

# LANGUAGE WITH FILM & CONTENT WITH LANGUAGE

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on the example of a smart language project  
“May ICT be with you”

Triin Lingiene

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Co-funded by the  
Erasmus+ Programme  
of the European Union

## About this project

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- Erasmus+ strategic partnership
  - 5 partner schools
    - 3 short-term exchanges
    - 3 joint staff training events



A drawing by Simon Kohn from Germany

# Our priorities and aims

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## Priorities

1. Innovative practices in a digital era
2. ICT and digital competences
3. A comprehensive approach to language teaching and learning

## The participants will

- increase their English proficiency with film;
- improve their language learning skills with a meaningful use of ICT; and
- broaden their knowledge of important European values with CBI

# Film as a language teaching tool

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- Entertains, educates and motivates
- Informs and communicates
- Serves as an authentic text
- Develops social, media and visual literacy
- Inspires and integrates



A handwritten diagram centered on the word "literacy". The word "literacy" is written in a large, bold, black cursive font. Surrounding it are several other terms in a smaller, black cursive font: "participatory" is at the top; "new" and "remix" are positioned above "Visual culture"; "education" is written below "Visual culture"; "Film" and "Social" are written below "education"; "Media" is written below "Film" and "Social"; and "Multiliteracies" is at the bottom.

participatory  
new remix  
Visual culture  
literacy  
education  
Film Social  
Media  
Multiliteracies

# Debate as a language learning tool

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- Provides a competitive learning environment
- Encourages quieter and shyer students
- Boosts fluency and spoken confidence
- Improves critical thinking, discussing, turn-taking and public speaking skills
- Prepares for writing tasks and further research

A handwritten diagram illustrating the structure of a debate. The word "Government" is written in the center. Above it, "Opening" is written on the left and "Closing" on the right. Below "Opening", the words "Open" and "Closed" are written. Below "Closing", the words "Point Information" and "Summation" are written. Below "Government", the words "Proposition" and "Rebuttal" are written. At the bottom, "Motion" is written on the left and "Opposition" on the right.

## A Six-T's Approach to CBI

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- **Themes:** central ideas
- **Texts:** external, instructor-compiled and/or -generated, and task-generated
- **Topics:** subunits of content
- **Threads:** linkages across themes
- **Tasks:** instructional activities and techniques
- **Transitions:** explicitly planned actions providing coherence across topics and tasks

(Stoller & Grabe, 1997)

## *Episode II* in Valencia (2–6 March 2020)

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- 36 students, 10 teachers, 5 days, 12 working sessions
  - 30 reviews of *Wonder* and 5 sets of carefully chosen precepts
  - 3 rounds of a value-based debate on human dignity
  - Student blog posts and e-portfolios
  - A reusable pedagogical resource *Human Dignity & Freedom*

# Language with film

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1. Theme → **Human Dignity**
2. Texts → *Wonder* (external); presentations, handouts, worksheets (instructor generated); reviews; precepts and blog posts (task-generated)
3. Topics → physical deformity and self-image; bullying and friendship
4. Threads → suffering from isolation; maintaining identity; protecting diversity
5. Tasks → pre-stage, in-stage and post-stage activities around the film
6. Transitions → a) lexis – structures – reading the screen; b) bullying – cyber bullying – online safety



# Outcomes

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- Film literacy
- Film vocabulary
- Productive skills
- Thinking skills
- Intercultural communicative skills



# Content with language

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1. Theme → **Human dignity in the light of European migrant crisis**
2. Texts → online articles (external); debate guidelines, debate speech template, vocab sheets (instructor generated); three rounds of debates (task-generated)
3. Topics → security, economics, demographics and limits
4. Threads → race, colour, religion, national or social origin, human rights
5. Tasks → pre-stage, in-stage and post-stage activities around the debate
6. Transitions → arguments for and against more refugees into Europe; thought showers, discussion groups, debate speeches

# Outcomes

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- *Matter, Manner, Method*
- Reasoning and public speaking skills
- Turn-taking and listening skills
- Greater awareness of European values



# What kind of (language) learning?

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## **Shallow**

Calm, focused, undistracted, the linear mind is being pushed aside by a new kind of mind that wants and needs to take in and dole out information in short, disjointed, often overlapping bursts — the faster the better.

—Nicholas Carr

## **Deep**

To produce at your peak level, you need to work for extended periods with full concentration on a single task free from distraction.

—Cal Newport

# What kind of (language) teaching?

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## **Facilitating**

- Learner-centred
- ‘Guide on the side’
- Effective guidelines and clear instructions
- Inclusive environment
- Enabling groups to succeed

Talent Development

## **Demand-high teaching**

- Learning-centred
- It’s ok to teach
- PROUF (playful challenge, repeated opportunities, upgrade feedback)
- 3 x P (three times practice)
- Against intellectual laziness

Demand High ELT

Deep learning

Film &  
Debate

CALP

Facilitating

Demand-high teaching

Fun  
activities

BICS

Shallow learning

# Thank You For Your Attention

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A video on *Episode II*, made by Camilla Hoeljung Hansen from Denmark, opens [here](#)

Our project's website opens at <https://griterasmusplus.eu/>

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# Reading and web sources

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