Flame

FILM, LANGUAGE AND MEDIA IN EDUCATION

International Conference

Using Film and Media in the Language Classroom: Research-Led Teaching

25 - 26 June, Manchester Metropolitan University

Organiser:

Film, Languages and Media in Education Research Group (FLAME), Manchester Metropolitan University

Film in Language Teaching Association — FILTA

af AllianceFrançaise Manchester

routes into LANGUAGES

Manchester Metropolitan University

On behalf of The Faculty of Humanities, Languages and Social Science and the Department of Languages, Information and Communications at Manchester Metropolitan University, we are delighted to welcome all delegates to the 2015 FLAME International Conference. We hope you will enjoy what promises to be a rich and exciting programme of presentations and look forward to meeting you all.

Carmen Herrero and Isabelle Vanderschelden

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ACKNOWLEDGEMENTS

A very special thank you to Manchester Metropolitan University, the conference staff and committee as well as to the following sponsors and individual supporters:

FLAME RESEARCH GROUP

FLAME (Film, Languages And Media in Education) is a new and pioneering Research Group at Manchester Metropolitan University dedicated to the development and dissemination of innovative research and current findings in the areas of pedagogy, languages, media and film. For more information on how to join FLAME, please visit:
www.hssr.mmu.ac.uk/flameresearch/

FLAME Research Group was established in 2013 to add a research and knowledge exchange component to the work initiated by FILTA (Film In Languages Teaching Association), a worldwide association founded by the core members of FLAME and which now has over 2,500 members from 90 different countries and continues to grow. For more information about FILTA, please visit: *www.filta.org.uk*

We are delighted to welcome you to the launch international conference for FLAME and what we hope will be the first of many. The conference will focus on the use of film and media in the language classroom and is organised around three main formats: papers, posters and worksheets.

With over sixty speakers from USA, China, Australia, and across Europe, we hope this will be an opportunity to strengthen international networks, encourage new collaborations as well as refreshing subject knowledge and teaching technique.

Enjoy the programme and we look forward to seeing you at the next one.

Carmen Herrero, Isabelle Vanderschelden and **India Morgan**
FLAME Directors and FLAME Research Assistant

Dr Carmen Herrero is the Principal Lecturer and Section Leader of Spanish at the MMU. She teaches Hispanic cinema and culture at undergraduate level and is also involved in the TEFL Masters. She holds a BA (Hons) in Spanish Philology, a BA (Hons) in English Philology and a PhD from the University of Valladolid (Spain). Dr Herrero is a core member of the FLAME Research Centre (Film, Languages And Media in Education) and also a co-director and co-founder of FILTA (Film in Language Teaching Association). Her research interests and expertise are in the areas of Film, Semiotics, Pedagogy and Languages.

Isabelle Vanderschelden is Senior Lecturer and French section lead in the Department of Languages, information and communication at Manchester Metropolitan University. She has published a critical film study guide on *Amelie* (IB Tauris 2007), *Studying French Cinema* (Auteur 2013) and articles on different aspects of Contemporary French cinema, translation/subtitling and film in language teaching. She has coedited with Darren Waldron *France at the Flicks: Issues in Popular French Cinema* (2007), and is currently working on a monograph on French screenwriters and their work with Sarah Leahy to be published by Manchester University Press. She is also actively involved in developing methodologies for using film in language classes and is co-founder of FILTA (Film in Language Teaching Association). She regularly leads teacher training workshops in this area and contributes to the educational film programme of Home Manchester.

India Morgan has an (MA Hons) first class degree in French & Spanish from the University of Edinburgh. She has worked as a TEFL Assistant and language tutor in both France and Spain. In addition to her current post as FLAME Research Assistant, she works freelance as a production assistant for international festivals including recent collaboration with Instituto Cervantes de Manchester and HOME on Spanish and Latin American film festivals

Kieran Donaghy

Universitat Autónoma de Barcelona (Spain)

Kieran Donaghy has a MA in TEFL and Business Communication. He has focused his career in creating resources for the use of film in the classroom, which he shares through his blog http://film-english.com. In 2013, FilmEnglish obtained the ELTons Award (sponsored by the British Council and Cambridge ESOL) for Innovation in Teacher Resources, and a Medea Award (sponsored by the European Lifelong Learning Programme) for the User-Generated content. Kieran is the founder of "The Image Conference" which focuses on the use of film, video, images and gaming for English teaching. He is co-author of *Films in Health Sciences Education* and most recently published his book *Film In Action* with Delta Publishing in April 2015.

PLENARY: Using Film to Teach Languages in a World of Screens

The advent of the digital revolution and the Internet, the proliferation of mobile devices, which allow us to easily and proficiently capture moving images; the introduction of inexpensive, accessible and user-friendly editing tools; and the emergence of distribution sites such as YouTube and Vimeo, have changed the way moving images relate to society, education and language learning forever. This session examines and offers guidance on using moving images critically and creatively in language teaching in a world of screens.

Professor Brian Tomlinson

Anaheim University (USA) and Visiting Professor at Leeds Metropolitan University (UK)

Brian Tomlinson is one of the world's leading experts in teacher training and material development and design, areas where he has published several books and chapters. He is Founder and President of MATSDA, the international Materials Development Association. Among other titles, he has published *Developing Materials for Language Teaching* (2013), *Applied Linguistics and Material Development* (2012), *Materials Development in Language Teaching* (2011) and *Language Acquisition and Development* (2007)

PLENARY: Developing Intercultural Awareness Through Reflected Experience of Films and Other Visual Media

The presentation will propose and exemplify activities that help learners to understand interactions and empathise with characters in target culture situations, depicted in scenes which feature potentially problematic encounters.

Thursday 25th June

9.00 – 9.45	Registration	Geoffrey Manton Atrium
9.45 – 10.00	Welcome	Geoffrey Manton Lecture Theatre 3
10.00 – 10.50	Keynote Lecture	Geoffrey Manton Lecture Theatre 3
11.00 – 12.30	Panel A	Geoffrey Manton Lecture Theatre 4
	Panel B	Geoffrey Manton Lecture Theatre 5
12.30 – 13.30	Lunch	Geoffrey Manton Atrium
13.30 – 15.00	Panel C	Geoffrey Manton Lecture Theatre 4
	Panel D	Geoffrey Manton Lecture Theatre 5
	Panel E	Geoffrey Manton Lecture Theatre 6
15.00 – 15.30	Break	
15.30 – 17.00	Workshops & Poster Presentation (I)	Geoffrey Manton Lecture Theatre 4
	Workshops & poster Presentation (II)	Geoffrey Manton Lecture Theatre 5
	Workshop & Poster Presentation (III)	Geoffrey Manton Lecture Theatre 6
19.30	Conference Dinner	*Don Giovannis* Restaurant, Oxford Rd, Manchester, M1 5AN

Friday 26th June

8.30 – 9.00	Registration	Geoffrey Manton Atrium
9.00 – 10.30	Panel F	Geoffrey Manton Lecture Theatre 4
	Panel G	Geoffrey Manton Lecture Theatre 5
	Panel H	Geoffrey Manton Lecture Theatre 6
10.30 – 11.00	Coffee Break	Geoffrey Manton Lecture Atrium
11.00 – 12.30	Panel I	Geoffrey Manton Lecture Theatre 4
	Panel J	Geoffrey Manton Lecture Theatre 5
	Panel K	Geoffrey Manton Lecture Theatre 6
12.30 – 13.30	Lunch	Geoffrey Manton Lecture Atrium
13.30 – 15.00	Panel L	Geoffrey Manton Lecture Theatre 4
	Panel M	Geoffrey Manton Lecture Theatre 5
	Panel N	Geoffrey Manton Lecture Theatre 6
15.00 – 15.50	Keynote Lecture	Geoffrey Manton Lecture Theatre 3
15.50 – 16.00	Closing of Conference	Geoffrey Manton Lecture Theatre 3
17.00	Social event and film screening at *HOME* - Manchester's centre for international contemporary art, theatre and film	*HOME*, 2 Tony Wilson Place, First Street, Manchester, M15 4FN

9:00 – 9:45	Registration **Geoffrey Manton Atrium**
9.45 – 10.00	Welcome Dr. Sharon Handley Dean of the Faculty of Humanities, Languages and Social Sciences at Manchester Metropolitan University, UK **Geoffrey Manton Lecture Theatre 3**
10.00 – 10.50	Keynote Lecture **Geoffrey Manton Lecture Theatre 3** Chair: Carmen Herrero, Manchester Metropolitan University **Kieran Donaghy**, Universitat Autònoma de Barcelona (Spain) - Using Film to teach Languages in a World of Screens
11.00 – 12.30	Parallel Sessions: Panel A and Panel B

Panel A
Geoffrey Manton Lecture Theatre 4
Chair: Chris Jones, Manchester Metropolitan University

1. **Mark Kaiser,** University of California (USA) - The Library of Foreign Language Film Clips – A Shared Resource for Integrating Film into the Foreign Language Curriculum

Abstract: My institution has created an online database of 16,000 film clips drawn from more than 400 films in 25 languages. Each clip is tagged for relevant linguistic (metaphor, idiom, sociolect, etc.), discursive (i.e., speech acts such as persuasion, apology, greeting, etc.) and cultural (law, food, etc.) features, as well as the vocabulary spoken in the clip. Each clip is accompanied by an audio track that slows the speech of the video by 50%, allowing students to break the stream of speech into word units, and transition from the video to slowed audio is seamless. This presentation will demonstrate how language instructors can use the software to find, annotate, and deliver to students clips from the database (software is free, but requires an institutional relationship).

Bio: Since 1996 Mark Kaiser has served as the Associate Director of the Berkeley Language Center and occasional Lecturer in Russian at the University of California – Berkeley. His research and curricular interests lie in two areas: language assessment and teaching language through film, both reflected in two major software projects designed and implemented by him, the Library of Foreign Language Film Clips (LFLFC) and the Berkeley Online Language Testing (BOLT).

2. **Linda Hui Yang**, Durham University (UK) - An Intercultural Approach of Using Films in Chinese ELT Classroom: Implications from a Foreign Media Sense-Making Model (FMSM)

Abstract: Films and TV series are widely used to support teaching in English language classrooms. They are seen largely as a source of authentic language, as a way of motivating students or as a means of conveying knowledge about another culture. There is less emphasis on their use as a focus for developing intercultural competence. This is particularly the case in China. This paper reports on an empirical project with Chinese college students (CCSs) designed to examine the processes they engage in when viewing foreign films and TV series. The analysis of the data shows that this process is not linear but complex and multi-dimensional. The findings suggest that making sense of foreign films and TV series is a highly dynamic process, which is culturally specific and often specific to the individual; there are many varied factors, which influence their viewing. A *Foreign Media Sense-Making Model* (FMSM) is developed from the empirical research findings. The model has implications for using films to develop intercultural competence in the language classroom in the Chinese higher education settings.

Bio: Linda is an intercultural researcher and trainer. She has a Ph.D. degree in Intercultural Studies from School of Education, Durham University. She has more than 10 years of teaching, training and mentoring experience in both U.K. and China contexts. As Project Officer at Durham University, she has been conducting research projects focusing on researcher mobility and support for mobile researchers in HE contexts as well as developing and delivering trainings to early career researchers to develop their transferable and generic research skills. She currently resides in the Republic of Ireland.

3. **Carmen Herrero**, Manchester Metropolitan University (UK) - Film in Language Teaching Association: a Multilingual Community of Practices

Abstract: This paper presents the FILTA project, a community of practice whose main guiding principles are: (i) to engage language teachers in practical use of film and audiovisual media in the second language classroom; (ii) to value the artistic features in cinema and (iii) to encourage a dialogue between different language teachers to share activities and creative approaches to the use of artistic and audiovisual expressions. This paper examines some of the recent history of practices involving cinema and language education. It also considers some current European audiovisual and education policies that permeate current trends of film education in language teaching.

Bio: Dr Carmen Herrero is the Principal Lecturer and Section Leader of Spanish at the MMU. She teaches Hispanic cinema and culture at undergraduate level and is also involved in the TEFL Masters. She holds a BA (Hons) in Spanish Philology, a BA (Hons) in English Philology and a PhD from the University of Valladolid (Spain). Dr Herrero is a core member of the FLAME Research Centre (Film, Languages And Media in Education) and also a co-director and co-founder of FILTA (Film in Language Teaching Association). Her research interests and expertise are in the areas of Film, Semiotics, Pedagogy and Languages.

