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Master's Dissertation/
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A STUDY ON THE USE OF RECREATIONAL SHORT FILMS IN SECONDARY EDUCATION CLASSROOMS IN SPAIN

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ABSTRACT

Most educational systems include the English subject due to its worldwide importance as a *lingua franca*. The Spanish system is one of them, and the legislation that regulates the subject of English emphasises the four skills; *i.e.*, listening, speaking, reading and writing, together with the use of English, which includes grammar and vocabulary. Different language learning theories, methods and resources have demonstrated that the use of films helps develop the previously mentioned skills at different stages and levels.

The present study will look into the application of films to the teaching of English, especially in Secondary Education. Moreover, this thesis includes a proposal for a didactic unit based on current scholarship and literature review. The didactic unit will be developed in the following sections: as it will be set in a Spanish Secondary Education School, a legal framework and context will be given. The objectives, contents and competences to be achieved at the proposed level will also be stated. Next, the methodology used will be described, using the most relevant and convenient methods and approaches from the literature review. The time distribution, the resources used and the activities proposed will precede the final section, which is the evaluation. This proposal is expected to provide some guidance for Secondary Education teachers of English and make it easier to plan their school year programme and track their teaching process, as it follows the main currents of thought and pedagogy on teaching through films and proceeding with the legal requirements in Spain.

RESUMEN

La mayoría de los sistemas educativos incluyen la asignatura de inglés debido a su importancia mundial como lengua franca. El sistema español es uno de ellos, y la legislación que regula la asignatura de inglés hace hincapié en las cuatro habilidades; es decir, escuchar, hablar, leer y escribir, junto con el uso del inglés, que incluye gramática y vocabulario. Diferentes teorías, métodos y recursos para el aprendizaje de idiomas han demostrado que el uso de películas ayuda a desarrollar las habilidades mencionadas anteriormente en diferentes etapas y niveles.

En este estudio se investigará sobre la aplicación de las películas a la enseñanza del inglés, especialmente en Educación Secundaria. Además, esta tesis incluye la propuesta de una

unidad didáctica basada en los estudios actuales y el marco teórico. La unidad didáctica se desarrollará en los siguientes apartados: como se enmarca en los Centros de Educación Secundaria españoles, se establecerá un marco legal y un contexto. También se indicarán los objetivos, contenidos y competencias a alcanzar en el nivel propuesto. A continuación, se describirá la metodología utilizada, en la que se utilizarán los métodos y enfoques del marco teórico más relevantes y convenientes. La temporalización, los recursos utilizados y las actividades propuestas serán expuestas antes del apartado final, que es el de evaluación. Se espera que esta propuesta sirva de orientación a los docentes de inglés de Educación Secundaria y facilite la planificación de su programación didáctica y el seguimiento de su proceso de enseñanza, ya que sigue las principales corrientes de pensamiento y pedagogía sobre la enseñanza a través de películas y el cumplimiento de los requisitos legales en España.

1. INTRODUCTION

“If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.” – Antoine de Saint Exupéry

The Lumière brothers, inventors of the cinematograph, or D. H. Griffith, considered by many to be the father of modern cinema, may not have imagined that their creations could be used as materials to teach a second language. This previously unthinkable fact has been made possible thanks to the expansion of technology in recent decades, which has led to its application in diverse fields, including education and the teaching of English.

Before getting into the subject matter, some relevant concepts in this study will be explained. The Oxford Dictionary defines the interchangeable terms “film” and “movie” as “a series of moving pictures recorded with sound that tells a story, watched at a cinema or on a television or other device” (Oxford Dictionary, 2022). The difference lies in the English variation used; namely, “film” is used in British English, and “movie” in American English. Although this thesis uses the British variant, readers should understand that they are interchangeable, as both terms are used in the references for this study.

Another concept to be clarified is the difference between English as a Second Language (ESL) and English as a Foreign Language (EFL), which are quite similar but do not refer to the same thing. While EFL is the English learnt in a classroom by a person who does not live in a context where English is generally used outside the learning context, ESL is the English learnt both in the classroom and outside by a person whose First Language is not English (Peng, 2019). Consequently, as the context of the present study is set in Spanish classrooms, the term EFL is used.

These variants are part of the language which is considered one of the most necessary and relevant ones to learn. Around the mid-20th century, after World War II, English became the *lingua franca* for many fields, including economy, technology and science (González Valverde, 2021). But, as Crystal (2012) states, the significance and dominance of the English language around the world have expanded significantly beyond that. In the last three decades, globalization, among other factors, has led to the teaching and learning of English in most countries, which translates into a challenge for the next generations (Sari & Sugandi, 2015).

This situation takes our look at the teaching of foreign languages, which, as readers may know, is not an easy task. Over the years, publishers, researchers and teaching professionals have been trying to overcome the challenges generated when teaching, such as simplifying instructions, getting students' attention, pronunciation, spelling and vocabulary acquisition among others (Ahamed, 2013). To do so, there has been a search for the most appealing and effective resources to teach a language (Cook, 2016, as cited in Albiladi, Abdeen & Lincoln, 2018).

Among them is technology. The more technology has been developed, the more applications to teaching have appeared, so its use in teaching has been consistently increasing. It is a great tool to create engaging lessons teachers should not let pass. The types of technological media available are numerous, and the use of films as instructional media is one of the main ones (Sari & Sugandi, 2015). Furthermore, its importance is increasing day by day (Roslim et al., 2021). It is also remarkable that the students who are currently in school have been born in the digital era, therefore surrounded by technology, electronic devices and the internet. For this reason, teaching only via oral explanations and conversations might not be appealing to students, nor it is in concordance with their reality (Muslem, Mustafa, Usman and Rahman, 2017; Halawa, Sihombing & Nasution, 2022).

In response to the previously mentioned challenges that educators have to face when teaching English, the use of films in EFL classrooms provides several solutions and benefits. The amount of literature on the assets of films is enormous and most investigations focus on a specific one; such as the improvement of one of the four skills, vocabulary acquisition, whether the use of subtitles is appropriate or not, etc. Based on the advantages of using films most studies address one of the following three concerns: the improvement of students' language skills, the enhancement of their motivation, and the development of students' cultural awareness (Albiladi, Abdeen & Lincoln, 2018).

1.1. Justification

For this study, research from Africa (Morocco), America (United States), Asia (China, India, Indonesia, Iraq, Iran, Japan, Kuala Lumpur, Malaysia, Saudi Arabia, South Korea), and Europe (Italy, Serbia, Spain, Turkey, United Kingdom, Ukraine) on the topic of learning EFL through the use of films have been consulted. This proves the great attention this topic receives, hence its importance.

It is also relevant that there is a relatively new concept where education is developed through entertainment; it receives the name of *edutainment*. Using technology like the one available in many classrooms to attract the pupils' attention and help them learn while having a good time obtains excellent results (Aksakal, 2015). This deserves at least to give the method a try to improve the way English and other matters are taught in schools.

Even though there are extensive studies and research on the topic praising the benefits of applying films in EFL classrooms, there are not many didactic proposals where films are used in teaching languages. In Spain, a new package of laws on education had just come out, which means that so far there are no publications contextualized in Spain, following the current legislation. This study intends to cover this gap by presenting an example of a didactic unit based on the use of films.

1.2. Approach to the question

There have been several questions raised in this research. When selecting a film to be played in the classroom, many aspects have to be taken into account. First to consider is what type of film is appropriate and beneficial in this context. Important characteristics such as the theme or popularity can help. Its length is essential. Using films in class is not an excuse to pass time (both for students and teachers). Playing the whole film may get students disconnected from the learning goal; so, scenes, trailers or short films are advisable. Popular films are appealing, but they tend to have inappropriate scenes and content for children, such as the use of drugs, sex, violence, crimes, etc. Therefore, choosing the right film is not an easy task (Khan, 2015).

