - b) Mr Burns
 - c) Marge
12. Who won the case?
 - a) The Simpsons
 - b) Mr Burns

AFTER**Ask and answer:**

Do you agree how did the case end?

THE BOY WHO KNEW TOO MUCH**Season 5 Episode 20****GLOSSARY**

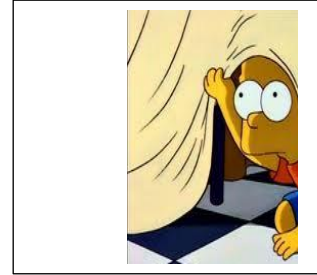
SKIP: to be absent from class

JURY: Group of 12 people who decide the verdict

VERDICT: Decision reached by the jury, guilty or innocent

WITNESS: A person who saw a crime and can testify at court

ASSAULT: Physical aggression or attack to a person

**BEFORE****Discuss in pairs**

1. Which legal systems do have juries to decide the verdict? Is the same in Colombia?
2. What's the punishment in Colombia for assault?

DURING**Answer the following questions**

1. Why did Bart skip class?
 - a) He was sick
 - b) It was a rainy day
 - c) It was a sunny day
2. Where did Bart go to skip class ?
 - a) an Amusement park
 - b) a cemetery
 - c) a party
3. Why did Bart did not want to testify?
 - a) He felt lazy
 - b) He skipped class
 - c) He received money
4. Who was chosen to be part of the jury?
 - a) Marge
 - b) Lisa
 - c) Abe
 - d) Homer
5. Which witness was presented by the defense counsel?
 - a) Chief Wiggum
 - b) Moe Syzlak
 - c) Dr. Hibbert
6. Which witness was presented by the victim's counsel?
 - a) Chief Wiggum
 - b) Moe Syzlak
 - c) Dr. Hibbert
7. Why didn't Homer agree on the verdict with the other members of the jury?
 - a) He believed in Quimby's innocence
 - b) He wanted to stay in a hotel
8. Why did Bart decide to testify?
 - a) For money
 - b) to tell the truth
 - c) to prove Quimby's innocence
9. What was the verdict in Quimby's case?
 - a) He was found guilty
 - b) He was found not guilty

AFTER**Discuss in pairs**

1. Do you agree with the jury system after watching this episode?
2. Which legal system is better with a jury or without a jury?

WORKSHOP 6
“THE GRASP”SHARK
SEASON 1 EPISODE 5

Glossary

Rape: To force (another person) to submit to sex acts
Breast: The front part of the body from the neck to the abdomen
Tear off: To remove clothes by force
Hold down: to control
Willingly: dispose or inclined
Objection: formal protest raised in court during a trial to disallow a witness's testimony or other evidence.
Objection sustained: When the objection is accepted
Objection overruled: the judge disagrees with the objection
Objection withdrawn: When the question(s) has to be reformulated



Shark is a legal drama about Sebastian Shark who is a public prosecutor. Today's episode Shark and their team are helping a girl who was raped.

BEFORE

1. Discuss in pairs 3 differences between criminal and civil trials
2. What are possible reasons to raise an objection during a trial?

DURING

1. Preliminary Hearing (13.49)

Answer the following questions

- 1.1 How many defendants can be found? _____
- 1.2 Who's the first person to testify?
a) Josh Carpenter b) Brent Taylor c) Seth Freeman d) John Rogers
- 1.3 Did the first witness rape Sidney? Yes or No? Why?

2. Facts narration (25.00)

Watch the following clip and organize the facts according to Sidney's testimony:

They were laughing _____ They were at the party _____
They entered into the room _____ Seth hold Sidney down _____
Brent started touching Sidney's breasts _____

3. Raising objections (28.00)

Watch the clip again and answer the questions

- 3.1 How many objections did the prosecutor's assistant raise? _____
- 3.2 How many objections were sustained? _____
- 3.3 How many objections were withdrawn? _____
- 3.4 How many objections were overruled? _____

POST (38.49)

Ask and answer:

What do you think it is going to be the verdict and judgment on this case after Josh's testimony?



