REVISTA KRONOS

Language for Specific Purposes: using Hispanic films and current Hispanic issues to teach specific vocabulary and context related to the professions online

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ABSTRACT In this study I explain how an advanced Spanish conversation course can be created for virtual students using Spanish for Specific Purposes. The course is divided in different online homework students need to work on using four Hispanic films. This course is taught online and asynchronously. Students need to watch four films in this course, work on quizzes about the films, work on debates, and group presentations that are uploaded on VT (Voice Thread). The most important aspect of creating an advanced Spanish conversation course online is to define the goals and outcomes of the course very well and find the films that best serve to teach Spanish language and vocabulary related to the professions. Most films had a main topic, but there were other themes as well in the films students could learn about and use as interesting topics for their presentations in Spanish.

Lenguaje para propósitos específicos: uso de películas hispanas y temas hispanos actuales para enseñar vocabulario específico y contexto relacionado con las profesiones en línea

RESUMEN En este estudio explico cómo se puede crear un curso avanzado de conversación en español para estudiantes virtuales que utilizan el español con fines específicos. El curso se divide en diferentes tareas que los estudiantes efectúan online teniendo en cuenta cuatro películas hispanas que son parte del contenido del curso. Este curso se imparte online y de forma asíncrona. Los estudiantes deben ver cuatro películas en este curso, tomar pruebas cortas sobre las películas y trabajar en debates y presentaciones grupales que se cargan en VT (Voice Thread). El aspecto más importante de crear un curso avanzado de conversación en español virtual es definir muy bien los objetivos y resultados del curso y encontrar las películas que mejor sirvan para enseñar el idioma español y el vocabulario relacionado con las profesiones. La mayoría de las películas tenían un tema principal, pero también había subtemas en las películas que los estudiantes podían usar como contenidos interesantes para sus presentaciones en español.

CREATING AN ONLINE ADVANCED SPANISH CONVERSATION COURSE

In an advanced Spanish conversation class that is taught online, it may seem hard to teach Hispanic issues and specific vocabulary related to the professions, but it is not impossible. In this study, we will talk about a course we created some semesters ago that was taught on campus, and it was called *Spanish Advanced Conversation*. It was created as an elective (600 level) for the new program in the Modern Languages Department at FHSU, as we were creating a new track that was Spanish for Specific Purposes (the professions). This course met originally three times per week on campus and aimed at preparing students to improve their conversational Spanish skills at the advanced level. Spanish for Specific Purposes (SSP) was used for this course using Hispanic Films that directly or indirectly dealt with specific professions our students were preparing themselves for in our Spanish program (Business, Translation & Interpretation, and Medical Spanish). The online version of this course was designed to have the same content, but was delivered virtually and with some minor variations, as students instead of presenting in the classroom, would present in groups and on Voice Thread (VT). The online course would also not meet face to face, so participation in this course was done on VT. Students could create a thread with their opinion and critical comments on the group presentation on VT. It was an asynchronous course where students worked at their own pace, and homework had to be turned in on the due dates. We also needed to create a course that had balanced content between content-area knowledge and linguistic content. As Trace (2015) explains:

> Going back to one of the original questions about LSP and the balance between content-area knowledge and linguistic content, one issue that seems conveniently lost in this discussion is about the degree to which access to content-area information is even available. Compared to ESP, most areas of LSP are considerably under-developed, and outside of the more common areas such as Language for Business or Medical Purposes, materials and existing information are often all but absent. For many LSP developers particularly those addressing needs related to local contexts or LCTLS-access to both instructional materials and content-area expertise can be a real concern. It becomes less of question of how to balance language and content, and more about whether it is even possible to do so in the first place. (12)

We had limited resources to access and copy a course idea, so we ended up designing a new course that balanced both components, the content-area knowledge, and the linguistic content. We also needed to have into account the target community we were serving with this new course. As Trace (2015) explains:

> Another major theme that affects the design of most LSP programs is the role of the target community. As we saw with culture and content, LSP courses are not taught in isolation, but rather in direct response to a specific and identified context. How this context is defined can have a significant effect on the entire structure of the course. We can divide LSP contexts into two categories: local contexts and global contexts. Local contexts are those where the L2 is being used as a FL within a targeted community of L1 speakers of the language. (10)

Students taking this Advanced Spanish Conversation course (face to face, or online) were mostly students from different programs who were learning Spanish for Specific Purposes in our department. Some students were in business, others were in nursing and radiology, and a smaller group were majors in our Spanish Program.