The question of whether or not to use subtitles is also important. According to Birulés-Muntané and Soto-Faraco's study (2016), playing films in class with subtitles has better results than those without subtitles. They have also shown that English subtitles improve the learners' proficiency at a higher level than films with subtitles in the viewers' mother tongue.

1.3. Masters Dissertation's objectives

1.3.1. General objectives

The general objectives of this thesis are to learn how to better contribute to the learning-teaching performance by using films: the improvement of students' language proficiency

and their language skills (listening, speaking, reading, writing); to spread their knowledge of vocabulary, idioms, use of English and pragmatics among others, and raising their cultural awareness competence.

1.3.2. Specific objectives

Regarding the specific objectives of this study, the first one is to perform research on previous studies and publications on the topic treated. Second, elaborating a didactic proposal that covers the results of the previously mentioned research in order to put theory into practice. The final step would be applying the resulting proposal to a real learning-teaching situation in the school.

2. LITERATURE REVIEW

Within the studies that focus on the use of films in EFL lessons for developing students' language skills, the focus is usually on one of the skills, or on oral or written skills together. It is shown that watching films where dialogues are uttered in English improves the spectator's listening skills. Safranji (2015) performed a survey where students' opinions about learning through films were requested, first before going through the programme on learning listening skills through films, and then after doing so. There was diversity in all of the questions (such as preferring watching films with or without subtitles), but there was one question that was unanimously answered affirmatively: "watching films improves listening skills", which is one of the conclusions.

The study performed in Indonesia by Muslem et al. (2017) is centred on speaking. They claim that, in this country, the language skill that presents more problems for students is speaking (Hattingh, 2014 as cited in Muslem et al. 2017). This is so even after using many different teaching methods (Muslem & Abbas, 2017). But this problem is not endemic only in Indonesia; the same happens in multiple countries where English is taught as a Foreign Language, including (as it is pertinent for our study) Spain. Halawa et al. (2022) performed a research on the positive effects of watching films on the speaking skill. Through a pre- and a post-test, they obtained an unquestionable general improvement in their students' speaking skills after watching animated films. Some effective techniques to improve the speaking skill are described in Muslem et al. (2017), where they propose to use short video clips rather than whole films. The study compares

the evolution of two groups working with different teaching methods: small group activities versus the individual or student-centred learning. Even though the former obtains better results than the latter, both systems prove to be effective in their use of video clips in the classroom.

It is not hard to believe that students' oral skills undergo considerable improvement through the use of films, where images facilitate comprehension and attract their attention more efficiently than traditional teaching (Khan, 2015). However, it becomes trickier when working on written skills. Starting by reading, we find fewer but still interesting proposals on how films are beneficial when talking about learning languages (Baratta & Jones, 2008). It is the case of Sung (2017), who provides some important facets to be taken into account when developing reading through films, specifically when choosing scenes to be played and preparing teaching materials related to those scenes: first, language form, then vocabulary, next pronunciation and finally culture. Sung (2017) adds that it is important to work with vocabulary at two levels. The first one is to extract uncommon words that may not be especially challenging for students. The second level is vocabulary which already presents more difficulties. After planning thoroughly and carrying out the tasks proposed, Sung (2017) concluded that the use of films is more effective than traditional teaching for reading. But, as proved by Muslem & Abbas (2017) not only reading comprehension, but also reading aloud is enhanced by this type of pedagogy based on films.

The other written language skill is writing, which we mention last because, due to its complexity, there is a general agreement among scholars that it is the last language skill learners are competent in (Nunan, 1991). The research carried out by Pangestu, Adiwijaya, & Purnami, (2021) focuses on how to teach writing narrative texts based on films. They chose this type of text because students can easily write about their own experiences, as narrative texts are experiences turned into text. These authors found similar problems in students than Muslem et al. (2017) did: students not reaching the minimum levels of proficiency in English despite the government changing education legislations, so they came to an analogous conclusion: changing the way teachers performed their work. When involving films in their teaching, educators could attract their students' interest, which seemed to be one of the major issues the learning-teaching process had to cope with. In their research, Pangestu et al. (2021) changed the teaching method by playing a short film first instead of giving instructions. A discussion followed and then students were directed to do the task of writing down the story of the film. The

results of the study revealed that the fact that students perceived images together with the language helped them considerably to retain information better. In his Ph.D. dissertation, Aliyev (2018) proposes some sequences to conduct activities related to films because, as he says, they are a requisite for the completion of the improvement of students' writing skills. In his proposal, which is for higher-level students, five activities complete the steps necessary to improve writing by using movies. The first one develops the use of subordinators and punctuation. The second one is meant to organize and elaborate essays. In the third activity, characters are analysed for brainstorming to expand critical thinking and descriptive adjectives. The fourth activity makes students learn and practice how essays are structured. The fifth activity focuses on broadening learners' vocabulary. The final activity aims at the improvement of students' grammar knowledge. If films were not implemented within these activities, the syllabus would not be as attractive and, as a consequence, not as successful.

Teaching a language involves, not only learning the four language skills, but also providing a good number of useful vocabulary learners will need to express accurately their thoughts and describe properly the reality around them. The real-life contexts offered in films use words that most likely be useful for learners, as their speaking situations may be shared with those of the characters they are watching. Also, watching vocabulary in a meaningful context reinforces its learning and helps retain it. (Yaseen & Shakir, 2015). Besides watching the film, vocabulary has to be worked on, both before watching it and after doing so. These activities are necessary to identify words and to be able to use them in their correct collocations, and here is where watching and hearing them in the context of the film is a great support. (Ismaili, 2013).

Another linguistic value we can obtain from using films in EFL lessons is the practical teaching of pragmatics (Tsapro & Yakuba, 2015), which, as Crystal (1997) defines it, is "language from the point of view of users [...] in social interactions". These social interactions appear constantly in films, bringing the opportunity for students to learn authentic language from them. This would help avoid the situations provided by traditional textbooks, which are out of a real context (Hashemian, Domakani & Ansari, 2016). Thus, the educational usefulness of films is again validated, in this case, in the pragmatic field, as language learners would develop their ability to discern whether a pragmatic event is appropriate in a specific situation or not. (Abrams, 2016). The importance of context is then highly relevant, therefore, educators should make an

exhaustive selection in order to get the right film, scene or sequence that would raise their students' pragmatic awareness (Usó-Juan & Martínez-Flor, 2021).

According to this literature, the use of films to learn English has proved to be effective in all four language skills together with vocabulary and the use of English; but why is it such a successful method? One of its key assets is the attractiveness films have on students of all ages.

When acquiring a language, students do better if the input they receive is amusing and entertaining. The linguistic resources we find in films, this is, messages, texts and characters' performances, are mostly visual elements together with voices and sounds. (Roslim et al., 2021). Psychological studies reveal that the information received through our senses is distributed in an uneven manner, where sight takes up 82 percent of the total and hearing holds 12 pieces of information. That means that 94 percent of the information humans perceive is done through vision and hearing, which are the senses we use when watching films (Hu et al., 2022).

As a consequence, just like Roslim et al. (2021) have gathered in their research, students consider that learning any Foreign Language, including of course EFL, is in fact more interesting if the method and resources used are watching films. Furthermore, the students who have answered the questionnaires declare that they feel more engaged and motivated. Finding it a fun activity makes them prefer this type of methodology over traditional teaching. The acceptance of this approach has as a result the encouragement to participate in the class discussions proposed in the various activities that take place before and after the screening of the films.