**WORKSHOP 7
THE SIMPSONS
“PRAY ANYTHING”
SEASON 14 EPISODE 11**

Sue: to start a legal action against a person
Liability: The state of being legally obliged and responsible
Reasonable person : standard to determine the level of negligence of a person
Duty of care: legal obligation to a person to adhere to a reasonable person standard.
Actual cause: The event or accident
Proximate cause: Causes of the event or accident
Damages: Money ordered to be paid as a compensation for an injury or harm
Uneven ground: Floor that is not uniform

BEFORE

Discuss in pairs:

- 1) Have you fallen in uneven ground? Were you injured?
- 2) Can you sue someone for falling in uneven ground?

DURING

A. Watch the clip and answer the following questions:

1. What happened to Homer before entering to the church?

2. Who sued the church? Why?

3. What was the cause of Homer’s accident?

- a) uneven ground b) Homer’s distraction c) wet floor d) untied shoes

4. What was the cause of Homer’s injuries or harms?

- a) uneven ground b) Homer’s distraction c) wet floor d) untied shoes

5. Who was responsible for Homer’s injuries?

- a) Homer b) Marge c) The city d) The Church

6. Who was negligent in this Tort?

- a) Homer b) Marge c) The city d) The Church

7. Who was awarded damages?

B. Watch the clip again and answer who said this (Homer, Lisa, Flanders, attorney, Cletus, Judge, bailiff, Marge)

1. Are you hurt? _____
2. Let’s sue the church _____
3. We can’t sue the church _____
4. You deserve financial compensation _____
5. Don’t sue the church, please _____
6. Homer Simpson vs The First Church of Springfield _____
7. I award to Mr Simpson the deed of the church _____

POST

Discuss in pairs

1 Do you think that the judgment in the case was fair

WRITING

Make a short report of Homer's situation. You can use as a model the report from page 20 from the booklet

WORKSHOP 8 THE GREEN MILE

Rape: the crime of forcing another person to submit to sex acts

Murder: the premeditated killing of a person

to be convicted: to be sentenced in prison for a crime

Death Row: Section of the prison that houses prisoners waiting for execution

Maximum security area: Section of the prison that houses prisoners who committed felonies



BEFORE

Discuss in pairs:

1. What methods of execution do you know?
2. Do you agree with executions as a punishment for felonies?

DURING

Watch the clip and answer the questions

1) What area does officer Paul Edgecomb work?

a) Maximum security b) Minimum security c) Death Row

2) Prisoner John Coffey was convicted of

a) Murder b) Rape c) both a and b

3) What was John Coffey's sentence?

a) Life imprisonment b) Execution c) 2 years and execution

4. What method of execution is going to be done on John Coffey

a) lethal injection b) electric chair c) gas chamber

AFTER

Do you think it is a good idea to instate executions in Colombian prison system?

**Appendix D
Vocabulary tests**

II. VOCABULARY (20 POINTS)

A. Complete the sentences with words from the box. (7 points).

STATUTE	CONSTITUTION	COURTS	BILL	EXECUTIVE	BODY	ENACTED
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In USA, we can find two types of 1. _____, the federal one and the state one. In the federal one, the congress or the legislative 2. _____ is in charge of creating laws. The process is the following: first, a senator or congressman introduces a 3. _____ for its study and debate. After discussions is then approved or 4. _____. After its sanction it becomes a 5. _____. Other way to create laws is through the head of the 6. _____ branch, he can create laws through signature. 7. _____ follow case law, but when there is no precedent, they can create law.

B. Complete the sentences with words from the box. (7 points).

PARTIES	COMPLAINT	DEFENDANT	NOTICE	AFFIDAVITS	ANSWER	PLAINTIFF
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HOW TO CARRY A LAWSUIT?

A lawsuit starts when the 1. _____ initiates the case by filing a 2. _____. Then the 3. _____ or sued person has to file an 4. _____. Then, the court issues a 5. _____ informing the date of the hearing. During the hearings, the 6. _____ involved file evidence to demonstrate their case. They can file documents like briefs, 7. _____ or written sworn testimonies. Finally, the judge after seeing the facts renders a judgment in favour of one the parties.

