



LITSIG

**USING
FILMS FOR
ENGLISH
LANGUAGE
LEARNING**

**IATEFL
GLASGOW
2017**

**PCE &
SIG DAY
PROGRAMME**



The Creativity Group

The C Group is an independent and informal grouping of EFL professionals. It aims collaboratively to share information, promote reflection and inquiry, and encourage action through more creative and open teaching practices.

OUR AIMS

- Share information and resources
- Promote creativity in teaching
- Support creative professional development
- Reflect on practice
- Exert influence on the ELT industry to see diverse, creative and unconventional solutions

VISIT OUR WEBSITE

<http://thecreativitygroup.weebly.com>



WELCOME

Welcome to the Literature Special Interest Group Pre-Conference Event and SIG Day at the 51st IATEFL Annual Conference in Glasgow, UK.



Chris Lima, LitSIG
Coordinator

Speaking on the behalf of our SIG Committee, I would like to say that we are delighted that you have decided to join us for the series of talks and workshops that we have put together for you this year. As usual, the presentations included in the programme are meant to reflect the wide range of interests covered by our SIG. This year, however, the programme has a very clear focus on how these interests can be brought together to promote the use of films for English language learning.

This year we are running the PCE as a joint event with the **Creativity Group** which is an initiative that brings together individuals who share the conviction that creativity can be reinforced in ELT through collective action.

The day will offer participants a series of talks and workshops on how to explore films with English language learners. The presenters will share ideas on how films can be used both inside and outside the classroom to promote language awareness, critical thinking and the development of the four skills as well as tools for the fostering learner autonomy and independent learning skills. Our PCE presenters come from a variety of teaching contexts and backgrounds and we hope their presentations will appeal to you in a multiplicity of ways as they cover discussions on using films for English language learning.

The PCE would not be possible without the generosity of our SIG friends who agreed to take part in the day. Thanks to **Alan Maley** for accepting to open the event and to all the presenters for sharing their expertise, knowledge and experience with us. Thanks to the **British Film Institute** for their fantastic support and for sending their speaker, **Mark Reid**.

Last, but not least, I would like to give my personal thanks to all members of the LitSIG Committee for their hard work throughout the year and help organizing the PCE and SIG Day. Thanks also to everyone at the IATEFL Executive Board and SIGs Committee for their incredible support.

*Chris Lima, LitSIG Coordinator
Glasgow, 3-7 April 2017*

PRE-CONFERENCE EVENT (3rd April 2017)

USING FILMS FOR ENGLISH LANGUAGE LEARNING

The day will offer participants a series of talks and workshops on how to explore films with English language learners. The presenters will share ideas on how films can be used both inside and outside the classroom to promote language awareness, critical thinking and the development of the four skills as well as tools for the fostering learner autonomy and independent learning skills.

This is a joint event with the **Creativity Group (C Group)**. Talks and workshops will be delivered by experienced teachers, renowned ELT teacher trainers, and experts in the field of Film Studies.

Programme

Time	Presenter	Title
08.00-09.45	Registration	<i>*Please register early so that we can start on time!</i>
10.00-10.10	Chris Lima	Welcome & Day Programme
10.10-10.30	Alan Maley	Opening address
10.30-11.00	Kieran Donaghy	Using film to teach English in a world of screens
11.00-11.30	James Clarke	Seeing the world anew: how animated films capture reality.
11.30-12.00	Coffee break	
12.00-12.30	Rob Hill	"Shakespeare Lives": Using short films
12.30-13.00	Eduardo & Chris Lima	Reading film narratives
13.00-13.30	Claudia Ferradas	Exploring media convergence: trans-media narratives as ELT materials
13.30-14.30	Networking & Lunch break	
14.30-15.00	Richard Wilson	Using British movies to develop gender awareness in language teaching
15.00-15.30	Malu Sciamarelli	From text to film...and then film again!
15.30- 16.00	Coffee break	
16.00-16.30	Mark Reid	Film and learning English as an additional language
16.30-17.00	Jamie Keddie	Using films for storytelling
	Closing	

Presentations



Alan Maley

Freelance, UK

Opening Address

Abstract: Part of the Lit SIG's mission is to encourage a more aesthetic approach to language teaching. And one of the C Group's aims is to bring about a more creative stance among language teachers. Using more artistic forms of material, including the visual, is part of that. So it is appropriate that The C Group is again cooperating with the Lit SIG in the PCE at Glasgow. The moving image is so much part of the contemporary environment that much of it goes almost unnoticed. And the cinema as an art form in language teaching tends not to be given the attention it deserves. There is a widely-held belief that film is 'a good thing' but relatively little thought seems to have been given to just how it can support more effective (and creative) language teaching practices. So this day, dedicated to film and video will be a great opportunity to explore this issue and to share our ideas.