USING HISPANIC FILMS FOR SPANISH FOR SPECIFIC PURPOSES: COMMUNICATIVE APPROACH AND TASKED-BASED ACTIVITIES

Communicative Language Teaching sees meaningful communication as the goal whereas *Task-Based Learning Approach* takes it a bit further, so students need to communicate in order to achieve or do a meaningful task. Both acknowledge the importance of *real authentic*

meaningful communication as a way to learn a language. Specific vocabulary and sentences in Spanish were used in the debates and presentations students had to prepare. Students/attendees not only learned the words, but new Spanish syntactical structures as well and how to use the new vocabulary in context. Yiqng Lin (2020) explains the difference between TBLT and CLT:

> The difference between TBLT and CLT is that they take different routes to achieve the goal of communicative competence, and frame tasks differently. CLT engages students in the function of language use, whilst TBLT focuses on improve the comprehension-based competence of language use. However, the approaches have many more similarities than differences. Although CLT has fallen from favor, TBLT, exists as a development of the communicative approach, covering shortcomings in both theory and practice, creating a diverse environment for communication and interaction. (24)

There is limited material and resources on Spanish for Specific Purposes to use for advanced and graduate courses. Many LSP instructors and course designers would agree to the need to have more resources to help create different course models for LSP and SSP. When designing a new advanced conversation course for Spanish Majors in the SSP Program, and Graduates, we need to make it interesting and address the professions they are preparing for from different perspectives. Since there are little resources, we had to be creative. As Jonathan Trace explains in his book chapter and conclusion of the book (2015), "[…] what is to be done in regard to choosing or designing materials for LSP? While there is no simple answer, through looking at the proposals presented here we can point to several possible alternatives that curriculum developers and teachers might pursue" (12). It is important to have in mind that the course you want to design using SSP addresses language and culture learning at the same time. Trace (2015) explains:

> For most LSP contexts, the culture of the community seems almost as important to learn as the linguistic content itself. Learning a foreign language for any purpose is about more than simply acquiring grammatical structures, vocabulary, or fluency, but rather a part of what makes it valuable is the cultural affordances that it provides. Knowing a language has long been understood as a way of opening the door for learners to understand, acknowledge, and negotiate other ways of thinking and viewing the world. (7)

Films were an ideal resource to use as they present the stories, lives, and situations of different people and their cultures. They were also chosen in the target language, that is in Spanish, to convey specific vocabulary that needed to be learned, specific cultural context for that vocabulary, and the most important, specific vocabulary related to the professions we wanted them to learn. While designing this course, we also had in mind what Trace (2015) explains here:

> Looking at the proposals presented here, four common themes seem to stand out as being consistent and important in the development and implementation of LSP. In no particular order, these are: (a) learner proficiency; (b) culture as content; (c) the target community; and (d) existing information. While these concepts will probably sound familiar to most language teachers in some form or another, they take on a slightly different meaning when we consider them in relation to the development and implementation of LSP. (2)