Panel B - ClipFlair in language learning: theory and practice
Geoffrey Manton Lecture Theatre 5
Chair: Rocío Baños Piñero, University College London (UK)

Bio: Dr Rocío Baños Piñero is a Lecturer in Translation at the Centre for Translation Studies (CenTraS) at UCL, where she teaches Audiovisual Translation and Translation Technology. She holds a PhD from the University of Granada, focused on spoken Spanish in dubbed and domestic situation comedies. Her main research interests lie in the fields of Translation Training, Translation Technology and Audiovisual Translation, especially in dubbing. She is particularly interested in the potential of audiovisual translation in foreign language learning. From 2011 to 2014 she took part in the ClipFlair project, on foreign language learning through captioning and revoicing.

1. **Patrick Zabalbeascoa**, Universitat Pompeu Fabra (Spain) - Audiovisual Richness, Audiovisual Literacy and Other Contributions of the Clipflair Conceptual Framework

Abstract: This paper reflects on key pedagogical concepts and terms designed for a multilingual multimodal foreign language learning web 2.0 platform such as ClipFlair, and lessons to be learnt from the ClipFlair Conceptual Framework for other FLL environments. In particular, we will focus on "audiovisually rich", prototypical activity, and sample activity. We will show how to multiply and enrich activities by an increased awareness of combinatory possibilities of multimodality, multilingualism and audiovisual literacy. The proposals and the approach for FLL through the interaction of verbal signs (written and spoken language) and image (still or moving) and/or sounds (music, noises, etc.) are shown to be useful for the purposes of the project, producing over 300 activities, and other purposes beyond ClipFlair (and even for understanding past experiences in a new light), both for hi-tech learning environments and low-tech settings, too. The concepts of audiovisually rich and prototypical activity illustrate the usefulness and applicability of our framework when it comes to curricular and syllabus design, in the area of materials and resources, for distance, blended and classroom learning alike. This is because the framework provides a pedagogical rationale for reusability and different combinations of materials (e.g. clips) and ideas (e.g. activities) so they can be specifically adapted to different learner profiles, levels, and languages. In this respect, audiovisual richness is often a more important factor than film genre, for example. Thus, teachers, and course designers - and even autonomous learners - can discover the potentiality of certain clips and activities to enhance their learning process and increase their motivation.

Bio: Dr Patrick Zabalbeascoa is a Principal Lecturer in Translation Studies at the Pompeu Fabra University in Barcelona, Spain. He lectures in translation theory, didactics of translation, and audiovisual screen translation, mostly from English into Spanish and Catalan. His research mainly focuses on translation studies, with special attention to the translation of audiovisual texts for television and cinema. He has numerous publications in translation theory, an area in which he has developed a model of priorities and restrictions, and proposed alternative approaches to traditional views on so-called translation techniques, or shifts. Some of his most recent thinking and publications explore developing the idea of 'mapping' translation solutions through a system of binary branching, and also 'mapping' audiovisual text components on coordinates defined by an audio/visual axis, and a verbal / non-verbal axis. He is a teacher trainer specialised in courses for secondary education teachers of English as a foreign language (1995-present). He is co-director of a Postgraduate Diploma (UPF-IDEC) in Audiovisual Translation and co-director of a Masters Degree (UPF-IDEC) in Audiovisual and Literary Translation.

2. **Noa Talaván**, Universidad Nacional de Educación a Distancia (Spain);
3. **Jennifer Lertola** National University of Ireland (Republic of Ireland), and
4. **Stavroula Sokoli** Hellenic Open University, Universitat Pompeu Fabra and Universitat Autònoma de Barcelona (Spain, Greece) - iDub - Intralingual Dubbing in Foreign Language Learning to Enhance Speaking Skills and Vocabulary Acquisition with Clipflair

Abstract: The research on the use of active dubbing in foreign language learning is increasingly getting more attention. A few authors have already mentioned the potential benefits of having the students recording their voices in a 'semi-professional' manner, becoming dubbing actors for a few sessions. The most obvious skill to be enhanced thus is oral production in all its aspects (fluency, pronunciation, intonation, etc.) The present project (iDub-Intralingual Dubbing) attempts to assess the power of dubbing using Clipflair to develop general oral production skills in adult university students of English B2 level in an online (distance) learning environment. To this end, undergraduate pre-intermediate B1 students have been working on 10 sequenced Clipflair activities using short (2 minutes approx.) pre-selected videos taken from the American sitcom *How I met your mother* over a month and a half. Students were required to record their voices in each of the videos following the instructions contained in the Clipflair activities and without the help of any type of written script or transcript. Peer-to-peer assessment was also fostered during the project through active use of online Forums. The research study has included language assessment tests (both speaking and vocabulary), questionnaires and observation as the basic data gathering tools to make the results as reliable and thorough as possible in this type of educational setting. Results will be presented and discussed. In addition, extra information on how to best implement these types of active tasks using Clipflair will be provided.

Bio: Dr Noa Talaván holds a senior lecturer position in the Foreign Languages Department of the Universidad Nacional de Education a Distancia (UNED), Spain, where she teaches mainly in the areas of Translation, English for Specific Purposes and CALL (Computer-Assisted Language Learning). She is a member of the ATLAS research group and her main fields of research are audiovisual translation, mobile learning and foreign language education. She is currently taking part in two research projects: a national project called SO-CALL-ME on Mobile Learning Applications in Language Learning (as part of the ATLAS group) and a European project—Lifelong Learning Program—called Clipflair, Foreign Language Learning through Interactive Revoicing and Captioning of Clips (as an associate partner).

Bio: Dr Jennifer Lertola is an E-tutor at the National University of Ireland, Galway where she has been teaching Italian since 2006. She also collaborates with the University of Bologna, Italy. She holds a PhD from the National University of Ireland, Galway focused on vocabulary acquisition through subtitling. Her main research interests include teaching Italian as a foreign language, second language acquisition, audiovisual translation and online education. She was a member of the EU-funded project ClipFlair. Foreign Language Learning through Interactive Captioning and Revoicing of Clips (2011-2014).

Bio: Dr Stavroula Sokoli PhD, is a researcher in Audiovisual Translation and Language Learning. She teaches Spanish at the Hellenic Open University and subtitling at the Universitat Pompeu Fabra and the Universitat Autònoma de Barcelona. She has initiated and coordinated the EU-funded projects "Learning via Subtitling" (http://levis.cti.gr 2006-2008) and ClipFlair, Foreign Language Learning through Interactive Revoicing and Captioning of Clips (www.clipflair.net 2011-2014). She also collaborates with the Academic and Research Excellence Initiative in Greece.

5. **Marga Navarrete**, Imperial College and University College London (UK) - How Effective is Audio Description? Methodological Considerations for the Study of Oral Skills Acquisition through Audio Description Activities

Abstract: Audio description (AD) is a type of audiovisual translation (AVT) used for making video content accessible to blind and visually impaired viewers. In this AVT mode, an additional narration is inserted into the audiovisual product, in between the original soundtrack, and describes information transmitted visually. This typically includes actions, facial expressions and scenery. Audio description as a didactic tool in Foreign Language Learning (FLL) is an innovative area that has received very little attention so far, despite its significant potential for language learners. Recent studies have noted an increase in lexical acquisition through the use of AD activities (Ibáñez & Vermeulen, 2013) and a general improvement of the four traditional skills (Ibáñez & Vermeulen, 2014). This paper is aimed at presenting the methodological framework to be used for a pilot study to compare the enhancement in pronunciation, intonation and fluency of two sets of university students who are learning Spanish with proficiency level of B1 (CEFR). The first group will carry out audio description tasks designed with ClipFlair Studio, while the second will work on other speaking tasks on similar topics. Among others, this paper will introduce the instruments to be used for data gathering (i.e. the questionnaires to analyse the learner's achievement and their perceptions) and the FL activities. It will also reflect on the role of the researcher and observers, as well as on the challenges encountered (e.g. factors to be considered, difficulties of data gathering in a university environment, etc.).

Bio: **Marga Navarrete** teaches Spanish at Imperial College and Translation at UCL. She holds an MA in the Teaching of Modern Languages from the Institute of Education. Her research interests include teacher training, e-learning and audiovisual translation (AVT) with a focus on the application of (AVT) to Foreign Language Learning (FLL). She is currently working on the ClipFlair project, designing, piloting and publishing translation AVT tasks for language learning. She has given workshops, delivered distance courses in e-learning and presented papers at international conferences in the areas she researches. She has also published resources for the training of academics in online education.

12.30 – 13.30   Lunch
                       Geoffrey Manton Atrium

13.30 – 15.00   Parallel Sessions: Panel C, Panel D and Panel E

Panel C
Geoffrey Manton Lecture Theatre 4
Chair: Carmen Herrero, Manchester Metropolitan University

1. **Isabella Seeger**, Universität Bielefeld (Germany) - Addressing 'Super-Diversity' in the Language Classroom through Film and Peer-Generated YouTube Content

   Abstract: For more than a decade, inter-European cultural and educational exchange has been the predominant aim of language curricula across Europe. However, due to recent global developments, European educational institutions have also seen a rising influx of learners – many of non-European origin – with different motives for migrating and goals in language learning, all striving to establish their social and educational identities: a potential source of enrichment as well as of conflict in the language classroom. While this new 'super-diversity' could be addressed within the four topic domains – personal, public, occupational and educational – suggested by the Common European Framework of Reference for Languages (CEFR), curriculum designers' and language teachers' personal experience of or knowledge about migration are necessarily limited. To supplement curricular input and relieve teachers' responsibility, this paper discusses how topic-related fictional film and young migrants' real experiences can be used in the language classroom and for interdisciplinary projects. It presents three bi- or multilingual films (Riggen, 2007; Lioret, 2009; Lévy, 2012) and some productions created by young migrants – various YouTube content and a documentary (Silva et al., 2011) – as examples of how these materials may a) enhance plurilingual learning and awareness of the role of English as a *lingua franca*, b) promote learner autonomy by involving them in topic selection and materials design, and c) increase teachers' insight into their learners' experience to enable them to address the four CEFR domains authentically.

   Bio: Isabella Seeger teaches and researches in the BA/MA/MEd teacher programmes of Bielefeld University (Germany). Drawing on extensive teaching experience in secondary and adult education, her interests focus on film and web content as (quasi-)authentic input and on fostering learner autonomy. She holds a Master's degree in TEFL/SL from the University of Birmingham.

2. **Manuel Rábano Llamas**, Universidad de Alcalá (Spain) - Intercultural Awareness in Teaching English to Young Learners: A Film-Based Approach

   Abstract: This paper considers the use of film as a good tool to increase intercultural awareness, reflecting on the relevance of recent research developments in this area for current approaches to English language pedagogy. English teachers in the contemporary English class in Primary Education have got several issues to deal with; two of them have been chosen to be studied in this paper. The first one is regarding the raising of intercultural awareness in teaching English to young learners. A second matter that has been examined is the one related to the use of film as an effective way to increase intercultural competence. A film-based didactic unit to be implemented in Primary Education has been designed as part of this work, in order to put into practice and illustrate at the same time, some of the elements addressed. Data is obtained from a Plan-Do-Review framework performed by different pre-service and in-service teachers from Primary and Infant Education. Advantages and disadvantages have been analysed, along with a film-based methodology, to come to the

conclusion that a film-based syllabus is more than worth it and a valuable choice for teachers to go for, when planning their course designs in order to increase intercultural awareness. Results s but also to introduce new contents and concepts that have not been previously introduced in the classes. The interaction in the film-based methodology between the teacher and the students also proves to have a valuable effect in motivation and teaching improvement, including the language syllabus, teaching materials, language assessment, and of course teacher education.

Bio: Manuel F. Rábano Llamas is an Assistant Professor at Universidad de Alcalá (Spain). His PhD dealt with communicative competence and interculturality in ELT. His current research covers many areas of computer implementations for language learning, ESP and teacher training. His main interests are related to teacher training, reflective teaching, and interculturality. He is the author of several articles, three books, and many collected works. He is currently involved in many research and innovative projects at MMU (UK), UAH and UNED (Spain), where he also works as a tutor.