Bio: Alan Maley worked for The British Council from 1962 to 1988, serving as English language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Director in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. From 1993 to 1998 he was Senior Fellow in the Department of English Language and Literature of the National University of Singapore, and from 1998 to 2003 he directed the graduate programme at Assumption University, Bangkok. For 20 years he was series Editor for the OUP Resource Books for Teachers series. He has published over 40 books and numerous articles. He is currently a freelance consultant. For the past 10 years he has been involved with the Asia Teacher Writers' group, which publishes original stories and poems in English for use with students in the Asia region. Alan is a co-founder and the driving force behind the creation of the C group.' His main current interest is in creative writing. In 2012 he was given the ELTons Lifetime Achievement Award.





Kieran Donaghy

UAB Idiomes, Universitat Autònoma de Barcelona, Spain

Using film to teach English in a world of screens

Abstract: 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.

Bio: Kieran Donaghy is a teacher, teacher trainer, international conference speaker and award-winning writer with a special interest in the use of film in education. His website on the use of film in language teaching Film English <http://film-english.com/> won a British Council ELTons Award for Innovation in Teacher Resources, the most prestigious European media in education prize the MEDEA Award for User-Generated Media in 2013, and an English Speaking Union Award in 2014. Kieran is the author of the methodology book *Film in Action* (DELTA Publishing). You can find out more about Kieran and his work at his website <http://kierandonaghy.com>



James Clarke

Open University, UK

Seeing the world anew: how animated films capture reality

Abstract: 2017 marks the 200th anniversary of the birth of American writer, Henry David Thoreau. His view of nature as a source from which to understand human experience offers us a useful place to start from in how nature has been imagined and represented in animated film. Animated films are currently enjoying a particular run of success. It's a medium that dates back to the beginning of cinema but what is it that allows the animated format to so readily engage audiences with 'social issues'? The presentation will focus on two animated feature films and consider how they use genre demands, and verbal and visual language, to dramatise issues around the environment and around cultural collision.

Bio: James is a freelance writer and lecturer. His books include *The Virgin Film Guide: War Films* and *Movie Movements: Films That Changed the World of Cinema*. He has worked extensively in community filmmaking and film education and several of his short film projects have played at national and international film festivals. He writes regularly for a number of magazines 3DArtist and SciFi Now. His writing has also been published by Resurgence and Country Walking magazines. James is currently co-writing a feature film screenplay.



Rob Hill

Freelance, Italy

Shakespeare Lives: using short films

Abstract: During 2016 the British Council commissioned some short films as part of the “Shakespeare Lives” celebrations of the 400th anniversary of Shakespeare’s death. These short films (the longest is just over 7 minutes, while most are around 3 or 4 minutes) are very different from each other, but all of them revisit and reimagine the plays, or scenes from the plays, in thought-provoking takes on the original texts. We will look at a few of these films and suggest how they might be used for teaching. On our ‘playlist’ we will have reset, retold, compressed versions of *Romeo and Juliet* and *Hamlet* (ice cream vans at the seaside and a pub will be involved), a chilling interpretation of Lady Macbeth’s ‘Unsex me here’ speech, and a moving letter from a character that Shakespeare omitted from *The Tempest*...

Bio: After graduating in English language and literature from Oxford University, Robert taught in Spain, Greece and England before settling in Italy, where he taught for many years at the universities of Verona and Milan. Now a freelance trainer, writer and editor, his particular interest is in reading skills and literature into film. In recent years he has given a couple of presentations at the LitSIG on literature/film connections.



Eduardo Lima

*Brunel University
London, UK*



Chris Lima

*University of Leicester,
UK*

Reading film narratives

Abstract: Students of literature are usually familiar with the concept of close reading applied to the analysis of texts but less so when reading films. In this talk, we will discuss films as narratives by comparing and contrasting it to texts and other narrative forms and will apply the concept of close reading to particular scenes of chosen movies. Participants will then be invited to have go and discuss how this technique can be used with their language learners.