Trace explains that the learner's proficiency is subject to standardization through the establishment of scales, like the American Council on Teaching Foreign Languages (ACTFL), or the guidelines used in the Common European Framework (3). We agree with Trace when he explains how this would work for Language for Specific Purposes: "In LSP, however, we commonly approach proficiency from a more local perspective in terms of linguistic competence on its own or in relation to content-area knowledge or even cultural knowledge" (3). It is for this reason we decided to use Films as the main resource, and all the cultural backgrounds they brought into a class activity created for Spanish for Specific Purposes. This would also be considered for the virtual version of the course. We also agree with Mallinger and Rossy (2003) when they say, "[…] films tell stories about people,

their hopes, dreams, challenges, and fears, how they relate to others, and what behaviors are socially acceptable (and unacceptable). As such, film provides an important representation of cultures and their salient issues" (3). Mallinger and Rossy also think that film helps address two of the most difficult issues in management education, which are motivation and retention. Students today are accustomed to learning through multi-media. They become easily bored or distracted by more traditional pedagogies. As a generation raised on television, film, and computers, they are more receptive to and learning through film (4). I believe it applies to most students of younger generations. Mallinger and Rossy also mention Campoux and Postman saying that film is also likely to improve retention by providing strong images and emotional content (4).

The course goals we created were stated clearly for the Advanced Spanish Conversation course, and we had into account the language ability of each student in relation to individual improvement, not just how well a student used the language in general (Trace, 2). There needed to be new vocabulary and language structure learning and usage incorporated into the class activities we were designing for this course. Using the Communicative Approach and Task-Based Activities (group debates and group presentations), we made sure students had to use the new learned material in their debates and presentations in class, or on Voice Thread (VT) in the online course. We would also focus on specific topics related to the professions, which were the cultural context of the vocabulary and structures students were learning in this Advanced Spanish Conversation course. Trace explains that in the following quote:

> For most LSP contexts, the culture of the community seems almost as important to learn as the linguistic content itself. Learning a foreign language for any purpose is about more than simply acquiring grammatical structures, vocabulary, or fluency, but rather a part of what makes it valuable is the cultural affordances that it provides. Knowing a language has long been understood as a way of opening the door for learners to understand, acknowledge, and negotiate other ways of thinking and viewing the world. (7)

To add one more step of complexity to the learning of specific vocabulary and structures related to the professions, the presentations were chosen by the students, after the instructor approved them. Students had to choose a controversial topic related to the film they watched and visit a Hispanic country and research about it. This was done to incorporate the cultural component about the Hispanic world into the learning activity, which was to be developed by the students while they researched about the topic and the Hispanic country of their choice. Buendía Cambronero (2013) explains:

> In the teaching of language in its general scope, culture has taken a predominant role following the consolidation of the communicative approach and task-based learning in the nineties. It is widely accepted that language learning implies cultural comprehension alongside linguistic acquisition. This linguistic acquisition can hardly be complete or may even be ineffective if it is not accompanied by correct use in a cultural sense. However, this general affirmation is still a problematic issue when it comes to including cultural content in learning materials or syllabuses. What aspects of culture should be included in each stage of the learning process? How can culture be taught so that it avoids stereotypes or axiomatic messages? (https://journals.openedition.org/apliut/3570).

Buendía Cambronero is trying to define what cultural aspects should be included for a Business Spanish course. In our case, we would specify the culture we want to include with the films we chose for the Advanced Spanish Conversation course. The films talked about a country, some characters, and their lives. The film director had a vision about that country and used the characters to present a story. The story was part of a culture. The characters also belonged to a country and a culture, and we learned about their stories through the vision of the director. The culture we wanted to include in the Advanced Spanish Conversation course was any aspect of a Hispanic country, the culture of that country, the Spanish language variations, and the accents the characters brought to the scenes, the behaviors

the characters portrayed, the social norms and cultural aspects that were part of that country, and so on. All the chosen films had a connection to a profession as well, where specific vocabulary could be learned in context. This would make the learning more effective, as students could hear where the vocabulary and the specific linguistic structure were used in the film, which was in the professional context. Films present the imitation of life, and the cultural contexts the film provided helped students understand and acquire the new vocabulary related to the professions. We also learn about other themes in the films, as films normally deal with secondary characters, and their lives and problems as well.

