

Teaching through film: Case studies and strategies for effective learning

Saturday 26th of July, 10 am – 4:15 pm

Manchester Metropolitan University, New Business School, rooms 3.14 and 3.15

Free event but registration required. No lunch provided.

Booking: <http://teachingthroughfilm.eventbrite.co.uk>



ABSTRACTS

Ms Isabella Seeger

Bielefeld University (Germany)

Film as quasi-authentic linguistic and cultural input – challenges and chances in the secondary language classroom

BIO: Isabella Seeger teaches and researches in the TEFL module of the BA/MA teacher programmes of Bielefeld University (Germany). Drawing on extensive teaching experience in various contexts of German secondary and adult education, her interests focus on supplementing curricular materials with film and web content as (quasi-) authentic input for learners and non-native speaker teachers. Isabella holds a Master's degree (Distinction) in TEFL/SL from the University of Birmingham and is also a state-approved translator/interpreter.



ABSTRACT: Based on the Common European Framework of Reference (CEFR), the German ELT curriculum for secondary education endorses communicativeness and authenticity. Notwithstanding, coursebooks usually contain little natural language, introduce structures gradually and present 'sanitised' cultural content. Moreover, schoolteachers, as a rule non-native speakers, often have little experience in natural language use or first-hand knowledge about target cultures. The linguistic and cultural complexity of film is therefore often considered too demanding. This paper argues that complexity in film can be greatly mitigated by visual support and contextual understanding, as well as by lowered expectations of comprehension. It can thus be turned into an essential teaching instrument to foster lower-level learners' plurilingual strategies and prepare them better for encounters with real language and culture while at the same time relieving teachers' responsibility as linguistic role model and source of cultural knowledge.

CONTACT:

Ms Isabella Seeger

Bielefeld University

Teaching English as a Foreign Language

Universitaetsstr. 25

D-33615 Bielefeld Phone: +49 0 521 106-3657

isabella.seeger@uni-bielefeld.de

<http://www.uni.bielefeld.de>

<http://www.iseeger.de>

Dr Anna Baczkowska

Kazimierz Wielki University (Poland)

Using subtitles in translator training and foreign language teaching

BIO: Dr Anna Baczkowska holds a MA and PhD in English linguistics, with specialization in Applied Linguistics. She is an associate professor at the Kazimierz Wielki University (Poland) and the founder and editor-in-chief of the journal "Linguistics Applied". She is also the editor of a book series *Interfaces. Bydgoszcz Studies in Language, Mind and Translation* published by Peter Lang. She lectured in Spain, Italy, UK and Portugal and authored over 50 papers. Her research interests include: cognitive linguistics, corpus linguistics, audiovisual translation, applied linguistics and psycholinguistics.



ABSTRACT:

The aim of the presentation is twofold. On the one hand, we wish to discuss the issue of how pre-service subtitlers can be trained with the use of professional and non-professional film corpora. On the other hand, it is also our objective to reflect on how subtitled films can be used to enhance foreign language learning.

The first aim will be discussed by analyzing selected problems which emerged in subtitles written by the students themselves (such as, e.g. the translation of forms of address, foreign words, culture-specific items, etc.) as well as by presenting sample activities based on the corpus of students' subtitles, while the second aim will be fathomed by reflecting on students' answers to a questionnaire they were asked to fill in at the end of their course in audiovisual translation.

The data used for the study comprise (1) the original soundtrack of a romantic comedy "Notting Hill", (2) professional DVD subtitles, (3) non-professional sophomore students' subtitles. The students' renditions have been extracted from a corpus of learner subtitles (Learner Corpus of Subtitles), which is an on-going project, currently c. 0,8 mln tokens (c. 700, 000 words) in size, developed at Kazimierz Wielki University, Bydgoszcz, Poland, initiated in 2010

CONTACT:

Dr Anna Baczkowska

Dept. of English Studies
Kazimierz Wielki University
2 Grabowa St.
85601 Bydgoszcz
Poland