Bios

Eduardo: Eduardo’s research is in the interdisciplinary field of literature, game studies, and film studies. He is especially interested in narratives forms in different media and in how different chronotopes shape the readers’ and audiences experiences. In the area of literary studies, his main interests are in the Old Norse and Old English Heroic Epic and in the Fantasy Novel. He holds a BA and an MA in English Studies and a PhD on Screen Media.

Chris: Chris is a lecturer, researcher, and teacher educator. Her research interests lie in the fields of teaching English literature and language and the history of English. Within these fields, her research projects investigate the dialogical interactions between readers and texts and the roles of fiction reading in the process of language acquisition. In the area of literary studies, her main interests are in Shakespeare, the Romantics, and Tolkien.



Claudia Ferradas

Oxford University Teacher Development – NILE, UK

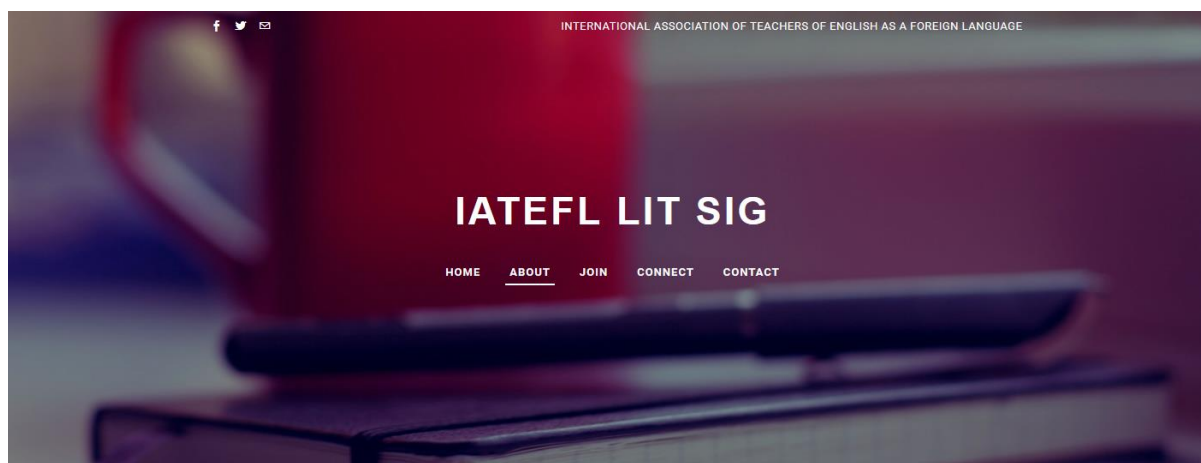
Exploring media convergence: trans-media narratives as ELT materials

Abstract: Post-millennial culture is characterised by convergence. According to Henry Jenkins (2008), “In the world of media convergence, every important story gets told, every brand gets sold, every consumer gets courted across multiple media platforms”. He argues that the

“circulation of media content – across different media systems, competing media economies, and national borders – depends heavily on the active participation of the consumer”. This presentation will explore the National Gallery’s 2012 Metamorphosis exhibition, in which myth, literature, film, painting, social media, etc., converge. It will suggest strategies to approach this transmedia narrative to develop multiple literacies, collaboration, critical thinking and intercultural awareness. Above all, it will invite teachers to become creative and collaborative themselves to meet the challenge.

Bio: Claudia Ferradas holds an MA in Education and Professional Development (University of East Anglia) and a PhD in English Studies (University of Nottingham). She is one of IATEFL’s International Ambassadors and has extensive experience as an international presenter, trainer, researcher and materials writer. Based in Argentina, she is a lecturer on the MA programme in Literatures in English at the National University of Cuyo, Mendoza. She is a member of NILE’s Advisory Board. She often works as a consultant and teacher educator for Oxford University Press, Trinity College London, NILE and the British Council.

