



Screening Languages – a London Mayor's Excellence Fund Project

The New National Curriculum

Purpose of study

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world'.

'The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing'.

'It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries'.
(DfE 2013)

Background

- Collaborative work with BFI with PGCE student teachers over the last 9 years
- Esmee Fairbain small-scale research project

What is distinctive about film?

- Places language in context in a unique way
- Culture
- Accurate representation of language in use
- Access to a cultural form



Modern foreign language curricula already acknowledge that the target culture cannot be understood without learning about their moving image media. Films are not just a way of listening to the spoken language: they also offer opportunities to understand a country's cultural history and social attitudes'

BFI (1999) p.36



Culture

- **Film as a cultural/art form**
- **Ethno culture**
- **Enrichment culture**
- **Popular culture**

Learning to *view*



Viewing to *learn*

In the target language



Why short films?

- **They're short!**
- **Subject matter often 'wacky', outside learners' experience**
- **Use of different film techniques**



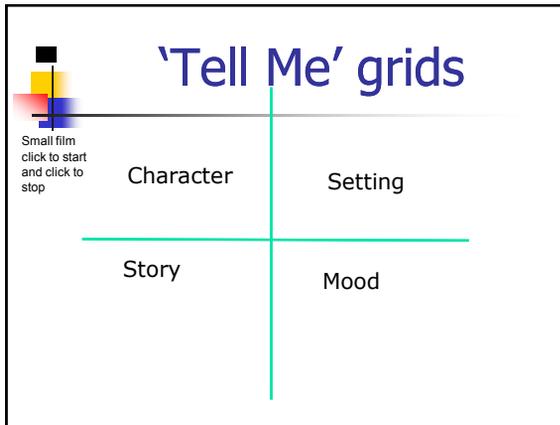
Value for teachers

- **Develops new pedagogical knowledge and approaches**
- **Develops their knowledge of and confidence in exploring film as a cultural medium**
- **Change their expectations of pupils in terms of attainment**
- **Enables them to integrate more effectively cultural awareness into their teaching**



Value for pupils

- **Improves their motivation towards learning another language**
- **Improves their attainment in listening, speaking, reading and writing**
- **Develops an interest in film as a cultural form**
- **Develops their cultural knowledge**
- **Encourages them to continue learning a language at Key Stage 4**



PGCE Student teachers' work

- This lesson was based on a year 9 class who had studied Chinese since year 7.
- Lessons are 40 minutes long.

Lesson one 第一节课

The focus on this lesson is group work and organisation.

Objectives: Get the pupils to produce their own sound for the video.

Get the pupils to work in groups to narrate or act out the film.

Show the pupils the film so they see the rich cultural side of the video.

Scaffolding

Revision to key sentence structures is key.

1. Give them a list of things we want them to say in their narrative or acting.
2. Revise the structures before they start writing the script.

Success Criteria – What we want to see and hear.

To get a good mark in this project we need.

1. Usage of time words
星期, 月, 昨天, 明天, 今天
2. Modifiers 很好, 不好, 很不好 (very good, not good, very bad.)
3. 一边。。。一边 (while I was... I was also...)
4. EMOTION (both in language and in narration/acting)



Speaking skills during viewing

- Learners report phrases with or without help of teacher/sub-title e.g. on poster or PP
- 'Predictive speech' - what is he/she going to say/do?
- Learner originated questions
- Descriptions and summaries while the film is running (no sound)

Speaking skills after viewing

- Discussion of film – likes/dislikes re characters, aspects of film
- Information gap activities and role play
- Storyboard - continuing the story, alternative endings
- Guessing games: describing characters/events
- Re-sequencing mixed-up stills from film, relating correct sequence

Listening skills

- Gap filling
- multiple choice questions
- true/false questions and statements
- Proof marking
- hands up when you hear
- re-arranging texts
- select words from grids
- keyword context questions
- recall of key phrases

Writing

- Storyboarding
- Sub-titles
- Prediction
- Alternative ending

Reading

- Script (transcribed)
- Own and each other's written work

Value for pupils

- Improves their motivation towards learning French
- Improves their attainment in listening, speaking, reading and writing
- Develops an interest in film as a cultural form
- Develops their cultural knowledge in unique way

- 'It is also fun to learn about the new culture and the outside world'.
- 'I'd like to continue using films because it helps me with the language and extend my learning. The first film we saw was quite basic but we also saw a more sophisticated one, which stretched our learning. So if we carry learning through films, our vocabulary can become more complex'.
- 'With the film, it helps to learn the language, because you can see it in action. We speak sometimes French with each other, but in the film, it's just constant French, so it challenges you to think about it. Also, I think we learn a lot about the language and it is not that hard, because you use everything you previously learned'.
- 'There's nothing I didn't like, I liked the whole project'.
- 'We also learned about the culture, for example, when we did 'Paris je t'aime', we learned a lot about Paris and about the area where the film is played. We learned a lot, because you also give us information about the background, where the film is played and what it is about. So we learn a lot about the culture'.

Value for teachers

- Develop new pedagogical knowledge and approaches
- Develop their knowledge of and confidence in exploring film as a cultural medium
- Change their expectations of pupils in terms of attainment
- Integrate more effectively cultural awareness into their teaching

- Confidence to take risks - experimentation
- Imagination and originality
- Motivation and professional development
- Broaden use of IT in lessons

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<http://filmstore.bfi.org.uk>