Phone: +48 52 341 14 02, ext. 15
ab@ukw.edu.pl
<http://annabaczkowska.com>

Dr Carmen Fonseca and Dr Carmen Herrero

Universidad de Huelva (Spain) and Manchester Metropolitan University (UK)
Multimodal teaching and language learners' writing skills

BIOS: Dr Carmen Fonseca-Mora is Senior Lecturer in the Department of English Philology at the University of Huelva, Spain, where she has been also Vice-Chancellor for Lifelong Learning Programs and Innovation till 2012. Her main research interests are affective factors, musical aptitude and media education in language learning. Her work has appeared in a significant number of academic journals and edited volumes. She has lectured in Germany, Portugal, France, Italy, England, Sweden, Peru, United States and Spain. She is currently co-editor of the English Edition of *Comunicar* journal, a media education research journal.



[Dr Carmen Herrero's bio is on the following page]

ABSTRACT: Strengthening foreign language learners' literacy skills has always been of much concern. Currently, the interest in finding appropriate writing programmes has increased as adolescent learners are *prosumers* who read and write many multi-modal texts in different languages. This presentation focuses on a study of the effects of a teaching programme based on film analysis in order to establish if it could help to develop Spanish language learners' writing skills. Using a pre-post design, students' written production was analyzed with INFLESZ. Parameters such as number of words, syllables, sentences, average word syllables, average words phrase, among others, were used to evaluate the readability of these texts written in Spanish.

CONTACT:

Dr María del Carmen Fonseca Mora

Departamento de Filología Inglesa
Avenida Tres de Marzo s/n
Despacho: Pabellón 11 Alto, 36
21071 Huelva (Spain)

Phone: +34 959 219 134

Fonseca@dfing.uhu.es

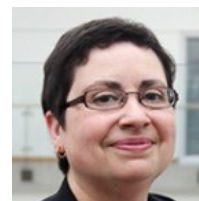
<http://www.uhu.es/symphony>

Dr Carmen Herrero and Dr Isabelle Vanderschelden

Manchester Metropolitan University (UK)

Film pedagogy: towards an intercultural paradigm

BIOS: Dr Carmen Herrero is Principal Lecturer in Hispanic Studies and Subject leader for the Spanish Section at the Manchester Metropolitan University. Her research interests are language education and film, Hispanic cinemas and new technologies and education. She collaborates actively with the “Routes into Languages North West Consortium” and has participated in a wide range of activities to promote language learning. She is the co-founder and co-director of FILTA (Film in Language Teaching Association) and FLAME (Film, Languages And Media in Education). With over 2,000 members from 95 countries, FILTA was formed in 2010 for the purpose of providing a forum for the exchange of information related to the use of film in language teaching and promoting linguistic diversity and intercultural awareness. She teaches Hispanic cinema and culture at undergraduate level and is also involved in the TEFL Masters.



Dr Isabelle Vanderschelden is Senior Lecturer in French Studies and Subject Lead for the French section in the Department of Languages, Information and Communication at Manchester Metropolitan University. She holds a PhD in Translation Studies from Manchester University. Her recent research interests include contemporary French cinema, production issues, screenwriting and film in education. She has published *Studying French Cinema* (Auteur 2013), articles on different aspects of French cinema in international specialist journals and a Film Guide *Amelie* (Tauris 2007). She has co-edited *France at the Flicks* with Darren Waldron (2007). She is currently working on a *History of French Screenwriters* with Sarah Leahy. She has also contributed papers and articles on the use of film in language teaching using multimodal approaches and focusing on intercultural competence. She is co-founder and co-Director of FILTA and she runs regular training sessions for French teachers and Film Study Days for schools in collaboration with Cornerhouse cinema.



ABSTRACT: Communicative and intercultural competences have been promoted at European institutional level both in the training of students and in that of language teachers. However, the need to promote the intercultural dimension of language learning remains one of the areas that should be further developed (Garrido and Alvarez, 2007; Kelly 2011).