The positive reception of films in a class by students brings other advantages. It is commonly known that learning a new language generates tension and anxiety. In fact, "language anxiety" creates extra difficulties in the learning process (Masoud, 2011). Thankfully, the language lessons where movies are watched in the target language help reduce that anxiousness, producing a more pleasant and relaxed atmosphere, this is, a better environment for language learning that permits students to assimilate contents in happiness, regardless of the level, age or educational stage learners may be at (Roslim et al., 2021; Hu et al. 2022).

Together with the benefits of motivation, using films to teach EFL also provides a lively language experience (Pangetsu et al., 2021). In Albiladi et al. (2018), students reported that films are a source of authentic language, as the one used in them is just like the one native people employ in their everyday language interactions. Participants in the

study added that being exposed to real language made learning through films enjoyable, which, as stated before, inspires them to develop their language skills, getting as a result a more efficient learning.

Thus, authentic language use promotes motivation and can be viewed as an asset in itself. The fact that the language is current and real provides a better input to learn from and to imitate. If they are compared to textbooks and other traditional materials, the use of films in learning a language presents an image of the world that is closer to reality. This authenticity reduces the divergence existing between the language used in the classroom and the lively speech used in regions where it is the First Language (Albiladi et al., 2018). The authenticity of films resides in two aspects: first, the diversity of real-life scenarios they provide, because the language in films is unprocessed, as opposed to the language used in the classroom; and second, the flow of speech, which comes out naturally. This input is especially valuable when English is studied as a Foreign Language in countries where English is not spoken regularly outside the classroom (Khan, 2015).

The aforementioned motivation produced in learners of a Foreign Language by films can also be broadened and applied to increase their interest in the culture of the target language, as films display multiple features of that culture, including traditions, gastronomy, symbols and values among others (Albiladi et al., 2018). This enhances learners' cultural awareness, which is one of the objectives of many educational systems and legislations, including the Spanish ones.

Teaching multiculturalism presents difficulties that differ from the ones within teaching language skills, vocabulary or language use in general. One of them is the fact that the competence in cultural awareness, instead of being taught, is assimilated at the time language is learnt (Tsapro & Yakuba, 2015). The other main issue presented by absorbing multiculturalism is choosing an appropriate method to help students acquire this competence. Due to the nature of this competence, an effective proposal to solve this obstacle would be using relational approaches. This way, learners can involve the cultural aspects presented previously in their learning process at the time language is developed. A great practice to expose language together with cultural features is exposing learners to films from countries where their L1 is the students' target language. (Hu et al., 2022). In the case of teaching English, the enormous amount of films produced by the United States on top of it and Great Britain as the runner-up provide a considerable variety of options to choose from. This entails that teachers have available a huge quantity of materials, which is both an advantage, because there is not a lack of films, and an

inconvenience, due to the overwhelming number of choices to be made. (Heffernan, 2005).

Notwithstanding all these advantages described, researchers warn the educative community to be cautious when using these materials, plan thoroughly the sessions, state clear objectives and monitor constantly the evolution of the learning-teaching process, as this methodology may not work as expected or may not be welcomed by students in certain contexts (Kalra, 2017, as cited in Roslim et al., 2021).

3. DIDACTIC PROPOSAL

3.1. Presentation

With the didactic unit proposed in this study, an effort has been made to apply the theories and guidance provided above by scholars who have researched on the topic of teaching English as a Foreign Language (EFL) using films as the main material and support in the classroom. Following their instructions, which have been carefully selected using the writer's best criteria based on personal experience as a secondary school teacher, a didactic unit has been developed to serve as an example to inspire teachers and educators when creating their own teaching proposals. Also, this study intends to encourage the usage of films in class due to its multiple benefits for the learning-teaching process, just like they have been exposed previously in theory and will be next applied in a practical example.

This didactic unit has been developed following the Spanish legislation for education. The matter of English is described in the Foreign Language section. It follows a number of specific competences for the subject, builds basic knowledge and introduces key competences. All of these are interrelated and connected in a relational table together with their matching evaluation criteria. The methodology is based on post-communicative approach pedagogies, and the resources and the activities, which are distributed in eight sessions, are described in the following sections.

It is noteworthy to state that the present didactic proposal is a draft that has not been applied in the classroom yet. This work in progress will be put into practice, reviewed and evaluated in the present course 2022/23. After reading about all the assets of using

films in the classroom based on the literature review, the expectations for the success of the proposal are high.

3.2. Legal framework

Indeed, there are not many didactic units proposed in publications made by scholars based on teaching EFL through the use of films, even though there is a considerable amount of research on the subject. In Spain, the laws regulating education at a national level have recently changed (March 2022), and school year programs all over the country have to change. This makes the absence of educational proposals based on films obvious. Teachers are currently developing their year plan, and this may be an excellent opportunity to include films in them.

The new legislation for education in Spain is based on the Organic Law 3/2020 (called Organic Law that Modifies LOE, in short, LOMLOE), regulated by the Crown Decree 217/2022, which establishes the minimum items to be taught in Compulsory Secondary Education. At the same time, each Autonomous Community determines and specifies its own regulations within the national law. The current law in Andalusia, where the school year plan is designed for, is the Instruction 1/2022 of 23rd June.

Besides the general adaptations made, the necessary updates performed and the last reorganization of the document, some concepts that cannot change are required and, as a consequence, have stayed practically the same. Nevertheless, the new legislation has modified the terminology. The main renamed concepts are explained below.

The first important change in naming regards the didactic unit, which is now called “learning situation”. Students are shown a scenario where they will have to analyse, get information, acquire it, know how to use and adapt to the exposed requirements and apply it to create or obtain a final product.

Second, we come across the “specific competences”, previously known as objectives. These are the abilities that learners will have to conceive for each different subject. Regarding Foreign Language, which refers to the subject of English, there are six specific competences, which, for the sake of concision and simplicity, can be briefly summarized as follows: comprehension; production; interaction; mediation; linguistic variation; valuation of interculturality.

Third, what was called contents in the previous legislative texts is now named “basic knowledge”. The different abilities learners of a foreign language have to obtain are

described by the diverse basic knowledge. In the third course of Compulsory Secondary Education, they are related to communicative linguistic abilities (comprehending basically the four language skills), plurilingualism and the relation between the languages (those the learner controls or is in the process of acquiring), and interculturality (the interaction, variation and common points between the student's own culture and that of the language s/he is learning). All of these concepts are interrelated in the "Learning situation table" below, located in the "Relationship between curricular elements" section.

3.3. Context

In this study, the learning situation developed is devised for a Secondary Education School in the Spanish Autonomous Community of Andalusia, in a town located close to the Strait of Gibraltar to be more precise. As for the type of students, they come from families from different socioeconomic situations, as well as varied educational backgrounds; although it is true that, in recent years, the number of students belonging to more difficult situations and broken homes has increased. The geographical situation of the school results in the inclusion of a good number of students from Africa, especially from Morocco, but there are also pupils from many other parts of the world such as Colombia, Venezuela, Romania or the recent addition of three students from Ukraine.

Regarding the level of collaboration and cooperation with the families, there is also considerable diversity. On the one hand, there are the Mothers and Fathers of Students Association (AMPA), who are actively involved in the teaching-learning process of their children and promote their participation in school activities. On the other hand, there are parents who are not engaged in this process. In some cases, it is even difficult to reach and contact them to perform the monitoring of their children's progress. Still, in an attempt to reduce and eliminate this communication gap, the PASEN platform is regularly used to inform parents about test dates and results, attendance control, and other relevant information they may need about their children.

The group where this learning situation will be developed is 3rd ESO B. In the class, there are 27 students aged between 14 and 16 years old. The students' level of proficiency in English is quite diverse. Some pupils are studying for or have already obtained a B1 certificate in English, while some others can barely understand the language or produce it. Working with films will make each of them develop their learning at their own pace, but the lower the student's level is, the greater their improvement should be.

