



UNIVERSIDAD DE JAÉN  
*Centro de Estudios de Postgrado*

## Trabajo Fin de Máster

# CINEMA APPLIED TO THE CLASSROOM

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**Octubre, 2021**

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**Abstract**

The purpose of this work is to develop a lesson plan focused on cinema to show the usefulness of short films in learning English. To do this, this dissertation wants to prove the advantages of cinema to work the four linguistic skills in Compulsory Secondary Education and bring new technologies and the culture of English-speaking countries closer to students. These aspects will be applied to a specific context in which the conclusions expressed after the theoretical framework and the lesson plan will be positive.

**Key Words:** Cinema, Culture, Compulsory Secondary Education, Technology.

**Resumen**

El propósito de este trabajo es la elaboración de una unidad didáctica centrada en el cine para demostrar la utilidad de los cortometrajes en el aprendizaje de inglés. Así, este trabajo quiere mostrar las ventajas del cine para trabajar las cuatro destrezas lingüísticas en la Educación Secundaria Obligatoria y acercar las nuevas tecnologías y la cultura de los países de habla inglesa a los alumnos. Estos aspectos se aplicarán a un contexto determinado en el que las conclusiones expuestas tras el marco teórico y la unidad didáctica serán positivas.

**Palabras Clave:** Cine, Cultura, Educación Secundaria Obligatoria, Tecnología.

## **1. Introduction**

This Final Master's Thesis presents a lesson plan designed specifically for the 1st level of Compulsory Secondary Education. The choice of this level is due to my interest in the educational needs and the characteristics of students of this age that require materials adapted to a new period of their educational stage, and require more attention since they are not so used to the way of working in a high school.

In this study, I focus on the cinema as a didactic resource and the technological tools necessary to use audiovisual elements in the classroom. On one hand, I have chosen this topic because today the latest technologies are current and necessary and on the other hand, because cinema is useful to work on the four language skills and bring the culture of English-speaking countries closer to students through films.

The essential aspects that this study analyzes are Computer-Assisted Language Learning and the way in which it has been used over the years, the role of audiovisual media in education and language teaching, the advantages of cinema as transmitter of knowledge, the use of subtitles as a learning tool and the development of intercultural competence with films.

The purpose of analyzing these aspects is to create a complete lesson plan necessary to achieve the contemplated objectives and develop it in a specific context that will be cited hereinafter.

## **2. Objectives**

The general objective that this research aims to achieve is:

- To show the advantages of cinema to integrate the four language skills in the 1st year of Compulsory Secondary Education at the IES "Los Pedroches".

The specific objectives that help to consolidate the general objective are:

- To bring the latest technologies and audiovisual media closer to students so that they improve their digital competence.
- To develop a lesson plan in which students can learn through the cinema the typical cultural aspects of English-speaking countries.

### **3. Theoretical framework**

#### **3.1. Computer-Assisted Language Learning (CALL)**

We will start by providing a definition of CALL as the search for and study of applications of the computer in language teaching and learning (Levy 1997: 1). CALL tends to be confused with ICT (Information and Communications Technology). According to Oxford Languages, the latter is a set of computer techniques and equipment that allows remote communication electronically. ICT is not intrinsically related to education. In this context, it is the instrument, the computer technique that CALL uses to teach languages.

CALL is made up of a large number of information and communication technology applications, as well as various tools for teaching and learning foreign languages. Since the 60s and 70s, CALL has worked with traditional practice and repetition-based exercise programs that have been developed to the present day, where the use of the internet allows an environment in virtual distance learning. Therefore, CALL is closely related to different learning tools, such as the digital whiteboard and language learning through the computer, mobile phone and any other device.

To talk about CALL, it is important to know its origins and the tools that were used at the beginning. From the early years, three phases can be distinguished in CALL according to Moras (2001). The first one or Behaviorist phase takes place between the 60s and 70s when the audio-lingual method was the most used in language teaching. The activities that the students carried out in this phase consisted of using the computer as a tutor working with drill exercises and without feed-back. These types of exercises did not use any interaction. In the second one or Communicative approach phase the computer continues to function as a tutor for the student, but in this case the students have greater interaction, decision-making, and control. The computers and programs used in this phase no longer provide exercises in a drill format. Some of the activities that take place are language games, reading, and text reconstruction among others. The computer and its programs are also used as a stimulus or a tool to create or understand the language, as in the case of word processors and grammar checkers. The third one or integrative approach phase is the one we are currently in. This is mainly focused on

multimedia computers and the internet. In this new stage the most important aspects are animation, graphics, sound and video. This phase is still under development and, thus, we do not know how far it can go.

Researchers such as Warschauer and Whittaker (1997: 27-33) predicted a future in which computers and new technologies would play an important role in the field of teaching and more specifically in language teaching. For this reason, they suggest that for these new technologies to be effective in this area, five guidelines should be followed: purpose, integration, complexity, support and involve the students.

The first one is that the teacher has to take into account the purpose for which he/she intends to use these new technologies. The activities may aim to work on basic computer skills for students' technological literacy, for which the Internet and its different applications can be very useful. If the objective is linguistic, the teacher can use the internet to get exercises on grammar or vocabulary acquisition like songs, quizzes, maps, articles, poems, etc. If the objective is to teach writing, students can use the computer to write essays, reviews, recipes, etc.

The second guideline is integration. The internet allows students to maintain contact with other students their age from other parts of the world to practice the language. In addition, the teacher will also be able to integrate content to his/her students easily using electronic books, digital newspapers, online lessons, etc. The third guideline is based on not underestimating complexity: problems can arise, such as too much time being wasted due to technical problems or computer malfunctions, delays or the centre's computer room being unavailable. For this reason, the teacher should not depend only on Internet activities even if he/she includes them in the content of the subject.

The fourth guideline is based on providing adequate support to students. To prevent students from having excessive problems with technology, the teacher has to explain each program or application that they will use in the classroom in detail. In addition, it is convenient for students to work in pairs or groups especially on problem solving tasks. The fifth and final guideline is based on involving students in decision making. The role of the teacher in these activities is to organize and help students so that they become aware of the process of learning a language.

Since the 2010s, CALL has experimented very deep and rapid changes due to the advances in technology. Nowadays, a new stream of CALL called MALL (Mobile-Assisted Language Learning) has emerged. Valarmathi (2011) describes it as an approach to language learning that is assisted or enhanced through the use of a handheld mobile device. Martín (2012: 208) adds to the previous definition all the devices that belong to this branch of CALL and that are considered mobile, such as smartphones, tablets, laptops and other technological devices that reproduce audio and video. This discipline is generating growing interest from users as evidenced by the amount of tutorials, computer applications and courses that can be found on the web. Russel (2011) establishes the reason why MALL receives so much support and that is the lack of time in today's society. MALL allows students to be trained remotely and perform other tasks such as working. Nowadays, it is easier to learn a language than in the past thanks to the development of applications that many smartphones have, such as dictionaries, pronunciation guides that allow the user the freedom to learn wherever and whenever they want.

In summary, it is very out of date today to think that the latest technologies should not be used in the field of education because they provide many resources, especially the internet and mobile devices mentioned. I also consider that it is not only useful to put the student in front of the computer, but also the teacher has to be clear about the organization of the classes and participate in a proactive way, helping the students with any doubts they may have. As for technical problems that may arise, they can always be easily corrected if the teacher has prepared other types of material in case technology fails on occasion, as noted by Warschauer and Whittaker (1997: 27-33).

### **3.2. Audiovisual media in education**

In the previous section the different technological and communicative applications applied to language teaching and which make up CALL have been briefly introduced and in this section the aim is to mainly focus on the media that combine the visual with the auditory component, leaving aside more complex computer programs or outdated methods, such as repetition-based activities without feedback. Therefore, this



section will talk about the functions of these audiovisual media, their advantages and the rest of the characteristics worth mentioning.

Adame (2009: 3) talks about the functions of audiovisual media applied to teaching and how they can perform in the school environment, underscoring their advantages: the increase in effectiveness in the teacher's lessons, the development of skills that require global information processing, the use of images that facilitate comparisons between different elements and processes, the use of the audiovisual format that favors attention and receptivity thanks to its emotional impact, the access to other realities, the access to new technologies, and the promotion of critical thinking.

Bustos (2010: 2) agrees with the aforementioned postulates and adds other advantages that audiovisual media provide in new educational contexts. Among these advantages is the fact that knowledge is no longer slow and scarce, the school is no longer the only instrument that connects students with information, these new technologies represent new challenges for the teacher and students that stimulate motivation. These challenges include the teacher training in the use of these new technologies and in adapting activities and traditional knowledge to the new audiovisual media.

Bustos (2010: 4) also considers that among the audiovisual media, cinema is an interesting pedagogical tool because it is part of the students' lives and can generate interest in them and the teacher can take advantage of this aspect to bring this art closer to the students.

In Spain, in 1912 the government promulgated a Royal Order that recommended the projection of films in schools for their educational values. In the 1930s, the appearance of the diascope, which allowed to expose photographs, manual elaborated texts, and drawings, was a great advance in the audiovisual media used in schools. At the end of the 40s, sound media began to be used in the classroom through record players that reproduced the sound of vinyl records and were used for language teaching, the study of musical works, reading literary works, and children's stories. From the 80s with the appearance of VHS and Betamax video systems, viewing images became easier and more affordable since they could be reproduced and recorded on any television and with a video player. In the 90s, with the appearance of personal computers and devices

such as CD-ROM, this became a multimedia device widely used in schools that allowed students to play content created at home in class. This brings us to the first decades of the 21st century where the appearance of the internet and web technology are the new resources in audiovisual education.

Nicolaou et al (2019: 2) agree with the benefits of audiovisual media applied to education and believe that it is an important factor to fulfill better learning. For that reason, they create a brief description of the technologies used to improve learning. The first of these technological tools are visual media, since they are essential in the learning process thanks to their ability to increase the effectiveness of teaching through images. They must transmit unambiguous messages with clear and limited information, as well as legible. Among these visual media, the teacher can use printed visual materials, such as drawings, sketches, newspapers, and projected visuals that today are considered the most effective because they allow the teacher to modify the information to update it and allow the information to be presented gradually. An example of these tools are slides displayed on a projector and presentation software such as the Google Presentation application, Microsoft PowerPoint or Prezi.

The second one is sound and audio media. It has been proven that their use has multiple benefits, such as promoting oral communication and they are widely accepted by students, which generates an increase in participation. The three types of audio used are human speech to present any type of topic to the class, music to create a certain atmosphere and keep students focused, and sound effects to guide attention and generate emotion.

