Universidad de Valladolid

Facultad de Filosofía y Letras

Grado en Estudios Ingleses

The use of movies to improve B1 students' vocabulary:

a pedagogical proposal.

Inés María Peña Dávila

Tutora: Elena González-Cascos Jiménez

Departamento de Filología Inglesa

Curso: 2023-2024

ABSTRACT

Vocabulary is considered a basic element to learn a foreign language and the mastery of it involves the improvement of the four language skills (listening, reading, speaking and writing). The accessibility to audiovisual material such as movies and the enjoyment they bring to students compose a motivating educational tool for teaching vocabulary.

This Final Project aims to create a pedagogical proposal for third year of secondary education students whose English level should become a B1. The vocabulary addressed in the proposal is chosen according to the curriculum established in BOCYL and it is developed through three selected movies. The pedagogical proposal consists of six sessions (two sessions per movie) containing pre-viewing activities, viewing activities and post-viewing activities. This proposal is practical and applicable to B1 students which enables the usage of movies to learn vocabulary.

Keywords: Vocabulary, Language skills, Movies, Educational tool, B1 students, Pedagogical proposal.

RESUMEN

El vocabulario es considerado un elemento básico para aprender una lengua extranjera y su dominio implica la mejora de las cuatro competencias lingüísticas (escuchar, leer, hablar y escribir). La accesibilidad a material audiovisual como las películas y el disfrute que aportan a los estudiantes componen una herramienta educativa motivadora para enseñar vocabulario.

El objetivo de este TFG es crear una propuesta pedagógica para estudiantes de tercer curso de Educación Secundaria Obligatoria cuyo nivel de inglés a alcanzar es un B1. El vocabulario abordado en la propuesta se elige de acuerdo con el currículo establecido en BOCYL y se desarrolla a través de tres películas seleccionadas. La propuesta pedagógica consiste en seis sesiones (dos sesiones por película) que contienen actividades previas a la visualización, actividades durante la visualización y actividades posteriores a la visualización. Esta propuesta es práctica y aplicable a estudiantes B1 lo que permite utilizar películas para aprender vocabulario.

Palabras clave: Vocabulario, Competencias lingüísticas, Películas, Herramienta educativa, Estudiantes B1, Propuesta pedagógica.

TABLE OF CONTENTS

1. INTRODUCTION

According to Krashen (1989)**,** Sedita (2005), Sadeghi and Nobakht (2014) among others, vocabulary mastery is considered to be a key aspect in the process of learning a foreign language. Different practices to teach vocabulary have been applied for vocabulary instruction; however, these methodologies have some limitations. Vocabulary instruction linked to context enables to remember vocabulary easily as with movies.

Considering this, it is a challenge for teachers to find an effective teaching methodology for instructing vocabulary in English. It is found that audiovisual teaching tools such as movies motivate students and help them to remember vocabulary in English.

In this Final Project, the main aim is to show a new teaching perspective focusing on the use of movies through a pedagogical proposal for B1 students. This proposal enhances B1 students' level because it facilitates them to reach a broader vocabulary in English language and to improve the four language skills.

Contents included in the curriculum related to tercer curso de Educación Secundaria Obligatoria (3º ESO) appearing in Boletín Oficial de Castilla y León (BOCYL, 2022) are taken as a base for working on movies. The Common European Framework of References for Languages / Companion Volume (CEFR/CV) establishes B1 level through descriptors that state the requirements that students must have for this level.

To develop these ideas, this paper is divided into two sections: *theoretical framework* and *methodology and design*. In the first section, regarding the theoretical framework previous methodologies to teach vocabulary are exposed. Curriculum related to 3º ESO BOCYL and CEFR/CV are presented due to their importance in order to develop this project. The reasons to teach through movies and the usage of audiovisual tools in class are displayed, in addition to a criterion to select movies. In the second section, a pedagogical proposal is elaborated in relation to three movies with its correspondent evaluation. Finally, the conclusions reached with this dissertation are presented.

2. JUSTIFICATION

As stated by Nurbianta (2018), English language is key in the process of globalization set as the international language, and it has gained an important role in education. Vocabulary is an essential part of a language and vocabulary's mastery in English as a Foreign Language (EFL) is fundamental to improve the four language skills (speaking, writing, listening and reading). These ideas motivate the creation of this project; the main point is to create a pedagogical proposal in which teaching vocabulary through movies is the focus of attention.

This pedagogical proposal has been inspired after the research of the theoretical framework in which a solution to vocabulary methodologies was needed. The instruction through audiovisuals has increasingly raised; the ease and the accessibility of this educational tool has been the key for the reason to develop this proposal. The students' motivation involved while using movies in class has been another reason to create this pedagogical proposal. This project is addressed to EFL students of 3º ESO whose English level should become a B1 (BOCYL, 2022).

In order to design a pedagogical proposal, there are reasons behind it for selecting audiovisuals and specifically movies. The purpose of this is that this tool is an educational material accessible to everyone since early ages. The fact that movies have visual images and auditive sounds and if needed subtitles facilitate to learn a language and in particular vocabulary. The appearance of scenes that are iconic and peculiar, or some scenes that are popular among the public contribute to keep the vocabulary on the mind rather than learning vocabulary by heart that will be forgotten easily.

Additionally, vocabulary is contextualized in certain situations of films, and it is seen when it is used and when it is correct to apply it. This is motivational to students because movies compose a learning process in which students enjoy at the same time they learn. It is amusing for them to work on movies that have been selected through different proposed activities.

3. OBJECTIVES

The main aim of this project is to show that learning vocabulary for B1 students through movies is easier and fix vocabulary better. The learners will infer meaning, they will use vocabulary in correct situations, and they will remember those words or expressions by the usage of movies. This educational tool is going to raise their knowledge about vocabulary, and it will facilitate increasing their level as well as improving their language skills in English. Movies as a vehicle in the improvement of vocabulary in B1 students is the spotlight of this project and it is set from the point of the B1 requirements established in the CEFR/CV.

The combination of audiovisuals and vocabulary learning is gathered together in movies that are an accessible educational tool in class. Vocabulary is a key aspect in the language that will help to the upgrade of the four language skills. The objective of the project is to present that vocabulary is linked to the four language skills and that learning it through movies will imply an improvement of the skills too.

This dissertation challenges to present that it is also important to have a suitable selection of movies to achieve the objectives of the proposal concerning vocabulary. Scenes are chosen in relation to the vocabulary that must be learned according to the curriculum for 3º ESO established in BOCYL (BOCYL, 2022).

The chosen movies for the pedagogical proposal in this project are considered to be visually interesting and also cartoons so that the characters that appear in them catch the attention of the viewer. The integration of English in the classroom through audiovisuals will raise the interest in English learning that is possible through teaching media as movies are. Watching movies is the first step but also it is even more important to work on these movies. The goal of the proposal is creating different tasks or activities related to movies to develop and interiorize vocabulary in B1 students. This is done in order to exemplify that with the application of these activities this methodology is useful and practical to improve vocabulary.

4. THEORETICAL FRAMEWORK

4.1. Vocabulary instruction

According to Diamond & Gutlohn (2006) vocabulary can be defined as "the knowledge of words and word meanings." Regarding vocabulary, there are words called content words which have meaning, and they are nouns, verbs, adjectives and adverbs (Campillo, 1995). These words are the ones that are going to be considered for vocabulary instruction.