C. Match the word and the definition.(6 points)

A

B

- | | |
|-----------------|---|
| _____ Custom | 1. Legal system used in countries whose source is the written law |
| _____ To draft | 2. A formal written statement setting forth the cause of action or the defence in a case. |
| _____ Motion | 3. Document or set of documents containing the information of the case |
| _____ Pleading | 4. Accepted or habitual practice. |
| _____ Brief | 5. To write a preliminary version of a document that you intend to change later |
| _____ Civil Law | 6. An application made to a court for an order or a ruling. |

APPENDIX E

Transcriptions

Group A

1) Parties in the trial

- Plaintiff: George's parents and prosecutor
- Defendant: Mary Pitt
- - **Prosecutor**: Did you go the party in 31 of October 2011 with Mr. George Black?
 - Mary: yes
 - Prosecutor: did you have any relationship with him?
 - Mary: mmm yes! We were friends and in the past we were boy and girl friend.
 - Prosecutor: when was the last time that you saw him?
 - Mary: It was when he run away from the party
 - Prosecutor: so, you let go your friend, a closer friend without asking him, where is he going?
 - Mary: I didn't have the opportunity to stop him
 - Prosecutor: Ms.Pitt after the party, where did you go?
 - Mary: I went to home
 - Prosecutor: what time did you arrive home?
 - Mary: at 2:00 am
 - Prosecutor: did you speak with someone?
 - Mary: no one
 - Prosecutor: Did you notice something wrong with Mr. Black?
 - Mary: I didn't notice any thing
 - Prosecutor: so, if you didn't know nothing, why you have this conversation from your mobile, at 3:00 am this day??

- Your Honor, I have **evidence** that Ms. Pitt has a conversation with someone else, where she was talked about Mr. Black, and something that this person hadn't finish yet.
- Evidence the record of a phone call
- Are you with George??? Did you finish it? Yes,
- I am with him! But I was waiting for your call.
- Finish it now
- Ok
- Prosecutor: so Ms. Pitt, what these people have to finish?
- Mary: mmm mmm I don't know, I was so drunk, I can't remember, that is not my voice
- Prosecutor: but is your mobile number? Right?
- Mary: it is but I don't know
- Prosecutor: **your honor** I don't have more questions
- Judge: **Counselors**, do you have more questions?
- Counselors: no your Honor
- Judge: so I will give you my decision, in the preliminary **hearings**, Ms. Pitt **pleaded no guilty**. But today the evidence show us a good argument to sentence you to pay 25 years in jail without any benefits

2) Decision:

- She was in **charged of murder** of George Black, and she must to be in jail for 25 years.

3) Conclusion

I think in the reality about the Colmenares case, the Colombian people never will know the truth about this situation, because the people involved in this occasion they are powerful families in our country, for that reason the version of the real facts could be changed.

But the important point is how the system can be modified by lawyers, politicians, and rich people, as they want. It only shows us that the how many regular people will never be heard and their rights are violated.

Group B

Prosecutor: Did you go the party in 31 of October 2011 with Mr. George Black?

Mary: yes

Prosecutor: did you have any relationship with him?

Mary: mmm yes! We were friends and in the past we were boy and girl friend.

Prosecutor: when was the last time that you saw him?

Mary: It was when he run away from the party

Prosecutor: so, you let go your friend, a closer friend without asking him, where is he going?

Mary: I didn't have the opportunity to stop him

Prosecutor: Ms.Pitt after the party, where did you go?

Mary: I went to home

Prosecutor: what time did you arrive home?

Mary: at 2:00 am

Prosecutor: did you speak with someone?

Mary: no one

Prosecutor: Did you notice something wrong with Mr. Black?

Mary: I didn't notice any thing

Prosecutor: so, if you didn't know nothing, why you have this conversation from your mobile, at 3:00 am this day??

Your Honor, I have **evidence** that Ms. Pitt has a conversation with someone else, where she was talked about Mr. Black, and something that this person hadn't finish yet. Evidence the record of a phone call. Are you with George??? Did you finish it? Yes, I am with him! But I was waiting for your call.

Prosecutor: so Ms. Pitt, what these people have to finish?

Mary: mmm mmm I don't know, I was so drunk, I can't remember, that is not my voice

Prosecutor: but is your mobile number? Right?

Mary: it is but I don't know

Prosecutor: **your honor** I don't have more questions

Judge: **Counselors**, do you have more questions?

Counselors: no your Honor

Judge: so I will give you my decision, in the preliminary **hearings**, Ms. Pitt **pleaded no guilty**. But today the evidence show us a good argument to sentence you to pay 25 years in jail without any benefits