3.4. Specific competences

As mentioned before, specific competences differ from those in other subjects, but they are to be developed in each level and course. They are also connected to the key competences for lifelong learning specified by the European Commission (2018) following the Council's recommendations.

As shown in the literature review, scholars highlight the potential of films to develop the four language skills. In this learning situation, films will be used to produce simple but well-organized texts, both oral and written. To do so, students will have to get acquainted with strategies to plan, compensate and self-correct their messages so they can express themselves properly and communicate coherently. This is the first specific competence out of three that the current learning situation aims to develop.

The second specific competence has to do with the ability to interact autonomously with other people, also orally and in writing. In this specific competence, learners will be required to fulfil specific communicative purposes in respectful exchanges by using cooperation strategies, all the types of resources they may need, whether digital or analogue, and standards of courtesy and politeness.

The third and final specific competence that will be worked upon in this learning situation is related to the critical value and appreciation of diversity at linguistic, cultural and artistic levels. This aptitude requires that pupils develop their capacity of identifying and sharing the similitudes and differences between languages and cultures. The goal of this competence in society is that citizens behave in an empathetic and respectful manner in intercultural settings as a means of fostering peaceful coexistence.

3.5. Basic knowledge

This section is devoted to the basic knowledge (traditionally known as contents) that this learning situation develops. The nature of basic knowledge requires students to learn them through studying and practicing in a more conscious way than specific and key competences.

While teaching English as a Foreign Language, it is common to develop more abilities than it is thought of at first glance. For instance, when a reading activity is carried out, the learner's brain unconsciously builds or reinforces associations between words,

such as collocations, idioms, text structure, etc., which positively affect her/his writing. Teachers plan activities, tasks and projects with specific objectives that will be evaluated afterwards; but this “extra learning” is not taken into account, as they pay close attention to the items to be evaluated. Most likely, there are many skills, abilities and competences acquired when students go through this learning situation, but only three of the basic knowledge stated by the aforementioned education laws have been chosen to be developed in this case. Legislation organizes basic knowledge according to the subject using three letters, in the case of Foreign Language (“Lengua Extranjera”) the code is LEX. Then, the number referred to the course, which for the 3rd course is 4. It is followed by a letter (A for Communication, B for plurilingualism, and C for interculturality). The last number is the position the basic knowledge occupies.

The first basic knowledge to be developed in this learning situation is LEX.4.A.4. It corresponds to the usage of communicative functions and should be adapted to the communicative context they are set at. Among them, greetings, descriptions, space and time location, information requests, and narration of events will be developed by students during these sessions.

Another basic knowledge comprehended in the group on Communication is LEX.4.A.8, which refers to phonetics. As the main resource is the film, the sounds that actors and actresses produce, their accent, the rhythm they use in the different situations and the intonation are fundamental. Students will first recognize them, then relate them to the context and the meaning intended, and finally, create the association of patterns in their minds. This way, they can understand the communicative intentions the next time they face them and also reproduce and make use of them when producing oral texts.

The third basic knowledge chosen belongs to the Interculturality division and corresponds to LEX.4.C.4. In the film, some features of the American culture may not be known by the students. Even though the occidental culture is roughly shared between the United States and Spain, there are multiple social conventions that may surprise or even shock learners. They have to be guided and these particularities must be explained so they can adopt a tolerant vision of the other. Special attention is paid to non-verbal language and linguistic courtesy. The former requisite is not properly covered by traditional methods, resources and textbooks, but films give an adequate response to this requirement. The combination of sounds and images helps students in their better comprehension of the language, which films provide by definition (Gruba, 2006, as cited in Khan 2015). This basic knowledge gives special attention to non-verbal

communication because, based on the renowned book *Silent Messages* (Mehrabian, 1971), communication follows the rule of 55, 38, 7, which indicate the percentage distribution of speech divided into body language, tone and intonation, and the words themselves respectively. Depending on the authors, these numbers vary, but all of them agree that non-verbal communication is located somewhere between 70 and 95 percent of the oral messages uttered, which is still a considerable amount (Yaffe, 2011).

3.6. Key Competencies

The key competences for lifelong learning are the result of combining knowledge (information that helps understanding), skills (abilities that assist in the accomplishment of results), and attitudes (the mental willingness to act or react). They never stop being developed, a process that takes place in every context a person can be set on. They are eight, all of them equally important (European Commission, 2019) and they are described next.

Competence in linguistic communication (CCL)¹

This competence involves interacting orally or in writing coherently and appropriately in different areas and contexts and with different communicative purposes.

Multilingual competence (CP)

It implies using different languages appropriately and effectively for learning and communication. This competence implies recognizing and respecting individual linguistic profiles and taking advantage of one's own experiences to develop strategies that allow mediating and transferring between languages. It also integrates historical and intercultural dimensions aimed at knowing, valuing and respecting the linguistic and cultural diversity of society to promote democratic coexistence.

Mathematical literacy and science, technology, and engineering literacy (STEM)

The competence involves understanding the world using scientific methods, mathematical thinking and representation, technology, and engineering methods to transform the environment committed, responsible and sustainable.

¹ Initials are left in Spanish for the sake of concordance with their representation in LOMLOE and their mention in the table of curricular relation.

Digital competence (CD)

This competence implies the safe, healthy, sustainable, critical and responsible use of digital technologies for learning, work and participation in society, as well as interaction with them.

Personal, social and learning-to-learn competence (CPSAA)

This implies the ability to reflect on oneself in order to know oneself, accept oneself and promote constant personal growth; manage time and information effectively; collaborate with others constructively; maintain resilience; and manage lifelong learning.

Citizenship competence (CC)

It helps students to exercise responsible citizenship and fully participate in social and civic life, based on an understanding of social, economic, legal and political concepts and structures, as well as knowledge of current events and active commitment to sustainability and the achievement of global citizenship.

Entrepreneurial competence (CE)

This competence implies developing a vital approach aimed at acting on opportunities and ideas, using the specific knowledge necessary to generate valuable results for other people.

Competence in Cultural Awareness and Expression (CCEC)

It involves understanding and respecting how ideas, opinions, feelings and emotions are creatively expressed and communicated across cultures and through a wide range of artistic and cultural expressions.

All of these competences are developed in this learning situation. They are divided into operative descriptors to develop concrete aspects and avoid being mislaid in such wide ideas.

3.6.1. *Operative descriptors*

Operative descriptors are sections in which competences are divided. Students must have embraced them when finishing Compulsory Secondary Education. This learning situation develops 14 of them:

CCL1. The student expresses him/herself orally, in writing, signed or multimodal with coherence, correctness and adaptation to different social contexts, and participates in communicative interactions with a cooperative and respectful attitude both to exchange information, create knowledge and transmit opinions, as well as to build personal bonds.

CCL5. The student puts its communicative practices at the service of democratic coexistence, the dialogue resolution of conflicts and the equal rights of all people, avoiding discriminatory uses, as well as abuses of power to favour the not only effective but also ethical use of the different communication systems.

CP1. The student effectively uses one or more languages, in addition to the family language or languages, to respond to his/her communication needs, appropriately and appropriately both to his/her development and interests and to different situations and contexts in the personal, social, educational and professional fields.

CP2. Based on his experiences, the student makes transfers between different languages as a strategy to communicate and expand his/her individual linguistic repertoire.

CP3. The student knows, values and respects the linguistic and cultural diversity present in society, integrating it into his/her personal development as a factor of dialogue, to promote social cohesion.