Vocabulary is considered one of the most fundamental and basic elements in learning foreign languages (Sadeghi & Nobakht, 2014). The importance of learning vocabulary has long been based on authors such as Krashen (1989) that contemplates that a foreign language cannot be learnt without mastery of vocabulary.

Vocabulary mastery is useful for communicative ends in a language, and it is one of the most difficult fields of language learning (Çelik & Toptaş, 2010). The usage of vocabulary is essential to communicate and to express ideas, as well as to understand language and to improve skills in a language (Sedita, 2005). It is crucial to have a wide knowledge of vocabulary for having a good communicative competence (Richards & Renandya, 2002) and to develop a language proficiency in the foreign language (Harley, 1996). Among the four language skills (speaking, writing, listening and reading), there is a usage of vocabulary, so it is relevant to have a dominance of vocabulary in order to develop these skills (Nurbianta, 2018).

First of all, before introducing methodologies for vocabulary instruction it is key to establish what a methodology is. According to Nunan (1999), methodology tackles with pedagogical practices which comprises teaching techniques, classroom activities, and tasks designed by teachers in order to facilitate students' learning. Methodology is also linked with teaching methods, it is important to know what a method is: "A language teaching method is a single set of procedures which teachers

are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning" (Nunan, 2003).

Richards & Rodgers (1982) considered that a method is composed of three parts: approach, design and procedure. As established in the paper these three parts mentioned before are:

- "Approach is a theory of language and of language learning."
- "Design is a definition of linguistic content, a specification for the selection and organization of content, and a description of the role of teacher, learner, and teaching materials."
- "Procedure is concerned with techniques and practices in a method."

In relation to the previous points, approach is the theoretical basis of the method. Then, design specifies the role of each participant and what is needed to reproduce it. Lastly, procedure is the application in practice of the method. These three concepts are meaningful to understand this project and specifically design, that along with the methodology, both comprise the main parts of the pedagogical proposal.

There are methodologies to learn vocabulary that are normally focused on the meaning (McKeown et al., 1985). However, other experts establish that the way to maintain a wide vocabulary knowledge rather than just knowing the meaning of the word is to repeat the word; the more times that a word is repeated, the more difficult it will be to forget it (Schmitt & Schmitt, 2020).

The vocabulary instructions mentioned before have limitations and for this reason a new theoretical basis is needed. It is supported by several authors that it is not useful to teach specific words when learning vocabulary but teaching strategies that are helpful for expanding student's vocabulary (Morin & Goebel, 2001). Graves in *The Vocabulary Book* settled an effective vocabulary program consisting of four parts. This could be applied to English learners with limited vocabulary proficiency (Graves, 2016):

1) Providing rich and varied language experiences: to stretch vocabulary knowledge by immersion of the students in linguistic experiences to learn words through speaking, writing, listening and reading.

2) Teaching individual words: it is impossible to teach all the words but at least some of them that are specific. The effectiveness of individual word instruction is to give the students the definition and the context of the words that they can relate.

3) Teaching word-learning strategies: different strategies to increase and remember vocabulary such as applying the words in context and using word formation processes to discover the meaning of the word.

4) Fostering word consciousness: the awareness of the word knowledge (words and their meanings).

According to O'Malley and Chamot (1990): "learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information." There are different learning vocabulary strategies supported by Sedita (2005) divided into: direct and indirect.

- Direct strategies imply the instruction of the language. This strategy is one component of the process of teaching vocabulary, and it is useful for some words. However, this strategy cannot be established in isolation but in cooperation with others. All the words in a language cannot be taught but approximately each school year 400 words can be taught (Beck, et al., 2013). This can be addressed before the exposure of the vocabulary in context and for example it can be done by selecting some words and performing pre-teaching key vocabulary. In order to work on words, teachers should focus on words that are uncommon and that can be problematic to student's understanding (Sedita, 2005). So, this strategy is centered in specific words that should be shown before exposing the student to the context where the word is used. This helps the student knows what is going to face and what kind of vocabulary is going to be taught.

- Indirect strategies imply the exposition to the language. Unlike instruction, exposure implies the contact of the learner with the target language normally outside the classroom in a native context. For example, the exposure to multiple words entails a slow but increasing process of vocabulary knowledge; the process of vocabulary knowledge is gradual. This is seeing the word in context and not just repeating the word and giving the definition of it.

   Thanks to this strategy, to know the word in context easily recalls the meaning of it. Also, as the context is repeated and the word appears again more and more information is inferred, and the vocabulary knowledge becomes broader (Sedita, 2005). As Stahl (1999) mentioned: "vocabulary knowledge seems to grow gradually moving from the first meaningful exposure to a word to a full and flexible knowledge."

   To know the word in context is more enriching to the process of learning than just knowing the definition because the student relates the word in a specific context where more information can be taken into account and learns how the word functions too (Sedita, 2005).

   Nagy & Herman (1984) reported the limitations linked to teaching vocabulary. There are three limitations presented (Nagy & Herman, 1984):

1) Just teaching once the meaning of a word is not effective to enlarge the student's vocabulary.
2) Reading comprehension is not improved by a bigger vocabulary range in the student.
3) English is heterogenous and due to this the instruction of vocabulary has to be delimited and adapted.

   In 1985, McKeown et al. by carrying a study among students discovered that a rich instruction of vocabulary was successful through the vocabulary in context. The words learnt by their use in context created semantic networks and then, students were able to apply those learned words spontaneously. Recent studies among vocabulary affirm that the learning of words in context give better results (Nassaji, 2003). It is

supported that learning words in context develops a skill called "guessing skill" that contributes to an improvement of vocabulary (Çiftçi & Üster, 2009). Lastly, Mulder et al. (2019) demonstrated that the effects of contextual support in vocabulary was effective with just a single exposure.

4.2. Castilla and León (BOCYL)

According to Boletín Oficial de Castilla y León - BOCYL (20 september 2022), the subject "foreign language" referring to English language, in tercer curso de Educación Secundaria Obligatoria, is part of the students' compulsory curriculum (BOCYL, 2022).

It is established that the curriculum of Educación Secundaria Obligatoria in Castilla and León (Spain) should be based on Common European Framework of Reference for Languages and in secondary education this subject should be a continuity of the "foreign language" subject imparted in primary levels (BOCYL, 2022). The level pointed for 3º ESO to reach as defined in the BOCYL is B1; the design of the pedagogical proposal will be focus on this level.

4.3. Common European Framework of References for Languages (CEFR) / Companion Volume (CV)

The *Common European Framework of Reference for Languages: learning, teaching, assessment – Companion volume (CEFR/CV)* is a document that collects the approaches of language education through descriptors (North, et al., 2022). The CEFR/CV is helpful to create teaching and learning proposals (Soproni, 2020). It organizes the language in six levels (see on Figure 1) from A1 (the initial level) to C2 (the advanced level) in which between those ones there is B1 (Council of Europe, 2020).

Figure 1 – CEFR levels (Council of Europe, 2020, p. 175).

Proficient user	**C2**	Can understand virtually all types of texts. Can summarise information from different oral and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where someone lives, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

There is on Figure 2 the reference levels (from A1 to C2) in which B1 is the third level of complexity in a language; B1 students are considered independent users (Council of Europe, 2020). In relation to communicative competences, it comprises linguistic competences that include *vocabulary range* and *vocabulary control* which the subject of focus in this project (see on Figure 3).