The third one is video. It is the most complex instrument because it combines the two forms of content previously mentioned: text, image, and sound. Currently, video is a format that we can find in our day-to-day life and is highly valued by students of generations Y and Z. Videos have the ability to deal with any topic and nowadays you can find videos of any subject on the Internet. There are multiple uses of video for educational purposes, for example: as an introduction to a topic, as a videoconference or tutorial on a specific topic, as a three-dimensional animation to show different environments, as a virtual reality service, etc.

The fourth and last one are the Social Media and Audiovisual Platforms, which in the last 10 years have been achieving great relevance. One function that differentiates social networks and audiovisual platforms from videos or other instruments that have been mentioned above is that the user can generate their own content and be more than a mere spectator. This content can be produced through different applications and the Internet, which promotes interaction, discussion, and communication in general. The most common social media platforms to work with are Instagram, TikTok, or Twitter, and the most popular streaming or audiovisual content platforms are YouTube, Twitch, Netflix, or HBO. Borrás (2017) notes some of the advantages of the aforementioned content platforms (*Instagram, TikTok, Twitter, Youtube, and Twitch*) are favoring autonomous learning, motivating the student and involving him/her in the subject, allowing access to a large amount of information, promoting collaborative work and allowing instant informative feedback. However, as Borrás points out, some drawbacks are the dependence or addiction to social networks, increase in cyberbullying, reduction of attention because some social networks, such as Instagram offer a multitude of distractions like private messaging network or advertisements. Proof of how beneficial they are is that during 2020 they have been the only media that have been able to guarantee students education due to lockdown. The audiovisual content of videos and videoconferences has been the only contact that the students have had with the teacher and without this telematic teaching, the students would have been deprived of education.

### **3.3. Cinema as a transmitter of learning**

After introducing the latest technologies and the audiovisual media that can be used in teaching, I would like to focus specifically on the cinema for the characteristics that I will mention below that I consider that differentiate it from other audiovisual instruments.

To use the cinema as a pedagogical tool with the students Martínez-Salanova (2002: 78) establishes two ways to use cinema in a didactic way. The first one consists in using cinema as a technical work tool, that is, as an element or starting point to learn about different ways of accessing society and describing reality. The second one is based on

using cinema as a conceptual, ideological and cultural support, a necessary basis for students to shape their personality.

In the lesson plan that I have developed, the activities follow both models: the first by using the cinema as an instrument so that students can access the societies of the different cultures that appear on the screen and the second by using the cinema to bring culture closer to the students.

All these postulates are followed by García (2007: 124) who also adds that the cinema serves to perform the functions of motivating, exemplifying, developing or replacing other elements. Fernández (2012) agrees with these functions and adds that cinema has the ability to train and inform in a relaxed and playful way because the student is not aware of being educated with an activity that escapes the usual and it increases his/her interest and participation. Furthermore, it can help students to resolve conflicts by presenting society as it is. It shows them the world and provides them with an example of the relationships established in it.

From an educational perspective, the use of films and visual and technological materials creates a new relationship between teacher and student, teacher and classroom, student and content, and student and objectives. The main reason for this is that these new resources change the way of practicing in class, they provide new ways of communicating with the new media and all the material is different from years ago, therefore these relationships cannot be the same.

The relationship between learning development and cinema as a didactic instrument establishes relationships with theories and learning currents, as Bustos (2010: 4-6) states. The three theories are "Behaviorism" (Skinner 1974), "Discovery learning" (Bruner 1961), and "Meaningful Learning" (Ausubel 1963). Behaviorism is based on the stimulus-response mechanism, the empirical conception of knowledge and Skinner is the formulator of operant conditioning and programmed teaching. In this theory, the use of the cinema is useful to present the information and facilitates the response and its verification, Bustos (2010: 4). Discovery learning is a teaching-learning process which must capture attention, analyze and present the structure of the material in an appropriate way, focus on what is important to students. It seeks to avoid mindless

memorization and the absence of establishing relationships. In this way, visual media such as the cinema would serve as a transport channel for the capture and structuring of information, and an adequate stimulator of the students' minds. Meaningful Learning is based on reception and discovery, having as a basic condition that the new knowledge is linked to the previous knowledge available to students. In this learning method, the cinema has the function of reviewing, comparing, and providing feedback on the contents, accommodating the different segments of knowledge and with this making the instruction and learning processes more flexible. Bustos (2010: 6).

Clarembaux (2010: 26) follows the Meaningful Learning model in the sense that he rejects learning by rote, but mainly follows Discovery Learning because his main interest is for students to structure and analyze information through films to stimulate their minds. For this reason, film education should be based on three pillars as Clarembaux proposes that complement each other and are inseparable, which are watching, analyzing and making films, since to work with a film you have to take into account the activities that are carried out before watching the film, during and after. These three pillars must be organized so that they reinforce each other and intensify the effectiveness of the use of the cinema in class.

Another activity that has been carried out to work with the cinema in the different subjects is the recording of videos. In line with the foregoing, Clarembaux (2010: 26) specifies that one of the pillars of education is based on students actively participating by recording films. In this line, as Cazcarro and Martínez (2011: 259) comment, due to the degree of difficulty and the time required for a film, it is recommended that the students record short films or informative videos.

Cazcarro and Martínez (2011: 261-262) pay special attention to the use of cinema as an evaluative function. They state that the recording of videos can be used both for self-evaluation -the students can see themselves as if they were spectators- and for the evaluation of their classmates. This dynamic encourages the debate of ideas and constructive criticism, turning the video into a technological tool in the service of learning.

In the last decade, one of the activities most used in secondary schools is the creation of a cinema forum. Córdor (2017: 241-249) talks about the versatility of this activity that allows responding to a very wide diversity of topics. The cinema forum can

be used in all the subjects of the Spanish curriculum and has a great educational potential due to the viewing of the film and the analysis that the students carry out after viewing it. To organize this activity, it is necessary to take into account the students to whom the projection is directed, the topic to be analyzed, the subject, and define the activities and ideas that are to be discussed.

The cinema seems a good option to use with students mainly because of the ease it has to motivate students and involve them in activities related to the subject. The students have to watch, analyze, and make films and the activity of the cinema forum and the recording of films seem interesting but difficult to carry out due to the limited time of the subjects. However, these activities could be adapted to perform them in another way, something which will be focus of attention in the development of my lesson plan.

### **3.4. Cinema in English**

In this section, the main interest is to focus specifically on the subject of foreign language: English to develop the competences of the subject and improve the acquisition of content with the use of films.

Segovia (2003: 37) gives great importance to technological and audiovisual resources for learning English. He states that the English language has expanded to a great extent thanks to the media and the cinema, which have also allowed an approach towards the cultures of the English-speaking countries through it. Similarly, Costa (2006: 109) thinks that the cinema is the perfect instrument to learn a second language since it combines the purely linguistic aspect that works on oral, grammatical, lexical, auditory composition and elements of discourse with sociocultural content typical of any language.

Singh and Mathur (2010: 6) share the previous positions that consider cinema as a good way to transmit foreign languages and state that to learn a foreign language it is essential to develop communicative competence through the practice of the four linguistic competences (oral and written expression and oral and written comprehension). The only way to develop these communicative skills in a global and

coherent way is through real social and cultural contexts such as cinema. Cinema is an essential element in a context of non-immersion.

López (2014: 2) reaffirms the previous idea of cinema as a learning tool in a non-immersive environment and the teaching of English not only allows this approach to foreign cultures but it is also very useful for working on other competences such as sociocultural or sociolinguistic in addition to linguistic, discursive, or strategic skills. Khan (2015: 46-47) agrees with López's arguments of working with different skills and reaffirms the importance of watching films since they can be used to work on all the skills of the English subject, that is, listening, reading, speaking, and writing. The cinema allows students to listen to authentic spoken communication in the English language and to learn aspects such as pronunciation, voice modulation, accent and other oral characteristics that they would have difficulty accessing in their daily life. For Khan, using films in the English class is an opportunity to provide students with diverse and authentic settings. The films show students natural expressions and the natural flow of speech. In addition, the visual context is basic for learning any language since visual support, facial expressions, and gestures provide clues to the verbal message and help students to maintain attention.

Segade (2020) follows the same position and gives great importance to use the cinema as an instrument to learn these natural expressions that Khan proposes and to use the films as a visual and auditory support to work especially on vocabulary, listening comprehension, and cultural formulas. To work with vocabulary, special care must be taken with the material that is chosen because learning vocabulary through films is useful as long as the film has an appropriate level for the students. It is not recommended for lower levels to screen period films because of their outdated vocabulary or highly specialized subjects such as scientific or legal topics. For Segade, a good English-language speaker must understand any accent and for this it is necessary to work a lot on listening comprehension and expose to different accents. Certainly, the exposure to these linguistic variations carries with it the exposure to the cultural formulas used in each area, as well as the expressions that are intrinsically linked to the culture that students will also learn.

In summary, cinema is especially useful in the English subject since, as mentioned before, it allows working on the four English skills and linguistic components and it allows students to have an approach to the English language and culture that otherwise they could only live traveling to countries where English is spoken.

### **3.5. The educational value of short films**

On many occasions when it comes to talking about cinema, the first thing we think about is feature films, forgetting that cinema is also made up of shorter-duration works such as short films. Short films share many characteristics in common with feature films, since they are still stories narrated in an audiovisual format to send a message to the viewer. However, its duration, which is the main difference with feature films, allows short films to have a different use than films.

The short film as a pedagogical tool has, like films, the function of transmitting ideas and emotions that allow working with educational issues and values while using the language in a vehicular way on the different skills.

To take advantage of short films in our subject, it is necessary to use a structure that guarantees their good pedagogical use so that it is not an excuse to watch videos in class without there being a context.

González (2011: 46-49) creates a structure to carry out the activities with short films to guarantee student learning as much as possible. This structure comprises three parts: the pre-viewing activities, during the viewing, and post-viewing. The purpose of pre-viewing activities is to prepare students for what they are going to see. The activities seek to activate previous knowledge, teach the vocabulary that will appear in the video both to understand it and to conduct subsequent tasks. In these types of exercises the teacher can use elements such as flashcards, images, graphics, exercises to match concepts that will appear in the short film. In the activities to be carried out during the viewing, the teacher has to tell the students that they do not have to understand everything they are going to hear in order to reduce the level of anxiety these types of activities can generate. It is important to pause the short film during the viewing to ask the students what they think is going to happen and if they are understanding the message.