STEM1. The student uses inductive and deductive methods of mathematical reasoning in known situations and selects and uses different strategies to solve problems, critically analysing the solutions and reformulating the procedure, if necessary.

CD2. The student manages and uses his/her personal digital learning environment to build knowledge and create digital content, through information processing strategies and the use of different digital tools, selecting and configuring the most appropriate depending on the task and his/her lifelong learning needs.

CPSAA1. The student regulates and expresses his/her emotions, strengthening optimism, resilience, self-efficacy and the search for purpose and motivation towards learning, to manage challenges and changes and harmonize them with his/her own objectives.

CPSAA3. The student proactively understands the perspectives and experiences of other people and incorporates them into his/her learning, participating in group work, distributing and accepting tasks and responsibilities equitably and using cooperative strategies.

CPSAA5. The student plans medium-term goals and develops metacognitive feedback processes to learn from his/her mistakes in the knowledge construction process.

CC3. The student understands and analyses fundamental and current ethical problems, critically considering his/her own values and those of others, and developing their own judgments to face moral controversy with a dialogic, argumentative, respectful attitude, and opposed to any type of discrimination or violence.

CE1. The student analyses needs and opportunities and faces challenges critically, taking stock of their sustainability, assessing the impact they may have on the environment, to present innovative, ethical and sustainable ideas and solutions, aimed at creating value in the personal, social, educational and professional spheres.

CCEC1. The student knows, critically appreciates and respects the cultural and artistic heritage, getting involved in its conservation and valuing the inherent enrichment of cultural and artistic diversity.

CCEC3. The student expresses ideas, opinions, feelings and emotions through cultural and artistic productions, integrating their own body and developing self-esteem, creativity and a sense of his/her place in society, with an empathic, open and collaborative attitude.

3.7. Sustainable Development Goals (SDG)

Acquiring key competences is important for students, as they will make use of them while facing global challenges in the future. Learning situations should become more relevant by working on the relationship between key competences and those challenges. This preparation in school will get students ready to respond to the difficult tasks they may encounter in their lives. Sustainable Development Goals (SDG) pretend to visualize these challenges and prepare citizens to confront them.

The learning situation proposed in this study and the film used in it make students aware of objectives 3 and 8. Objective 3 is about health and wellness. The film treats this topic through the attitude of the main character, whose happiness depends on seeing people smile. Objective 8 deals with decent work and economic growth. Several jobs are

given value by the main character in the film. He and the second main character change jobs and end up being happier in them. This shows students that there is a place for change and improvement in one's job. They should not settle for a job that does not fulfil their needs, but they should aim for a situation that let them live in dignity.

3.8. Relationship between curricular elements

For each learning situation, a standardized table describing how all the elements of the didactic unit are linked is provided as an annex within the Organic Law 3/2020 and Crown Decree 217/2022. This is common for all learning situations that follow LOMLOE. In the table, the various curricular elements are related according to the guidance provided by the legal regulations described above.

1. IDENTIFICATION	
TITLE: Conquering the radio with our podcast	
COURSE: Third year of Compulsory Secondary Education	TIMING: 8 sessions
2. JUSTIFICATION	
In this learning situation students are meant to build some previous knowledge on some vocabulary they will need to better understand the short film they will watch. Next, they will do some listening comprehension while they watch it. After the screening, by imitating and putting into use the structures they have listened to and read, they will perform their own situations in self-made scenarios, think critically about the most relevant topics in the film for them and will finish by performing a discussion that will be recorded in a podcast. By this, students will have improved their four language skills, used analogue and digital supports to communicate, search for information and record their final product, and broaden their critical thinking while discussing themes of their interest.	
DIDACTIC OBJECTIVES	SDG
Being able to understand real-life, authentic speech. Interacting and communicating with their peers in English. Developing cultural awareness by learning about the history of other countries, political situations, and their social habits.	Objective 3. Objective 8.
3. DESCRIPTION OF THE FINAL PRODUCT	
After training their skills and knowledge, students will carry a discussion where certain controverted topics about culture and feelings will be addressed. This discussion will be	

recorded in the format of a podcast and will be later broadcasted in the monthly school radio programme.

4. CURRICULAR SPECIFICATIONS

KEY COMPETENCES	CCL, CP, STEM, CD, CPSAA, CC, CE, CCEC
SPECIFIC COMPETENCIES	
2. Producing oral, written and multimodal original texts, of medium length, simple and clearly organized, searching in trustworthy sources and using strategies such as planning, compensation or self-reparations, to express in a creative, adequate and coherent manner relevant messages and to respond to specific communicative purposes. 3. Interacting with other people in oral and written ways with increasing autonomy, employing cooperation strategies and using analogue and digital resources, in order to respond to specific communicative purposes in respectful exchanges following rules of politeness. 6. Critically assess and adapt to linguistic, cultural and artistic diversity, starting from the foreign language, identifying and sharing the similarities and differences between languages and cultures, acting empathetically and respectfully in intercultural situations and promoting coexistence.	
EVALUATION CRITERIA	BASIC KNOWLEDGE
2.1. Orally express texts of medium length, structured, understandable, coherent and appropriate to the communicative situation on daily matters, of personal relevance and of public interest close to their vital and cultural experience, in order to describe, narrate, explain, argue and inform in different analogue and digital media, using verbal and non-verbal resources, in a gradually autonomous way, as well as planning, control, compensation and self-repair strategies. 2.2. Writing and disseminating texts of medium length with acceptable clarity, coherence, cohesion, correctness and adaptation to the proposed communicative situation, to the textual typology and to the analogue and digital tools used, on matters of	LEX.4.A.4. Communicative functions of common use appropriate to the field and the communicative context: greet and say goodbye, introduce and introduce yourself; describe people, objects, places, phenomena and events; place events in time; locate objects, people and places in space; request and exchange information on everyday issues; give and ask for instructions, advice and orders; offer, accept and reject help, propositions or suggestions; partially express liking or interest and emotions; narrate past events, describe present situations, and state future events; express the opinion, the possibility, the capacity, the obligation and the prohibition; express simple arguments; make hypotheses and assumptions; express

various kinds, of personal relevance and of nearby public interest to their experience, in order to describe, narrate, explain, argue and inform, respecting intellectual property and avoiding plagiarism. 3.2. Gradually and autonomously select, organize, and develop appropriate strategies for initiating, maintaining, and ending communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing, and contrasting, summarizing, collaborating, debating, solving problems, and managing different situations.	uncertainty and doubt; rephrase and summarize.
2.1. Orally express texts of medium length, structured, understandable, coherent and appropriate to the communicative situation on daily matters, of personal relevance and of public interest close to their vital and cultural experience, in order to describe, narrate, explain, argue and inform in different analogue and digital media, using verbal and non-verbal resources, in a gradually autonomous way, as well as planning, control, compensation and self-repair strategies. 3.1. Plan, participate and collaborate actively, through different analogue and digital media, in interactive situations, on everyday topics of personal relevance and public interest close to their experience, adapting to different genres and environments, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as the different	LEX.4. A.8. Sound, stress, rhythmic and intonation patterns in common use, and meanings and general communicative intentions associated with these patterns.

needs, ideas, concerns, initiatives and motivations of the interlocutors, determining responsible communication.	
6.1. Behave appropriately, empathetically and respectfully in common intercultural situations, building links between different languages and cultures, rejecting any type of discrimination, prejudice and stereotype in everyday communicative contexts, considering ways to solve those sociocultural factors that hinder communication and coexistence.	LEX.4.C.4. Social conventions of common use; non-verbal language, linguistic courtesy and digital etiquette; culture, norms, attitudes, customs and values of countries where the foreign language is spoken.
ORIENTATIONS FOR THE SPECIFIC COMPETENCE	
2. Production includes oral, written and multimodal expression. The topics must be everyday, of personal relevance and of public interest close to the experience of the students, with creativity, coherence and adaptation. The production, in various formats and supports, can include at this stage the exposition of a short description or anecdote, a longer formal presentation, a simple argument or the writing of texts that express facts, concepts, thoughts, opinions and feelings, through digital and analogue tools, as well as the advanced search for information on the Internet as a source of documentation. In its multimodal format, production includes the joint use of different resources to produce meaning (writing, image, graphics, tables, diagrams, sound, gestures, etc.) and the selection and application of the most appropriate depending on the task and its needs. 3. The interaction involves two or more participants in the construction of a discourse. At this stage of education, interactions are expected to deal with everyday issues of personal relevance and public interest that are close to the students' experience. It includes strategies for cooperation, initiation, maintenance or conclusion of conversations, transfer and taking turns to speak, as well as strategies for asking, with the aim of requesting clarification or repetition. In addition, learning and applying the rules and principles that govern linguistic courtesy and digital etiquette prepare students for the exercise of democratic, responsible, respectful, inclusive, safe and active citizenship.	