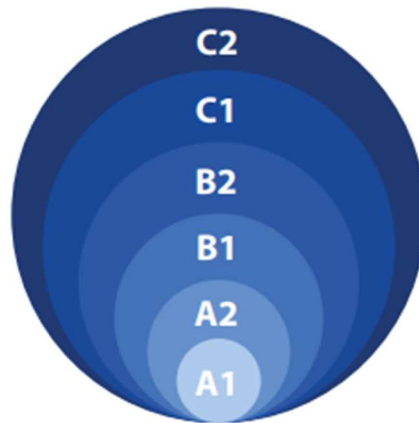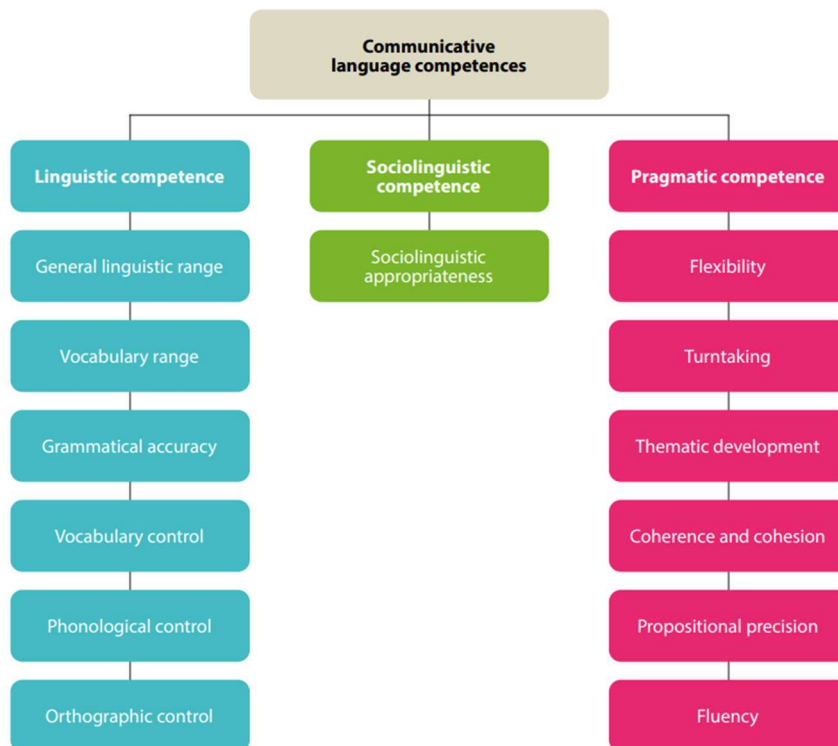Figure 2 – Level distribution within CEFR (Council of Europe, 2020, p. 36).

Figure 3 – Communicative language competences (Council of Europe, 2020, p. 129).

Namely, within B1 there is a linguistic range that is established by the Council of Europe, in it there are specifications for the results students have to obtain regarding vocabulary and it is related to the aim of the pedagogical proposal (Council of Europe, 2020, p. 130):

- "Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and *film*."
- "Has enough language to get by, with sufficient *vocabulary* to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times."

In these statements there is a reference to the B1 students as capable of expressing themselves to talk about some topics such as "film" and as having the necessary "vocabulary" to communicate. This is interesting because the Council of Europe (2020) alludes to this in relation to B1 students which is closely related to the design of the pedagogical proposal.

It is also important to stay that CEFR/CV establishes a new classification related to the four language skills and it organize them according to four modes: *mediation, interaction, reception* and *production*. For the pedagogical proposal reception activities (listening and reading) and production activities (speaking and writing) are relevant (see on Figures 4 and 5 respectively). Among reception activities there is a section devoted to audio-visual comprehension which is closely linked to the main topic of this project (see on Figure 4).

Figure 4 – CEFR/CV reception activities and strategies (Council of Europe, 2020, p. 47).
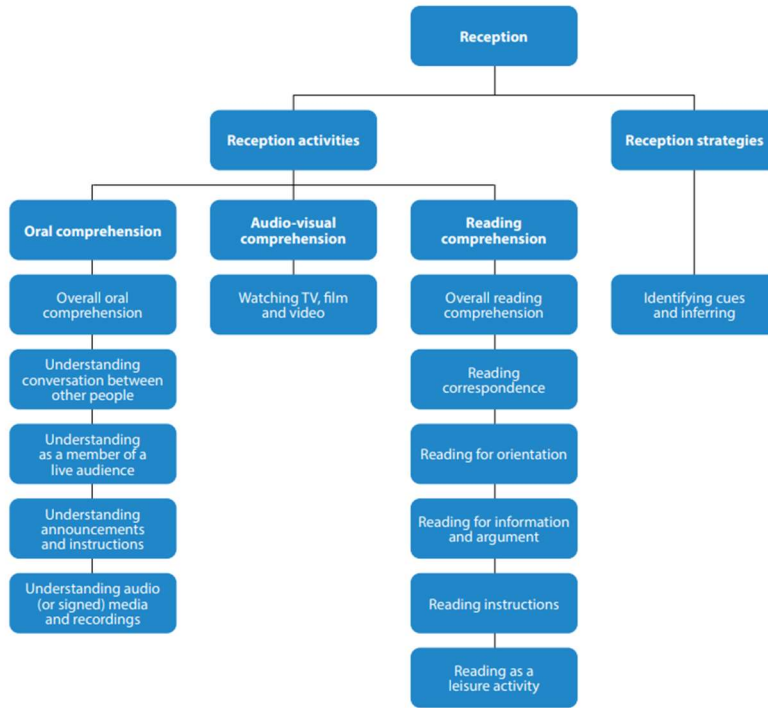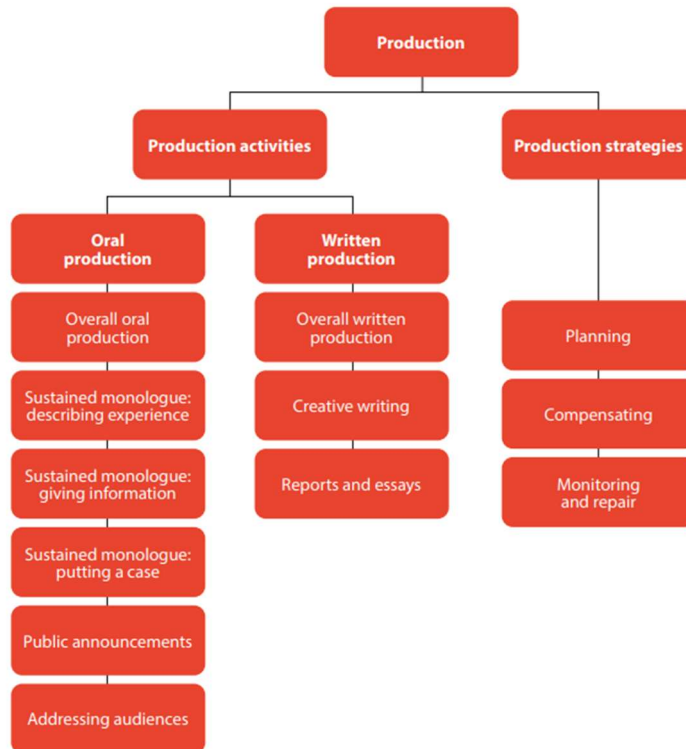

Figure 5 – CEFR/CV production activities and strategies (Council of Europe, 2020, p. 61).