3. **Sunka Simon** and **Carina Yervasi**, Swarthmore College (USA) - Visual Literacy: Teaching and Reading Films across Cultures

Abstract: How can we open cross-cultural communication in the language and culture classroom by teaching visual literacy? Our pedagogical approach to visual literacy takes its cue from semiotics and globally networked classroom practices by using embedded digital tools guiding students to an understanding of the specificity of an audiovisual medium. Informed by the scholarly work of many thinkers at the crossroads of media and diaspora studies, including Stuart Hall ("Cultural Identity and Diaspora" 1994) and Bill Nichols ("How Can We Define Documentary Film?" 2010), this approach asks students to recognize their culturally-bound assumptions and makes them responsible for discerning the complex layers that make up their reading of an image and its context. In our talk, we will demonstrate the peeling back of these layers: recognizing, undoing, and re-connecting. We apply this process in our course "Re-Envisioning Diasporas" (taught between Swarthmore, USA and Ashesi University, Ghana in 2011 and at Swarthmore in 2015). Housed in a Language Resource Center and cross-listed with Modern Literatures and Languages and Film and Media Studies, this course focuses on teaching culture, literature, and visual representation through digital technologies of representation. Two activities in particular, the "Icebreaker" and the "Unknown Gift," begin the hard work of undoing students' cultural assumptions, while they help to re-connect the students to the skills of analysis. The development of analytic visual literacy translates across disciplines as good cross-cultural practice. The "Icebreaker," adapted from The University of South Alabama and "Unknown Gift," adapted from Center for Online International Learning (COIL) intercultural communication workshop, facilitate making connections between images' descriptive and denotative layers, while undoing culturally-inflected assumptions. Once students are able to criticize their own assumptions, they can turn to image interpretation. Reading images' connotative meanings (developing analytical skills) is the third part in the process. This tri-lateral progression is often underrepresented in the language classroom, where audiovisuals are used as illustrations rather than texts in their own right. (The history of audiovisual use in language classrooms, which has its own complicated story, falls outside the scope of this paper.) Our objective with this approach is to promote student competencies in visual literacy as well as to teach them how to consider images from a critical and self-aware position, especially when learning languages or about cultures' other than their own.

Bio: Sunka Simon is professor of German, Film and Media Studies at Swarthmore College. She is the author of the book *Mail-Orders: The Fiction of Letters in Postmodern Culture* (2002), 18 scholarly articles on German literature, film, and popular German culture, and co-editor of *Globally Networked Teaching*

in the Humanities: Theories and Practice (Routledge, forthcoming 2015). She is currently working on a manuscript entitled *Euro-Eyes: Regionalism and Globalization in German TV Formats*.

Bio: Carina Yervasi is associate professor of French/Francophone and Black Studies at Swarthmore College. She has published on Belgian, French, and West African cinemas in *SITES* and *Research in African Literature*. At present, she is working on a manuscript about narratives of displacement in contemporary Francophone West African films.
We are co-authors of "Re-Envisioning Diasporas in the Globally Connected Classroom" in the forthcoming edited volume, *Globally Networked Teaching in the Humanities: Theories and Practice*.

Panel D
Geoffrey Manton Lecture Theatre 5
Chair: Frederique Guery, Manchester Metropolitan University

1. **Lauren Freede**, Carl Von Ossietzky Universität (Germany) – Media in the Classroom - is it really worth it?

   Abstract: This pilot study looks at student perceptions of the value of media tasks in language learning. It draws on the responses of advanced (C1+) English learners in a Masters-level course to a range of different tasks and activities which they explored further in pairs and small groups after an initial introduction. The course is a practical seminar offered as part of the MEd programme for potential primary, secondary and vocational school teachers, and thus involves the use and analysis of classroom media on two levels: firstly, the completion of advanced tasks including voiceover, L1 and L2 dubbing, and podcast production and editing, with the aim of improving student language skills, and the evaluation of the potential of simplified versions of these tasks in the school classroom in terms of both language acquisition and logistics. While there have been studies examining the practicality and benefits of using media tasks such as subtitling and dubbing in the classroom (cf. Sokoli 2006; Talaván 2010) and exploring their use in university language and translation courses (cf. McLoughlin & Lertola 2014; Beseghi 2014), there has so far been limited attention paid to the challenges of using this type of multimedia project in formal teaching contexts with the restrictions of rigid curricula and learning outcomes (schools), and contact hours, credit points and asssement types (university), all of which complicate the implemention of task-based digital learning. This study investigates whether exposing trainee teachers to new media tasks increases the likelihood of their subsequent classroom adoption as well as their broader utilisation in third-level language instruction.

   Bio: Lauren Freede studied German and history in Sydney and Edinburgh, and has taught English as a foreign language in Poland, Australia, and Germany, in addition to tutoring German in Sydney and Edinburgh. She is currently employed as a Lektorin (Lecturer in Language Practice) in the department of British and American Studies at the Carl von Ossietzky Universität, Oldenburg, Germany. Her research interests include cultural identity, advanced academic writing and the use of media in the language classroom, particularly with limited equipment.

2. **Valentina Ragni**, University of Leeds (UK) – Reverse Subtitling as a Task in Higher Education: A Pedagogical Application

Abstract: In today's highly digitised world, the relevance of using audiovisuals for foreign language learning and teaching is evident. Yet, there still seems to be a mismatch between the encouraging findings of several empirical studies and established teaching practices at university level. This paper describes an experimental project which capitalised on some of these findings, providing a pedagogical application of audiovisuals in a higher education setting. A reverse subtitling course was offered to final-year BA students of Italian as a foreign language. Participants watched several English video clips on topics relevant to Italian language and culture, which they had to subtitle into Italian using the web platform *ClipFlair*. While the active subtitling task is crucial to this approach, it is not the only way students spent their time in class. The course incorporated a mix of subtitling (task-based aspect) and conscious reflection on translational outputs (focus on form) through explicit instruction and student-generated debate. The talk will focus on the methodology and implementation of the course, highlighting what worked, what didn't and how the design was adjusted to the students' needs. Details on class structure, lesson planning, subtitling platform and especially rationale for the choice of audiovisual materials will be discussed. This talk argues for an integration of task-based subtitling with other class activities to maximise language intake and involve learners in what they create. Examples of participants' L2 productions will be drawn on to make some points relevant to the discussion.

Bio: Valentina is a PhD student at the University of Leeds currently exploring the potential of AVT in the foreign language (FL) classroom, through both the use and the creation of reverse subtitles (L1 audio > L2 subtitles). Her research interests include SLA (Second Language Acquisition), FL teaching, translation, the interaction between viewers and the audiovisual product, and some technologies used to explore this interaction, i.e. eye tracking. She graduated cum laude from the School of Interpreters and Translators of the University of Trieste, and completed a MA in Screen Translation Studies at Leeds, where she teaches Italian. She also works as a freelance translator and proofreader.

3. **Leila Mirzoyeva**, Suleyman Demirel University (Kazakhstan) – Authentic Video Materials in Consecutive Interpreting Training

Abstract: Consecutive interpretation as a specific discipline in course of future interpreters training aims at developing of students' skill in the aforementioned domain. So that, students should be given an advanced training in a variety of fields which are related to a wide range of social, economic, political, military and other issues. Within this framework, authentic video materials i.e. over-the-top videos containing consecutive translation procedure, may be used as an effective way of to-be interpreters training. Thus, the video records of briefings should be considered as a source of data which are not specially adopted for interpreters training; at the same time such videos are close to the genuine communication in political sphere. Moreover, use of such video materials in the classroom enables our students share consecutive interpreter experience; also, they get a chance to analyze the advantages and drawbacks of professional interpreter's work. By all means, such kind of work should follow the wide range of preliminary training exercises, especially in the field of vocabulary; also, students should be told about the peculiar topic and provided with the corresponding extra-linguistic (political) information. In our opinion, demonstration of briefing video records in the classroom allows both students and instructors to overcome the routine in interpreters training and take a step closer to the realities of consecutive interpretation process.

Bio: **Dr Leila Mirzoyeva**, Doctor of Philology (2010), Associate Professor in Linguistics, is now working for Suleyman Demirel University (Almaty, Kazakhstan). L. Mirzoyeva has more than 100 publications including two monographs.

Panel E
Geoffrey Manton Lecture Theatre 5
Chair: Kieran Donaghy, Universitat Autònoma de Barcelona

1. **Thomas Jochum-Critchley**, University of York (UK) - Smart phones for German Grammar learning and teaching

    Abstract: My presentation will analyse how the use of mobile phones and digital audio and video recordings impacts on German grammar learning. Mobile assisted language learning and its analysis has focussed mainly on the increase of flexibility and mobility of learning. This approach seems to follow naturally from the affordances of smart phones whose design has put connectivity and convergence of multiple functions in the centre. First trialled in 2012/13 and rolled out more systematically in subsequent years, mobile phones were used for a number of engaging as well as challenging grammar learning tasks. Students' used their mobile phones in order to make audio and video recordings of themselves or their peers practising specific target language forms in authentic oral communication situations. This approach draws on the Second Language Acquisition concept of pushed output (Merrill Swain), which states that opportunities for public speaking will increase language accuracy and fluency. In addition to the in class use of smartphones, the Blackboard Mobile App is being used in order to maximise the potential of the material created through the smartphones. The software facilitated peer and tutor feedback and has allowed students to become producers of further classroom activities based on their recordings. Students' response and feedback to the activities is very positive so far and make a convincing case for the use of smart phones in the classroom.

    Bio: **Thomas Jochum-Critchley** has been working as German language teacher over the last 15 years in a number of HE institutions across Europe, including Austria, Portugal, France, and the U.K. and currently as teaching Fellow in German at the University of York. In recent years, Thomas Jochum-Critchley has been particularly focussed on designing innovative language teaching materials to support autonomous and independent language learning and to enhance student engagement and motivation. His particular interest is exploring the benefits of audio-visual and digital technologies for language learning. Recent teaching projects include the use of personal response systems in grammar lectures, the use of digital video production for language learning and the design of language learning portfolios for Ab Initio language learners.

2. **Marion Vergues**, Folkuniversitetets Gymnasium (Sweden) - A Connective Environment For Second Language Pedagogy: Social Media and Film in Use

    Abstract: In which ways can films be used to support language learning in and outside the classroom? It is becoming more and more important to reflect on how we can adapt language teaching to current needs and to students' e-routine. Adjusting to the rapidly evolving Web 2.0/3.0 world is even more challenging. It is obvious that the technology is offering increased possibilities to integrate different media and modalities in teaching and learning practices, by adopting which principles? In terms of adapting teaching approaches to students' needs, connectivism or neosocioconstructivism presents innovative perspectives on the situation of language learning in our digital era. Teachers have at hand a wide range of tools in order to

design learning environments where students can achieve both critical thinking and language learning through work-related tasks, communities of practice and networking to set examples. The aim is to describe how the founding principles of the connectivism theory can enhance the students' French learning experience through film criticism by exploring new pedagogical avenues. In the form of a blog/magazine designed by two teachers media users, this approach provides a way for the learners to engage in meaningful communication while immersing themselves in the cultural and linguistic aspects inherent to films. Purposely designed tasks help the learners to understand interactions and to empathize with the characters. They also develop intercultural understanding by reflecting on their impressions, beliefs and opinions. This approach has been trialled in an oral course in a Canadian university setting. Examples of students' works, for which both oral and online communication played a key-role in the process of learning French, will be presented.

Bio: Marion Vergues has been involved in the field of French language teaching since graduating from the Université de Monptellier, France, with a MA in Didatics of French as a Second Language and a D.E.A. in Language Sciences, Lingusitics – Didatics of French. She has taught French in France at the Université d'Avignon and the Université de Montpellier, in Canada at McGill University, and in Sweden at Jönköping University. In collaboration with Chantal Giroux (University of Montreal, Canada) she has designed a blog/magazine www.legoutdufrançais.org for which they were allocated a grant from the International Association for Quebec Studies (2011) and from the Faculty of Educational Sciences of the Université du Québec à Montréal (2012). She is currently teaching at Folkuniversitetets gymnasium, a Swedish high school with an international profile and assists with the project *French Culture beyond National Borders. Transmission and Reception of French and Francophone Literature in Sweden – 1995- 2015.*

3. **Roger Gilabert**, Universitat de Barcelona (Spain) - Learning Pragmatics through Input Enhancement in Subtitles: an Eye-Tracking Study

Abstract: In recent decades several studies (Han, Park, & Combs, 2008 ; Lee & Huang, 2008) have shown that input enhancement can draw people's attention to certain features of the input they are being exposed and, potentially, help them learn those features. Most research, however, has focused on vocabulary and grammar and a lot less often on interlanguage pragmatics. While considerable research into the effects of input enhancement has been carried out in the context of reading, much less has particularly focused on subtitles in which learners are exposed to text, audio, and images simultaneously. The aim of this study is to bring together the areas of input enhancement and interlanguage pragmatics in the context of subtitling. The goal is two-fold: first, we explore how eye gaze behavior may change when certain linguistic items in a subtitle are enhanced as compared to non-enhanced subtitles; second, we analyze whether learning of pragmatic formulaic sequences takes place because of enhancement in subtitles. 40 L2 learners learners were exposed to several short clips which contained 'formulaic sequences' (e.g. that's right/ that's alright). In Condition 1, the subtitles appeared in its standard form (non-enhanced). In Condition 2, the pragmatic expressions were enhanced by means of color and upper-case. A control group with audio but no subtitles was also used. A Tobii T120 eye-tracker was used for tracking their eye-gaze. Measures of total number of fixations and of total fixation time on the target pragmatic expressions were obtained. A pragmatic knowledge pre-test, post-test and delayed post-test were used to capture any learning of the target pragmatic expressions. Preliminary results show increased attention to enhanced target expressions as opposed to unenhanced ones with no advantages for either condition for immediate or delayed retention.

