

## **Meet the parents: video guide analysis**

After analyzing this video guide, it is possible to say that it does not state the age or level of English of the students to which this guide was thought to work with. With regard to instructions, they are not clear and the language used in them is quite complex. For example, in the first activity, the teacher asks students to “Watch the scene and describe what is happening.” But she does not state what it is that students have to focus on or what they have to take into account: characters? Places?. In the second activity, the teacher asks students to “Complete the following exchanges”. Here, the teacher does not provide a context for the activity. What is more, students might not know if they have to listen to the exchanges in the movie and then complete or if they have to complete with any suitable word. In the last activity, the teacher asks students to: “Imagine you had to write the instructions for the actors to perform. Write the numbers of the actions below in the appropriate blanks.” In this case, I would wonder which blanks she refers to, as she does not provide any. Regarding motivation, the guide has three activities, none of which is motivating. As mentioned before, the first activity is a description of a scene; the second one is a cloze that students have to complete and the third one is also another cloze (or it seems to be because I couldn't understand what students have to do). All in all, most of the activities in this movie guide are not contextualized and do not have a communicative purpose.

## **The last super: video guide analysis**

I wonder: is this a movie guide? Because it seems to be just two movie reviews together

## **The wedding singer: video guide analysis**

After analyzing this video guide, it is possible to say that it does not state the age or level of English of the students to which this guide was thought to work with. With regard to instructions, they are clear and contextualized, as the teacher provides a brief description of the scene for students to know what is happening. What is more, the layout of the guide seems to be practical. In other words, the guide is divided into three different stages: Pre-watching, in which students work with vocabulary that is needed to understand the movie; while watching, in which students focus on two main scenes and they complete and order two different conversations from the movie; after watching in which students work with questions to discuss and vocabulary. Regarding motivation, most of the activities are not motivating, except from the discussion part. All in all, most of the activities do not have a communicative purpose and most of them are aimed at accuracy rather than fluency because students have to complete with the right word, except from the discussion in which they have to put the language into use.

## **What happens in Vegas: video guide analysis**

After analyzing this video guide, it is possible to say that it does not state the age or level of English of the students to which this guide was thought to work with as in the other movie guides. With regard to instructions, they are clear. However, in the first activity there is a spelling mistake when the teacher asks: What do you think **they** story you'll watch is about. Moreover, I believe that there is something missing, as the movie

guide is divided just into two parts: before-watching and after watching. Moreover, students are not provided with activities to work with during the movie session. As regards motivation, some of the activities provided might be interesting and motivating to students. For instance, students are asked about their beliefs on marriage, about Las Vegas. All in all, most of activities are aimed at fluency because students have to put the language into use.

### **Just like heaven: video guide analysis**

After analyzing this video guide, it is possible to say that it does not state the age or level of English of the students to which this guide was thought to worked with. With regard to instructions, the language used in some of them is rather complex, for example the word Speculate. What is more, the layout of the guide seems to be in disorder as the teacher asks students first to watch and jot down ideas about David and then in activity four she asks students to complete a dialogue with some words but on number five she asks students to decide who might have said the statements provided on number four before watching the scene. Regarding motivation, in my opinion, the activities are not motivating, as students are asked to complete and describe. All in all, some of the activities are aimed at accuracy rather than fluency because students have to complete with the right word and some at fluency because students have to describe and therefore use the language.