And, finally, post-viewing activities allow an approximation and expansion of the previously discussed content as well as checking the students' understanding of the material shown. It is interesting in this third part to start from more controlled exercises towards exercises where the student has more freedom to work in a creative way. These activities include questions about what happened in the video and creative writing activities using previously learned vocabulary.

In order to work with short films and transmit knowledge with them, Hernández (2014) explains some ideas and guidelines for their use. First of all, the short film must be used actively and not merely as an instrument to fill in the class gaps, that is, the mere visualization of the short film is not enough. It is important to carry out activities where blogs, YouTube channels or social networks are used. Thus, it is recommended to use technology, such as mobile phones and tablets, that make quick recording possible and work with applications that allow you to edit and process the images, as well as upload the videos to YouTube. Another interesting idea is to conduct debates about the short film, as well as carry out activities related to the creation and recording of stories.

Despite these advantages as a training tool, there is still some reluctance to use short films in schools, as explained by Díaz (2014: 194-195). This refusal comes mainly from students' parents and some teachers. This suspicion is due to the fact that they see these type of activities far from traditional teaching as a distraction from important curricular content and an activity of low educational value. However, as Diaz states in her study, when teachers and parents observe the results during activities related to short films and the knowledge that students acquire, they usually change their minds.

Short films are part of the cinema and this is the reason why they have the same characteristics that have been mentioned previously, that is, they are very useful to learn the English language and its culture and they promote the transmission of values as Grande-López (2019: 253) state that it is easier for students to understand a social message through short films since their duration favours their concentration.

In conclusion, the short film used properly is a good replacement for films when there is not enough time to work on a film in depth or time is needed to work with other types of activities in addition to video.

### **3.6. The use of subtitles in language teaching**

The use of subtitles is a facilitating element that allows us to repeat what is being seen and focus on different aspects of the film, such as intonation, vocabulary, expressions.

In countries with a tradition of subtitling, the population usually has a high knowledge of the English language, which they seem to have acquired both at school and outside it, listening and watching films, TV shows and programs in English with subtitles. In favour of this position is Vanderplank (1988: 272) who said:

far from being a distraction and a source of laziness, subtitles might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input.

It is traditional in the majority of the European countries to use subtitles to watch films and TV series, because they only use dubbing for children's films. In these countries, subtitles are considered a good tool for learning the English language. Talaván (2011: 270).

However, the use of subtitles in teaching English has some detractors who base their arguments on the fact that subtitles are a distracting element for students, causing them to lose concentration and not pay attention to listening comprehension. The main detractors of the use of subtitles in the English subject belong to countries where it is not usual to subtitle audiovisual material, as stated by Díaz Cintas (2012: 101-102).

Subtitles can be classified into five types according to Díaz Cintas (2012: 99-101). The first type is Standard interlingual subtitles, where the audio is in a foreign language (L2) and subtitles in the viewer's first language (L1). These subtitles are very useful for the student to come into contact with original and authentic material when they are at the lowest levels of language learning. The second type are Interlingual reversed subtitles, the audio is in the viewer's first language and the subtitles are in the language that the student is learning. It is interesting to use these subtitles so that students acquire a large amount of lexicon, but it is ineffective to work on listening skills. The third type is Intralinguistic subtitles in L1, with audio and subtitles in the mother tongue. This kind of subtitles are aimed at deaf people and have no interest or utility in the subject. The fourth type are Intralinguistic subtitles in L2 with audio and subtitles in the foreign

language. These subtitles are usually used with students who have a better level of the language studied, because students who do not yet have much knowledge of the language will hardly understand the film itself. The fifth type are Bilingual subtitles, with the audio in one language and the subtitles in two different languages simultaneously. They are mainly used in multilingual countries or at international film festivals so that audiences from different locations can understand the films.

In the educational context of my lesson plan, the most suitable subtitles are the standard interlingual subtitles and the intralinguistic subtitles in L2. The standard interlingual subtitles are useful for working on listening comprehension when the content of the conversation includes vocabulary that the students do not yet know. In this way, they identify the audio with the unknown vocabulary and learn its meaning. In contrast, intralinguistic subtitles in L2 allow students to improve their knowledge of grammar in addition to identifying the pronunciation of certain words with their spelling. My personal experience is that students learn more vocabulary with the subtitles of the videos and also learn to associate words with their pronunciation.

### **3.7. The development of intercultural competence through cinema**

After considering the structure that should be followed with short films or films, it is important to focus on the skills that they develop. It is not only important to focus on working on language skills but it is also necessary to develop intercultural competence so that students can understand the different cultures related to the English language.

According to el Diccionario de Términos clave de ELE of Cervantes intercultural competence is understood as the ability of the learner of a second or foreign language to function adequately and satisfactorily in the situations of intercultural communication that frequently occur in today's society characterized by multiculturalism. Therefore, students need to acquire this competence, to be able to live in a more globalized society. To acquire this competence, cinema is a very useful instrument since it is very easy and fast to access other cultures through it.

García et al (2011: 2) state that through cinema both communicative competence and the subcompetencies that form it are developed, as defined by the Common European Framework of Reference for Languages (2001): linguistic competence,

sociolinguistic competence and pragmatic competence. This is because, on one hand, the images provided by the films facilitate the understanding of the linguistic messages, which helps the development of linguistic competence. On the other hand, access to an authentic use of the language allows to show the language in a natural context of communication, favouring the development of sociolinguistic and pragmatic competence.

In addition, the cinema facilitates the approach of the traditions of material culture that is reflected in the plot of the film. The cinema shows everyday aspects of daily life, from clothing, housing, food to customs, habits, celebrations or rituals.

García (2007: 22) reinforces the previous ideas and states that there are many advantages in using films to learn about different cultures because the cinema shows the language in a context and its use in a concrete communicative situation. He provides significant features such as intonation, situation and the interrelation of the speakers that it is useful to add non-verbal information (gestural, cultural, social) to linguistic messages that increases the degree of understanding. The use of the cinema generates affective reactions due to its suggestive force and promotes communication needs in students to improve their communication skills. At the same time, combining the visual and auditory canals greatly facilitates understanding and it motivates students, energizes the class and reinforces attention.

Arzamendi (2004: 73) agrees with these statements and adds that cinema shows us examples of the authentic language, it acts as a bridge between the classroom and the real language samples. Similarly, Gimeno (2005: 23-24) reinforces these arguments by saying that cinema in the classroom bridges the gap between the students and the diatopic varieties of the language as well as the different diaphasic varieties because students can access these different varieties of language with films. Vences (2007: 4-7) supports these statements but pays special attention to the flow of information through various canals (visual, auditory), which improves the chances of retaining what has been learned, by activating both hemispheres of the brain. The cinema allows the approach in images of a subject unknown to the student or distant in its sociocultural context, and therefore difficult to understand.

However, cinema as a form of intercultural learning not only has advantages but also disadvantages as García (2007: 22) indicated. Some of them are that the teacher has to prepare all the material from scratch and choose the activities because there is little material that is didactically prepared, students may become unmotivated if the film does not correspond to their level. That is why the selection of activities is very important, intercultural activities based on the cinema raises the problem that the film reinforces or transmits cultural stereotypes if the film is not chosen carefully. Cinema should be used to creatively activate students and foster their intercultural competence, therefore using cinema passively without providing students with any activities would be useless.

These inconveniences are not related to the use of cinema in a pedagogical way but to the way in which we apply this methodology in class, so special care must be taken with the work preparation phase and with the group of students who are dedicated to the activities.

### **3.8. Cinema in Compulsory Secondary Education as a didactic proposal**

In this section, I will introduce some of the proposals applied in the classroom in the field of language teaching that prove the effectiveness of the use of films will be introduced. The proposals under scrutiny are seven and correspond to the first two decades of the XXI century. It should be noted that the search for didactic proposals related to this specific context has been a complex task since the number of existing studies is quite limited. All of them have in common the use of cinema in Compulsory Secondary Education and share similarities, as well as differences.

Some proposals focus on the use of cinema as a way to study the culture of English-speaking countries, as an approach to other arts such as literature, and to specifically develop linguistic competence. Studies based on the use of cinema to learn the culture of English society are *Cinema and Otherness at ELT: Educating Through the Silenced Voices of Billy Elliot* (Guijarro: 2004), *A proposal for the curricular integration of the areas of Spanish and English in the bilingual teaching curriculum for Compulsory Secondary Education* (Cantero: 2008) and *Cinema as a didactic tool for the inclusion of the cultural element in the class of English as a foreign language* (Álvarez: 2017). The differences among these three projects are that Guijarro (2004) uses a single film to

focus on culture, and thus generate debate around social aspects. Cantero (2008) relies mainly on audiovisual media from television channels and the use of films as a secondary element. However, Álvarez (2017) bases the use of films and TV series on different countries and on the study of Hollywood so that students can create a short film and in this way get closer to audiovisual culture.

The projects that use cinema as an approach to other arts are *The influence of cinema on the teaching of a foreign language* (Leal and Sánchez: 2010) and *Literature and cinema in Secondary education: a didactic proposal for the English classroom* (Garipova: 2013). Both studies use cinema to bring English literature closer to students. Leal and Sánchez (2010) focus on the English classics and use cinema as the visual element of these books to complement their use, whereas Garipova (2013) uses the cinema to bring literature closer, but putting special interest in cinematographic elements such as actors or scripts.

We will now deal with those proposals that use cinema to develop linguistic competence specifically: *The use of cinema in the classroom as a resource to facilitate the learning of the English language in Compulsory Secondary Education* (Segarra: 2015) and *The teaching and learning of the English language through cinema: from the classroom to the big screen* (Barreto: 2019). Segarra (2015) seeks that students work language competence through the representation of scenes from films to be involved in oral interactions. The films chosen show a variety of characters from different countries in order to introduce different accents and lexical variety and Barreto (2019), like Segarra (2015), seeks that the students represent film scenes as conversation practice, but in this case, the students have to record the scenes to practice digital competence and use the latest technologies.

Now, each of the previously mentioned didactic proposals will be explained in detail. Guijarro (2004) is the author of a study called *Cinema and Otherness at ELT: Educating Through the Silenced Voices of Billy Elliot*. Its main objectives are to promote cinema for the development of transversality in language subjects as well as for the learning of the English language at a linguistic level in students of the fourth year of Compulsory Secondary Education. The activities that form the lesson plan consist of watching Billy Elliot during several sessions and creating a debate to talk about topics

that the film deals with, such as English society in the 80s, homophobia, social problems, and English culture. The evaluation of this activity will be completed with the fulfillment of a test that shows that students have understood the essential aspects of the plot and they can recognize cultural elements, such as the situation of the English miners in the 80s, the position of LGBT people in the United Kingdom, or the religious context.