This paper presents a project based on a pedagogical model that uses film and media in foreign language classes to enhance multilingualism and intercultural learning. Its purpose is to explore whether film could be used as a language teaching tool to improve attitudes towards the languages being studied, as well as develop intercultural skills (Byram, 1997; Risager, 2007) and community cohesion through activities relating to foreign language film. This model prioritizes culture awareness, and the

ffective model over the cognitive to ensure that language learning makes 'a contribution to the alleviation of racism and xenophobia through reflexive intercultural activity' (Green, 1995).

The project intends to answer the following questions:

- How can we strengthen intercultural and communicative competence and meet the language needs of students at different levels of the learning process to help them become global citizens?
- How do we address the limitations of existing materials from primary school introduction to the language to A'Level as well as for undergraduates? What support is need for the continuing education of teachers programme to facilitate intercultural education in foreign language learning?
- What are the roles of traditional and new media in this task?

CONTACT:

Dr Carmen Herrero

Department of Languages, Information and
Communications

Manchester Metropolitan University

Room 1.14 Mabel Tylecote Building

Manchester M15 6BG

Phone: +44 (0)161 247 3920

c.herrero@mmu.ac.uk

<http://www.filta.org.uk>

Twitter: @CarmenHerrero14

Dr Isabelle Vanderschelden

Department of Languages, Information and
Communications

Manchester Metropolitan University

Room 1.16 Mabel Tylecote Building

Manchester M15 6BG

Phone: +44 (0)161 247 3924

I.Vanderschelden@mmu.ac.uk

<http://www.filta.org.uk>

Dr Manuela Escobar and Dr María Ángeles Broca

Universidad de Sevilla (Spain)

The effect of subtitles on the acquisition of new vocabulary in an ESP context

BIOS:

M^a Ángeles Broca Fernández is Senior Lecturer at the University of Seville in the English Language Department, where she teaches English for the Tourism Industry at Undergraduate level. Her interests include Teaching English as a Foreign Language. She is also the Main Researcher, along with Dr. Anthony Bruton, on the research project *La Enseñanza de Lenguas Extranjeras: Tareas con Contenido* (Ref FFI 2010-19022). She is also involved in the FLAME Research Centre in collaboration with Manchester Metropolitan University.



Dr Manuela Escobar is a Senior Lecturer at the University of Seville in the English Language Department, where she teaches *English language for Finance and Accountancy* and *English for the Tourism Industry* at Undergraduate level, and *Terminology and Translation* in a Master Degree. Dr Escobar research interests include Teaching English as a Foreign Language and Translation Studies. She is a member of the Research Project *La Enseñanza de Lenguas Extranjeras: Tareas con Contenido* (Ref FFI 2010-19022) and is also involved with the FLAME Research Centre in a project in collaboration with the Manchester Metropolitan University.



ABSTRACT: Understanding listening input is one of the most difficult skills to achieve by foreign language learners. With the development of different forms of video viewing (DVD, YouTube, interactive television, video on demand, etc.), language learning using visual media is increasingly an object of investigation. Nevertheless, there is not much research on how listening comprehension skills may be improved with a consistent use of activities based on video comprehension with or without captions or subtitles in original versions or native language. The purpose of this paper is to present a study which investigates if the conjunction of visuals and subtitles in the two languages native and the target one, improves in the learning on unknown words. The present study concentrates in the teaching of English for Specific Purposes (Tourism) for Spanish undergraduate final year students. The video comprehension activities are based on *Hotel Babylon* (2006-2009), a BBC television drama series based on the book of the same name by Imogen Edwards-Jones, which follows the lives of workers at a five-star hotel.

CONTACT:

Dr Manuela Escobar

Departamento de Inglés. Facultad de Filología
c/ Palos de la Frontera s/n
41004 – Sevilla (Spain)

Phone: +(34) 954 556 682

mescobar@us.es

Dr M. Ángeles Broca

Departamento de Inglés. Facultad de Filología

c/ Palos de la Frontera s/n
41004 – Sevilla (Spain)

Ms Marisa Draper

Head of Engagement. Cornerhouse / HOME Manchester

Enriching formal education and creating alternative education routes through independent cinema and talent development schemes

BIO: Marisa Draper joined Cornerhouse in 2005 and was appointed Head of Engagement for Cornerhouse and HOME last year. Marisa was previously Cornerhouse's Young People's Programme Producer, during which time she ran LiveWire, an award winning informal education programme for 14 - 19 year olds.