4.4. Usage of audiovisuals

Media is attractive and it is motivational during the process of teaching and learning (Sari & Aminatun, 2021). Movies are part of the media; the usage of audiovisuals and videotapes has grown exponentially as teaching materials since 1970 (Champoux, 1999). The audiovisuals and the implementation of teaching tools that are visual and motivational support the learning and remembrance of vocabulary in EFL students (Goctu, 2017; Ruusunen, 2011).

4.4.1. Reasons to teach through movies

The use of movies in teaching foreign languages is recent and there are some reasons that support the importance of their use in improving vocabulary mastery; they are the following ones in accordance to Ruusunen (2011):

➢ The exposure to the target language and the entertainment of movies provide motivation to students; it is enjoyable and at the same time educational.

➢ It stimulates students and it is beneficial to use them as it is a cognitive but also affective experience.

➢ It is economical as it is currently an accessible tool.

➢ It makes curriculum more diverse and enriches the class instruction.

➢ The combination of visual images with audio enhances the learning of verbal message with the focus of attention on the image.

➢ The quality production of words and the variety of language applied in movies ease vocabulary learning.

Additionally, movies have positive outcomes for vocabulary mastery according to a study carried on by Sari and Aminatun (2021) in relation to students' perception of their learning process with movies. Also, Hayikaleng, et al. (2016) stated: "motivation is regarded as an important component to make students success in their English learning"; so, as movies motivate student, they enable them to be successful in English learning and gain benefit in their learning.

4.4.2. Criteria for choosing movies

In this case, movies are chosen following BOCYL (2022) for 3º ESO. Considering the guidelines presented in the document, there are some points that are going to be taken into account when choosing the movies for teaching vocabulary. There are more points included in the BOCYL document, but these are the ones taken for this project:

➢ Describe people, objects, places, phenomena and events.
➢ Express opinion, possibility, ability, obligation, prohibition and advice.
  – Modal verbs: *can, could, shall/will, should/ought to.*
➢ Compare people, objects or situations:
  – Adjectives in positive degree and adjectives ending in *-ing* and *-ed* forms.
  – Comparatives and superlatives (of equality and superiority)
➢ Partially express taste or interest and emotions.
  – Verbs such as *like/dislike, love/hate, enjoy...* Also, other expressions such as *I feel, I know, I think…*

5. METHODOLOGY AND DESIGN

5.1. Pedagogical proposal

The proposal consists of six sessions in which each two sessions will be delivered to a different movie (a total of three movies). From each movie two scenes will be presented (in total six scenes will be selected, two scenes from each movie) in which vocabulary learning will be the focus of attention of these sessions. The time delivered for each session will be around 50 minutes approximately per class.

These sessions are addressed to B1 learners of 3º ESO from Castilla y León (Spain). In order to follow the sessions, it is compulsory that the students have a level of A2 according to Common European Framework of References for Languages / Companion Volume (CEFR/CV) descriptors, so that they can understand movies well and the activities proposed too. In Castilla and León there is no inconvenient in relation to this because as required in the curriculum, students increase their English level as they move up through the grades (BOCYL, 2022).

5.1.1. Objectives

The main objectives of this proposal have been previously presented on section 3; however, the specific goals of the pedagogical proposal are:

→ Revise the previous knowledge of students' regarding the vocabulary to work with.
→ Initiate new vocabulary related to *description of places and people, modal verbs, comparative/superlative forms, express taste or interest and emotions.*
→ Practice the four language skills (speaking, writing, listening and reading) with the new vocabulary introduced.
→ Enhance students' participation and motivation through the activities presented.

5.1.2. Methodology

The methodology applied to these sessions will be focusing on English vocabulary. Johnson (2006) established that while applying movies for teaching a foreign language it is required to follow three steps consisting of different activities: *pre-viewing activities, viewing activities* and *post-viewing activities*. This implies the teacher to be prepared before the session, choose the appropriate scenes and create the correspondent activities for the students.

The preparation includes the planning of the sessions with previous exercises before watching the movie in order to know what the students are going to face. Then, paying attention to the vocabulary while viewing the movie and the practice of the vocabulary afterwards to fix it. This is going to be set in this proposal and these steps are going to be followed for the development of activities. So, direct and indirect strategies (Sedita, 2005), mentioned in section 4.1., will be used in cooperation in which direct strategy will be applied in pre-viewing and post-viewing activities and indirect strategy is applied while viewing the movie.

The sessions will consist of the three activities proposed before (pre-viewing activities, viewing activities and post-viewing activities) and they are as exposed in the following points (Pitriana & Syahrudin, 2013):

1) The pre-viewing activities consist of discussion between students about what they expect of the film. Also, the meaning of the title and what it conveys.
2) The viewing activities include paying attention to the scene and the possibility of stopping the scenes in order to understand it easily. The viewing part is directed by the teacher that could make interruptions when it is deemed. Additionally, students should take notes and gather information that is relevant to vocabulary and related to pre-activities.
3) The post-viewing activities are delivered to summarize what students have viewed and to specific activities created by the teacher in which specific

vocabulary is addressed. Also, debates or discussions are suitable for developing communicative skills. A comparison can be done of what they knew before watching the movie to what they know afterwards.

5.1.3. Contents

Regarding the contents of the movies of this proposal vocabulary learning is included in the scenes of the selected movies. In fact, in the section 4.4.2. of this project there is a list of the points that covers this and that are in the curriculum of 3º ESO.

Figure 6 – Vocabulary contents included in the sessions.
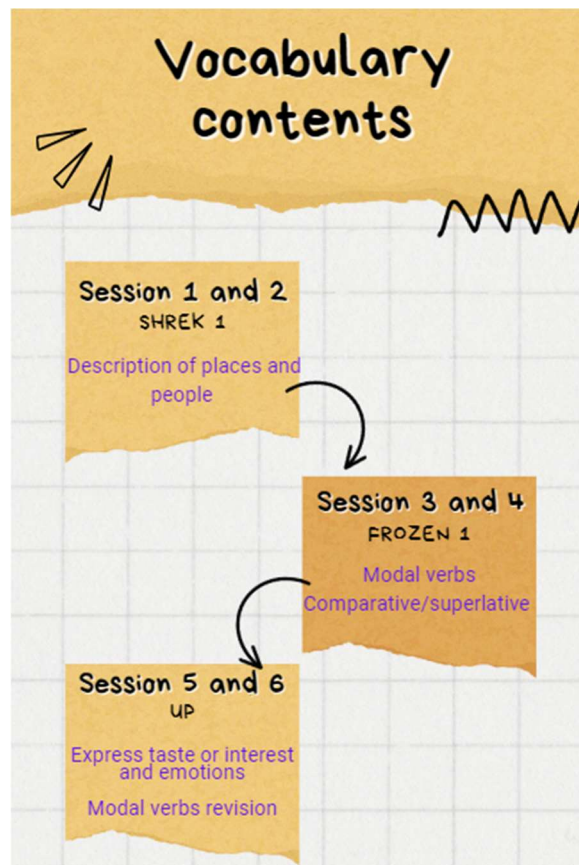
5.1.4. Resources and materials

The chosen scenes from movies and the established students' level to reach which is B1, both are according to BOCYL (2022). At the same time, the contents to develop in the sessions are specified in the points that appear in the section 4.4.2.