Cantero (2008) carried out the study *A proposal for the curricular integration of the areas of Spanish and English in the bilingual teaching curriculum for Compulsory Secondary Education*. This author aims to combine the Spanish language course contents and those of the English language through literature and cinema within the context of bilingual education. The general objective is that students acquire a level of linguistic competence in their mother tongue and English that allows them to function in different communicative situations. In addition, the specific objective is to promote intercultural communication and acceptance of different cultures. The activities in which students are involved are: to identify information broadcast on television channels such as BBC and TVE and compare the same news from different perspectives, to work with films in English showing stereotypes of Spanish-speaking countries and vice versa, and to introduce literary adaptations of the two cultures. The evaluation focuses on a final task carried out in groups that consists of a performance on some of the topics introduced in the activities, comparing two news from television channels of the two cultures or comparing two films that deal with a similar topic but from different cultural perspectives.

Leal and Sánchez (2010) conduct a study called *The influence of cinema on the teaching of a foreign language*. The general objective of this study is to provide authentic cultural information to students through films and literature and its specific objectives are to expose the student to real language and create a motivating and creative educational approach. The activities are planned for students in the fourth year of Compulsory Secondary Education and focus on watching films based on English classics and then reading adapted versions of these classics to complete the study of these works. The evaluation method is based on the grades that students will achieve in an exam focused on questions about the books they have read and their respective films.

Garipova (2013) conducts a project called *Literature and cinema in Secondary education: a didactic proposal for the English classroom*. The general objective of this study is to teach literature in English by complementing the reading of a literary text with the corresponding film adaptation. The specific objectives are to develop linguistic competence and literary competence. This study is focused on students in the third year of Compulsory Secondary Education.

The lesson plan that is developed to accomplish these objectives is based on the reading of a proposed literary text and comment on characteristics such as context, narrator, characters, or themes. In another activity, the teacher presents the film to the students, showing them the actors, critical appraisal, and additional information such as a comparison of the book and its film. An indispensable part of the lesson plan is watching and discussing the film adaptation. Finally, the last activity is an exam with reading comprehension questions and the evaluation is based on the exam grades and the daily observation of the students while they carry out the activities.

Segarra (2015) is the author of a study called *The use of cinema in the classroom as a resource to facilitate the learning of the English language in Compulsory Secondary Education*. The general objectives of this study are to reinforce the learning of English through the viewing of films and to increase the importance of cinema in the classroom as a didactic resource in second year students of Compulsory Secondary Education.

To achieve these objectives, the lesson plan is based on the choice of a fragment of a film that will be shown in class first with English subtitles so that students pay attention to the vocabulary and dialogues and then in the original version without subtitles so they pay attention to the intonation and accent. Then, in another activity, the students form groups of three and each group will be assigned a fragment of the film and each day a group will represent the film fragment during the first 20 minutes of the session and the students will assess the activities of their classmates.

The evaluation of these activities will be focus on the representation of the selected fragment, pronunciation and fluency, oral and written comprehension, and teamwork.



Álvarez (2017) conducts a study called *Cinema as a didactic tool for the inclusion of the cultural element in the class of English as a foreign language*. In this study, the general objective was to create a didactic proposal to introduce culture in the teaching of English as a foreign language using cinema as a didactic tool for students in third year of Compulsory Secondary Education. The specific objectives are to promote the development of their communication skills while acquiring linguistic content, to encourage the development of their creative capacity and to encourage them to work independently.

To achieve this objective, the author has created this project in which the main activities are based on watching some fragments of films made in English-speaking countries to improve listening skill, such as *The Queen* and the TV series *Modern Family*. In addition, the students will read reviews of some films obtained from English-speaking media, they will briefly talk about the birth of Hollywood and the Oscars and they will choose a film to write a review. To conclude the unit, the students will make a short representation of some of the films reviewed in front of their classmates as an evaluation of the sessions.

Barreto (2019) has developed a study called *The teaching and learning of the English language through cinema: from the classroom to the big screen*. The general objective to be achieved is to develop the communicative competence in the students and their linguistic level through the cinema and the specific objective is to improve teamwork. To achieve these objectives, the students form groups and choose a fragment of a film to represent and record it. The preparation of this scene takes place in several sessions in which the students prepare their own costumes and organize the recording and the script according to their criteria to show it later to the teacher and the other classmates. On one hand the evaluation will be based on daily observation in which the teacher will assess their behaviour, their participation, the elaboration of the costumes and teamwork and, on the other hand, the correct use of the language.

Regarding these proposals, some characteristics have been very helpful to inspire me to create my lesson plan. One of these characteristics that my lesson plan shares with Guijarro (2004) is the use of cinema to transmit not only the linguistic competence, but also values and to signify the problems of a society and motivate

students to debate. Some common similarities between my lesson plan and Cantero's proposal (2008) are media used as a tool to learn English and the culture of English-speaking countries. Leal and Sánchez and Garipova (2013) have inspired me to use film adaptations based on books as a link with literature to bring this art closer to students. Another inspiration regarding these proposals is the representation of the scene of a film in the form of a short film as a final task. Álvarez and Segarra also propose the exercise of representing the scene of a film, although in these activities it is not necessary to record it. Regarding the differences among these studies and my lesson plan, in some of these proposals, such as that of Guijarro (2004), Leal and Sánchez (2010) and Garipova (2013), the evaluation method is based on a final exam while the evaluation of my lesson plan is based on a final task. A second difference is that the latest technologies play an important role in the activities of the teaching proposal under scrutiny in this paper, an aspect which will be further developed in the following sections.

#### **4. Lesson plan**

##### **4.1. Justification**

The main reason why I have chosen this topic is because the use of CALL from the beginning of Compulsory Secondary Education has definite and immense benefits when learning a foreign language, among which the development of the digital competence should be underscored. CALL is very useful not only in terms of linguistic and digital competence, but also to work on intercultural competence through cinema where students have direct and easy access to the culture of English-speaking countries. The group selected for this lesson plan is the first year of Compulsory Secondary Education to start working with the same method from the beginning of Compulsory Secondary Education, thus fostering creative activities to motivate students. The didactic proposals previously described have inspired me in the design of activities, such as evaluation through a final task or the use of certain films to show different cultural aspects of English-speaking countries.

This proposal is based on the laws of the Spanish state, specially on Royal Decree 1105/2014, of December 26, which establishes the basic curriculum for Compulsory Secondary Education and Bachillerato. According to the BOE, Order ECD/65/2015, annex

I, page 422, the activities favour the development of linguistic competence and communication, in this case in foreign languages. The exercises favour the use of the language and respect towards others and, thus, they are helpful in fomenting respect for other cultures and people from other countries. In this way, social and civic skills, and cultural awareness are worked on.

#### **4.2. Contextualization**

The high school for which this lesson plan is designed is the *IES Los Pedroches* in Pozoblanco (Córdoba). This centre offers Compulsory Secondary Education, Bachillerato, and different professional training. It is a bilingual high school and ICT center. In each classroom there are computers, digital whiteboards, and projectors.

This high school has an assembly hall, music room, library, computer room, gym, technology workshop, science lab, and cafeteria. The English department is made up of six teachers and the socio-economic context of most of the students and their families is middle class and parents are very involved in their children's education.

Students are in the first year of Compulsory Secondary Education. The class has 30 students between 12 and 13 years old and there is a student with attention deficit and hyperactivity disorder. The level of English of the students is A2.

#### **4.3. Interdisciplinarity and cross-curricular issues**

Royal Decree 1105/2014, December 26, establishes the basic curriculum for Compulsory Secondary Education and Bachillerato. There are didactic contents that cannot be relegated to a single subject or curricular area and, thus, must be studied in each discipline. These contents are known as cross-curricular issues. This Royal Decree also establishes that the different subjects must include content related to other subjects in the curriculum, that is, transversality. The interdisciplinary content and cross-curricular issues addressed by this lesson plan are the following:

| Interdisciplinarity                                                                                                        | Cross-curricular issues                                                                       |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Literature</li> <li>- Information technology</li> <li>- Ethical values</li> </ul> | <ul style="list-style-type: none"> <li>- Moral education for coexistence and peace</li> </ul> |

#### **4.4. Didactic objectives**

The general objectives that the students have to achieve from this lesson plan are the following:

- 1- To develop cultural awareness of English-speaking countries to bring students closer to the cultures that permeate the films.
- 2- To improve students' digital competence with the use of computers, educational applications, and new technological devices.

The specific objectives that help to consolidate the previous general objectives are:

- 3- Familiarizing students with the vocabulary used in cinema
- 4- Enhancing oral comprehension skills by watching videos in English
- 5- Instilling values of respect and equality
- 6- Participating in discussions
- 7- Completing dialogues
- 8- Presenting activities in front of the rest of the class
- 9- Writing film synopsis
- 10- Creating scripts
- 11- Playing film scenes
- 12- Making a short film

#### **4.5. Competences**

The key competencies included in this lesson plan are the following:

- Competence in Linguistic Communication (CLC): As it is a lesson plan of a linguistic subject, this competence is used in each of the activities. The linguistic competence is considered in both oral and written activities.
- Digital Competence (DC): This competence is very important in this lesson plan. As the activities are based on films, students will have to work with the computer to search for information, use their smartphones, watch videos on the projector, and use applications designed for tablets and mobile phones.
- Cultural Expression and Artistic Awareness (CEAA): The students will be introduced to the different cultures of the film characters, as well as to the linguistic differences depending on the country, context, and social class these characters belong to.

#### 4.6. Attention to diversity

In this group of students, we have a student with ADHD (Attention-Deficit/Hyperactivity Disorder), as I have previously mentioned. In this case, the student will not require adapted material because all the activities will be carried out in groups with the support of their classmates and the teacher. In addition, all the activities are quite dynamic, so the student will not be distracted.

Positive aspects of introducing group activities is that students improve teamworking and collaborative skills. Thus, students who usually finish activities earlier help those who have not finished yet.