Visit our new website: <http://www.litsig.org>





Richard Smith

University of Chester, UK

Using British movies to develop gender awareness in language teaching

Abstract: If you are a creative thinker and very visual learner, it can be immensely frustrating to have a job which involves teaching paraphrasing, using the APA referencing system, formal academic style and awareness of topic sentences. As an educator I feel I have a duty to inform, enlighten and challenge beliefs and cultural assumption on issues such as gender, sexuality and tolerance. We all know that movies are an excellent way of teaching language, so I am constantly looking for ways to integrate the visual and cultural into my 'day job'. In this session I will explore some ideas about ways of integrating social, moral, political and cultural aspects into E(S)AP using films such as *The Full Monty*, *Billy Elliot*, *Pride*, *Kinky Boots* & *This is England*. You do not need any prior knowledge of these films to attend the session.

Bio: Richard E Wilson is Lecturer in EAP and ESOL Co-ordinator at the University of Chester, where he teaches UG & PG Business students, PG medics, Erasmus students and an Intro to TEFL module and then manages the summer Pre-sessional. Richard also spent many years working on summer school courses as teacher, DoS and Academic Director. He tries to unite some of the immersive fun of summer school with the more content-heavy and outcome-driven work in a UK university. He is currently researching representations of post-industrial masculinity in British movies to exploit the link between language and culture in his teaching.



Malu Sciamarelli

Freelance, Brazil

From text to film...and then film again!

Abstract: Films have long been overlooked as an educational stimulus. We teach our students literature that originated from all around the world, but we tend to forget that what often spurs the imagination is both visual and auditory. Add to that the increasing amount of visual communication among all our students as they tell their stories on Facebook walls and YouTube channels, sharing their photos and videos. In this session, I will show a project with teenagers from 14 to 17 years old, in which they adapt a piece of literature into a film storyboard, and record their own video. I will show how students can be storytellers and film makers in the English language classroom, and that films can be a powerful educational tool in developing critical thinking skills, exposure to different perspectives, and enhance creativity.

Bio: Malu Sciamarelli has been working in ELT in Brazil for over 20 years in many roles including teacher, teacher trainer, and materials designer. She is also a committee member of The C Group. She has published articles in several ELT Journals and a chapter in the British Council book 'Creativity in the English Language Classroom'. Her latest publication is a series of e-books for children at Ourboox.com. Currently, her main interests are Literature, Extensive Reading, Creative Writing, and Creativity in the English Language Classroom.



Mark Reid

British Film Institute, UK

Film and learning English as an additional language!

Abstract: Film has a powerful role to play in supporting learners acquiring new languages, and extending their literacy. BFI has been demonstrating the power of film in supporting language and literacy for many years (Reframing Literacy (2008); Screening Languages (2015); Britain on Screen (2013)) and in this talk, Mark Reid will share some of the approaches and activities that have proven effective in supporting English language learning, based on a resource created with the British Council in Mexico.

Bio: Mark Reid trained as an English and Drama teacher in the early 1990s, and then, after teaching for several years, joined the BFI's Education Department to create distance learning teacher training programmes. Since 2006 he has led the Education team at BFI Southbank, overseeing learning programmes for around 50,000 people a year, and writing learning resources and conducting research, principally in the area of language, literacy and film.



Jamie Keddie

Freelance, Spain

Using films for storytelling

Abstract: Perhaps the traditional way to use film in the classroom is to watch it first and then discuss it. In this practical talk, I would like to demonstrate that, through the use of storytelling, we can reverse that process. I will share three short stories from the world of film making. Each story is based on a visual narrative and serves to get students thinking, speaking and learning language.

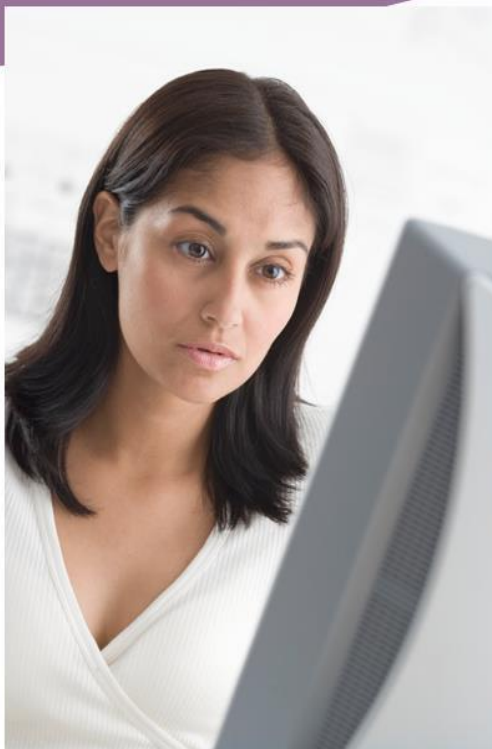
Bio: 'I am a freelance teacher, trainer, writer and storyteller. My areas of interest include visual materials, the use of story and narratives, and teacher talk development. I am a great believer in the idea that a passionate teacher is key to motivated learners. For this reason, I enjoy working with other teachers to find out what makes them tick.' Website: <http://www.jamiekeddie.com>