Bio: Roger Gilabert is currently a lecturer and researcher at the University of Barcelona, his interests include second and foreign language production and acquisition, task design and task complexity,

and individual differences and L2 production and acquisition. Roger Gilabert has been involved in several research projects within the language acquisition research group (GRAL) which have looked at relationship among age, input, and aptitude and their role in the acquisition of English as a foreign language. He has also worked on the independent measurement of task complexity through subjective cognitive load questionnaires, time estimation, secondary task paradigm, stimulated recall, and eye-tracking. Currently he is conducting research on the impact of subtitling on L2 processing and learning.

15.00 – 15.30   Refreshments

15.30 – 17.00   Parallel Sessions: Workshops & Poster Presentations I, II & III

Workshops & Poster Presentations (I)
Geoffrey Manton Lecture Theatre 4
Convenor: India Morgan, Manchester Metropolitan University

1. **Valentina Nizardo,** Scuola Leonardo da Vinci (Italy) - A Novel Italian Teaching Approach: The Movie Lesson [workshop]

   Abstract: I teach using a communicative and ludic method, I use movies and I believe that movies and short films are one of the best way to learn because they stimulate more areas of the brain and help short and long term memory (activating mirror neurons), they propose a language declined in its actual context of use (the Expectancy Grammar is activated automatically), providing linguistic input, but also paralinguistic and extralinguistic and examples of varieties diaphasic, diastratic, diatopic difficult to find in written texts. During my presentation I will show the activities using the same communicative approach used in my lessons with my students to prove how these kind of activities are useful and effective.

   Bio: Valentina Nizardo has been teaching Italian as a second language since 2009 at Leonardo da Vinci school. She is a qualified teacher with DITALS Certificate, level I and level II. Since 2011 she has been researching on the use of movies in the classroom and attended the A.L.I.A.S Advanced Training Course in teaching - music and video activities - at the University Ca' Foscari of Venezia and the laboratory of distance learning "Come didattizzare un film intero".

2. **Alfredo Sosa-Velasco**, St. Luke's School (USA) - Teaching Pronunciation in the Era of Image: The Video as a Tool for Learning Spanish as a Second Language [workshop]

   Abstract: The goal of this workshop is twofold. On the one hand, I will discuss how teaching pronunciation in the classroom contributes to the learning and acquisition of Spanish as a second language and examine some pedagogical effects and implications in the future. On the other hand, I will talk about my experience teaching pronunciation in a Spanish blended class to beginners (Spanish 1) at St. Luke's School and I will present different activities and exercises that I have developed there. I will focus on multimodal action, as well as on the integration of elements of linguistic, extralinguistic, and paralinguistic systems, which will show some paradigms about the scope of teaching pronunciation (native speaker/fluency and intelligibility/interpretability) and will pay attention to the affective-individual level. I will use the video as a pedagogical tool that offers new alternatives for teaching pronunciation and

that promotes a critical and creative response from students. Finally, we will pay attention to the implicit teaching of grammar and to the study of cultures of the Spanish-speaking world in and outside of the classroom.

Bio: Alfredo J. Sosa-Velasco holds a B.A. in History from the Universidad Autónoma de Madrid (1998), a M.A. in Spanish from the University of Florida (2003), and a Ph.D. in Romance Studies from Cornell University (2007). He has taught at the University of Cincinnati, University of North Carolina at Chapel Hill, and Southern Connecticut State University.

Workshops & Poster Presentations (II)
Geoffrey Manton Lecture Theatre 5
Convenor: Laura Martin Cisneros, Manchester Metropolitan University

1. **José Manuel Correoso-Rodenas** and **Margarita Rigal-Aragón**, Universidad de Castilla-La Mancha (Spain) - HBO's *John Adams* as Source for Learning Languages in an Interdisciplinary Context [Poster]

Abstract: *John Adams* is a biographical mini-series produced and broadcasted by the American satellite network HBO, running between March 16, 2008 and April 27, 2008, and directed by Tom Hooper. The series show the life of the United States' second president John Adams from 1770 to his death in 1826. The series shows the Tea Party of Boston, the process of independence and the signing of the Declaration, along with the first years and troubles of the new nation. Our proposal, as faculty members of the Humanities College of Albacete (University of Castilla-La Mancha, Spain), is to show how this series is used to teach English to our students, taking advantage of the interdisciplinary curriculum at our Institution. Within the Degree of Humanities and Social Studies, languages are taught along with History, Geography, Literature, Philosophy, etc., so this series is a major example of how to use a media source to get the student involved in the lesson while acquiring skills and knowledge belonging to different areas. The development of the American Revolution (for History and Geography), the ideals of Liberalism (for Philosophy) and the early pamphlets and the Declaration of Independence itself (for Literature), are some examples of how the student can get acquainted with a multidisciplinary learning process. Our experience has shown how this mini-series can help the student to learn English while watching it (with or without subtitles, regarding the subject's skills), and through several workshops afterwards.

Bio: José Manuel Correoso-Rodenas holds a Master's Degree and a Bachelor's Degree in Humanities (University of Castilla-La Mancha) and he is currently a PhD researcher. His areas of interest and research are mainly Gothic Literature and American Studies, in which he has presented several papers at national and international conferences in Spain and Ireland. He is, as well, involved in innovation aspects in the teaching of languages. He has also published on all the above mentioned subjects.

Bio: Margarita Rigal-Aragón holds a PhD in English Studies. She is Senior Professor at the University of Castilla-La Mancha in Spain, where she teaches English Language, together with English and North American Literature, in its Humanities College [Facultad de Humanidades, Albacete]. Her main field of research is the American Renaissance period. Among others, she has published several books (for example: *A Descent into Edgar Allan Poe and His Works: The Bicentennial*. Bern: Peter Lang, 2010), chapters in books (for example: "A Historical Approach to the Translations of Poe's Narrative Works in Spain", in Esplin, Emron y Vale de Gato, Margarida (Eds.): *Translated Poe*. Pennsylvania: Lehigh University Press, 2014), and essays in prestigious journals (for example: "A Proposal for teaching American History through Literature: Literary Representations of Colonial America". *Revista de Filología Inglesa*. Nº 33. Universidad de Valladolid, 2012, pp. 183-196, 2012). She has also worked in innovation

aspects in the teaching of languages, editing and coordinating *El proceso de adaptación al Espacio Europeo de Educación Superior. El caso de la Facultad de Humanidades de Albacete (UCLM)*. Saarbrücken: Editorial Académica Española, 2013.

2. **Ángeles Carreres** and **Carme Calduch**, University of Cambridge (UK) - Clips'r'us: Developing Audiovisual Translation Activities for Language Learning [workshop]

Abstract: After being side-lined or ignored for many decades, the role of translation in language teaching is now taking centre-stage in debates on language pedagogy. To the now well-rehearsed arguments in favour of using translation in language teaching (Titford & Hieke 1985, Carreres 2006, Witte *et al.* 2009, Cook 2010, Laviosa 2014), a number of scholars have added their voices to defend translation as the fifth skill and an essential component in the linguistic competence of the L2 learner (Newmark 1991, Leonardi 2010, Carreres 2014). Audiovisual translation, with the added appeal of the multimedia platform, offers particular potential for use in the language classroom (Díaz-Cintas 1995, Incalcaterra 2009, Sokoli 2011, Talaván 2013). Activities involving audiovisual translation (e.g. subtitling, dubbing, voiceover, audiodescription) present learners with real-world tasks that fit in with the constructivist principle of "learning by doing". Furthermore, the models of social interaction and cultural elements present in audiovisual products are highly relevant to language learning. After a brief introduction to the role of translation –and audiovisual translation in particular– in language learning, this workshop will report on an ongoing book project aimed at developing translation-based language learning activities for upper intermediate to advanced learners (B2-C levels). The authors will present a number of activities based on various modalities of audiovisual translation. The results of a small-scale study evaluating the efficacy of the activities will also be discussed.

Bio: **Ángeles Carreres** is a Senior Language Teaching Officer in the Department of Spanish and Portuguese, University of Cambridge, where she teaches Spanish language and translation for language learning. She holds a PhD in Translation Studies from the University of Valencia (Spain) and has over fifteen years' experience of teaching language at undergraduate level. She is the author of the monograph *Cruzando límites: la retórica de la traducción en Jacques Derrida* (Peter Lang, 2005) and of various articles on translation theory and translation in language learning. She is Review Editor for the Journal of Spanish Language Learning (Taylor and Francis) and member of the Editorial Board of the journal Translation and Translanguaging in Multilingual Contexts (John Benjamins). She has translated into Spanish the novel *Iola Leroy, or Shadows Uplifted* (*Iola Leroy, o las sombras disipadas*, 2008), by Frances E. W. Harper, and *The Long Song* (*Una larga canción*, 2011), by Andrea Levy, one of the novels shortlisted for the prestigious Man Booker Prize in 2010.

Bio: Carme Calduch is a Catalan *lectora* and Affiliated Lecturer in Spanish in the Department of Spanish and Portuguese, University of Cambridge, where she teaches Catalan language and supervises for Spanish language and translation. She holds a degree in Translation and Interpreting by the Universitat Jaume I of Castelló (Spain), a postgraduate course in Legal Translation by the Universitat Autònoma de Barcelona (Spain), a Masters Degree en Language teaching in Secondary Education by the Universitat Jaume I, and a MA in Applied Linguistics and TESOL by Anglia Ruskin University. She has recently started her PhD studies in Audiovisual translation and Language teaching in the Universidad Nacional de Educación a Distancia (UNED), in Spain.

3. **Matteo Broggini**, Centro di Lingua e Cultura Italiana per Stranieri (Italy) - DCF: Example of Two Episodes and Implementation Perspectives with Other European Languages [workshop]

Abstract: DCF (*Didattizzazione completa di un film*) is an Italian experimental project that enables teachers to turn full-length movies into complete language courses by treating them as tv series. The selected movie is divided into episodes (5-10 min. each) and shown along several language classes (1 episode/class); each episode is used for different language exercises (speaking, writing, reading, listening, vocabulary or grammar). By working with DCF, full-length movies (ca. 120 minutes) can provide materials for at least 20 teaching hours. Project implementation took place in a context of Italian as a second language (Centro di lingua e cultura italiana per stranieri, Milan, and Politecnico di Milano, Italy) between 2005 and 2011. Since 2011, nearly 100 Italian teachers all over the world have attended a complete training in DCF through live or online workshops.

Bios Matteo Broggini works as an Italian teacher at Centro di lingua e cultura italiana per stranieri, Milan, Italy (where he is also director of studies and teacher trainer), and at Politecnico di Milano-Fashion Institute of Technology New York.

Workshops & Poster Presentations (III)
Geoffrey Manton Lecture Theatre 6
Convenor: Alicia Sánchez Requena, Manchester Metropolitan University

1. **Celia Carracedo Manzanera**, Chinese University of Hong Kong (China) - Film Notebook [workshop]

   Abstract: My research focuses on the application of film and new resources to teaching languages, designing teaching materials that best foster a communicative and intercultural approach in the classroom and CLIL (Content and Languages Integrated Learning).

   Bio: Celia Carracedo Manzanera has a BA in German and in Spanish, an MA in Teaching Spanish as Second Language (Sevilla University), which included her thesis titled *E-cinema. Hispanic Culture course through cinema and web 2.0*. She started teaching Spanish in 1999 in Germany, then in Spain and is has been a Spanish Lecturer at the Chinese University of Hong Kong since 2007.

2. **Emilia Wilton-Godbefforde**, Open University (UK) and **Christophe Gagne**, University of Cambridge (UK) - French Language Learning, Undergraduate Teaching, Using Subtitling and Dubbing [workshop]

   Abstract: The aim of this workshop is to introduce audiovisual materials and tools that have been piloted to promote Foreign Language Learning (FLL) in the classroom for undergraduate teaching in French at Cambridge University. Demonstrating the use of clips used to promote audiovisual translation (e.g. subtitling and dubbing), this talk will work through examples of material used to increase students' engagement and motivation and test specific language and intercultural skills. The talk will also show how the material can be adapted for different ability ranges and will provide a database of material based on different subject area.

   Bio: Christophe Gagne is a Senior Language Teaching Officer in the Department of French, University of Cambridge and a Fellow of Churchill College. His interests involve discourse analysis, contrastive semantics and pragmatics, intercultural communication, and second language acquisition. He is currently co-authoring a textbook on translation in French for Routledge. Prior to working at Cambridge University he worked as a translator for Alpha CRC Ltd. He has translated poetry by John Fowles (*The Greek Poems*, Editions NG, 1999).