6. Interculturality means experiencing the linguistic, cultural and artistic diversity of society, analysing it and benefiting from it. The intercultural situations that can arise at this stage allow students to open up to new experiences, ideas, societies and cultures, showing interest in what is different; contrast one's perspective and one's own cultural value system; and distancing oneself and avoiding attitudes based on any type of discrimination or reinforcement of stereotypes. All this is oriented towards the objective of developing a shared culture and a citizenry committed to sustainability and eco-social and democratic values.

CONNECTION WITH THE COMPETENCE PROFILE AFTER FINISHING BASIC EDUCATION
CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3, CCL5, CPSAA3, CC3, CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1.

5. LEARNING ASSESSMENT

LEARNING EVALUATION PROCEDURES

EVALUATION CRITERIA	EVALUATION INSTRUMENTS
2.1. Orally express texts of medium length, structured, understandable, coherent and appropriate to the communicative situation on daily matters, of personal relevance and of public interest close to their vital and cultural experience, in order to describe, narrate, explain, argue and inform in different analogue and digital media, using verbal and non-verbal resources, in a gradually autonomous way, as well as planning, control, compensation and self-repair strategies.	1. Direct observation scale. 2. Oral expression rubric. ²
2.2. Writing and disseminating texts of medium length with acceptable clarity, coherence, cohesion, correctness and adaptation to the proposed communicative situation, to the textual typology and to the analogue and digital tools used, on matters of various kinds, of personal relevance and of nearby public interest to their experience, in order to describe, narrate, explain, argue and	1. Direct observation scale. 2. Written expression rubric. 3. Questionnaire on acquired knowledge.

² For rubrics refer to section 7. Annexes.

inform, respecting intellectual property and avoiding plagiarism.	
3.1. Plan, participate and collaborate actively, through different analogue and digital media, in interactive situations, on everyday topics of personal relevance and public interest close to their experience, adapting to different genres and environments, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as the different needs, ideas, concerns, initiatives and motivations of the interlocutors, determining responsible communication.	1. Direct observation scale. 2. Oral expression rubric.
3.2. Gradually and autonomously select, organize, and develop appropriate strategies for initiating, maintaining, and ending communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing, and contrasting, summarizing, collaborating, debating, solving problems, and managing different situations.	1. Direct observation scale. 2. Oral expression rubric. 3. Written expression rubric.
6.1. Behave appropriately, empathetically and respectfully in common intercultural situations, building links between different languages and cultures, rejecting any type of discrimination, prejudice and stereotype in everyday communicative contexts, considering ways to solve those sociocultural factors that hinder communication and coexistence.	1. Direct observation scale.
TEACHING PRACTICE EVALUATION PROCEDURES	
Instruments:	
Questionnaire	
Self-assessment report	

Table 1. Relationship between curricular elements.

3.9. Methodology

For decades, the method most commonly used and accepted as the best option for teaching was the Communicative Learning Teaching (CLT) approach. However, constant criticism from different sides (and probably its failure to comply with the things it promised) has removed this preference from the spotlight, but no other approach or method has taken the leading role. Experts argue that we may have reached a point where no method would reign again in the teaching scene; what is called the post-method (Didenko & Pichugova, 2016).

Since the start of the present millennium, what has been defined as the post-communicative era started, being identified by the relevance given to language to shape, modify and sustain social actuality. It is required due to the reality and needs of society, such as social changes and new social actuality, the connectivity possibilities brought by Information and Communication Technologies, and the increasing mobility of people to different countries (for extremely varied causes). It all calls for languages to give a response in connecting people. (Margaroni & Magos, 2020). This means that language teaching has to acknowledge this diversity will happen in the classroom, as it is the case in ours. The necessity of an integrating methodology should be carried out as a means of building the best society for the future. For these reasons, it is a must for teachers to educate next the generations according to a set of characteristics and competences like the ones proposed by the European Council, which have been previously depicted above in section 3.6.

Thus, for the didactic proposal in this study, a Post Communicative Approach has been followed. The multiculturalism and the diverse socioeconomic reality in our school (as described in section 3.3 above) demand this eclectic socially mindful approach. First of all, the focus will no longer be on the teacher and his/her lectures, but on the students, their needs and their progress. The teacher's role is to guide students in their learning process through meaningful learning, establishing relationships between previously acquired knowledge and new ones. Individual and cooperative activities are used to promote respect and adapt to diverse learning rhythms and learning styles.

3.10. Timing

This learning situation is composed of eight sessions, each of them lasting one hour, although the effective class time is around 50-55 minutes as 5-10 minutes are consumed in getting the class ready and closing the lesson (turning on the computer, take the register, collect any materials that may have been handed over, etc.).

In the first session, an initial assessment of previous contents acquired by the students will be carried out. The aim of this is to evaluate their progress from the beginning of the unit until the end of it, when the final evaluation and the self-assessment are to be carried out.

Besides the initial assessment, the learning situation is divided into three phases: Pre-watching Stage, While-Watching Stage, and After-Watching Stage.

The Pre-Watching Stage in the proposal of this study takes just sessions 1 and 2. In them, students will complete activities that will provide them with the necessary tools to confront the movie and the activities proposed for the two coming phases.

The While-Watching Stage consists of simple comprehension activities as the film is played (in sessions 3 and 6). The written activities should be short and clear, and their answer required should not be as short as possible to avoid distractions from the film, hence, hindering understanding. From time to time, the film will be paused so the teacher orally asks questions that evidence that students are following up the plot.

In the After-Watching Stage, the activities performed will be based on what was shown in the film. Phonetics, grammatical structures, vocabulary, idioms and pragmatics identified in the short film will now be put into practice. Activities such as written and oral summaries, debates or discussions are the most common ones at this stage (Khan, 2015; Tsapro & Yakuba, 2015; Fethi & Marshall, 2018; Xu, 2018).

The final session will be devoted to self-assessment. The same questionnaire that was passed to students in the first session will be passed again.

3.11. Resources

The first action that has to be taken is choosing the appropriate film. Logically, educators have to bear in mind the basic knowledge they want to introduce, but there are some general aspects that they have to take into account when selecting a film to be used as teaching material in the classroom.

For the development of these sessions, it will be needed the following resources and materials:

- A digital whiteboard or projector to screen the film.
- Internet connection to reproduce the YouTube video and to search for information when it may be necessary.
- Mobile phones or other electronic devices to search for information when necessary.
- Speakers.
- Recorder or phone to record the podcast.
- The film selected for this learning situation: “Validation”.

3.12. Activities

Session 1.