Each student would learn a different aspect about the Hispanic country and the related controversial topic. We included 'controversial' topics to create debates and an interesting conversation between the different groups in class and online. Trace explains (2015):

> The link between culture and language is inseparable for many authors, especially when paired with a specific purpose. More so than language for general purposes, especially at advanced levels that are devoted to language and literature, LSP is about language in use within specific domains that are situated within a target language community. Though culture was already mentioned as a viable tool for teaching in beginner level classes, it is just as important with more proficient learners as well, and we have examples of this in the chapters on Business Language. (8)

Using LSP to create a new Advanced Spanish Conversation course became then an asset, as we had to come up what students needed to learn at this advanced level, what grammar needed to be reviewed, what specific vocabulary was going to be part of the course activities, and what needed to be acquired through the films, debates, and presentations. The goals for the course had all these components in mind. Trace (2015) explains:

> After all, the very reason we are engaging in LSP development is to delineate language ability in terms of a particular target language use or purpose, and indeed one of the goals we should set for our needs analysis is to determine the specific language abilities our learners need to acquire. In contrast, consider that many languages for general purposes programs set their outcomes according to ACTFL proficiency guidelines for the very reason that actual target language uses are often hard to determine in these contexts. (4)

In our Advanced Spanish Conversation course, students had to view four Hispanic films that were part of the course that dealt with current Hispanic issues, and they would have to take a short quiz to prove they had watched the film. Then they had to prepare a debate about an assigned topic (Task-Based Activity). The topic was related to the different themes we could find in the film. Students worked in groups for the debate and recorded themselves speaking between 5-10 minutes on the topic in front of a camera. Finally, they had to do a longer presentation on a topic they would choose (with approval of the instructor of the class), and which would also be related to one of the film's different themes. The presentation topic needed to present a controversial aspect of the topic and invite other students to debate and comment on the topic in the target language. It needed to be related as well to one Hispanic country. Students would learn about how that Hispanic country would deal with an issue, or aspect of an issue. Videos of their debates and group presentations were uploaded on VT.

The *goals* in this Advanced Spanish Conversation class were the following:

- Learn and use new idiomatic expressions in Spanish.
- Acquire more confidence to communicate in Spanish.
- Learn and use new vocabulary in Spanish about the business world, medical Spanish, and translation/interpretation.
- Acquire precision when using specific vocabulary.
- Acquire, use, and practice specialized vocabulary related to the studied topics.
- Dominate complex grammatical structures in Spanish.

- Debate about different controversial and current topics of the Hispanic world and learn about diversity.
- Augment listening comprehension and improve Spanish pronunciation.
- Research current affairs in Spanish (A. Writer, 2017).

It is important to remember that creating a course having in mind Language for the Professions needed to be carefully developed and thought through to be able to teach specific objectives. Hudson and Brown in *Developing Courses in Languages for Specific Purposes* explain that:

> Language for specific purposes (LSP) courses are those in which the methodology, the content, the objectives, the materials, the teaching, and the assessment practices all stem from specific, target language uses based on an identified set of specialized needs. Common examples of LSP include courses like Japanese for Business, Spanish for Doctors, Mandarin for Tourism, or English for Air-traffic Controllers. In each of these cases, the content and focus of the language instruction is narrowed to a specific context or even a particular subset of tasks and skills. (2)

The Spanish conversation course aimed at having the online students create and deliver debates and presentations in Spanish at the advanced level. They were to learn new vocabulary related to the professions through the cultural context the films presented. The different films that were used for this advanced conversation course were: *María llena eres de gracia* (*Maria Full of Grace*) (2004), directed by Joshua Marston; *Todo sobre mi madre* (*All about My Mother*) (1999), directed by Pedro Almodóvar; *ESL: English as a Second Language* (2005), directed by Youssef Delara; *César Chávez* (2014), directed by Diego Luna; and *La misma luna* (*Under the Same Moon*) (2007), directed by Patricia Riggen. What all these movies have in common is the presentation of the life and problems of common, diverse, and marginalized people (A. Writer, 2017). The films also use specific vocabulary related to different professions, like the medical terminology and vocabulary related to diseases we could find in *Todo sobre mi madre* (*All about My Mother*) (1999), for example, or *ESL: English as a Second Language* (2005), where the protagonist learns English at an ESL School to improve his skills and be able to get a better job in the US, even though he is an undocumented illegal immigrant. Students in this course also had to write down and define three or four words they had learned during the research done for the debates and presentations and had to use each word at least once during their presentation. This helped learn new vocabulary related to the topic and use it and remember it for the future. For this reason, all the selected films had sub-topics related to the medical, business, and translation/interpretation worlds, so each group would learn specific vocabulary related to these professional fields and use them in their debates. In this way, each student was able to discuss issues and vocabulary related to the specific professions in Spanish at the advanced level (A. Writer, 2017).