These movies are free and available on the Internet specifically on YouTube web. Supplementary material or activities are available on this project in the appendix because they are own creation.

The movies considered for this project are three in total and they are the following ones:

➢ Session 1 and 2: *Shrek 1.*
  It is a fairytale movie in which the descriptions of places and people in the selected scenes are remarkable through different vocabulary linked to expressions, adjectives and nouns. Besides the visual images facilitate to work on this vocabulary.

➢ Session 3 and 4: *Frozen 1.*
  It is an animated musical fantasy movie in which there are vocabulary words such as verbs and adjectives especially modal verbs and comparative/superlative forms in the scenes. This is helpful for learning and remembering the vocabulary appearing in the selected scenes.

➢ Session 5 and 6: *Up.*
  It is an animated comedy and adventure movie that includes vocabulary usage of verbs and expressions related to taste or interest and emotions. There are verbs such as *like/dislike, love/hate, enjoy...* Also, other expressions such as *I feel, I know, I think...* Additionally, this movie is useful for revising modal verbs.

5.2. Design and development of the proposal

The proposal is developed to show that vocabulary instruction could be motivational, and that entertainment could be linked to education and learning as movies are. The proposal as such will be accompanied by pre-viewing activities, viewing activities and post-viewing activities in relation to vocabulary included in the scenes. The development of the activities is explained in this section, however the specification of some activities is developed in the appendix. In addition, scripts from each of the scenes are included in the appendix too; just relevant script for the proposal has been included and not the full script of the scene.

5.2.1. First movie – Shrek 1

Session 1 and 2: vocabulary to describe places and people.

In order to develop these sessions and according to BOCYL it has been taken the point: *describe people, objects, places, phenomena and events.*

The main objectives of these activities are:
→ Check student's previous knowledge about the vocabulary through pre-viewing activities.
→ Challenge students to develop descriptions of places and people.
→ Motivate students by their participation in the activities.
→ Stimulate students through visual images of selected scenes.
→ Identify the usage of specific words related to places and people.
→ Introduce new vocabulary.
→ Practice listening, reading, speaking and writing.
→ Revise the vocabulary that appears in the scenes by practicing it with different tasks.
→ Achieve a mastery in vocabulary about description of places and people.

Session 1:

Pre-viewing activity (30 minutes). Language skill: speaking.

This introductory activity before viewing the movie's scenes is key to check how much students know about the target vocabulary and for them to be in contact with the topic. They should be able to develop descriptions of places and people using the vocabulary they already know without any previous revision.

The activities developed in the pre-viewing are the following ones:
- ✓ *Task 1* (15 minutes): description of places. Students have to describe the place where they live. They have to talk about where their house is located and how it looks like.
- ✓ *Task 2* (15 minutes): description of people. Students have to describe their classmate in terms of physical appearance and personal traits; later on, present it to the class.

Viewing activity (20 minutes). Language skills: listening, reading, speaking.

There are two scenes selected for this activity, both scenes are going to be played twice. Firstly, they are going to be played without sound and without interruptions. Secondly, they will be played with interruptions in concrete minutes that are notable for its relevance in relation to the vocabulary that it is developed in them.

The following activities will be done the second time that they scene will be displayed. The activities related to the two selected scenes are:

Scene 1: *"Welcome to Duloc"* (TUNE – Musical Moments, 2023).
- ✓ *Task 1* (10 minutes): description of places. The video will be stopped, and students have to describe what they see in the scenes that is related to vocabulary of places and in this case to medieval castle.

Scene 2: *"The Muffin Man"* (Binge Society, 2021).

This scene has subtitles so, students will listen and at the same time read what the characters say in the scenes.

- ✓ *Task 2* (10 minutes): description of people. Students listen and read during video playback. They have to write the words that are used to describe the characters appearing in the scene: there are three female characters from minute 2:05 onwards. Then, they will share what they have written in relation to vocabulary for describing people such as physical appearance, origin, hobbies, job, life duties…

Session 2:

Post-viewing activity (50 minutes). Language skills: speaking, writing.

- ✓ *Task 1*: revise what it has been done in the previous session in order to make students remember what it has been seen in class. Scenes will be displayed again, and students should comment on what they are seeing in each scene in relation to description place and people. Specific vocabulary to descirbe places and people will be delivered by the teacher.
- ✓ *Task 2:* description of places. Students will be given a photocopy with an image that appeared in the scenes. There are arrows in the image and the correspondent vocabulary below the image. They have to add the correct word in each arrow and then, revise the vocabulary with the teacher. Students will be asked to describe the place appearing in the image in a sentence.
- ✓ *Task 3:* description of people. Students will be given a photocopy with images of characters appearing in the scenes. They have to add adjectives to describe them regarding their clothes, their appearance, their facial expression… Then, they it will be put in common it in class.

5.2.2. Second movie – Frozen 1

Session 3 and 4: modal verbs and comparative/superlative vocabulary.

In order to develop these sessions and according to BOCYL it has been taken the points:

➢ *Express opinion, possibility, ability, obligation, prohibition and advice.*

    – *Modal verbs: can, could, shall/will, should/ought to.*

➢ *Compare people, objects or situations:*

    – *Adjectives in positive degree and adjectives ending in -ing and -ed forms.*

    – *Comparatives and superlatives (of equality and superiority).*

The main objectives of these activities are:

→ Check student's previous knowledge about modal verbs and comparatives/superlatives vocabulary through pre-viewing activities.

→ Encourage students to apply modal verbs and comparatives/superlatives in sentences.

→ Motivate students by their participation in the activities.

→ Stimulate students through visual images of selected scenes.

→ Identify the correct usage of modal verbs.

→ Teach students how to form comparatives and superlatives.

→ Introduce new modal verbs not appearing in the scenes.

→ Practice listening, speaking and writing.

→ Fix concepts by practicing with different tasks.

Session 3:

<u>Pre-viewing activity</u> (20 minutes). Language skill: writing.

This introductory activity before viewing the movie's scenes is key to check how much students know about the modal verbs as well as comparatives and superlatives. This is helpful for them to be in contact with the topic.

The activities developed in the pre-viewing are the following ones:

- ✓ *Task 1* (10 minutes): students have to write at least 5 sentences using different modal verbs and 5 adjectives in the comparative or the superlative form.

- ✓ *Task 2* (10 minutes): students have to swap their sentences and their list of adjectives with their classmate and they have to correct them if they think they are not correct and give arguments to it.

<u>Viewing activity</u> (30 minutes). Language skills: listening, writing.

There are two scenes selected for this activity, both scenes are going to be played twice and without interruptions.

Scene 1: *Disney's Frozen - "Elsa's Palace"* (Walt Disney Animation Studios, 2014).

- ✓ *Task 1*: students have to complete a chart with the modal verbs they listen in the scenes, they have to note if they appear or not. If they appear, they write the sentence listened in the scene. Negative and abbreviated forms have to be included in the chart too.

- ✓ *Task 2*: students have to write the adjectives they noticed in comparative or superlative form.

Scene 2: "*Anna and Elsa Reunite at a Party" | Frozen* (Disney Princess, 2021).

- ✓ *Task 3*: students have to write the adjectives they noticed in comparative or superlative form.