In this session, when the initial assessment is to be carried out, the aim is to evaluate the previous knowledge students have before undergoing the learning situation. They will have to complete a test that would encompass activities covering the evaluation criteria for the learning situation, which in this case include oral production and written production.

Session 2.

The Pre-Watching Stage starts here. The activities in this phase are intended to get students ready for a better understanding of the film when it is screened. First, they will widen their vocabulary register on personal features, both physical and psychological. To do so, they will have to create a vocabulary list as complete as they can.

The creation of the vocabulary is divided into two parts. The first part consists of brainstorming activities. They start with an individual collection of the words they know, writing them down on the list of personal characteristics they will have just created. This vocabulary enumeration will have to be divided into physical features and psychological features. The second activity makes students join into groups of four to share and expand their lists. Lastly, in the third activity, the whole class participates in a group brainstorming where the collective knowledge of the group is shared, resulting in a

vocabulary register that will serve as a starting point for every pupil. They are given five minutes to carry out each activity.

When vocabulary lists are completed, they will count the number of entries they will have collected. According to the number of relevant entries, a classification list will be provided by the teacher. Following the classification order, they will choose their roles in the representations and in the final discussion. This information about the classification will be provided after the brainstorming activities and before the research activity.

In the research activity, students will use their electronic devices which they will have to bring to school that day to search for information about certain topics treated in the short film. In groups of four, each group will have to gather information about one of the following topics:

- How parking validation works in some malls and shopping centres in the USA.
- Who is George W. Bush and why he is relevant in recent History?
- Who was Saddam Hussein and what is his relation with the US and George W. Bush?
- What is the political and diplomatic situation between Israel and Palestine?
- What is the DMV in the US?

They will build a short presentation with their findings, most likely finishing it at home, that will be shown to their peers in the next session.

Session 3.

In order to recap, session 3 will start by exposing the results of the research students would have made in the previous session. Their Digital Competence will be evaluated, together with their use of English, according to the evaluation criteria referenced previously in section 3.7.

After all the presentations are exposed, a review of the Present Simple tense will be done following an inductive approach. This will be accomplished by displaying present simple sentences on the digital whiteboard. Using them, comparing them with examples of other tenses (present continuous and past simple) and discussing the differences in groups will help students to actively extract the rules and uses followed when using this tense. A final and concluding explanation will be given by the teacher at the end of the session (Benitez-Correa, Gonzalez-Torres, & Vargas-Saritama (2019).

Session 4.

At this point, learners are equipped with the previous knowledge needed to face the short film selected. Then, session 4 starts with the first screening of the short film “Validation” (15 minutes). The While-Watching Stage consists of a questionnaire with brief true-or-false questions, so students do not miss information from the film to answer them. The teacher has to stop the films three times to check for students’ comprehension, making questions and keep all students on track with a general understanding. The first stop should be done at 4:00; the second at 7:38; and the last one at 10:37. Those are turning points in the story where comprehension can be verified before moving on to the next part of the film. Optionally, learners can annotate any vocabulary from the film they do not know yet to keep enlarging their list. The teacher has to recommend students to take notes of words from the film they find difficult to pronounce or that they did not know their pronunciation of.

The first of the After-Watching Stage activities is about describing people: Students are shown images of historical characters and, in their notebooks, they have to depict first how they look like. They can make use of the structures and idioms they have heard and read in the film. After this first part, they will have to describe how they think they are psychologically. Descriptions will be written in their notebooks and some of them will be read aloud.

Session 5.

This session will develop reading and writing through interactions. The task will consist of discussing certain topics that appear in the film. The format of the activities is thought to be used on Twitter, so they can write up to 280 characters. Unfortunately, not all students have a mobile phone in our context. To let everyone participate and avoid discrimination, some notebooks that will serve as threads will be distributed on the tables of the class. Students will walk around the class (which makes the activities more dynamic) reading their colleagues’ interventions or posts and replying to them if they feel it necessary. At the end of the task, each student must have participated at least once in each of the threads. The instructions will be given at the beginning. In the middle of the sessions, there will be a pause to read aloud some of the threads. Some students will be selected as moderators, and the whole class will be annotating mistakes as they are read from the posts in the threads. After each thread is read, students will be taking turns to mention the mistake, but never the person who did it. Then, the class together will be

correcting them and learning from their own mistakes. The teacher should take notes on the most common mistakes to work on them in future sessions.

Session 6.

The final task consists of conducting an oral discussion on the most interesting topics that appear in the film and recording it as a podcast. To help learners with their listening comprehension while having conversations, improving their pronunciation, and adding some vocabulary to their register, a second screening of the film will be done. Students will be told to pay special attention to these aspects to execute the best performance they can.

Once they have watched the film again, the class will be divided into three groups of nine students. Thus, three separate discussions will be running at the same time. Those students who obtained the best results in the first vocabulary activity will choose their role in the discussion: moderator (one per group), students for (four students) or against (other four students) the ideas from the film that the teacher will propose.

Session 7.

After widening their vocabulary (session 2), learning about cultures (sessions 2 and 3), reviewing the Present Simple tense (session 3), watching the film twice (sessions 4 and 6), and interacting in writing (session 5) and orally (session 6), learners have been prepared for this final task: conducting and recording a discussion on topics from the film. The topics of discussion chosen are the following:

- Can someone be always happy or sad? Illnesses, tragedy, loss, defeats, failure... are going to show up from time to time. It is normal to spend some time sad, but after a “duel”, people have to make an effort to move on and continue doing things with those who stay next to them even when things do not work out as it would be desirable.
- Does he give up life or is he just sad for a while until he finds something else that makes him happy? What do you think is more common in our society? Should it be that way? Moderators will be given instructions to guide it towards the importance of recovering and accepting facts, which are not always going to be as one wishes.

The teacher will go around the three groups listening to the discussions, making some punctual corrections if necessary and taking notes on mistakes that will be later put in

common for the whole class to learn and review. When the discussion is over and the podcast recorded and edited, it will be broadcasted on the school radio monthly podcast.

Session 8.

The final session of the learning situation is dedicated to self-assessment. Students will undergo the test they did in the initial assessment to prove that there has been some improvement in their language proficiency. Also, a short questionnaire will demand the students' opinions on the methodology and on the effectiveness of using films to learn English. After that, the results will be analysed to adapt the teaching techniques for future practice.

3.13. Evaluation

There are three modes of evaluation: initial assessment, formative evaluation, and final evaluation. The initial assessment will be carried out in the first session through a questionnaire on acquired contents in order to determine the level of students' previous knowledge.

Formative evaluation will be carried out via various rubrics designed for these activities. There are several instruments in the final evaluation. The questionnaire used in the initial assessment will also be used in this evaluation stage. This should provide objective data about each student's evolution after the learning situation. There are also rubrics for the final activities.

4. CONCLUSION

The present technological situation allows for the application of new pedagogical approaches. The recent changes in the legislation on education in Spain bring new opportunities to apply more modern manners of teaching EFL. The application of films to the learning-teaching process is a great response to the existing needs and the chances available. Many authors praise the benefits of films and they have good reasons for that. Hence didactic proposal was devised in order to apply the methodology and comply with the current laws. Of course, there are issues when using films in the classroom, such as the time it takes to watch a film or the possibility that students disconnect from the

activity, but as pointed out by scholars, there are ways to avoid such issues. The result is a didactic unit that can lead as an example to update and modernise the teaching of English in Spanish schools, which may give a step forward for a society connecting with the rest of the world through our greatest communicative tool: language.

5. LIMITATIONS AND FURTHER DISCUSSION

Although this study on using films as a resource for teaching EFL follows great instructions, the application of this proposal is limited to a Compulsory Secondary Education class, more concretely to the 3rd course. The fact that it is based on Spanish laws reduces its scope of direct application. Besides, the level of the film may be too high for lower levels and too low for higher ones. Finally, as it is a work in progress and has never been applied, its practicality or actual success rate might be poor.