Marisa specialises in developing programmes that enable people of all ages to learn through creativity, whether that be in formal or informal education settings. She has spent a number of years designing, producing and facilitating creative art, filmmaking, performance and technology projects that focus on talent development and are run by young people and emerging creatives, enabling them to take ownership of their ideas and work within a team to learn new skills, realise their potential and ultimately break into the creative industries. Films made by groups have won multiple awards including the BFI Future Film Festival Award.

ABSTRACT:

This presentation will outline the various approaches used by Cornerhouse and HOME to engage with a wide range of people in both formal and informal education contexts. Focus areas will include Cornerhouse's year-round schools and colleges education programme, which uses film and moving image to enrich students' learning and bring creativity and innovation to the classroom. The presentation will also focus on Cornerhouse's track record in developing young filmmaking talent through various projects, including the annual BFI Film Academy. The ambition and strategy for this work continuing and evolving over the coming years as Cornerhouse becomes HOME will also be outlined and approaches to this discussed.

CONTACT:

Ms Marisa Draper

Head of Engagement
HOME & Cornerhouse
70 Oxford Street
Manchester, M1 5NH

Phone: +44 (0)161 200 1513

Marisa.Draper@Cornerhouse.org

Twitter: @CornerhouseMcr @HOME_mcr

<http://homemcr.org>

<http://www.cornerhouse.org/livewire>

Dr Christian Klesse

Manchester Metropolitan University (MMU)

Representation troubles: reflections on teaching bisexuality studies through film.

BIO: Christian Klesse is Senior Lecturer in Cultural Studies at the Department of Sociology at MMU. His research interests include (among others) sexual politics, sexual cultures and questions of embodiment. He is currently working on two research projects, one on transnational LGBTQ politics (with a focus on Poland) and one on Queer Film Festivals in Europe (both with Jon Binnie, MMU). He also works on non-monogamy/polyamory and bisexuality. Christian is member of the MMU Film Network. His last publication is a co-edited special issue on Gender, Sexuality and Political Economy of the *International Journal of Politics, Culture and Society* (27(2), June 2014) (with Susie Jacobs, MMU).



ABSTRACT: The common denigration of bisexual identities and behaviours in a cultural context shaped by a homosexual/heterosexual binary results in the marginalisation of bisexuality and its containment in a space of precariousness. Attempts to teach around bisexuality consequently face the problem of the ‘burden of representation’ (a term adapted from Kobena Mercer, who used in the late 1980s to refer the specific problems of Black British artists facing institutional racism in the British art world). Yet attempts to ‘depict’ or narrate bisexuality are troubled in many more ways. Critical work on bisexuality has highlighted the problems of representation, which result from the unbounded diversity inscribed within the category or from the constant processes of ‘de-ontologisation’ resulting from complex mechanisms of ‘epistemic erasure’. If we take into account the highly precarious position of bisexuality within cultural imaginaries of selfhood, it does not seem to be a promising strategy to teach on bisexuality by looking at ‘examples’ (e.g. of ‘bisexual characters’ or ‘bisexual films’). This paper reflects on my experiences of using a sub-plot of the lesbian-themed 1994 independent Drama Film ‘Go Fish’ by Rose Troche to direct attention to the construction of bisexuality within *relational strategies* of representation, which tend to pitch different ways of performing (sexual) subjectivity and enacting the (sexual) body against each other. This approach may not tell us a lot about ‘bisexuality’ as such, but helps to reveal the role which bisexuality plays in the (mono)sexual epistemic order.

CONTACT:

Dr Christian Klesse

Department of Sociology
Manchester Metropolitan University
Geoffrey Manton 462
Rosamond Street, off Oxford Road
Manchester M15 6LL

Phone: +44 (0)161 247 6424

c.klesse@mmu.ac.uk