3. **Anja Grimm**, Universidad Nacional de Educación a Distancia (Spain) - Peruvian Movies in the Virtual Classroom of Spanish as a Foreign Language to Teach Dialects and Sociocultural Contents [workshop]

Abstract: Movies in Spanish foreign language teaching are a worthwhile tool in order to connect the students with the reality of the language. A language is much more than just grammar and vocabulary, and this is where films come in: they are tremendously useful to teach varieties and cultural contents, which are vital to develop the necessary skills the students need in order to manage the language in a native context. Of course, this idea is not new at all and up to date there are uncountable didactic proposals of films in the Spanish language classroom; however, they are usually based on nations with vast international cinematic productions like Spain, Mexico and Argentina. In this workshop, we will concentrate on Peruvian movies, bringing them out of the shadows, and we will offer some considerations to create a didactic sequence based on the film *El premio* by Alberto Durant. The importance of Peru in Spanish classes is undisputed, so it is time to make use of its filmic productions, too. This paper intends to show the potential Peruvian films have in SFL/SSL and will offer some specific references for interested teachers. Furthermore, we will focus on the methodology of distance education, since it is becoming more and more extended in our globalised world.

19.30	Conference Dinner
	Don Giovannis Restaurant, **1-2 Oxford Road, Manchester**

FRIDAY 26TH JUNE

8:30 – 9:00	Registration
	Geoffrey Manton Atrium

9.00 – 10.30   Parallel Sessions: Panel F, Panel G and Panel H

Panel F
Geoffrey Manton Lecture Theatre 4
Chair: Anna Bąckowska, Uniwersytet Kazimierz Wielkiego

1. **Juan Pedro Rica Peromingo** and **Ángela Sáenz Herrero**, Universidad Complutense de Madrid (Spain) - Audiovisual Translation (AVT) Modes: Dubbing, Audio Description (AD) and Subtitling for Hearing and Deaf and Hard-Of-Hearing (SDH) as an L2 Learning Pedagogical Tool

Abstract: Research on AVT has undergone considerable growth in the area of teaching and learning foreign languages (Díaz Cintas, 2008; Mayoral, 2001; Díaz Cintas, 2012, Rica et al., 2014; Rica, 2014), in the study of subtitling (for hearing and SDH) and AD, and in teaching and learning linguistic aspects in AVT didactics at the university level. Consequently, AVT training is now offered at several universities at undergraduate and postgraduate levels (Talaván, 2013). One of the main challenges of introducing AVT into university programs has been technology: standard programs are expensive for most universities and technology in this field soon becomes obsolete.The present study analyzes the results of different projects carried out by students in two university contexts: students in the English Linguistics master's degree at the Complutense University and undergraduate students of Media and Journalism Degrees at San Pablo CEU University. The goals, methodologies and access to working tools used in both cases of training in AVT are very different, but both groups of students have received the same linguistic and technical training in AVT and have been asked to fulfil similar activities for the different modes of AVT: in both contexts the same criteria were followed for correcting and assessing their work. Preliminary results obtained were satisfactory. Students were assessed for linguistic accuracy and for the use of different tools in AVT. The initial results show no significant differences in linguistic accuracy, whereas training in technical aspects and the production and use of different tools for learning AVT were different in both contexts.

Bio: Juan Pedro Rica Peromingo is an English-Spanish Translation and English Language and Linguistics teacher at the Universidad Complutense de Madrid (UCM, Spain). His recent research focuses on phraseology and corpus linguistics, together with academic writing, oral register and the didactics of the English language. His academic interests also include audiovisual translation, specifically in the field of subtitling, both for the hearer and deaf and hard-of-hearing population, and audio description and the use of corpus linguistics for teaching and learning audiovisual translation in its different modes. He is also currently teaching in the Master's degree on Audiovisual Translation (METAV) at the Universitat Autònoma de Barcelona (UAB) and in the Master's degree on English Language and Linguistics at the UCM, where he is also the Director and Academic Coordinator.

Bio: Ángela Sáenz Herrero was awarded a degree in English Studies at Valladolid University (Spain). She has worked for several years as a freelance audiovisual translator and is currently working as an English lecturer, teaching English in the Cinema and Audiviosual Communication Degrees at Universidad Camilo José Cela (Madrid, Spain). She is also currently undertaking a PhD in the adaptation of mockumentaries at Universidad Complutense de Madrid (UCM, Spain).

2. **Françoise Barbé-Petit** Université Pierre et Marie Curie, Sorbonne (France) - Experiencing dystopias and mismatches in SLA: Photographers and filmmakers during the Great Depression

Abstract: Since W.J.T. Mitchell and Gottfried Boehm have acknowledged the advent of a pictorial and/or iconic turn, how could we ignore their suggestion that *images can speak and tell as much as they can show and represent*? In other words, rather than letting our anxiety about images hold us captive, why not accept the importance of visual literacy and incorporate it into our teaching practices? In our second-language education programs, recognizing that those of the post 1990's Net Generation have been taught to be visual learners (Oblinger & Oblinger, 2005), we have tried to diversify our teaching materials by comparing the readings of films to those of famous photographs. By relating the films *The Grapes of Wrath* by John Huston and *Modern Times* by Charles Chaplin to the FSA photographs of Dorothea Lange and Walker Evans, we are able to illustrate for students, in images both moving and still, the concept of dystopia. These dystopias then provide the students the opportunity to locate and experience numerous mismatches, either between representation and reality, or between the differing approaches of different media when depicting the same subject—in this case, the years of the Great Depression. If we recognize John Pratt and Joana Swann's statement that *learning is no more but an attempt to resolve mismatches through awareness* (Educational Research in Practice 2003, p.205), then the understanding of those cognitive dissonances could become key facilitators in second language acquisition.

Bio: Françoise Barbé-Petit has contributed to the following books: *Duras and the Masters of Postmodern Thought*, in 2008, and *Cinemas of Ireland*, in 2009. She has authored books on David Hume, Marguerite Duras, and Alfred Hitchcock. She is currently finishing a book focused on both Emily Dickinson and Marguerite Duras, entitled *Through the Love of Night*.

Panel G
Geoffrey Manton Lecture Theatre 5
Chair: Ed Smyth, Manchester Metropolitan University

1. **Jaclyn Wilson**, Blanquerna-Universitat Ramon Llull (Spain) - Working Plurilingually in the Additional Language Classroom

   Abstract: The Intercultural Story Telling Blog. As the plurilingual paradigm gains force, voices are emerging in favour of using the L1 and translation in informed ways in additional language (AL) learning. The objectives of our study are, first, to contribute to this paradigm by developing a theoretical framework based on Translation for Other Learning Contexts [TOLC] (González Davies), the Optimal Position (Macaro), translanguaging (García), Multicompetence (Cook), the Interdependence Hypothesis (Cummins) and the Plurilingual Speaker/Monolingual Classroom phenomenon. We also aim to identify indicators that suggest best TOLC practices for ALL regarding grammar, vocabulary, the four language skills and plurilingual competence. Our last objective is to propose informed AL classroom practices linked to TOLC. Thus, the translation-based syllabus we present is framed within the plurilingual paradigm and has been embedded ecologically in the subject syllabus. Specifically, our syllabus presents a Translation and ICT-based project called "The Intercultural Story Telling Blog," that invites secondary school students to work collaboratively and plurilingually using all four language skills. New technologies have been incorporated throughout the syllabus so as to allow students to develop their ICT skills in the AL classroom, through practising storytelling, dubbing and subtitling. We also present classroom material designed to help students develop the strategies needed to face translation issues and move effectively between languages and cultures. Our hypothesis is that the opportunity to work in a plurilingual context will prove beneficial to students' plurilingual competence and AL acquisition.

Bio: Jaclyn Wilson has a Master of Arts in Spanish and French from the University of Glasgow and is a qualified English as a Foreign Language teacher, having obtained the teacher training master from Blanquerna, Universitat Ramon Llull in Barcelona. At present, she is in her second year of a PhD in Education programme at Blanquerna. As well as studying her PhD there, she is also a member of the Blanquerna-based research group in Interlinguistic and Intercultural Competence in the Teaching and Learning of Languages (CILCEAL). Her research focuses on the use of L1, in particular translation, in additional language teaching and learning.

2. **Mercedes García Palma**, University of Sheffield (UK) - Using Empathy Through Film in the English Classroom

Abstract: The role of empathy in second language teaching has taken on a relevant position in the past few years, all the more because of the rich multiculturality that is part of our society today and, of course, because students of a foreign language often feel unconfident when attempting to communicate. By appealing to the students' feelings and emotions in the language classroom successful results can be achieved, as a student-centered learning is the right way to engage students. Why not make it an emotional engagement? Letting the students experience for themselves and reflect upon their previous experiences are the first steps to building an empathic teacher-student relationship. This project aims to involve students emotionally and introduce film as a source of emotion arousal in the student. More specifically, I intend to bring forth Alfred Hitchcock's cinema for pedagogical purposes here.
My proposal for using empathy through film in the teaching of English as a Second Language falls into 3 stages:
1. *The interpersonal stage*: This stage deals with the students' interrelation before viewing the film. Social aspects of the film will be brought to the class through different activities that engage the students and prompt their empathic response to other peers.
2*. The socio-cultural stage:* This stage involves a unidirectional empathic response in the student*,* since it will look at how students react emotionally to socio-cultural themes and motifs in the world of Hitchcock while viewing the film.
3. *The intrapersonal stage*. This stage will devote to a reflection on the part of the students of how they have felt during the viewing of the film, what has changed in their perspective of life and are prompted to look back in time and think of personal experiences to which they could associate these responses.

Bios: Mercedes García Palma has a BA(Hons) degree in English and is currently finishing a Master of Arts in English Studies at the University of Sheffield. She holds a CELTA qualification and has taught Spanish at Manchester Metropolitan University (2013-2014), and is currently teaching English in Seville, Spain.

Panel G
Geoffrey Manton Lecture Theatre 6
Chair: Stephanie Aldred, Manchester Metropolitan University

1. **Alex Baratta**, University of Manchester (UK) - Using Film to Initiate EFL Students into the World of Critical Thinking

Abstract: Essay writing can arguably leave EFL students with additional concerns compared with their native English-speaking counterparts (Kasper, 2002). Compounding such concerns is the area of critical thinking, which, unlike grammar, cannot necessarily be taught, yet is regarded as a major benchmark within assessment in order to demonstrate that students have acquired knowledge and are revealing personal insights that extend beyond merely repeating the lecture material; an in-class film screening as the basis for one's essay can help develop such skills. First, if we harness EFL students' (visual) literacy practices from outside the classroom, then their familiarity with this medium can arguably facilitate learning *inside* the classroom. Second, students' ability to relate to the visual medium allows for an inherent understanding of filmmaking techniques (e.g. camera angles, lighting, colour, editing), which can collectively be interpreted and arguably generate a thoughtful, academic discussion on narrative themes, which can go some way to help students show evidence of original thought, which can then be applied to a variety of disciplines. Having used varied film screenings (*Unbreakable, Signs, 12 Angry Men, Dead Poets Society*) in different course units (academic writing, groupwork, literacy, mass media), it is clear that students respond very well, discussing the films, verbally and in writing, in a manner that demonstrates close engagement with the source and original insights, both a major part of critical thinking. My paper will therefore include film clips to demonstrate ways in which critical thinking can be encouraged, as well as providing excerpts from students' essays.

Bio: Alex Baratta teaching and research interests lie within sociolinguistics, pragmatics and academic writing, to also include film and media. His teaching approach, one which uses the visual medium of many kinds, is based on the belief that if we can make learning accessible, which a visual approach can indeed do, then this in turn can help students engage with the class material that bit more and facilitate learning. His book, *Visual Writing*, was published in 2010, and his visual pedagogic approach was the subject of academic funding in 2006, for which he was published in the *Journal of Educational Enquiry* (2008), in which he discussed the use of film to teach academic writing.

2. **Lourdes Hernández Martin** and **Lijing Shi**, London School of Economics and Political Science (UK) - A Multimodal Discourse Analysis of Visuals used in Two Foreign Language Degree Courses

Abstract: Visuals ranging from images to films are used as broadly as written texts in today's foreign language teaching. Understanding how these teaching resources shape learners' linguistic and socio-cultural competences requires us to fully comprehend their embedded meanings. In this vein, through stimulated recalls and teachers' reflection notes, a multimodal discourse analysis (Hall 2012) was applied to the teaching materials used in two Degree courses -- *Spanish Language and Society (Intermediate)* and *Mandarin Language and Society (Mastery)* at the London School of Economics and Political Science (LSE). The study looks at which types of visuals were used in both courses as well as why and how they were used. As expected, a wide range of visuals (e.g. maps, infographics, still images, films, documentary, news) was employed conveying a strong social science emphasis. However, the findings also show that, despite the teachers' expertise, the use of visuals was sometimes not informed by pedagogical motives. Furthermore, despite teachers' intention to develop students' intercultural communication competence, some visuals could have reinforced students' cultural stereotypes. This study concludes that being able to critically evaluate the contents, types, functions and effectiveness of the visual materials (Rose 2012) used in MFL teaching could inform further pedagogy development.