It was important to learn to give good presentations about the chosen topics. Students were required to sit at a table and look professional in front of the camera. They were asked to use ear buds as well for better sound quality. They were not allowed to read the presentation. They had to present it. They would start memorizing specific information about their presentation, but eventually, they would be able to use their own Spanish structures, and present without memorizing. Barbara A. Lafford, Ann Abbott and Darcy Lear explain in "Spanish in the professions and in the community in the US" (2014) that:

> In upper division language courses, more opportunities to develop real-world, professional skills present themselves. For example, classroom presentations are an opportunity to develop professional presentation skills. Students know all the signs of a bad presentation (reading or reciting, going over time limits, repeating content that the audience already knows, lack of practice, abuse of PowerPoint), but when it comes time to present, they default to these presentation modes, which they know are bad, because they have never been explicitly taught how to do it better. A good presenter practices and polishes to achieve the perfect balance between scripted and spontaneous. To increase engagement with

presentation content, students should choose topics related to their professional aspirations: literature is full of references to public health, illness, commerce, and economic models. (178)

Students were allowed to choose the presentation topic, but it had to be related to the film they had watched, and it needed to incorporate newly learned vocabulary and Spanish linguistic structures. Students were also taught how to give good presentations, by explaining they needed to focus on the important information and not get lost in the details. It was important to follow a format, that is, students had to sit at a table and follow basic instructions on how to place the camera, so their faces and bodies would be centered on the computer screen. The information they delivered needed to be relevant and related to the topic they had chosen, and it needed to be a formal presentation. It was important to also allow students to express the ideas with their own words. They could only read data or statistics if they needed to.

The films for the course were carefully chosen so they would present content and vocabulary related to specific professions our students are preparing themselves for. It was important to have students present well in the target language about a controversial topic, so they would use the vocabulary related to the specific profession they were learning about in each film. But the vocabulary was not the only content students were learning, as Barbara A. Lafford, Ann Abbott and Darcy Lear explain (2014):

> Profession-specific vocabulary is important, of course, and should be threaded into the curriculum. However, instead of giving students long vocabulary lists to memorize, LSP educators can approach the acquisition of professional jargon as yet another foundational professional skill that students should develop. (176)

Through the films where vocabulary was used in a specific context, and through the debates and the presentations, students would learn and better retain new vocabulary for different professions and acquire other words and structures from the professional world. The aim of each debate and presentation was to prepare the students be able to talk about a specific profession, related controversial topics, and use the vocabulary related to that profession in Spanish. An example is *Todo sobre mi madre* (*All about My Mother*) (1999), directed by Pedro Almodóvar. Students learned about specific vocabulary related to medicine and nursing. For example: SIDA (AIDS), Sero positivo/negativo (HIV positive/negative), transfusión de sangre (blood transfusion), encefalograma (encephalogram), ecografía (ultrasound), embarazo (pregnancy), donación de órganos (organ donation), muerte cerebral (brain death), donador y receptor (donor and recipient), Alzheimer, and so on. Students would be able to learn/acquire specific medical vocabulary from the film that was used in the medical context. By watching a film where this new vocabulary was used in context, students would understand it better and remember it.