Session 4:

Post-viewing activity (50 minutes). Language skills: speaking, writing.

- ✓ *Task 1*: students will be given a photocopy in which they have sentences that appeared in the scenes in the wrong order, they have to order them correctly. Then, the task will be corrected.
- ✓ *Task 2*: images related to the scenes will be projected, in each image two characters that appear in the scenes will be appearing. Each student will have to create at least three sentences in comparative or superlative form comparing these two characters. Then, they will have to read them aloud and writing the correct comparative or superlative form.

5.2.3. Third movie – Up

Session 5 and 6: taste or interest and emotion vocabulary. Revision of modal verbs.

In order to develop these sessions and according to BOCYL it has been taken the point: *partially express taste or interest and emotions.* Additionally, as previously presented, vocabulary related to modal verbs.

The main objectives of these activities are:
- → Check student's previous knowledge about taste or interest and emotions vocabulary through pre-viewing activities.
- → Encourage students to use expressions for taste or interest and emotions in sentences.
- → Motivate students by their participation in the activities.
- → Stimulate students through visual images of selected scenes.
- → Facilitate students expressing themselves by introducing verbs such as *like/dislike, love/hate, enjoy...* Also, other expressions such as *I feel, I know, I think…*
- → Practice listening, reading, speaking and writing.

→ Fix concepts by practicing with different tasks.

→ Revise vocabulary linked to modal verbs.

Session 5:

Pre-viewing activity (20 minutes). Language skills: speaking, writing.

✓ *Task 1*: students have to ask their classmate and complete a chart with their partner's information about their likes and dislikes, what they love or hate, what do they enjoy, what they are interested in... Then, each student will expose to other classmate the gathered information using specific expressions that they already know from previous knowledge related to taste or interest and emotions.

Viewing activity (25 minutes). Language skills: listening and writing.

There are two scenes selected for the two tasks, both scenes are going to be played twice and without interruptions. Between the first listen and the second listen there will be 5 minutes delivered to revision and modification of students' annotations.

Scene 1: *UP | Meet Russell | Official Disney Pixar UK* (Disney UK, 2009).
Scene 2: *UP | Meet Dug | Official Disney Pixar UK* (Disney UK, 2009).

✓ *Task 1*: while listening students have a photocopy with gapped sentences, they have to fill the gaps with the correct expression they listen on the scenes.

✓ *Task 2:* students have to listen carefully and write the modal verbs they listen in order to check if they remember them.

Session 6:

<u>Post-viewing activity</u> (50 minutes). Language skills: reading, speaking, writing.

- ✓ *Task 1*: each student will have two color cards: one in green color and other in red color. The teacher will list some modal verbs. Students have to raise the green color card if they listened to the modal verb the teacher is saying, and students have to raise the red card if they have not listened the verb the teacher is saying. Then, students will be asked to write an essay about an adventurous experience and apply the usage modal verbs.
- ✓ *Task 2*: students will be given the script of both scenes, and this script will be read aloud. Afterwards, students have to highlight modal verbs and underline expressions linked to taste or interest and emotions vocabulary.

5.2.4. Evaluation

After every pair of sessions that correspond to a movie, students will be assessed through a global evaluation in order to check if they have learnt the vocabulary of each movie.

Students will be evaluated regarding the four language skills, in each session is specified which language skills are developed. The teacher will enhance students' participation in order to evaluate their language competences. Pre-viewing activities are useful to assess their performance in relation to production which is speaking and writing mainly. However, viewing activities are mainly receptive due to listen the scenes, observe them and reading, if necessary, through subtitles. Finally, post-viewing activities is again mostly productive with speaking or writing tasks.

Evaluation will be done according to CEFR/CV standards for B1 level in each language skill. Students will have to reach the established standards and they are as follows:

➢ Listening: "Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety." "Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives." (Council of Europe, 2020, p. 48)

➢ Reading: "Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension." (Council of Europe, 2020, p. 54)

➢ Speaking: "Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points." (Council of Europe, 2020, p. 62)

➢ Writing: "Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence." (Council of Europe, 2020, p. 66).

The evaluation will consist of four parts regarding the four language skills, and the overall mark will be over twenty points (five points each skill):

✓ Listening will be evaluated by an exercise with five sentences and students have to pick the ones they have listened to.

✓ Reading will be evaluated by reordering the script of one of the movies, just five sentences have to be placed correctly. It is checked if they understand the coherence of the conversation and the usage of vocabulary in the text.

✓ Speaking will be evaluated by each student's production of a two-minute monologue in which five words or expressions from the vocabulary worked on the movie scenes should be applied.

✓ Writing will be evaluated by the creation of a brief essay in which students will have to include five words or expressions of the vocabulary appearing in the movie scenes.

If students reach to use the required vocabulary in each skill they will have the twenty points. As requested, five vocabulary words should be used in each skill, and each one adds one point. The importance of this evaluation is that they are able to apply the vocabulary that has been worked on the sessions in order to evaluate the effectiveness of this proposal.

In addition, students will also fill in a self-evaluation regarding their relationship with the vocabulary by choosing and answering one of these 5 statements:

1. I haven't seen this vocabulary before.
2. I have seen this vocabulary before, but I don't know the usage nor the meaning.
3. I have seen this vocabulary before, and I knew the meaning or usage.
4. I knew this vocabulary before. It means or it is used in _____.
5. I can apply this vocabulary to a sentence: _____.

This is a tool for the teacher to have feedback about the sessions and about the vocabulary knowledge provided by the students.

6. CONCLUSIONS

This project has helped to promote the importance of vocabulary teaching, as vocabulary is considered to be an essential component to learn a foreign language (Sadeghi & Nobakht, 2014). Vocabulary instruction is carried out to improve the four language skills (listening, reading, speaking, writing) in students, so through the pedagogical proposal a higher vocabulary range will be established. A solution has been reached regarding limitations linked to teach vocabulary and contextual support such as movies play a key role in vocabulary learning.

The previous research has proved that movies motivate students and that they give positive outcomes for vocabulary mastery. Additionally, the selected scenes are taken from a free online source in this case YouTube so, movies are an accessible tool. The methodology and design have been elaborated according to the curriculum for 3º ESO established in BOCYL (2022). The sessions are designed to apply the activities in practice and after the creation of the pedagogical proposal, several activities can be displayed to work on vocabulary with B1 level students.

However, there are limitations with certain aspects that this project presents as for example the absence of a context in which the proposal could be created and implemented. Regarding the four modes established by CEFR/CV mediation and interaction are not included in this pedagogical proposal; nevertheless, the four language skills are developed. It is true that reading is the skill that can be worked on the least in the sessions, since movies are an audiovisual tool. Unless subtitles are added, or the correspondent script is given to students it is complicated to work on this language skill. In relation to the selection of scenes, the audiovisual tool was accessible, however not all the scenes from movies were available for free in YouTube. Furthermore, it has been hard to select a correct scene that could clearly display all the vocabulary that wanted to be worked on the sessions and activities. Despite the inconveniences during the creation of this Final Project, it is remarkable that the pedagogical proposal is applicable and practical for teaching vocabulary to B1 EFL students.

7. BIBLIOGRAPHY

Beck, I. L., McKeown, M. G., & Kucan, L. (2013*). Bringing words to life: Robust vocabulary instruction.* New York, NY: Guilford Press.