Therefore, further research on a more general application of films in the classroom is required. Furthermore, once the didactic proposal is put into practice, the pertinent changes to it may improve what has not yet been tested.

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7. ANNEXES

Annex 1. Oral expression rubric for evaluation criteria 2.1.

Evaluation criteria	2.1. Orally express texts of medium length, structured, understandable, coherent and appropriate to the communicative situation on daily matters, of personal relevance and of public interest close to their vital and cultural experience, in order to describe, narrate, explain, argue and inform in different analogue and digital media, using verbal and non-verbal resources, in a gradually autonomous way, as well as planning, control, compensation and self-repair strategies.				
Criteria sequence	Achievement indicators				
	Unsatisfactory (1-4)	Bare pass (5-6)	Good (6-7)	Very good (7-8)	Outstanding (9-10)
Complexity	Too short and not complex enough exposition.	Short and not very complex exposition.	Exposition of medium complexity.	Complex exposition.	Very complex exposition.
Content organization	Unorganized content.	Several mistakes in content organization.	Good content organization.	Prominent content organization.	Perfectly organized content.
Textual grammatical features	Cohesion and coherence mistakes.	Sufficient grammatical correction.	Good grammatical correction.	Prominent grammatical correction.	Perfect grammatical correction.
Appropriateness	Not appropriate to the communicative situation.	Partially appropriate to the communicative situation.	Good relation with the communicative situation.	Prominent relation with the communicative situation.	Perfect relation with the communicative situation.

Annex 2. Written expression rubric for evaluation criteria 2.2.

Evaluation criteria	2.2. Writing and disseminating texts of medium length with acceptable clarity, coherence, cohesion, correctness and adaptation to the proposed communicative situation, to the textual typology and to the analogue and digital tools used, on matters of various kinds, of personal relevance and of nearby public interest to their experience, in order to describe, narrate, explain, argue and inform, respecting intellectual property and avoiding plagiarism.				
Criteria sequence	Achievement indicators				
	Unsatisfactory (1-4)	Bare pass (5-6)	Good (6-7)	Very good (7-8)	Outstanding (9-10)
Complexity	Too short and not complex enough text.	Short and not very complex text.	Text of medium complexity.	Complex text.	Very complex text.
Content organization	Unorganized content.	Several mistakes in content organization.	Good content organization.	Prominent content organization.	Perfectly organized content.
Textual grammatical features	Cohesion and coherence mistakes.	Sufficient grammatical correction.	Good grammatical correction.	Prominent grammatical correction.	Perfect grammatical correction.
Appropriateness	Not appropriate to the textual typology.	Partially appropriate to the textual typology.	Good relation with the textual typology.	Prominent relation with the textual typology.	Perfect relation with the textual typology.

Annex 3. Oral expression rubric for evaluation criteria 3.1.

Evaluation criteria	3.1. Plan, participate and collaborate actively, through different analogue and digital media, in interactive situations, on everyday topics of personal relevance and public interest close to their experience, adapting to different genres and environments, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as the different needs, ideas, concerns, initiatives and motivations of the interlocutors, determining responsible communication.				
Criteria sequence	Achievement indicators				
	Unsatisfactory (1-4)	Bare pass (5-6)	Good (6-7)	Very good (7-8)	Outstanding (9-10)
Oral participation and collaboration	Does not participate or collaborate enough.	Little participation and collaboration.	Participation and collaboration are evident.	Prominent participation and collaboration.	High level of participation and collaboration in the conversation.
Adaptation to the topic	Not enough adaptation.	Enough adaptation.	Good adaptation.	Prominent adaptation.	Perfectly adaptation.
Linguistic courtesy	Insufficient use of rules of politeness.	Sufficient use of the rules of politeness.	Regular use of the rules of politeness.	Prominent use of the rules of politeness.	Perfect use of the rules of politeness.

Annex 4. Rubric for evaluation criteria 3.2.

Evaluation criteria	3.2. Gradually and autonomously select, organize, and develop appropriate strategies for initiating, maintaining, and ending communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing, and contrasting, summarizing, collaborating, debating, solving problems, and managing different situations.				
Criteria sequence	Achievement indicators				
	Unsatisfactory (1-4)	Bare pass (5-6)	Good (6-7)	Very good (7-8)	Outstanding (9-10)
Communication strategies	Inefficient use of com. strategies.	Uses com. strategies with difficulty.	Good use of com. strategies.	Prominent use of com. strategies.	Perfect use of com. strategies.
Turn-taking	Does not respect the floor.	Occasional mistakes on using the floor.	Good use of the floor.	Prominent use of the floor.	Perfectly use of the floor.
Reformulation	Unable to reformulate correctly.	Reformulation is done correctly.	Good command of reformulation skills.	Prominent command of reformulation skills.	Perfect command of reformulation skills.

Annex 5. Rubric for evaluation criteria 6.1.

Evaluation criteria	6.1. Behave appropriately, empathetically and respectfully in common intercultural situations, building links between different languages and cultures, rejecting any type of discrimination, prejudice and stereotype in everyday communicative contexts, considering ways to solve those sociocultural factors that hinder communication and coexistence.				
Criteria sequence	Achievement indicators				
	Unsatisfactory (1-4)	Bare pass (5-6)	Good (6-7)	Very good (7-8)	Outstanding (9-10)
Proper behaviour towards interculturality	S/he is not respectful in intercultural situations.	Maintains respect in intercultural situations.	Shows respect for other cultures.	Respects and participates in interculturality.	S/he highly respects and participates in interculturality.
Cultural links establishment	Does not create links between languages and cultures.	Some relation between languages and cultures is created.	Active behaviour towards the creation of links between languages and cultures.	Prominent attitude towards the creation of links between languages and cultures.	Excellent attitude towards the creation of links between languages and cultures.
Discrimination rejection	Discriminates other cultures at some level.	Simple acceptance of other cultures.	Accepts cultural diversity.	Understands and promotes communication between cultures.	Fosters understanding and promotes communication between cultures.

Annex 6. Questionnaire for the initial assessment.

ORAL PRODUCTION

Student A

1. Ask your partner questions with the words below using *to be*, *have got* or the correct form of the verbs. Write your partner's answers.

1. where / you / live
2. what / your favourite / school subjects
3. you / want / to go / to university
4. you / exercise / often
5. who / you / usually / have lunch / with

2. Answer your partner's questions.

Student B

1. Answer your partner's questions.

2. Ask your partner questions with the words below using *to be*, *have got* or the correct form of the verbs. Write your partner's answers.

1. you / brothers or sisters
2. who / be / your best friend
3. how / you / get / to school
4. what / job / you / want / in the future
5. you / prefer / noisy or quiet places

WRITTEN PRODUCTION

1. Write a description of a character of your choice. Start with a physical description and then do a psychological one. (80-100 words).

QUESTIONS ON FILMS (based on questionnaires in Kaboocha, 2016; Goctu, 2017).

How much do these sentences represent your experience or your thought on learning English through the use of films in the classroom?

#	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Watching films motivates me to learn English.					
2	Watching films in English improves my English language skills.					
3	Learning English and participating in class discussions is more interesting when the teacher uses films as teaching materials.					
4	Watching films in the classroom makes it easier for me to learn English.					
5	Watching films improves my listening comprehension.					
6	Watching films improves my vocabulary acquisition.					
7	The anxiety and tension produced by learning English is reduced when films are integrated in the EFL classroom.					
8	The teacher should use more film-viewing activities in the classroom to help me improve my language skills.					