Online Teacher Training Courses

Continuing Professional Development

The LitSIG Online Teacher Training Courses are short distance learning courses designed for Continuing Professional Development (CPD) in ELT teacher education. This initiative aims to reach teachers who would like to have an opportunity to engage with literature, extensive reading & the Arts as part of their professional growth.

**FREE TO
LitSIG MEMBERS**



Next course

**An Introduction to
Teaching Literature
& Film**

Starting:

Spring 2017

Course Information

The courses run for 4 weeks with starting dates in Autumn and Spring each year.

Groups have no more of 10 participants in order to provide personalized feedback and attention to attendees.

Places in the courses are granted on a first come-first served basis with a waiting list for those interested.

Courses are moderated by ELT professionals with expertise in the field and experience with online learning.

Certificates of Participation are awarded to those who successfully complete the course. The certificates are issued by IATEFL and the LitSIG.

Submit your application to the course at

<https://www.surveymonkey.com/r/L99MJ8F>

Bridges

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Editors: Carel Burghout and Chris Lima

Online Editor: Chris Lima



Bridges is an online academic publication by the IATEFL Literature Special Interest Group (LitSIG).

Bridges is devoted to the dissemination of good quality academic papers produced by students at undergraduate and postgraduate levels which deal with literature, extensive reading, film, drama, interactive media, the visual arts, and creative writing.

Call for Papers

We are especially interested in publishing papers produced by students whose teachers or lecturers are LitSIG members.

If you are an IATEFL/LitSIG member, please consider submitting papers produced by your learners. If you are a student, please contact your teacher or lecturer and discuss a possible submission with them.

CONTACT THE EDITORS: litsig@iatefl.org

The first issue of *Bridges* is freely available to everyone.

Access to other issues are only granted to the IATEFL LitSIG Members.

Become a Member

<http://www.iatefl.org/join/introduction>

LitSIG DAY (Thursday 6th April 2017)

At the IATEFL Annual Conference, the Special Interest Groups list their SIG Days. These are selections of talks at the conference which are a sample of the breadth and variety of work being done around the world in each special interest field. Each SIG Day includes an Open Forum - your chance to hear about the SIG's activities and talk to other members of the SIG.

LitSIG Day Programme

Session	Room name	Speaker	Presentation
3.11 Workshop	Boisdate 2	Peter Grundy	Extensive reading in translation
3.12 Talk	Boisdate 2	IATEFL Literature Special Interest Group Open Forum	
3.2 Talk	Boisdate 2	Elena Vaneyan	Learning and teaching English in a literary museum
3.41 Talk	Boisdate 2	Robert Hill	Rewriting Classics: writing inspired by reading
3.42 Talk	Boisdate 2	John Gardyne	Exploring and performing Shakespeare in a collaborative, multi-cultural, multi-lingual context
3.5 Workshop	Boisdate 2	Francis Prescott	Shakespeare lives! (in the classroom)
3.6 Talk	Boisdate 2	Sam Duncan & Amos Paran	The difference literature makes: exploring literature in foreign language teaching
3.7 Workshop	Boisdate 2	Malu Sciamarelli	From Art to writing

The Open Forum

The LitSIG Open Forum is an opportunity for members and prospective members to meet the SIG committee. We will talk about the LitSIG's activities over the past year and discuss future plans.

This year we are having the Open Forum in the morning on the SIG Day just before the coffee break and we hope you join us for the forum and for a chat over a cup of coffee after that.

You don't need to be a LitSIG member to come along. Come to the Forum to find out more about our SIG and meet our members.