#### 4.7. Contents

In the five sessions that are part of this lesson plan, the four linguistic skills are worked on indistinctly in each session and the development of the final task contributes to combining all the skills in a single task. Thus, all skills are worked in the integrated way. The contents that will be presented in the sessions are the following:

|                |                                                              |
|----------------|--------------------------------------------------------------|
| <b>Reading</b> | Comprehending synopsis about the films they are working with |
|                | Understanding English subtitles present in films             |
|                | Searching for information on the internet to create scripts  |

|                |                                                                                |
|----------------|--------------------------------------------------------------------------------|
| <b>Writing</b> | Writing short scripts about existing films or original stories                 |
|                | Writing film synopsis                                                          |
|                | Completing dialogues of film characters or characters imagined by the students |

|  |                                                         |
|--|---------------------------------------------------------|
|  | Presenting activities in front of the rest of the class |
|--|---------------------------------------------------------|

|                                      |                                                                          |
|--------------------------------------|--------------------------------------------------------------------------|
| <b>Listening</b>                     | Recognising and identifying information and vocabulary related to cinema |
|                                      | Understanding videos and films in English                                |
| <b>Speaking and oral interaction</b> | Participating in discussions                                             |
|                                      | Playing film scenes                                                      |

#### 4.8. Sessions

This section introduces the 5 sessions into which this unit is divided, a description of the tasks, their timing, the class organization, and the teaching materials used. The content is originally designed. It serves to complement the content of the textbook used in class, *Network Andalusia 1º ESO Student's Book*, Burlington Books Publishing House, (Devlin and Shaw: 2020). This textbook does not have any section related to cinema or activities in which students are motivated to use audiovisual media. This is why these sessions are a good tool to deal with this topic. This lesson plan restates the importance of previous activities as a preparation exercise before carrying out other activities. The sessions of this lesson plan begin with a warm-up to prepare students for the following activities, as González (2011) proposes. Among the activities that the students have to carry out are the following:

- Debates, as Guijarro (2004) proposes.
- Activities that serve to work on the four linguistic skills, as Singh and Mathur (2010) propose.
- Or activities related to the creation and recording of stories and the use of platforms such as YouTube, as stated by Hernández (2014).
- Similarly, each session ends with the preparation of the final task, a short film, according to Cantero (2008).

Next, the five sessions will be developed taking into account the type of activity, materials and technological devices, class organization, and timing.

#### SESSION 1

| Activity 1                    | Objectives <sup>1</sup> | Teaching materials and/or technological devices | Class organization   | Timing | Appendix |
|-------------------------------|-------------------------|-------------------------------------------------|----------------------|--------|----------|
| What do we know about cinema? | 2 and 3                 | smartphones and projector                       | Individual Work (IW) | 20'    | 7.1.1.   |

**Warm-up:** In this first class, as a warm-up, the teacher will ask the students what they know about cinema and what words related to this field they know in English. To make the activity more enjoyable, the interactive presentation software *Mentimeter* will be used. *Mentimeter* is very useful because all students can share their knowledge without feeling embarrassed about speaking in public because to use this software the teacher only needs to open a topic of conversation in *Mentimeter* and offer students a code with which they can point from their mobile phones the words they think are related to the topic. This software allows the teacher to see the terms that the students have repeated more times and allows to know the level of vocabulary that the students have. The words that the students write can be seen through the projector.

| Activity 2      | Objectives | Teaching materials and/or technological devices | Class organization | Timing | Appendix |
|-----------------|------------|-------------------------------------------------|--------------------|--------|----------|
| Find the match! | 3          | flashcards                                      | Pair Work (PW)     | 20'    | 7.1.2.   |

In this second activity, the students will form pairs and each pair will be given flashcards. In these flashcards, a word related to the vocabulary of cinema will appear and other flashcards will show the image that represents that word. The activity consists in that each pair must find the corresponding flashcard that another pair of students have, they must get up from their seats and find which partners have the flashcards they need. The pair should be communicating in

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<sup>1</sup> These numbers refer to the didactic objectives in section 4.4.

English and discussing the images or words that they have. Throughout the activity, the teacher will be attentive to any possible doubts and will check if the students have managed to match the flashcards correctly.

|                                               |                            |                                                                                       |                                |               |
|-----------------------------------------------|----------------------------|---------------------------------------------------------------------------------------|--------------------------------|---------------|
| <b>Activity 3</b>                             | <b>Objectives</b>          | <b>Teaching</b>                                                                       | <b>Class organization</b>      | <b>Timing</b> |
| <b>Final task</b><br>And the Oscar goes to... | 1, 2, 3, 8, 10, 11, and 12 | <b>materials and/or technological devices</b><br>computers and interactive whiteboard | Group Work (GW)<br>Groups of 5 | 20'           |

To finish session 1, the teacher will explain the final task that the students will have to carry out in the last session. This task will consist of making a short film. The last 20 minutes of the class will also be used to explain this final task, as well as to organize students into groups of 5. The students have to search for information on the computer to make the short film, as well as the fragment of the film that they have to represent. At the same time, the teacher will answer the questions that the students may have. The teacher will organize the groups so that each group is made up of weak and strong learners. In addition, there should also be a balance to ensure that the activity is performed correctly. In all the activities that require the formation of groups of 5 students, the groups will remain.

## SESSION 2

|                                  |                              |                                                                                               |                                                   |                      |                           |
|----------------------------------|------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------|---------------------------|
| <b>Activity 1</b><br>Let's play! | <b>Objectives</b><br>2 and 3 | <b>Teaching</b><br><b>materials and/or technological devices</b><br>smartphones and projector | <b>Class organization</b><br>Individual Work (IW) | <b>Timing</b><br>10' | <b>Appendix</b><br>7.2.1. |
|----------------------------------|------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------|---------------------------|

**Warm-up:** In this first activity of session 2, the review of the vocabulary worked on in the previous session is under scrutiny. With this aim in mind, the teacher will use the interactive learning platform *Kahoot* to create a questionnaire that will serve to see if



the students have learned the vocabulary they worked on in the previous session. To do this, the teacher will need the students to use their mobile phones to choose the option they consider correct while they see the question through the projector.

| <b>Activity 2</b>          | <b>Objectives</b>  | <b>Teaching materials and/or technological devices</b> | <b>Class organization</b>      | <b>Timing</b> | <b>Appendix</b> |
|----------------------------|--------------------|--------------------------------------------------------|--------------------------------|---------------|-----------------|
| Write and guess the story! | 1, 5, 6 , 8, and 9 | Photocopies and computers                              | Group Work (GW)<br>Groups of 5 | 30'           | 7.2.2.          |

In this second activity, the students will be organized in the same groups from the previous activity. Each group will be given two photocopies, one with a synopsis to read and guess the title of the film and another with a film title to develop and write their synopsis. Previously, the teacher will indicate the characteristics of a synopsis and a script, so that the students can elaborate them. If they do not know the plot of the film, they can use the computers to search for information about it.

During the activity, they will have to debate among themselves what information they should write and the film title and when they have reached an agreement, they will choose a spokesperson who will inform the other groups of what they have created. Meanwhile, the teacher will supervise the activity, resolve doubts and when all the spokespersons have explained their respective activities, the teacher will correct any mistakes that the students have made. The teacher will give feedback once all groups have presented their activity. The feedback will focus mainly on mistakes in the use of English.

| <b>Activity 3</b>                           | <b>Objectives</b> | <b>Teaching materials and/or technological devices</b> | <b>Class organization</b> | <b>Timing</b> | <b>Appendix</b> |
|---------------------------------------------|-------------------|--------------------------------------------------------|---------------------------|---------------|-----------------|
| <i>The Cat in the hat with The Simpsons</i> | 1, 4, and 7       | projector                                              | Pair Work (PW)            | 10'           | 7.2.3.          |

In this activity, the teacher will show the students a Halloween special from *The Simpsons* that imitates the famous Dr. Seuss film, as well as the book, *The Cat in the Hat*.

During this part of the episode, all the dialogues are made up of rhymes. Therefore, it is a good approach to poetry in English for young students who also tend to feel more attracted to this audiovisual format than to other traditional poems. After watching that part of the episode, the teacher forms pairs with the students and they will write a word in the gap that the teacher has left to rhyme with the previous sentence. This word does not necessarily have to be the one that appears in the episode. Once the task is finished, the pairs will share with the rest of the class and with the teacher the words they have added and the teacher will correct their answers.

|                                                                     |                                                    |                                                                     |                                                             |                      |
|---------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|----------------------|
| <b>Activity 4</b><br><b>Final task.</b><br>And the Oscar goes to... | <b>Objectives</b><br>1, 2, 3, 8, 10, 11,<br>and 12 | <b>Teaching materials and/or technological devices</b><br>computers | <b>Class organization</b><br>Group Work (GW)<br>Groups of 5 | <b>Timing</b><br>10' |
|---------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|----------------------|

At the end of this session, the last minutes will be used to continue working on the final task. The students will be divided into the groups they formed in the previous session and will use the computers to search for the information and organize the scripts they need for the production of the short film, as well as the use of any program to edit it.

### SESSION 3

|                                           |                        |                                                                         |                                                   |                      |                           |
|-------------------------------------------|------------------------|-------------------------------------------------------------------------|---------------------------------------------------|----------------------|---------------------------|
| <b>Activity 1</b><br>Must, can or should? | <b>Objectives</b><br>2 | <b>Teaching materials and/or technological devices</b><br>digital board | <b>Class organization</b><br>Individual Work (IW) | <b>Timing</b><br>15' | <b>Appendix</b><br>7.3.1. |
|-------------------------------------------|------------------------|-------------------------------------------------------------------------|---------------------------------------------------|----------------------|---------------------------|

**Warm-up:** In this activity the teacher will introduce the students to the modal verbs must, can and should. The teacher will show them a mental map of these three verbs through the digital board, showing the positive, negative and interrogative forms as well as the use of each verb and she will explain each one of them in detail.

|                                                 |                                  |                                                        |                                             |                      |                           |
|-------------------------------------------------|----------------------------------|--------------------------------------------------------|---------------------------------------------|----------------------|---------------------------|
| <b>Activity 2</b><br>An afternoon at the cinema | <b>Objectives</b><br>3, 7, and 8 | <b>Teaching materials and/or technological devices</b> | <b>Class organization</b><br>Pair Work (PW) | <b>Timing</b><br>15' | <b>Appendix</b><br>7.3.2. |
|-------------------------------------------------|----------------------------------|--------------------------------------------------------|---------------------------------------------|----------------------|---------------------------|

|  |  |             |  |  |  |
|--|--|-------------|--|--|--|
|  |  | photocopies |  |  |  |
|--|--|-------------|--|--|--|