Campillo, R. M. L. (1995). Teaching and learning vocabulary: An introduction for English students. *Ensayos: Revista de la Facultad de Educación de Albacete*, (10), 35-50.

Champoux, J. E. (1999). Film as a teaching resource. *Journal of management inquiry*, *8*(2), 206-217.

Çelik, S., & Toptaş, V. (2010). Vocabulary learning strategy use of Turkish EFL learners. *Procedia-Social and Behavioral Sciences*, *3*, 62-71.

Çiftçi, H., & Üster, S. (2009). A comparative analysis of teaching vocabulary in context and by definition. *Procedia-Social and Behavioral Sciences*, *1*(1), 1568-1572.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe.* Publishing, Strasbourg.

Diamond, L., & Gutlohn, L. (2006). Teaching vocabulary. *Retrieved from the Reading Rockets website:* http://www.readingrockets.org/article/teaching-vocabulary

Graves, M. F. (2016). *The Vocabulary Book: Learning and instruction*. New York, NY: Teachers College Press.

Goctu, R. (2017). Using movies in EFL classrooms. *European Journal of Language and Literature*, *3*(2), 121-124.

Harley, B. (1996). Introduction: Vocabulary learning and teaching in a second language. *Canadian modern language review*, *53*(1), 3-12.

Johnson, K. (2006). Film in the Classroom. *American Studies Centre*.

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*, *73*(4), 440-464.

McKeown, M. G., Beck, I. L., Omanson, R. C., & Pople, M. T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly*, 522-535.

Morin, R. & Goebel, J. (2001). *Basic vocabulary instruction teaching strategies or word? Foreign Language Annals, 34* (1), -16.

Mulder, E., Van de Ven, M., Segers, E., & Verhoeven, L. (2019). Context, word, and student predictors in second language vocabulary learning. *Applied Psycholinguistics*, *40*(1), 137-166.

Naeimi, M., & Foo, T. C. V. (2015). Vocabulary acquisition through direct and indirect learning strategies. *English Language Teaching*, *8*(10), 142-151.

Nagy, W. E., & Herman, P. A. (1984). Limitations of vocabulary instruction. *Center for the Study of Reading Technical Report; no. 326*.

Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *Tesol Quarterly*, *37*(4), 645-670.

North, B., Piccardo, E., Goodier, T., Fasoglio, D., Margonis-Pasinetti, R., & Rüschoff, B. (2022). *Enriching 21st-Century Language Education. The CEFR Companion volume in practice.* Council of Europe Bookshop.

Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.

Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.

Nurbianta, N. (2018). Students' Ability in Vocabulary Mastery of English Education Major at Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb. *ETERNAL (English Teaching Journal)*, *9*(1).

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139524490

Pitriana, D., & Syahrudin, J. (2013). The use of cartoon movie as a media in teaching vocabulary to young learners. *Journal of English Language Teaching*, *1*(2), 106-113.

Richards J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice.* Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667190

Richards, J. C., & Rodgers, T. (1982). Method: Approach, design, and procedure. *Tesol Quarterly*, *16*(2), 153-168.

Ruusunen, V. (2011). *Using movies in EFL teaching: The point of view of teachers* [University of Jyväskylä, Master's thesis]. https://jyx.jyu.fi/bitstream/handle/123456789/37097/URN:NBN:fi:jyu-2011121611812.pdf

Sadeghi, K., & Nobakht, A. (2014). The Effect of Linguistic Context on EFL Vocabulary Learning. *GEMA Online Journal of Language Studies*, *14*(3).

Sari, S. N., & Aminatun, D. (2021). Students' perception on the use of English movies to improve vocabulary mastery. *Journal of English language teaching and learning*, *2*(1), 16-22.

Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching* (2nd ed.). Cambridge: Cambridge University Press.

Sedita, J. (2005). Effective vocabulary instruction. *Insights on learning disabilities*, *2*(1), 33-45.

Soproni, Z. (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Companion Volume with New Descriptors. *Modern Nyelvoktatás*, *26*(1-2), 168-170.

Stahl, S. A. (1999). *Vocabulary development (Vol. 2).* Brookline Books.

Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Thai students' motivation on English reading comprehension. *International journal of education and research*, *4*(6), 477-486.

Legislative references:

Real Decreto 40/2022, de 30 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León. Boletín Oficial de Castilla y León, *190,* de 30 de septiembre de 2022. https://bocyl.jcyl.es/boletin.do?fechaBoletin=30/09/2022

Movie scene references:

Binge Society. (2021, July 6). *Shrek: The Muffin Man Scene (HD CLIP)* [Video]. YouTube. https://youtu.be/vZ4i0lkt5-I?si=VFgfiM_imjj5w4jP

Disney Princess. (2021, May 19). Anna and Elsa Reunite at a Party | Frozen [Video]. YouTube. https://youtu.be/8Re2g09BMKM?si=fE_GjgU8_yyGGG1J

Disney UK. (2009, October 1). *UP | Meet Dug | Official Disney Pixar UK* [Video]. YouTube. https://youtu.be/Q8FWzLMobx0?si=oC9MkoX-JGs9c4SK

Disney UK. (2009, October 1). *UP | Meet Russell | Official Disney Pixar UK* [Video]. YouTube. https://youtu.be/08K3WNKt-Lg?si=0dgxYSHdXBnaB8Nb

TUNE – Musical Moments. (2023, February 28). *Welcome to Duloc | Shrek (2001) | Tune* [Video]. YouTube. https://youtu.be/p1zQHvvgXOs?si=LKuGzqlgTYcL5GeQ

Walt Disney Animation Studios. (2014, March 18). Disney's Frozen - "Elsa's Palace" Extended Scene [Video]. YouTube. https://youtu.be/CuFLaSqNvQk?si=V49FlNtpSPdKmARP

8. APPENDIX

Script from selected scenes.

The vocabulary developed in each activity is presented below and sessions are paired because each two session belongs to a movie. It is specified which vocabulary it has been worked in each pair of sessions and just the script that is relevant for the activities is included in this appendix.

Session 1 and 2:

Vocabulary: expressions, adjectives and nouns.

- ✓ Vocabulary for describing places and people is highlighted in ==green==.

Script:

- Scene 1: *"Welcome to Duloc"* (TUNE – Musical Moments, 2023).
    - o Shrek: ==It's quiet, too quiet.==
      Where is everybody?
    - ➤ Donkey: Hey, look at this.
    - → Voice-over: ==Duloc is a perfect place.==

- Scene 2: *"The Muffin Man"* (Binge Society, 2021).
    - o The Gingerbread Man: Well, ==she's married to the Muffin Man.==
    - ✓ Lord Farquaad: ==She's married to the Muffin Man.==

    - ▫ Magic Mirror: Bachelorette number one ==is a mentally abused== shut-in ==from a kingdom far==, ==far-away==. ==She likes== sushi and hot tubbing anytime. ==Her hobbies include cooking and cleaning== for her two evil sisters. Please welcome Cinderella.
    - ▫ Magic Mirror: Bachelorette number two ==is a cape-wearing girl from the land of fancy==. Although ==she lives with== seven other men, ==she's not easy==. Just kiss head dead, ==frozen lips== and find out what a live wire ==she is==. Come on. Give it up for Snow White!