The online course was divided into five parts, exactly as was the campus course: film, quiz, test, debate, and presentation. The online course was asynchronous, and students worked on their own organizing their homework. Homework was turned in on due dates assigned by the instructor. The first stage was to watch the film, then students would take a short quiz on Blackboard about the main characters and the plot. The conversation class was divided into Blackboard groups of three or four to work on debates with a specific topic assigned by the instructor. The groups then presented the debate on VT and some brought questions for the class to create a debate. After the debates, students worked on longer group presentations that dealt with a controversial topic each group chose (A. Writer, 2017). With the debates and the assigned topic, students would be able to explore the vocabulary related to the film and a profession. The debate would prepare the students for the group presentation where they needed to talk about a controversial topic related to the film and the Hispanic world. An example of this would be the topic "Transsexuality in Mexico. What is the situation of transexuals in this country? What are the challenges and issues trans people experience in Mexico? What does Mexico do to solve the social margin-

alization of this group?" This topic would be researched and students in the group would divide the topic into different sections. All aspects of this topic needed to be researched and addressed in the group presentation and it was done in Spanish.

The Advanced Spanish Conversation course was also created for the graduate students. All students worked on 4 debates and 4 group presentations. Graduate students would have one extra film and one extra presentation to work on as part of their course work. Using Ruggiero's ideas about the audience for whom you create a Spanish for Specific Purposes graduate course (2014), the course was created for an external audience, "… the students who want to "consume" or take the classes and who will benefit from learning how to use languages in such a specific manner" (61). It was important to create a course that incorporated different aspects of SSP into our language program, and it needed to be relevant and interesting to the students who took it who were studying Spanish for the Professions, and for the students who were not interested in languages for the professions as well. As Ruggiero explains (2014): "The needs of students in the twenty-first century are changing. It is imperative that graduate programs in foreign languages broaden their goals, objectives, and course offerings beyond a focus on literary and language competency in order to remain relevant" (68). Students want to be able to use the foreign language skills they are learning in their future professions, and this course helped create a space where students could practice that at the advanced level. It was very important to make this course available for online students, as they have the same needs as the campus ones. Students have different reasons why they study languages. As Laura Marqués-Pascual explains (2019):

> Students may be interested in learning Spanish for a myriad of purposes. Some students' goal may be to become medical or court interpreters, conduct international business, manage a non-profit organization, become a Spanish or English as a second language teacher, work as an international tour guide, work for the FBI, do mission work internationally, or serve in the Peace Corps. All of these are examples of Spanish for professional purposes. On the other hand, some students may be interested in learning Spanish to study content courses for a semester or a year at a Spanish-speaking university. This is an example of Spanish for academic purposes. (281)

In any of the cases, when creating a SSP course (for campus or online students) at the advanced level, you need to have into account the different needs different students might have. Not all students will be interested in the same professions, so choosing different films with different stories and characters, different topics and vocabulary related to different professions was important. The cultural component each movie presented was also very important as it gave context to a story and the language used for that story. Language learning through films helps students visualize the context the language is used in (specific language and vocabulary used in a hospital, or in a business, for example). Using Hispanic films where specific language and vocabulary for the different professions is used and where different topics could be studied helped students find interest in a profession and the language and vocabulary used for that profession. The language was used in context and made more sense to the learners. Students ended up researching about a topic they thought was interesting to them and they did it in Spanish.

One last aspect we would like to mention in this study is the importance of the use of films for teaching many aspects of culture. Amalia, Kusrini, and Ramadhani (2019) explain:

> There are many reasons behind the use of films in the teaching and learning activity. One of them is that the rich content of films introduces the learners to be exposed to a real-life situation and sometimes to the world of imagination. These audiovisual media lead the learners to use and optimize their sight and hearing to grasp the information delivered by the films. These two senses, sight, and hearing, enable the learners to absorb the input more optimally. Another reason for using films to teach English is that films offer opportunities for developing fluency. (120)

We agree with them, as students in our Advanced Spanish Conversation course were able to acquire new language they had not used before, they were exposed to an issue, a different culture, and different behaviors towards that issue. The films used in this course would certainly help improve the student's fluency in Spanish. They proved so in their debates and presentations. Student's presentation topics became more interesting and complex after the second film was viewed, and their arguments to defend a point of view were better supported at the end of the semester, than at the beginning of the semester. Students did an excellent job in the final presentations in this course. Amalia, Kusrini, and Ramadhani (2019) mention a post-viewing activity:

> Stoller (1988) in Ruusunen (2011) highlights the importance of post-viewing activities. They are meant to stimulate both written and oral use of the target language and information from the film. Post-viewing activities should extract the main ideas and issues of the film since the small details of the film have been missed. Post-viewing activities are also essential to understand the main points of the film. (129)

For our Advanced Spanish Conversation course, a short quiz would be taken to make sure students had watched the film on their own. The quiz asked basic questions about the plot of the film and the main characters. Then they would have to prepare a debate with an assigned topic in their group and connect it to the film. The films watched in the course were the starting point of the debates and longer presentations student had to prepare (Task-Based Activity). They provided a new cultural context, the main topic, specific vocabulary, and linguistic structures related to the professions, and an approach to understand the director's view on the topic. Group presentations were used to make students practice their oral skills at the low advanced-advanced level. Students found a presentation topic related to the film and to Hispanic culture (topics were approved by the professor), and prepared a presentation using the new vocabulary learned and the structures they had been working on in class. All students improved their presentation grade a whole letter with their final presentation, that is, students with a B received an A, and students with a low A received an A+. Most students felt they had really improved their language skills in this course, and believed they could communicate ideas about any topic better in Spanish after taking this course.

CONCLUSION

The learning outcomes of these courses were also thought carefully as we wanted campus and online students in the advanced level of Spanish to improve all their language skills (writing, listening, reading, and speaking). Students used new idiomatic expressions in Spanish, they expressed themselves orally in Spanish with confidence, they used new vocabulary from business Spanish, medical Spanish, and translation from Spanish to English, and they were precise when using that vocabulary. Students used specialized vocabulary related to the topic being studied through the film, they mastered complex grammatical structures in Spanish, they discussed different controversial and current issues in the Hispanic world, they improved their listening comprehension in Spanish, and had better pronunciation of Spanish, in general. Lastly, students were able to research different current issues about the Hispanic world in Spanish, which helped improve their critical thinking skills and connection of ideas. At the end of the course, students would be able to make complex connections about any topic and they would do it in Spanish, using the specific vocabulary related to that topic. All student's presentations improved throughout the semester. It was our hope student made what they learned their own and would not forget the new linguistic structures and vocabulary and culture they learned. We agree with Trace (2015) when he says:

Many of the authors expressed their hope that through LSP they could encourage and inspire their students to continue learning language. Through a focus on needs and uses, LSP can act as a great motivator for learners who might otherwise fee that learning a language is nothing more than a requirement to be fulfilled and forgotten. We should never forget that language has value, and as teachers we want to be able to instill this notion within our learners. We are only able to accomplish this when we work towards creating environments that can provide our learners with the affordances to embrace language as their own. (15-16)

It was interesting to note that some students learned a great deal about Hispanic culture, different behaviors with respect to an issue, or how a particular Hispanic country would behave towards an issue. Mallinger and Rossy explain: "To enhance teaching of cultural concepts through the use of film, students need a comprehensive, yet parsimonious, framework to facilitate their understanding of the ways in which culture affects behavior" (3). Their study was applied to another context where film was used to appreciate ambiguity and paradox associated with national and organizational cultures (3). They presented an integrated framework for measuring culture used to illustrate cultural dimensions and issues through film case analysis. This exercise would enhance understanding of difference and would help students recognize the subtleties in dealing with complex cross-cultural issues (2). We could well apply Mallinger and Rossy's ideas to our Advanced Spanish Conversation course. Through the films we watched in our course, and the culture presented in the films, students were able to learn about different behaviors with respect to one same issue. They would learn diverse views on a specific controversial topic and could compare them to the views of their own country and culture, which made the learning experience richer. Films would help better retain the new vocabulary and linguistic structures being learned.

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