LitSIG Day Presentations

Presenter	Title	Abstract
Peter Grundy Durham University, United Kingdom	Extensive reading in translation	Reading a text first in English and then in the mother tongue allows learners to confirm their understanding and to compare (their reactions to) the two versions. Working with the English version of a longish short story, we'll explore generic and text-specific pre-, in- and post-reading activities designed to enrich the language experience and enhance the literary appreciation of students.
Elena Vaneyan The Pasternak Museum in Peredelkino, Russian Federation	Learning and teaching English in a literary museum	I believe that a literary museum in any country is the right place to do English. I will outline how this takes place in the Boris Pasternak Museum in Peredelkino. I will show how not only Russian, but also international guests, both learners and teachers of English, can benefit from this and suggest collaboration to educators attending the conference.
Robert Hill Black Cat Publishing, Italy	Rewriting Classics: writing inspired by reading	What if the characters in works of fiction wrote to each other? What would they write? And if characters who are not in the story wrote letters, what might they say? Why, when and how to get students to write revealing letters and journals will be illustrated, with reference to classic fiction adapted in the Black Cat graded readers series.
John Gardyne Trinity College, London, United Kingdom	Exploring and performing Shakespeare in a collaborative, multi-cultural, multi-lingual context	To mark Shakespeare's 400th anniversary in 2016, two schools from Russia and Italy brought their students to London to participate in a weekend of workshops and performances which gave students the opportunity to meet English drama students in a collaborative, multi-lingual and multi-cultural context. The talk explores the learning and experiences gained from the event and suggests ideas to support.

Francis Prescott Karoli Gaspar University, Budapest, Hungary	Shakespeare lives! (in the classroom)	This workshop will allow participants to sample three different activities that aim to make the most popular works of Shakespeare more accessible in the EFL classroom. We will work with short extracts from the plays and explore how the main themes can be connected to our students own experience. Participants will also have a chance to share their own ideas.
Sam Duncan & Amos Paran University College London, Institute of Education, United Kingdom	The difference literature makes: exploring literature in foreign language teaching	We present findings from a large-scale study into using literature in EFL and MFL teaching. Teacher questionnaires (n=265) and qualitative case study analysis in three schools suggest that teachers and learners value literature for developing vocabulary and reading, motivating learners and developing C/cultural knowledge. We also discuss factors involved in choosing texts and reading literature aloud in the classroom.
Malu Sciamarelli Freelance, Brazil	From Art to writing	How can we motivate students to want to write when the teaching and learning of writing can be so difficult? In this workshop, we will carry out activities which show how teachers can use art to engage students to write. We will focus on helping students to generate ideas, organize thoughts, and communicate effectively when writing.

Who is who in the LitSIG Committee

					
Chris Lima	Amos Paran	Alan Pulversness	Carel Burghout	Christien van Gool	Eveline Reichel
SIG Coordinator	Treasurer	Newsletter Editor	Webmaster	Social Media Coordinator	Events Coordinator

My Conference Notes

The End



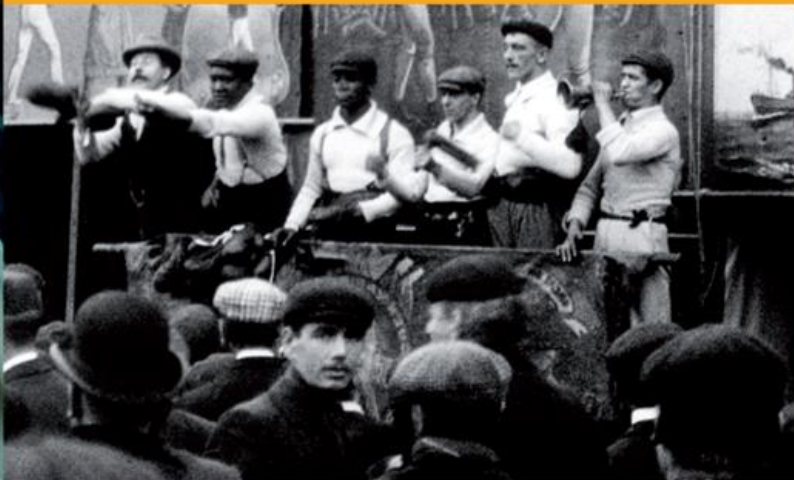
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OUR STORIES.**

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LIVE**

Britain on Film is a major project from the BFI National Archive, Regional and National Film Archives and rights holders from across the UK

**Thanks for joining the
LitSIG at IATEFL
Glasgow 2017**

See you in Brighton 2018