Bio: Lourdes Hernandez Martin (MSc Human Rights, Degree in Philology with specialization in Arabic and Islam), is currently Language Coordinator (Arabic) and Coordinator for Spanish projects at the London School of Economics and Political Sciences (LSE) where she coordinates and teaches Spanish degree courses and leads the Arabic section. Her main research areas are currently focused on visual research methods and their use in foreign language teaching and, on using ethnography as a way to enhance learning and teaching of Spanish as a foreign language.

Bio: Lijing Shi (Ph.D. in Technology Enhanced Language Learning, M.Ed. in Educational Technology & TESOL) is currently an assistant coordinator of Mandarin in the London School of Economics and Political Sciences where she teaches Mandarin Chinese degree and certificate courses. Her main research areas are online language teaching/learning, and intercultural communicative competence.

3. **Dana Di Pardo León-Henri**, Université Sorbonne Nouvelle – Paris 3 (France) - Interactive Advertising Film Clips and Business English Language Teaching

Abstract: Over the last few decades, using film in the teaching of English for Specific Purposes (ESP) has become increasingly popular. This approach has been shown to stimulate and motivate students, while encouraging the study of language, discourse and culture. In terms of Business English (BE) language teaching, short films and videos, as well as the study of television commercials are very useful didactic tools. The pedagogical intervention described in this paper is based on a practical peer-to-peer teaching method which was used to stimulate the creativity and motivation of higher education level students in a second year Business English (BE) course. This research action was designed to be implemented during four hours of language lessons with students specializing in the creation and management of small and medium-sized business. Based on the Content and Language Integrated Learning (CLIL) approach to language teaching methodology, this task-based BE activity can be adapted to all levels and types of learners. The main objective is to encourage metacognitive skills development and learner autonomy while heightening student motivation, engagement and innovation. This study involved two classes of approximately 30 students who were put into smaller groups of five. After an initial introduction to interactive advertising, they were given the task of conceptualizing and producing an interactive advertisement in the form of a one minute film clip. Each group was asked to use BE language and discourse, cultural elements and an interactive dimension to promote a service or a product. The film clips were then viewed and scrutinized by the audience which was made up of their classmates who assumed the role of fickle customers or clients. The results of the study were based on a student questionnaire, which was distributed to the students at the end of the activity.

Bio: Dana Di Pardo Léon-Henri is Associate Professor of English in the Business Administration and Management Department at the Institute of Technology of Metz, University of Lorraine, France. She holds a PhD in European language policy and the creation of a standardized diagnostic evaluation for languages from the University of Paris IV – La Sorbonne. Her research areas include language didactics, learner autonomy, student motivation and engagement to encourage metacognitive skills development, as well as language pedagogy through film, television series and media.

10.30 – 11.00   Coffee Break
11.00 – 12.30   Parallel Sessions: Panel I, Panel J and Panel K

Panel I

Geoffrey Manton Lecture Theatre 4
Chair: Brian Tomlinson, Anaheim University (USA)

1. **Jelena Bobkina** and **Elena Domínguez**, Universidad Complutense de Madrid (Spain) - Teaching the Teachers: Double Proposals / Film-Based Teaching in Higher Education

Abstract: The Master program in Secondary School Teacher Training was launched in the Spanish University during the academic year 2009/10 to respond to the new demands of the Organic Education Law 2/2006 (Organic Law 2/2006, of 3 May), which required prospective teachers to take a course on pedagogical skills. As lecturers in one of these Master courses aimed at the training of EFL/ESL Secondary Teachers in the Complutense University of Madrid, it is our intention not only to present our teaching proposal for this course, but also to contribute to the value of our own students' film-based teaching plans, as developed to meet the requirements of the course in question. Our program focuses on the students' understanding of the role of texts in second/foreign language acquisition within an instructed setting. Special emphasis is set on Text-based Teaching; which means, on teaching language through literature as much as through its audio and filmic mode. Not in vain, Spanish/English bilingual secondary education in the Community of Madrid is regulated by decree 3331/2010 of 11 June, which specifies, for the Bilingual Section, that contents are to be mainly focused on English language and literature analogously. In this sense, our aim is twofold: (i) To present our teaching proposal accompanied by the results obtained; and (ii) To analyze these results as film-based literary teaching proposals rising from our teaching practice.

Bios: Drs.Jelena Bobkina and **Elena Domínguez** are senior lecturers at the UCM Department of English Language and Linguistics and have been teaching English as a Second Language related courses in Higher Education for more than fifteen years.

2. **Ruth Fielding**, University of Canberra (Australia) - Using Film as a Precursor to the Pre-Service Language Teacher's First in-School Experience

Abstract: In our language teacher education programs (either a Master of Teaching or a Bachelor of Education) students undertake practicum placements in blocks of four to five weeks. However, these blocks do not take place until the third year of five years of teacher education. This means pre-service teachers do not step into a classroom as the language teacher until they have already undertaken much of the theoretical component of the teacher education program. In order to address this weakness in the education program for language teachers, we needed to immerse our pre-service teachers in language classroom experiences remotely. Students needed to be able to view and apply their theoretical learning to real classroom scenarios when distance precluded visits to schools. In order to equip our pre-service teachers to be able to constructively critique the classroom activity, to place themselves in the shoes of the mentor teacher, and to be able to discuss the teacher's pedagogy, film was selected as the ideal tool. Video footage of lessons in four different languages was captured. Unedited extracts were shown to pre-service teachers, to elicit their responses to the real-time pace of a language classroom. In phase two of the project we will be using *EVA (*EVA stands for **E**ducational **V**ideo with **A**nalysis, **A**nnotation & **A**ssessment) to enable students to watch, annotate and discuss classroom footage more critically. In this presentation I will outline the context of the study, the analysis to date, and discuss the implications for future language teacher education.

Bio: Dr Ruth Fielding is an Assistant Professor of TESOL and Foreign Language Teaching at the University of Canberra. She worked for eight and a half years as a language teacher educator at the University of Sydney and has now worked at the University of Canberra for one year. Prior to that she worked as a secondary school teacher of French and German and undertook her PhD exploring identity negotiation within a bilingual education program. Her research has focused upon language and identity, bilingual education, intercultural language learning, and language teacher education. She has published on a range of topics related to language teaching with a primary focus on bilingualism and identity.

3. **Elżbieta Gajek,** Uniwersytet Warszawski (Poland) - Integrating Language, Intercultural and Digital Skills in Teacher Training Programme through Home-Made Videos

Abstract: Adapting and producing teaching materials is part of teaching profession. Using video for language learning supports comprehension and linguistic performance of the students. Creating audiovisual texts has become a challenge for teachers of languages. The idea of home-made 1-minute educational video clips is well grounded in LL pedagogy (Coombe and Kinney 1999). The short films are oriented on the language, culture or communication. They help to develop language skills, intercultural competence and digital skills at the same time. They also make repetitive tasks such as rehearsal or rote learning attractive and motivating to prepare better final results. Through situational learning and action-based teaching procedures used while making video clips student teachers learn how to create their own learning environment, how to incorporate their own and pupils' schemata into language learning. One of the aims of incorporating home-made video clips into the teacher training program is to develop student teachers digital and media competence, to enourage them to learn stages in video preparation from storyboard to editing as most of them made their first films within this course. The clips are intended for a variety of educational purposes such as introducing new language, illustrating usage, enhancing practice, documenting performance ad assessment. The clips made by students in the last 6 years show interrelations between image and verbal text as they used subtitles, intertitles and narrative revoicing a story to achieve the educational aim. The student teachers film themselves as heroes, they create puppets, make use of still photos, lego blocks, utilize resources on Creative Commons licences, etc. Some examples of clips will be shown to illustrate the concepts presented.

Bio: Elżbieta Gajek PhD. is Head of New Media in Applied Linguistics Lab at Institute of Applied Linguistics University of Warsaw. She is an English teacher, teacher trainer. She specializes in Computer Assisted Language Learning, and Methodology of Computer Enhanced Teaching Languages. She participated in many European projects. As a national expert she has been involved in eTwinning programme since 2004. She is an author of many books and articles on CALL and MALL, on teacher training for media and ICT-based instruction. Her publications are available at http://elzbietagajek.blog.ils.uw.edu.pl/en/

Panel J
Geoffrey Manton Lecture Theatre 5
Chair: Isabella Seeger, Universität Bielefeld

1. **Anne-Laure Dubrac**, Université Paris-Est Créteil Val de Marne (France) - Playing The Part: Media Re-Enactments as Tools for Learning Second Languages

    Abstract: Even though gestures are a key part of social communication, non-verbal cues are traditionally ignored in Western linguistic education. Bräuer (2002: x), in his book *Body and Language*, underlines: "When seen as a phenomenon of the mind alone, learning is stripped of half of its medium and educational potential". Students in language classrooms are expected to learn while remaining passive and motionless (Lapaire 2005). How, then, can we introduce movement and rhythm into a field where students are (often actively) discouraged from linking body and mind, from connecting the theoretical with the practical? In other words, how can we promote a more holistic kind of language education, one that recognizes those communication skills students often rely on most when integrating into new cultures (Thirioux & Berthoz 2010)? Faced with this challenge, we hypothesized that cinema -- being that it associates image, sound and movement -- demonstrates the importance of body language in communication. It shows that "communication is more than the act of 'talking to someone' (Aden 2010: 91), it is an encounter, and as a result it requires significant physical, emotional and intellectual adaptations towards specific people and situations. In order to study the ideal conditions for a learning/teaching system that integrates cinema into the development of English, we implemented an experimental study with a group of second-year students at UPEC (University Paris-Est Créteil). Our methodology was as follows: Students were shown a film excerpt and then were asked to re-enact it. We videotaped their interpretations of the passage, and later asked them to comment on their performances. The goal of this activity was to help learners observe their linguistic needs from an external perspective.

    Bio: **Anne-Laure Dubrac** is Associate Professor in English at the University of Paris XII (UPEC). Her research aims to analyse how cinema can stimulate the development of linguistic and cultural skills. She investigates how films can be used as tools to enhance students' learning of English and to promote understanding and empathy with a variety of perspectives outside their own.

2. **Joan C. Mora** and **Eva Cerviño-Povedano**, Universitat de Barcelona (Spain) - The Effects of Bimodal L2 Input on the Processing of Function Words by Spanish EFL Learners: an Eye-Tracking Study

    Abstract: The production of English function words, compared to that of lexical words, presents considerable difficulty for Spanish EFL learners. This is because learners are likely to transfer their L1 syllabic rhythm when speaking English and this prevents them from reducing vowels in unstressed syllables (Flege & Bohn, 1989; Valls-Ferrer, 2011). In addition, the stress-timed rhythm of English, characterized by vowel reduction processes, may result in function words being relatively low in perceptual salience, compared to lexical words. The increased use of multimedia materials in the language classroom has motivated research investigating the impact of input modality on language learning. This research has shown the benefits of watching captioned undubbed videos for vocabulary acquisition and listening comprehension (Montero Pérez *et al*. 2013; Danan 2004), but no studies have investigated effect of captioning on the processing of function words. We investigated the effects of bimodal input presentation on Spanish EFL learners' processing of function words. Participants were exposed to trial sets consisting of captioned movie clips that featured people having a conversation presented under two conditions: with and without auditory input. A control group of L1 English participants provided base-line data. We examined participants' attention to function words through eye-tracking. We predicted differences in Spanish EFL learners' eye-movement behavior (fixations and saccades) under the two different conditions, but not for L1 English participants. The results will be discussed with reference to the use of bimodal input

presentation in enhancing the awareness of cross-language differences in rhythmic structure, and the acquisition of English stress-timed rhythm.

Bio: Eva Cerviño-Povedano is in a pre-doctoral internship programme at the University of Barcelona, where she teaches undergraduate courses in English Phonetics and Phonology. She is currently in the final stages of her PhD thesis, *The relationship between phonological short-term memory (PSTM) and L2 vowel discrimination*, supervised by Dr. Joan C. Mora. This work investigates the possible contribution of PSTM as a cognitive ability in the acquisition of English vowel contrasts by adult Catalan/Spanish EFL learners. She is a member of the GRAL research group from the University of Barcelona, coordinated by Dr. Carme Muñoz, where she investigates different factors that might influence the acquisition of English as a foreign/second language, particularly in the area of L2 speech learning.