- ▫ Magic Mirror: And last, but certainly not least, bachelorette number three is a fiery redhead from a dragon-guarded castle surrounded by hot boiling lava. But don't let that cool you off. She's a loaded pistol who likes pina coladas and getting caught in the rain. Yours for the rescuing Princess Fiona!
- ✓ Lord Farquaad: Fiona, she's perfect!

Session 3 and 4:

Vocabulary: verbs and adjectives.

- ✓ Modal verbs are highlighted in blue.
- ✓ Comparative/superlative forms in *italics*.

Script:

- Scene 1: *Disney's Frozen - "Elsa's Palace"* (Walt Disney Animation Studios, 2014)
  - ➢ Olaf: I bet she's the *nicest, gentlest, warmest person* ever (0:26)
  - o Kristoff: It's too steep, I've only got one rope and you don't know how to climb mountains.
  - ♦ Anna: I'm going to see my sister.
  - o Kristoff: You're gonna kill yourself.
    I wouldn't put my foot there.
  - ♦ Anna: You're distracting me.
  - o Kristoff: How do you know Elsa even wants to see you?
  - ♦ Anna: Does the air seem a bit thin to you up there?
  - o Kristoff: Wow, that's ice, I might cry.
  - ♦ Anna: go ahead, I won't judge.
  - o Kristoff: take it easy, come here.
    Flawless.
  - ➢ Olaf: Knock! Just knock! Why isn't she knocking? Do you think she knows how to knock?
  - ♦ Anna: you should probably wait out here.

♦ Anna: I'm so sorry about what happened if I'd have known…

◊ Elsa: you don't have to apologize but you should probably go, please.

♦ Anna: But I just got here.

◊ Elsa: you belong down in Arendelle.

I belong here, alone. Where I can be who I am, without hurting anybody.

♦ Anna: We can head down this mountain together!

I will right here.

◊ Elsa: go back home, life awaits!

Stay away, you'll be safe me.

- Scene 2: "*Anna and Elsa Reunite at a Party" | Frozen* (Disney Princess, 2021).

    ◊ Elsa: hi!

    ♦ Anna: hi, me?

    ◊ Elsa: you look beautiful.

    ♦ Anna: thank you, you look *beautifuller.* I mean, not fuller, but *more beautiful.* (0:38)

    ◊ Elsa: thank you. So, this is a what a party looks like.

    ♦ Anna: It's *warmer* than I thought.

    ◊ Elsa: and what is that amazing smell?

    ♦ Anna: I wish it could be like this all the time.

Session 5 and 6:

Vocabulary: verbs and expressions.

  ✓ Modal verbs are highlighted in blue.

  ✓ Verbs such as *like/dislike, love/hate, enjoy...* Also, other expressions such as *I feel, I know, I think…* in **bold**.

Script:

- Scene 1:

    o Russell: "Good afternoon. My name is Russell. And I am a Wilderness Explorer in Tribe 54, Sweatlodge 12. Are you in need of any assistance today, sir?

- Carl: no.
- Russell: I could help you cross the street.
- Carl: no.
- Russell: I could help you cross your yard.
- Carl: no.
- Russell: I could help you cross your… porch?
- Carl: no.
- Russell: Well, I gotta help you cross something.
- Carl: Uh, no. **I'm doing fine.**
- Russell: "Good afternoon. My name is Russell. And I am a Wilderness Explorer in Tribe 54, Sweatlodge 12. Are you in need of any assistance today, sir?"
- Carl: thank you, but I don't need any help!
- Russell: Good afternoon. My- …

   See these? These are my Wilderness Explorer badges. You may notice one is missing. It's my Assisting the Elderly badge. If I get it, I will become a Senior Wilderness Explorer.

   The wilderness must be explored.

   It's gonna be great! There's a big ceremony, and all the dads come and they pin on our badges…
- Carl: so you want to assist an old person?
- Russell: Yep! Then I will be a Senior Wilderness Explorer!
- Carl: You ever heard of a snipe?
- Russell: Snipe?
- Carl: Bird. Beady eyes. Every night it sneaks in my yard and gobbles my poor azaleas. I'm elderly and infirm. I can't catch it. If only someone could help me...
- Russell: Me! Me! I'll do it!
- Carl: Oh, **I don't know**, it's awfully crafty. You'd have to clap your hands three times to lure it in.
- Russell: I'll find it, Mr. Fredricksen!
- Carl: **I think** its burrow is two blocks down. If you go past -

○ Russell: Two blocks down! Got it!

Sniiiipe! Here Snipey Snipey...

➢ Carl: Bring it back here when you find it!

- Scene 2:

  ○ Russell: Hey, **I like dogs!**

  ➢ Carl: We have your dog! Wonder who he belongs to?

  ○ Russell: Sit boy.

  Hey look, he's trained! Shake!

  Uh. Speak.

  ❖ Dug: Hi there.

  ➢ Carl: Did that dog just say "Hi there?"

  ❖ Dug: My name is Dug. I have just met you and **I love you.**

  My master made me this collar. He is a good and smart master and he made me this collar so that I may talk - SQUIRREL!!

  ○ Russell: Cool! What do these do, boy?

  ❖ Dug: **I** would **be happy** if you stopped.

  ○ Carl: Russell, don't touch that. It could be radioactive or something.

  ❖ Dug: I am a great tracker. My pack sent me on a special mission all by myself. Have you seen a bird? I want to find one and I have been on the scent. I am a great tracker, did I mention that?

  May I take your bird back to camp as my prisoner?

  Oh I can bark!

  ○ Russell: Can we keep him? Please, please, please?

Session 2: post-viewing activity (Task 2).

Add the correct vocabulary in its place.

The words are the following ones: *row houses, clear sky (cloudless weather), Lord Farquaad's courtyard, slate roof, canopy with blue and white stripes, brown chimney, castle's façade, wall, sidewalk, poplar tree, tiny window.*

Session 2: post-viewing activity (Task 3).

Add the adjectives to describe these characters.

Session 3: viewing activity (Task 1).

Modal verbs chart.

The modal verbs included in BOCYL (2022) are the following ones: can, could, shall/will, should/ought to. However, in this task more modal verbs have included due to their appearance in the selected scenes and their use in English language.

MODAL VERBS	YES/NO	SENTENCES
CAN		
COULD		
MAY		
MIGHT		
SHALL		
WOULD		
MUST		
SHOULD		
OUGHT TO		

Session 4: post-viewing activity (Task 1).

Disordered sentences.

Sentence 1:

this be wish the like I could time. all it

Sentence 2:

foot I there. my put wouldn't

Sentence:

out probably wait should you out here.

Sentence 4:

you go. should probably

Sentence: 5

Like I all could it this be time. wish the

Session 4: post-viewing activity (Task 2).

Compare these two characters using comparative or superlative forms.

IMAGE 1:

IMAGE 2:

IMAGE 3:

IMAGE 4:

Session 5: pre-viewing activity (Task 1).

Complete the chart asking your classmate.

LIKE	DISLIKE	LOVE	HATE	ENJOY	INTEREST IN

Session 5: viewing activity (Task 1).

Gapped sentences.

1. Russell: _____ There's a big ceremony, and all the dads come and they pin on our badges…

2. Carl: Oh, _____, it's awfully crafty. You'd have to clap your hands three times to lure it in.

3. Carl: _____ its burrow is two blocks down. If you go past -

4. Russell: Hey, _____!

5. Dug: My name is Dug. I have just met you and _____.

6. _____if you stopped.