In this activity, the students will perform a role play in pairs. The context of the activity is based on the fact that the two students go to the cinema and have to agree to buy the tickets, the popcorn, decide which film they are going to see and they will have to use expressions that the teacher will provide and sentences to use the modal verbs that they have been worked in the previous activity. At the end of the activity, the teacher will ask each couple what agreement they have reached.

| <b>Activity 3</b>                       | <b>Objectives</b> | <b>Teaching materials and/or technological devices</b> | <b>Class organization</b> | <b>Timing</b> | <b>Appendix</b> |
|-----------------------------------------|-------------------|--------------------------------------------------------|---------------------------|---------------|-----------------|
| A debate about <i>The hate you give</i> | 1, 4, 5, and 6    | projector and photocopies                              | Pair Work (PW)            | 20'           | 7.3.3.          |

In this activity, the teacher will project in class the most important scenes from the film *The hate you give* and then the students will have to discuss some questions about the film in pairs and then a discussion will be opened with the whole class about the answers they have given to the questions and their opinion on the topic's film.

| <b>Activity 4</b>                              | <b>Objectives</b>          | <b>Teaching materials and/or technological devices</b> | <b>Class organization</b>      | <b>Timing</b> |
|------------------------------------------------|----------------------------|--------------------------------------------------------|--------------------------------|---------------|
| <b>Final task.</b><br>And the Oscar goes to... | 1, 2, 3, 8, 10, 11, and 12 | computers                                              | Group Work (GW)<br>Groups of 5 | 10'           |

To finish the session, the students will continue working on the preparation of the short film, they will be divided into the groups of 5 that they had formed and will be able to use the computers to edit the video or search for information that they have previously worked on in previous sessions and correct the work that they have advanced at home.

#### SESSION 4

| <b>Activity 1</b> | <b>Objectives</b> | <b>Teaching materials</b> | <b>Class organization</b> | <b>Timing</b> | <b>Appendix</b> |
|-------------------|-------------------|---------------------------|---------------------------|---------------|-----------------|
|                   | 1 and 4           |                           |                           | 15'           | 7.4.1.          |

|                  |  |                                                  |                         |  |  |
|------------------|--|--------------------------------------------------|-------------------------|--|--|
| Do you remember? |  | <b>and/or technological devices</b><br>projector | Individual Work<br>(IW) |  |  |
|------------------|--|--------------------------------------------------|-------------------------|--|--|

**Warm-up:** To begin the session, the teacher will show the students a video from the film *Frozen* on the projector. This video deals with the modal verbs that appear in the film. Thus, this will serve as a warm-up and will help the teacher to check if the students did not understand something from the previous session. In addition, the teacher will be able to explain it again, clarifying doubts. Students will be able to participate by making comments on the video and on the content of the previous session.

|                                             |                              |                                                                                   |                                             |                      |                           |
|---------------------------------------------|------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------|----------------------|---------------------------|
| <b>Activity 2</b><br>Voice actors for a day | <b>Objectives</b><br>7 and 8 | <b>Teaching materials and/or technological devices</b><br>projector and computers | <b>Class organization</b><br>Pair Work (PW) | <b>Timing</b><br>30' | <b>Appendix</b><br>7.4.2. |
|---------------------------------------------|------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------|----------------------|---------------------------|

In this activity, the teacher will show the students a silent short film, the teacher will play the video a couple of times and, then, students will form pairs and they will watch it on the computers as many times as they need to write the dialogues with the text that the characters will pronounce. Afterwards, pairs will dub the characters in turns.

|                                                                     |                                                 |                                                                     |                                                             |                      |
|---------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|----------------------|
| <b>Activity 3</b><br><b>Final task.</b><br>And the Oscar goes to... | <b>Objectives</b><br>1, 2, 3, 8, 10, 11, and 12 | <b>Teaching materials and/or technological devices</b><br>computers | <b>Class organization</b><br>Group Work (GW)<br>Groups of 5 | <b>Timing</b><br>15' |
|---------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|----------------------|

In this last activity, the students will have to continue the short film they have been preparing in groups during the previous sessions. They will consult with the teacher for the latest doubts and they will finish at home.

## SESSION 5

| Activity 1                                     | Objectives                 | Teaching materials                               | Class organization             | Timing |
|------------------------------------------------|----------------------------|--------------------------------------------------|--------------------------------|--------|
| <b>Final task.</b><br>And the Oscar goes to... | 1, 2, 3, 8, 10, 11, and 12 | <b>and/or technological devices</b><br>projector | Group Work (GW)<br>Groups of 5 | 60'    |

In this session the final task will be carried out. The students will screen the short films they have created. The short films are expected to last 5 to 10 minutes in total and the five members of the group will have to act. The content of the short films can be a representation of a film in English or an original story with its own script.

At the end of the reproduction of all the videos, the teacher will award the students with different categories such as:

- Best actor award
- Best actress award
- Best editing and special effects award
- Most original story award
- Best short film award

#### 4.9. Evaluation

The evaluation of this lesson plan is based on the Royal Decree 1105/2014, of December 26, which establishes the basic curriculum for Compulsory Secondary Education and *Bachillerato*. The evaluation of this lesson plan will be integrative, formative, and continuous and the percentages of the marks are:

- Participation and good attitude (20%)
- Class activities (40%)
- The short film (40%)

The rubrics that will be used to evaluate are the following:

|                                        |           |      |              |                   |
|----------------------------------------|-----------|------|--------------|-------------------|
| <b>Participation and good attitude</b> | Excellent | Good | Satisfactory | Needs improvement |
|----------------------------------------|-----------|------|--------------|-------------------|

|                                                                               |  |  |  |  |
|-------------------------------------------------------------------------------|--|--|--|--|
| The student participates actively in activities                               |  |  |  |  |
| The student presents a positive attitude towards the subject                  |  |  |  |  |
| The student shows a cooperative and respectful attitude towards their fellows |  |  |  |  |

| <b>Class activities</b>                                  | <b>Excellent</b> | <b>Good</b> | <b>Satisfactory</b> | <b>Needs improvement</b> |
|----------------------------------------------------------|------------------|-------------|---------------------|--------------------------|
| The student uses vocabulary and grammar appropriately    |                  |             |                     |                          |
| The students have worked in an organized way and all the |                  |             |                     |                          |

|                                                                     |  |  |  |  |
|---------------------------------------------------------------------|--|--|--|--|
| members of the group have participated                              |  |  |  |  |
| Students have used ICT correctly in the activities that required it |  |  |  |  |
| Student is easily understood and fluent                             |  |  |  |  |

| The short film                                     | Excellent | Good | Satisfactory | Needs improvement |
|----------------------------------------------------|-----------|------|--------------|-------------------|
| Content is original and creative                   |           |      |              |                   |
| Students uses vocabulary and grammar appropriately |           |      |              |                   |
| Students pronunciation is easily understood        |           |      |              |                   |
| Students adjust to time                            |           |      |              |                   |

## 5. Conclusion

In summary, CALL has allowed the development of this study guided by the main guidelines of this method, that is, purpose, integration, complexity, support, and involvement. The teacher has to take into account the purpose to use these new technologies according to the skill worked with the students. Integration is important since the teacher can complete content easily using electronic books, digital newspapers, online sessions, etc. Regarding complexity, it is important that not all activities depend on the computer and technology because they can fail. For this reason, the teacher has to be prepared with enough material so that the class can function properly even if these technological problems occur. This guideline assumes that students work in groups to improve problem solving and the teacher has to involve students in decision making and this is why the activities have to be motivating.

Nowadays the latest technologies, especially the Internet and new mobile devices, should be used in the field of education because of the benefits they provide. This use will be beneficial as long as the activity involves the student in the subject. As mentioned before, streaming platforms such as *YouTube*, *Disney plus*, or *Netflix* allow students to have contact with an immense number of audiovisual material that it can be really useful with the teacher's guidance.

As I mentioned previously, in the audiovisual sphere, films are useful in teaching and especially in teaching English. The cinema allows students an approach towards other languages and serves to teach ethical and moral values. Cinema is the perfect tool to learn a language especially in a non-immersive environment. In this lesson plan, the use of cinema allows working on oral and written expression and oral and written comprehension, especially in the final task.

An important aspect of cinema for educational purposes is that it provides good access to the culture, traditions, and life habits of the language being studied and there are different formats to take advantage of its potential depending on the time that can be used. For this reason, it is a good option to use short films or videos in addition to films.

These aspects have favoured the elaboration of a lesson plan with films as a main topic that work listening, speaking, reading, and writing through the activities mentioned above and allow the students to learn the culture of these films and use technological



tools and applications to work on digital and intercultural competences. The development of a short film as a final task has served to connect all the pedagogical objectives that were intended to be achieved in this lesson plan.

The main drawback of this lesson plan is that educational centers do not always have the necessary materials and technological devices to carry out these activities. In addition, teachers who are not up to date in the technological field may find it difficult to prepare material for students. Nevertheless, the socioeconomic context of the high school where this lesson plan will take place allows all activities to be conducted because it has the necessary materials and facilities.