Bio: Joan C. Mora is a lecturer and researcher in the department of English in the University of Barcelona (UB), Spain, and currently coordinates the PhD in Applied Linguistics at UB. His research has examined the role of contextual and individual factors in the development of L2 speech and oral fluency, and the acquisition of L2 phonology. He is a member of the GRAL research group. His current research interests focus on the role of input in bilingual phonological acquisition and the effect of individual differences in cognitive ability on L2 speech learning. His interests also include phonetic training methods, the teaching of English pronunciation to Spanish/Catalan learners of English, and the development of L2 phonological awareness in SLA.

3. **María del Carmen Garrido Hornos**, Universidad de Valladolid (Spain) - Working with Video-Clips in Proficient Tourism English Classes. "Ted-Talks": A Tool to Foster University Students' Motivation in Listening Performance

Abstract: Immersed as we are in a globalised world, where university studies all over Europe foster our learner's mobility and internationalization, English has assumed a predominant role, becoming "International language" (Jenkins, 2006). It is a primary necessity, therefore, to provide our high-level students with tools to respond to these global demands and offer them competent training, considering English not simply a foreign language susceptible to study, but as a basic ability which must be regarded as a must. (Graddol, 2006). Particularly relevant in this sense is the study of English in the Degree of Tourism in Spanish universities. This paper explores the website *Ted Talks* (www.ted.com) —a nonprofit global community to share ideas about plenty of different disciplines and areas— as an efficient and varied tool to encourage students in their listening skill. Through videos featuring real-life speeches on almost any topic, the site offers authentic materials of oral expression. It is our purpose to assess the validity of this web for the study of English as a second language, discussing on advantages such as: (i) Updating: everyday new speeches are added, which favours the continuous inclusion of trendy topics; (ii) Variety and multi-disciplinary: the student has the chance to select the issue of his/her interest; (iii) Duration: unlike complete films which imply plenty of time, *Ted Talk'*s clips are reasonably and oscillate between 3 or 4 minutes to half an hour so the user decides how long he/she wants to stay online; (iv) Possibility of sharing: the contemporary student, competent in the use of social networks and ITCs, may share any video he considers interesting on Facebook, Twitter, etc; (v) Integration of skills: the web includes interactive transcripts and subtitles to read the speech and work with it. Our proposal will focus on the usefulness of the web both inside and outside the classroom, suggesting a sample of interactive activity which could be developed with students of Tourism to extend class time. Selecting one clip from *Ted Talks* as an example and exploiting it didactically, we will attempt to provide a model of use to promote this intercultural audiovisual medium as a suitable, accessible and motivating teaching aid.

Bio: **María del Carmen Garrido** teaches English at the University of Valladolid and she is Vice Dean for International Relations. Author of several articles on the figure of Alfred Hitchcock and, more specifically, on the film *Psycho*, Dr. Garrido has lectured at several conferences, conducted workshops and taught in several projects to demonstrate the viability of cinema studies in the ESL classroom and the usefulness of video footage as a methodological strategy.

Panel K
Geoffrey Manton Lecture Theatre 6
Chair: Karl O'Laughlin, Manchester Metropolitan University

1. **Alicia Sánchez Requena**, Manchester Metropolitan University (UK) - Audiovisual Translation in Teaching Foreign Languages: The Use of Re-Voicing to Improve Fluency and Pronunciation in Spontaneous Conversations

   Abstract: The active use of techniques traditionally employed in audiovisual translation, such as subtitling or dubbing, constitutes a recent practice in the field of teaching foreign languages (L2). In this paper, revoicing is seen as a didactic resource consisting of replacing original voices in 2-3 minute long clips in L2. This paper primarily looks at the interface between the use of direct re-voicing in L2 Spanish (although this could be applied to any other language) and oral expression in non-prepared conversations, with an emphasis on fluency and pronunciation. To this end, 17 English students aged 16-17 with an intermediate level of Spanish took part in the study. It is mainly a qualitative observational based study and the results have been validated by triangulating the data using individual interviews, questionnaires and teachers' notes. At the same time, this data has been obtained through three different sources: the students, the teacher as observer and three native Spanish assessors.The results cannot present universal validity but they provide promising information for future experimental research. The most important finding is that in the short period of six weeks, students have significantly improved the speed of their speech by an average of 22 words per minute. However, pronunciation needs to be practised more explicitly for a longer period of time to get objective conclusions. Students also reported an increase in their confidence and they feel more relaxed, fluent and comfortable when speaking the L2. According to the qualitative data, other learning areas, such as listening comprehension and vocabulary acquisition, improved notably.

   Bio: **Alicia Sánchez Requena** is currently undertaking her PhD study on "Audiovisual translation in teaching foreign languages: the use of direct dubbing to improve fluency and pronunciation in spontaneous conversations" at Manchester Metropolitan University. She is also working as a visiting lecturer at the University of Chester. Previously, she worked for five years as Spanish teacher at the Royal Grammar School, Guildford (Surrey, UK). She read Translation and Interpreting at the University of Granada (Spain) and a Masters Degree in Linguistics Applied to Teaching Spanish as a Foreign Language at the University Antonio de Nebrija (Madrid).

2. **Melissa Cokely** and **Carmen Muñoz**, Universitat de Barcelona (Spain) - Vocabulary Acquisition through Captioned Videos and Visual Prompts

Abstract: It has been shown that several aspects of vocabulary learning can be enhanced through the use of captioned videos, such as novel vocabulary recognition (Winke et al. 2010), the association of aural and written forms of words (Borras & Lafayette, 1994), and the identification of words in connected speech (Charles & Trenkic, 2015; Field, 2003; Vanderplank, 1988). In this study we will present a pedagogical intervention that aimed at enhancing learners' receptive and productive vocabulary gains by means of a post-viewing task. Specifically, the effects of bimodal (audio and captions) input through video and visual prompts on receptive and productive vocabulary gains were measured over two sessions and in two weeks. A group of 25 intermediate and upper-intermediate (B1 and B2) EFL university students were split into two groups. Each group was given a pre-test to determine their familiarity with a set of vocabulary items appearing in the TV episode they were going to watch. Following this, each group of participants viewed a different episode of the same TV series in the target language with English captions. Immediately after each viewing students performed an oral information gap activity wherein they were matched with participants who viewed different episodes. In pairs, each participant orally summarized the episode they viewed. This exercise was repeated in two different sessions: once with the aid of visual prompts in the form of photographic stills from the TV episode, and once without prompts. Participants took an immediate receptive vocabulary post-test after each session as well as a delayed post-test two weeks after the session in order to measure medium/long –term retention.

Bio: Melissa Cokely holds an MA in Applied Linguistics from the Universitat de Barcelona and is currently doing a PhD thesis on the role of original version videos in foreign language acquisition for learners in primary school, secondary school and university. She has been teaching English as a foreign language in Barcelona in a variety of contexts since 1998.

Bio: Carmen Muñoz is a Professor of English Linguistics and Applied Linguistics at the Universitat de Barcelona and coordinator of the GRAL research group. Her current research projects are on the EFL learning potential of in- and out-of-school exposure with a focus on undubbed videos, the role of age, input and aptitude in second language learning and a longitudinal study of pupils learning English in Catalan-Spanish schools (from grade 1 to grade 7).

3. **Monika Betyna,** Uniwersytet Kazimierz Wielkiego (Poland) - English for Medical Purposes

Abstract: The presentation will concentrate on the usage of audiovisual materials to improve obstetrics students to professional vocabulary. Data showing how it is done will be demonstrated in a form of a diagram. The exercises used for the research checking the level of knowledge will be based on the TV series *Call the Midwife*. The lesson plan has to be well organized; firstly, new vocabulary for obstetrics should be implemented. Later, students listen to the part of *Call the Midwife* twice. The teacher asks questions concerning the listening part in order to check if students are familiarized with the topic, after which a group discussion is conducted. To create a friendly atmosphere, the SET method might prove to be useful. The name of this method stands for the words which describe the conditions that should be met to motivate students (S- safety, E- experience and T- training). Another way to improve students' ability to acquire new vocabulary is to include some elements of blended learning, which is meant *not* to replace the teacher but rather to extend learning. The key idea behind this method is that students have some control over *time, pace, path*, and *place.* Allowing students to take some control of their learning, improves their progress and allows them to take the time needed to work through the material. Thanks to these methods students feel

more autonomic and are not afraid to communicate in a foreign language and they improve their vocabulary, including sophisticated medical vocabulary.

Bio: Monika Betyna is an MA academic teacher at Medical University, School of Banking, School of Health Sciences, Teacher Training College in Bydgoszcz. Currently, she is doing her postgraduate degree at Kazimierz Wielki University in Bydgoszcz and her postgraduate thesis will be devoted to English for Medical Purposes.

| 12.30 – 13.30 | Lunch |
| | **Geoffrey Manton Atrium** |

| 13.30 – 15.00 | Parallel Sessions: Panel L, Panel M and Panel N |

Panel L
Geoffrey Manton Lecture Theatre 4
Chair: Mark Kaiser, University of California

1. **Anca Daniela Frumuselu**, Universitat Rovira i Virgili (Spain) - A Friend in Need Is a Film Indeed'. Teaching Colloquial Expressions through Television Series and Subtitling

Abstract: Teaching and learning informal language in the form of single word lexis and multi-word expressions (idioms, collocations, phrasal verbs, slang) has always been a challenge in the EFL classroom. Foreign language teaching (FLT) theoreticians perceive learning vocabulary, in the sense of words and phrases, as being the key to attaining a high level of proficiency. According to these premises, we believe that the use of film and subtitling in the EFL setting should be regarded as meaningful tools to develop and enhance such a vital language skill. The current longitudinal study aims at investigating the added value of subtitling (interlingual and intralingual) and the effect of authentic audiovisual materials upon colloquial and informal language acquisition amongst students in higher education. 49 students (A2 to C1 of CEFR) were randomly assigned either to interlingual mode (English sound+ Spanish subtitles) or to intralingual mode (English sound+ English subtitles). Both groups were exposed to a total of 13 episodes from the American series 'Friends' over a period of 7 weeks. Learners' short-term acquisition of colloquial and idiomatic vocabulary acquisition was tested with a 20-item multiple choice and open question written test administered after each viewing session. LMER (linear mixed effects regression) procedure was used to build several growth models in order to investigate any significant differences between the two types of subtitling conditions and the students' performance. The results indicate that the type of subtitling condition (either interlingual or intralingual) has no significant short-term effect on how the proficiency of students evolves throughout the different sessions. However, individual growth in both subtitling conditions has been observed throughout the viewing sessions.

Bio: Anca Daniela Frumuselu PhD. Candidate at Rovira i Virgili University, Tarragona Spain, is writing a doctoral thesis on the topic of subtitling and informal and colloquial language acquisition in the classroom through the use of authentic television series. Her background and working experience as an Assistant English Professor at Rovira i Virgili University and EFL Instructor has made her adept at developing up-to-date curriculum and resources. Her teaching experience ranges from elementary young learners to adult and university students at undergraduate and master level. Her research

interest are Teaching English as a Foreign Language, Media and Film in Language Teaching, Audiovisual Translation (subtitling) and New Technologies in English Language Teaching.

2. **Anna Bączkowska**, Uniwersytet Kazimierz Wielkiego (Poland) - Profiling Vocabulary of Film Subtitles for EFL Learners

Abstract: The aim of the presentation is to show how film subtitles can be adapted for the purpose of teaching English vocabulary to EFL learners. The presentation will focus on demonstrating how to adjust the original feature film scripts to the language level of EFL learners with the use of free online software tools. The basic software proposed for the study is a lexical text analysis tool that breaks down a text into several lexical frequency bands. The lowest band (the most frequent 1000 words) is of most importance for our study as it allows one to profile the original text to lower level students, yet subtitles may be adjusted to different language levels of EFL learners by selecting appropriate frequency band (e.g. 2000 word band or higher) as a benchmark for script modifications. By substituting the original soundtrack with words from lower frequency lists a film-based learning of English vocabulary is made more manageable for EFL learners. Graded subtitles may be further used for the preparation of a number of in-class activities, which may boost vocabulary size of EFL learners as well as enhance their listening comprehension. Finally, viewing a film with reversed subtitles can reinforce students' knowledge of newly learnt lexical items. Thus profiled vocabulary activities based on audiovisual material are believed to enhance foreign language learning by making it more memorable, attractive, entertaining and effective.

Bio: Anna Bączkowska holds MA, PhD and habilitation in English linguistics. She is an Associate Professor at the Kazimierz Wielki University (Poland). Her research interests include: corpus linguistics, discourse analysis, audiovisual translation, applied linguistics and psycholinguistics.