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### Online Teaching Resources

- Diccionario de Términos clave de ELE  
[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccio\\_ele/default.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/default.htm)
- Disney plus 2021. <https://www.disneyplus.com/es-es/>
- Fundéu 2021. <https://www.fundeu.es/>
- Goconqr 2021. [https://www.goconqr.com/?reg\\_complete=1](https://www.goconqr.com/?reg_complete=1)
- Goodreads 2021. <https://www.goodreads.com/>
- Instituto Cervantes 2021.  
[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccio\\_ele/indice.htm#c](https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/indice.htm#c)

Kahoot 2021. <https://kahoot.com/>

Mentimeter 2021. <https://www.mentimeter.com/>

Oxford Languages 2021. <https://languages.oup.com/google-dictionary-es/>

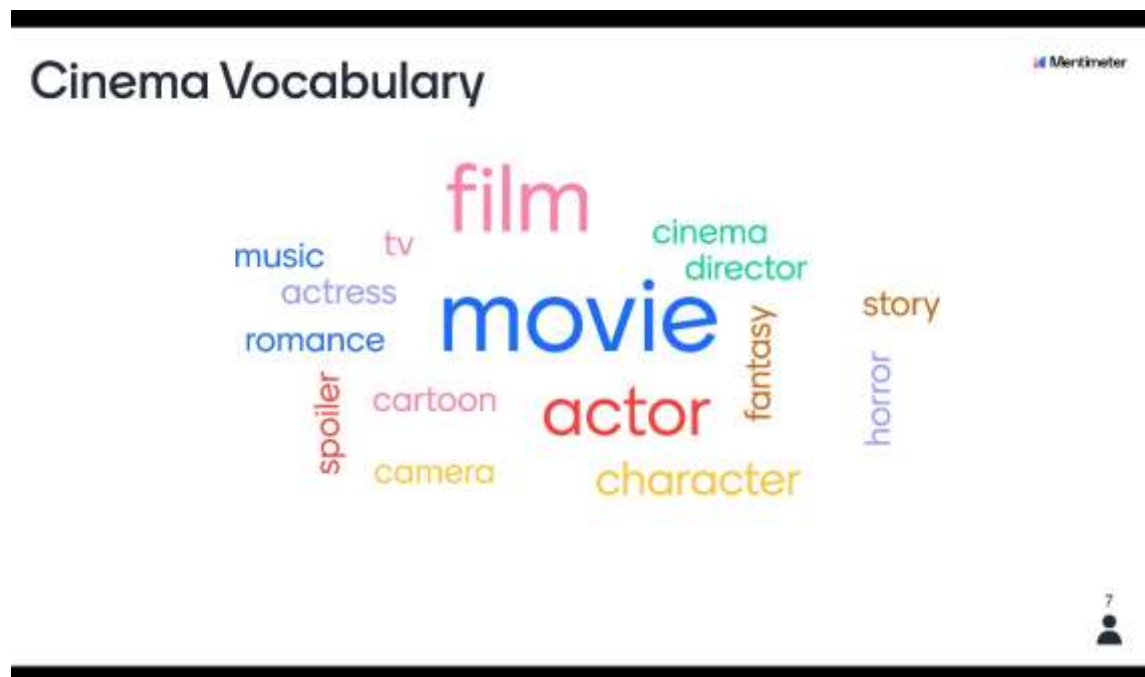
Rotten Tomatoes 2021. <https://www.rottentomatoes.com/>

Youtube 2021. <https://www.youtube.com/>

## 7. Appendices

### 7.1. Session 1

#### 7.1.1. Activity 1 *What do we know about cinema?*



#### 7.1.2. Activity 2 *Find the match!*

## FILM/MOVIE



## THEATRE/CINEMA





## CAMERA



## CHARACTER

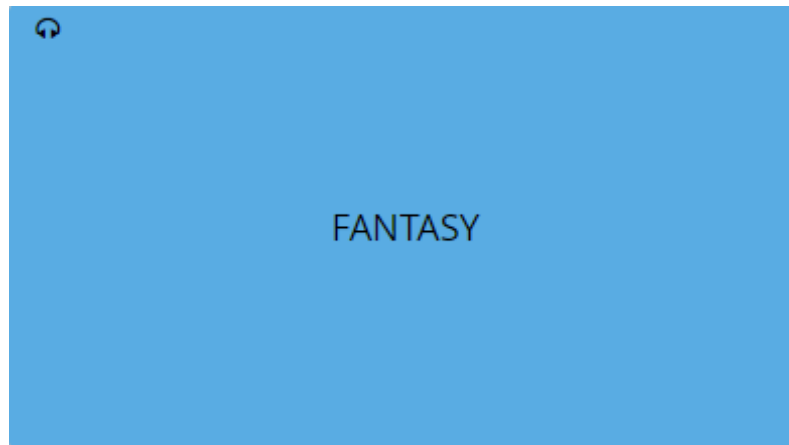
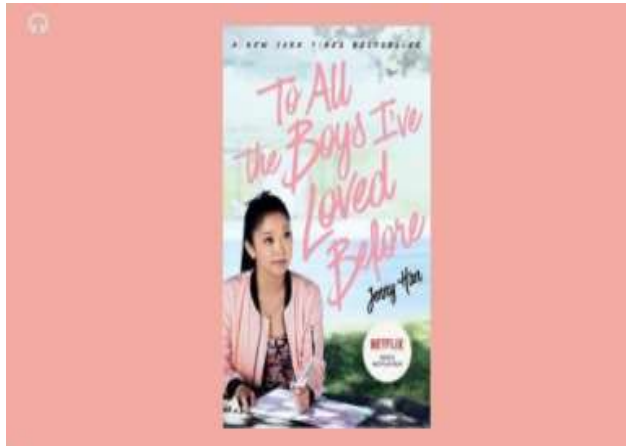


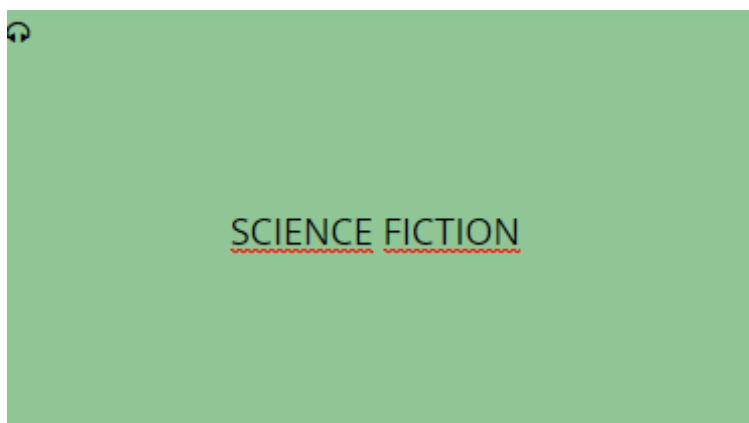
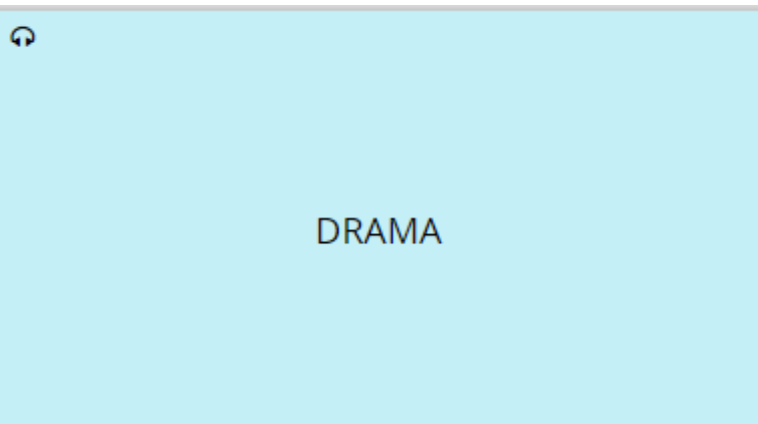


## SUBTITLES



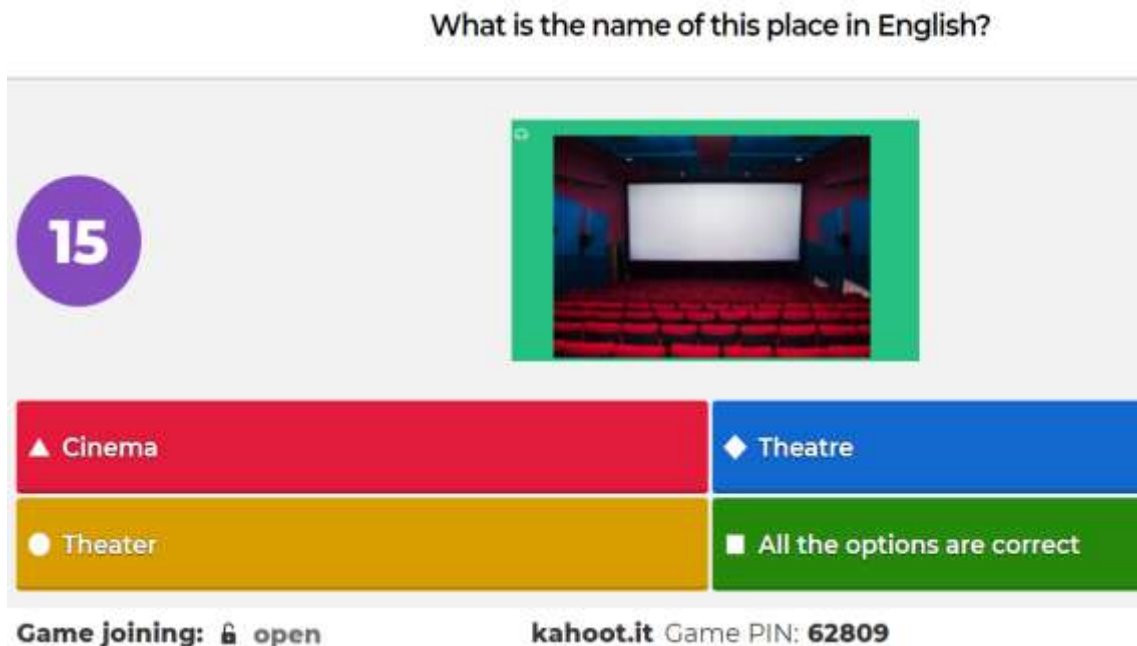
## ROMANCE





## 7.2. Session 2

### 7.2.1. Activity 1 *Let's play!*



### 7.2.2. Activity 2 *Write and guess the story!*

#### Text 1

Woody, a traditional pull-string talking cowboy, has long enjoyed a place of honor as the favorite among six-year-old Andy's menagerie of toys. Quick to calm their anxieties about being replaced by newer arrivals, Woody finds his own confidence shaken, and his status as top toy in jeopardy, upon the arrival of Buzz Lightyear, simply the coolest space action figure ever made. Woody plots to get rid of Buzz, but things backfire and he finds himself lost in the outside world with Buzz as his only companion. Joining forces to find their way home, the two rivals set out on an adventure that lands them in the clutches of Sid, a sadistic neighborhood kid who is notorious for dismembering and reassembling "mutant" toys in his bedroom. As "guests" of Sid and his dog, Scud, the two fugitive toys forge a genuine friendship and learn that only through mutual trust and respect do they have any chance of survival.

Text retrieved from: [https://www.rottentomatoes.com/m/toy\\_story](https://www.rottentomatoes.com/m/toy_story)

#### Text 2

The story follows the exploits of the four Pevensie siblings - Lucy, Edmund, Susan and Peter - in World War II England who enter the world of Narnia through a magical wardrobe while playing a game of 'hide-and-seek' in the rural country home of an elderly professor. Once there, the children discover a charming, peaceful land inhabited by talking beasts, dwarfs, fauns, centaurs and giants that has become a world cursed to eternal winter by the evil White Witch, Jadis. Under the guidance of a noble and mystical ruler, the lion Aslan, the children fight to overcome the White Witch's powerful hold over Narnia in a spectacular, climactic battle that will free Narnia from Jadis' icy spell forever.

Text retrieved from:

[https://www.rottentomatoes.com/m/chronicles\\_of\\_narnia\\_lion\\_witch\\_wardrobe](https://www.rottentomatoes.com/m/chronicles_of_narnia_lion_witch_wardrobe)

### **Text 3**

Ivan is an easygoing gorilla. Living at the Exit 8 Big Top Mall and Video Arcade, he has grown accustomed to humans watching him through the glass walls of his domain. He rarely misses his life in the jungle. In fact, he hardly ever thinks about it at all. Instead, Ivan thinks about TV shows he's seen and about his friends Stella, an elderly elephant, and Bob, a stray dog. But mostly Ivan thinks about art and how to capture the taste of a mango or the sound of leaves with color and a well-placed line. Then he meets Ruby, a baby elephant taken from her family, and she makes Ivan see their home—and his own art—through new eyes. When Ruby arrives, change comes with her, and it's up to Ivan to make it a change for the better.

Text retrieved from: [https://www.goodreads.com/book/show/11594337-the-one-and-only-ivan?ac=1&from\\_search=true&qid=KEd6C41BHY&rank=1](https://www.goodreads.com/book/show/11594337-the-one-and-only-ivan?ac=1&from_search=true&qid=KEd6C41BHY&rank=1)

### **Text 4**

Willy Wonka is the secretive and wildly imaginative man behind the world's most celebrated candy company, and while the Wonka factory is famously closed to visitors, the reclusive candy man decides to give five lucky children a chance to see the inside of his operation by placing "golden tickets" in five randomly selected chocolate bars. Charlie Bucket, whose poor but loving family lives literally in the shadow of the Wonka factory, is lucky enough to obtain one of the tickets, and Charlie, escorted by his Grandpa

Joe, is in for the ride of a lifetime as he tours the strange and remarkable world of Wonka with fellow winners, media-obsessed Mike Teavee, harsh and greedy Veruca Salt, gluttonous Augustus Gloop, and ultra-competitive Violet Beauregarde. Over the course of the day, some of the children will learn difficult lessons about themselves, and one will go on to become Wonka's new right hand.

Text retrieved from  
[https://www.rottentomatoes.com/m/charlie\\_and\\_the\\_chocolate\\_factory](https://www.rottentomatoes.com/m/charlie_and_the_chocolate_factory)

### **Text 5**

This is a little girl who is far too good to be true. At age five-and-a-half she's knocking off double-digit multiplication problems and blitz-reading Dickens. Even more remarkably, her classmates love her even though she's a super-nerd and the teacher's pet. But everything is not perfect in this girl's world. For starters she has two of the most idiotic, self-centered parents who ever lived. Then there's the large, busty nightmare of a school principal, Miss ("The") Trunchbull, a former hammer-throwing champion who flings children at will and is approximately as sympathetic as a bulldozer. Fortunately for her, she has the inner resources to deal with such annoyances: astonishing intelligence, saintly patience, and an innate predilection for revenge. She warms up with some practical jokes aimed at her hapless parents, but the true test comes when she rallies in defense of her teacher, the sweet Miss Honey, against the diabolical Trunchbull. There is never any doubt that she will carry the day.

Text retrieved from  
[https://www.goodreads.com/book/show/39988.Matilda?ac=1&from\\_search=true&qid=P7cXZbJXju&rank=1](https://www.goodreads.com/book/show/39988.Matilda?ac=1&from_search=true&qid=P7cXZbJXju&rank=1)

### **Text 6**

Both a classic movie for kids and a remarkable portrait of childhood. This is a sci-fi adventure that captures that strange moment in youth when the world is a place of mysterious possibilities (some wonderful, some awful), and the universe seems somehow separate from the one inhabited by grown-ups. Elliott, a young boy living with his single mother, his older brother Michael, and his younger sister Gertie. Elliott often

seems lonely and out of sorts, lost in his own world. One day, while looking for something in the back yard, he senses something mysterious in the woods watching him. And he's right: an alien spacecraft on a scientific mission mistakenly left behind an aging botanist who isn't sure how to get home. Eventually Elliott puts his fears aside and makes contact with the "little squashy guy," perhaps the least threatening alien invader ever to hit a movie screen. As Elliott tries to keep the alien under wraps and help him figure out a way to get home, he discovers that the creature can communicate with him telepathically. Soon they begin to learn from each other, and Elliott becomes braver and less threatened by life. The alien rigs up a communication device from junk he finds around the house, but no one knows if he'll be rescued before a group of government scientists gets hold of him

Text retrieved from :[https://www.rottentomatoes.com/m/et\\_the\\_extraterrestrial](https://www.rottentomatoes.com/m/et_the_extraterrestrial)

### **Titles**

- 1- Love, Simon.
- 2- The hate you give.
- 3- Bend it like Beckham.
- 4- Wonder.
- 5- Persepolis.
- 6- Hidden Figures.

### **7.2.3. Activity 3 *The cat in the hat with the Simpsons***

- 1.





But the Simpson abode was deep down in the dumps...



Cause from Little to bigger, the kids had the \_\_\_\_ (mumps)

2.



Now hop on my cycle, there's nothing to fear...



And we shall have candy... and maybe some \_\_\_\_ (beer).

3.



I am the Bore-Ax. I speak for the woods...



But I've plastered my likeness on consumer \_\_\_\_ (goods).

4.





Let this be a lesson to those who love cash, ...



That your nice stash of cash could be gone in a \_\_\_\_ (flash).

5.



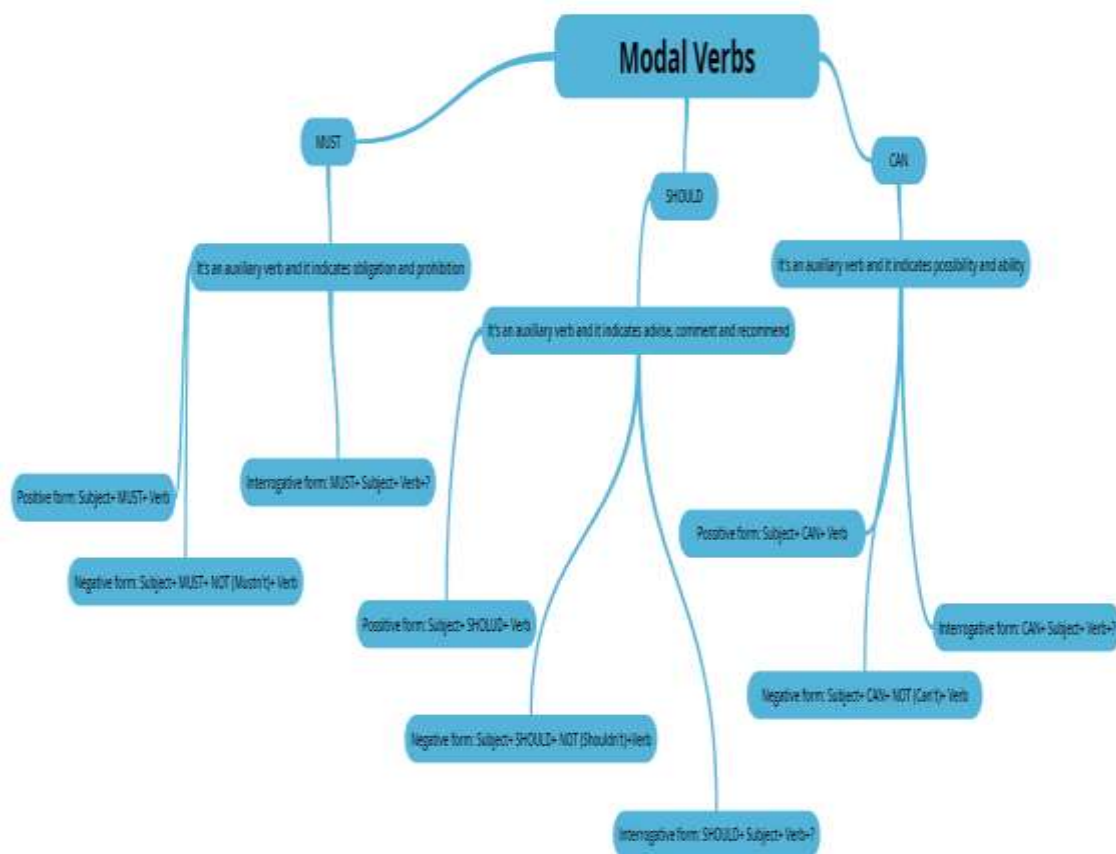
Say, Mr. Hat, I don't mean to complain, ...



but you promised us candy, not mayhem and \_\_\_\_ (pain).

### 7.3. Session 3

#### 7.3.1. Activity 1 *Must, can or should?*



#### 7.3.2. Activity 2 *An afternoon at the cinema*

You and your partner are planning to go together to the cinema. You have to choose which movie you want to see, what you are going to eat and other matters. Use modal verbs as much as you can

### USEFUL EXPRESSIONS

- Must we wear a mask in the cinema?
- Can we choose the seats together?
- Can we buy the ticket for children or are we too old?
- What's on at the cinema?
- Can we see this movie?
- This is a \_\_\_\_ (choose one genre)
- Should we get some popcorn?
- Salty or sweet?
- You mustn't smoke in the cinema because...
- Where do you want to sit? Near the back/ near the front/ in the middle.

#### 7.3.3. Activity 3 A debate about *The hate you give*



Video retrieved from: <https://www.youtube.com/watch?v=84uwMh2g49w>



Video retrieved from: <https://www.youtube.com/watch?v=8i3sUh4oov4>



Video retrieved from: <https://www.youtube.com/watch?v=qp6Ftn32xdU>



### QUESTIONS ABOUT DE VIDEO

- What do you think about the scenes you have seen?
- What do you know about the black lives matter movement?
- What relationship do you see between the black lives matter movement and this film?
- Do you think this film is a true reflection of today's society?
- Do you think this situation only happens in the United States?

#### 7.4. Session 4

##### 7.4.1. Activity 1 *Do you remember?*



##### 7.4.2. Activity 2 *Voice actors for a day*

Hair Love | Oscar®-Winning Short Film (Full) | Sony Pictures Animation