3. **Rosa Alonso Pérez**, Sheffield Hallam University (UK) - Enhancing Student Motivation through Film Subtitling Projects

Abstract: The combination of learning a foreign language and using media and technology is becoming a frequent practice nowadays, since it is assumed that technology enhances student motivation. As Talaván (2013) showed in various studies, student motivation increases through subtitling activities. Using Talaván's studies as theoretical framework , this paper will discuss the effects of a subtitling project on the motivation of second-year learners with level B1-B2 Spanish in an HE context. It asks whether student motivation increases through the use of technology and project work. The project lasted for 9 weeks and culminated in a Spanish Short-Film Festival, where students presented their work to a jury of final year students and competed for the best subtitled short-film. The project aimed to observe the effect of subtitling on these students and to what extent it enhanced their motivation for self-study. To what degree is the use of authentic materials (short-films) and the active manipulation of these resources a motivating factor to further learner autonomy? Using professional subtitling software, students had to choose a short-film in Spanish and work both individually and collaboratively completing several tasks such as transcribing the audio in Spanish, translating the script into English, subtitling the clip and synchronising the subtitles with the image. A multi-method approach was employed to collect data through initial and final questionnaires, the teacher's observational notes, and students' interlingual subtitles.

Bio: Rosa Alonso Pérez is a lecturer in Spanish Studies at Sheffield Hallam University. Her research interests include audiovisual translation techniques in the foreign language classroom. She has

participated in a Civil War oral history project at the University of Sheffield, subtitling interviews of female prisoners. Her industry experience includes working for a translation company specialising in subtitling and voice-overs.

Panel M
Geoffrey Manton Lecture Theatre 5
Chair: Laura Martin Cisneros, Manchester Metropolitan University

4. **Carmen San Julián**, Dublin Business School and Trinity College Dublin (Republic of Ireland) - Short Films in class: A Gate to Interculturality

Abstract: Teaching and learning Intercultural Communication Competence (ICC) in ENE or ELE lessons, nowadays is a very necessary task, but it is not an easy one. Many reasons make this a complicated subject; the perception of lecturers and students of what is teaching and learning, lack of training, of time... Perhaps as Van Hooft (2002) said, learning a language and learning Intercultural Competence are different issues. But whatever the reason is, there is no doubt that in today's multicultural and multilingual societies developing an Intercultural Language Competence is the core to achieving effective communication. The use of short films in my Business Spanish classes has been one of the most effective ways to implement an Intercultural Language Competence. They introduce different situations in a simple and efficient way, allowing questions to be raised in a natural way. Short films have the power to generate empathy, memories are brought forth, and emotions arise, it is difficult to imagine otherwise: short films are windows to the real world; they connect the subject being learned with the students' lives and with their past or future experiences, Stevick (2002). If being intercultural speakers means learning to unlearn and rethinking our world, then the use of short films in our Spanish for Business Classes is a powerful tool to teach and learn how to manage the concept of "Otherness" and to start being competent intercultural speakers. We all need them, the Spanish Business students too.

Bios: Carmen San Julián is a Lecturer of Business Spanish at Dublin Business School and at Trinity College, Dublin. Carmen works also at the Instituto Cervantes in Dublin, where she teaches Spanish for general purposes, Literature & Cinema and Culture courses. She also has run workshops on Group dynamics, on Sociolinguistic Competence and on CEFR (Common European Framework Reference for Languages). Most recently, she participated at the V CIEFE (Spanish for Specific Purposes) Congress in Amsterdam in November 2014 with the workshop: "How can we implement the Intercultural Factor in the classroom?"

5. **Ilaria Brancatelli**, Trafford College (UK) - Film and Media in the Classroom as an Accelerated Language Learning Experience

Abstract: The author's objective is the evaluation of the effectiveness of the use of film and media as a possible tool for the implementation of accelerated learning in language teaching practice, with particular focus on learning styles and inclusive learning.
Accelerated learning, as a concept, is synonymous with a more efficient and enjoyable learning experience. When applied to language learning, it translates into a faster and more rewarding pathway to the mastering of a second language. The matching of the way learners are taught to the way they prefer to learn is the essence of the driving force that seeks to identify a personalised learning style. The research explores the possibility that the use of film and media

offers a range of valuable tools to facilitating and enhancing such more natural and satisfying learning outcomes. The background that allows such reflection is the classroom, where language teaching takes place and where learners are allowed a firsthand approach to the benefits of such a method, across the different levels of education. The study includes a variety of educational settings and spans a number of years of field research. Ethnography is the chosen method of enquiry and the collection of data is achieved through participant observation, informal conversations, student feedback and documentation analysis. The findings overwhelmingly support the conclusion that the introduction of a range of film and media to the language teaching delivery is beneficial and that its application offers an appealing route for learners. The perceived higher success of the method is matched by the higher success manifested in the assessed academic work. The use of film and media, embedded in the more traditional ways of language teaching delivery, results as a valid addition to the general teaching strategies. Its use acts as a facilitator to the implementation of a more immediate learning experience. The study ultimately supports and recommends the implementation of the use of film and media in language teaching as an instrument that enables accelerated learning and facilitates the process of second language acquisition.

Bio: Ilaria Brancatelli obtained a BA/MA Social and Political/Historical Sciences at the University of Turin. She is specialized in the engagement in Social Science research with focus on Ethnography, Ethnographic research emanating mainly from psychological, sociological and anthropological perspectives and Linguistics and Cultural Studies.

6. **Mark Goodwin**, University of Manchester (UK) - An Analysis of the Success of the 'Cultural Topic' at A-Level

Abstract: This paper gauges the success of the current A2 Spanish specification of the UK's most popular exam board, AQA, in fulfilling its aims and objectives through the study of Spanish cinema. This 'success' will be measured against the stated learning outcomes for the 'Cultural Topic' using: AQA examination reports; questionnaire responses from A-level students and teachers across the North West; focus groups; and work produced by my own students. The research therefore involves a mixed-method approach to include quantitative and qualitative data from a variety of sources and relevant theory surrounding viewer response (Allbritton, Gerrig, Prentice), visual literacy and multiliteracies (Willinsky, Knobel and Lankshear, Bazalgette). The importance of the Cultural Topic is reflected in the high proportion of marks it carries- up to 75/160 if discussed in both the speaking exam and assessed essay. But what exactly are students learning from the films selected by teachers? Are there any obstacles and/or difficulties in the teaching and learning of these films? What do students really think of the films they are exposed to, and to what degree is this enhancing their learning of Spanish and their continued interest in the subject? By answering these questions (some in the course of the paper; others in the longer term), I ultimately aim to outline how A-level Spanish might be developed further to enhance the pedagogy of Spanish via its national cinema.

Bio Mark Goodwin is currently a second year part-time PhD student in Spanish and Education at the University of Manchester, under the supervision of Prof. Chris Perriam (Languages/Film Studies) and Dr. Alex Barratta (Education). He also works full-time as Teacher in charge of Spanish at a local independent secondary school.

Panel N
Geoffrey Manton Lecture Theatre 6

Chair: Idoya Puig, Manchester Metropolitan University

1. **María Romeo**, Università degli Studi di Milano (Italy) - Films as Tools in the English Literature Classroom. A Case Study: Joyce's Interior Monologue on 'The Screen'

Abstract: The use of cinema to enhance the understanding of literature turns out to be highly meaningful if we consider that, during the day, teenagers are continuously exposed to some form of multimedia, from MP3 music files to film, from television to the Internet. As a result, students often have more familiarity with this technological world than their teachers do and, being highly interested in and comfortable with multimedia, they are more willing to think, talk, and write about films rather than about traditional printed texts. Therefore, it should be no surprise that an increasing number of English teachers are harnessing this students' inherent interest in multimedia and are gradually switching from traditional print-centric lessons to media-rich classrooms, thus combining the printed text with other forms of texts, such as a movie clip or a slide show. In so doing, a sort of polyphonic environment – where different media overlap and are skilfully intertwined – is created, and a new kind of "textual intelligence" is fostered among students. However, media-enthusiastic teachers are in war with those educators who, on the opposite hand, are terribly afraid of the impending technology and firmly protect themselves and their students behind the fortress of traditional reading and writing skills. The prejudices around film-based lessons and the misleading idea that they are "easy" and simply more "enjoying" for students, should be dismantled and promptly adjusted. In fact, films are not naturally "stimulating" for students and therefore automatically effortless for teachers, but they need an accurate methodological scaffolding, perhaps even more structured than the one required by traditional approaches. Although film is no longer a new tool for teaching language arts, understanding how to use it effectively is now more important than ever. For example, how could cinema be useful in teaching Joyce's modernist techniques? The coincidence between the birth of cinema, the emergence of Modernism, and the development of Joyce's art makes the "cinematic teaching option" quite natural although, of course, the unbridgeable differences between cinematic and textual representations.

Bio: Maria Romeo is a teacher of English Language and Literature at Orsoline High School in Varese (Northern Italy). She has been an English teacher at the Polytechnic in Milan (Higher Education) since September 2014 and prepares students attending the Faculty of Engineering and Architecture for IELTS exams. She graduated Magna Cum Laude in Foreign Languages and Cultures for International Communication (Master's Degree) in 2009 with a Master Thesis entitled *Conradian Echoes in the Work of Graham Greene: the Secret Agent and Our Man in Havana*, under the supervision of Professor Nicoletta Vallorani of the State University in Milan. After her Master's Degree, she attended a post-graduate course in Teaching English Studies and achieved her specialization with a dissertation on *Films as Tools in the English Literature Classroom*. Her fields of interest mostly focus on postcolonial studies, second language acquisition and the connection between English literature and cinema.

2. **Ángel Galdón Rodríguez**, Universidad de Castilla-La Mancha (Spain), "Introduction to Literature Units through Film Adaptations: the Case of Edgar Allan Poe"

Abstract: In the context of university studies, digital tools are not only appreciated among professors, but also demanded as part of the methodology developed in the classroom. The present study shows the results of the inclusion of digital techniques in the subject "Literature in English Language", framed in a degree of Humanities at the University of Castilla-La Mancha. The trigger was the constant feedback from students who, once the exams results were shown, claimed to know certain information echoed in mass media, like some authors being associated to particular topics. A project was developed in order to confirm whether the inclusion of digital networks could enhance the teaching of literary concepts. The method here suggested consists of an initial assessment of the knowledge on an author that all students previously have. Parts of the traditional lectured class were substituted with the projection of audiovisual adaptations, in order to introduce the works of Edgar Allan Poe. Once the selection of short subject films and scenes from television programmes have been screened in class, the proper literary lectures follow. Finally, the usual assessment is carried out. The aim is to eventually confirm if, in fact, students remember icons and ideas from Poe's works through television, comics, the internet, or popular music, and whether the use of digital clips enhances the previous vague knowledge that students have about certain matters.

Bio: Dr. Ángel Galdón Rodríguez is a lecturer at the University of Castilla-La Mancha, where teaches English Language with Academic Purposes, being part of his academic contributions framed in the field of teaching innovation. He is also part of a Cultural Studies research team at the same university, focused on the connections of certain authors and the mass media. His most notable works analyze the presence of dystopian literature in popular culture.

3. **Idoya Puig,** Manchester Metropolitan University (UK) - How to Use Film Adaptations to Teach Spanish Language and Literature: A Case Study with *El Caballero Don Quijote*

Abstract: *Don Quijote* is a classic that is constantly recreated in a variety of media and yet it is a book, which is difficult to access due to its length and complexity. Although it is often quoted, it is also recognised that not many people have actually read it. Increased emphasis on the power of image makes reading take a secondary place and therefore children and young adults find it harder to study these books, even more so if they are learners of Spanish as a second language. The paper surveys some current practice in teaching *Don Quijote* in secondary school and university in view of exploring methodology that successfully brings reading and film together. A case study will look at a specific approach to present this literary masterpiece through film using the multimodal framework. The film adaptation *El caballero don Quijote* (2002) of Manuel Gutiérrez Aragón will be used to show how the different media of word and image can complement each other. The film analysis can introduce the students to the book and facilitate the learning of the language and the culture associated with it, making it appealing to read and exploring the literary work in more detail.

Bio: Idoya Puig is a Senior Lecturer in Spanish at Manchester Metropolitan University and covers Hispanic culture and society, Contemporary Spain, Spanish language years 1-4 and Spanish literature after the Civil War. She has studied in depth the relationship between real life and fiction in Spanish literature. Her focuses have been Don Quixote and Cervantes, the novel and his influence in Spanish contemporary literature, aspects of Golden Age culture and fascinating personal accounts of the Spanish Civil War.

15.00 – 15.50   Keynote Lecture
                                Geoffrey Manton Lecture Theatre 3

Chair: Isabelle Vanderschelden, Manchester Metropolitan University

Prof. Brian Tomlinson, Anaheim University (USA) and Visiting Professor at Leeds Metropolitan University (UK) - Developing Intercultural Awareness through Reflected Experience of Films and Other Visual Media"

15.50 – 16.00   Closing of Conference
Geoffrey Manton Lecture Theatre 3
Carmen Herrero and Isabelle Vanderschelden

17.00   Social Event at *HOME* cinema

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