



**TEACHING AND
LEARNING ENGLISH
THROUGH
MEDIATED MOVIE
PRESENTATION**

Trainer's Notes



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Notes for the Trainer: READ ME FIRST

You are reading this because you have chosen to lead a cohort of educators through a one-day course in using movie presentation to further the English language proficiency of English language students. Along the way you will help them to realize that traditional grammar textbooks are not the only way to achieve proficiency, and that there are communicative ways that are more fun and more productive.

These Trainer's Notes contain exact copies of the Participants' Notes except that more notes have been added for your benefit. Please note that page numbers in these notes will vary significantly from page numbers in Participant Notes because of the add-ons in this edition. The sequences are exactly the same but the page numbers will be different.

Trainer's Note

At strategic places through these notes you will find the symbol and words:



The notes written immediately after that are for you to read and act upon. They will not appear in Participant Notes. If you glance through these Notes you will easily spot these distinctive symbols as places of particular importance for you as the trainer. Please read through these notes and learn your role thoroughly before attempting to run this workshop.

Activity



This symbol tells you that here is an Activity for which you need to stop and facilitate. Be familiar with all Activities before you begin the workshop.



Trainer's Note

Arrange these details before the workshop

Materials and Resources Necessary for this Workshop

- Each participant needs a computer loaded with Windows Vista or later and Microsoft Office 2007 or later.
- Each participant needs a movie on DVD or VCD suitable for the students they teach. Either they bring one, or you as trainer provide one.
- The venue needs to provide sufficient power outlets so that each participant has access to one. Multi board leads are sufficient but you must ensure that they are provided.
- The venue has to have an LCD projector, a screen to project onto, and be darkenable enough for all participants to see images clearly.
- Microphone and speakers.
- Large speakers sufficient to carry the sound of a movie clearly to all participants. Dialogue must be crisp and clear. Do not attempt this workshop with no speakers or little desktop speakers. This is essentially a listening exercise, and will not work with inadequate speakers.
- Each participant needs one printed or photocopied copy of the Participant Notes and a writing implement.
- The CD that accompanies these trainer's Notes contains the PowerPoint file that you will use during this workshop.



Author

Peter Wickham - bio

MEd (TESOL) University of Wollongong NSW Australia
 BEd Edith Cowan University WA Australia

1974-7 & 1990-2004 **primary school teacher, Australia**

1978-89 **field linguist** Torres Strait, Australia

2004-6 **EFL teacher to adults, China**

2006/7 **EFL teacher to adults, Turkey**

2007/8 **EFL teacher to adults** at UK universities

2008/9 **Foundation Program Coordinator** in a Saudi university

2010 **ESL to migrant adults** in Australia

2011 **English Language Training Fellow** IPGKDRI Malaysia

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Download from <http://communicative.weebly.com>



Trainer's Note

Special Note: Feedback is always useful. Please respond with the

Contact Form on the website above with questions, requests and reports on your workshop.



Movies and the Theory of language Acquisition

Following Krashen's model of the Monitor and Comprehensible Input, educators need to supply English language texts from which students can pick up words and phrases in a meaningful social context in order to assimilate these new lexical items into their own vocabulary.

English language movies provide large long texts that are by definition woven into a plot in which characters interact with each other through spoken English language.

What could be more fun than watching a movie?

So much useful English language material is crammed into a movie that the educator initially needs to break it down into meaningful chunks for the learner. Because appropriately chosen movies represent such low-stress, high-interest learning activity, the learner will soon develop an extensive bank of lexical items (words, phrases, idioms, phrasal verbs etc) that he/she can then use as a scaffold to learn even more.



(5 minutes) In your group of 4-5 participants, quickly compile a list of positive aspects of using movies in school lessons to aid the learning of English.

(5 minutes) Now quickly compile a list of negative aspects of using movies in school lessons.

(5 minutes) Report your group's findings to the whole workshop.



Trainer's Note

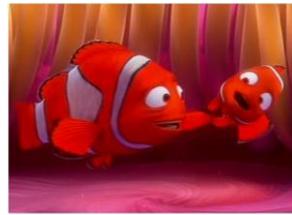
Facilitate a composite list on a whiteboard of all the positive and negative aspects reported by groups during this last 5 minutes.



Phase 1: Introduction to the Concept

Current Pedagogical Approaches in ELT: English Immersion Through Appropriately Mediated Movie Presentation

By Peter Wickham



Trainer's Note

Outline the program to Participants.

Welcome to our workshop on Mediated Movies.

This will take approximately 6 hours, which represents a whole day. This may be broken into four separate sessions on different days if necessary.

Phase 1: Introduction to the Concept takes 2 hours.

Phase 2: Sample Lesson takes 1 hour.

Phase 3: Personal Planning takes 1 hour.

Phase 4: Production takes 2 hours.



Trainer's Note

Read aloud, or have participants read aloud the following script, pausing for the Activities. Show the PowerPoint slide show to accompany the script below. Each slide is reproduced in the Participants' Notes with its script.

When students will learn best

**Current Pedagogical Approaches in
ELT: English Immersion Through
Appropriately Mediated Movie
Presentation**

“The best methods are therefore those that supply 'comprehensible input' in low anxiety situations...” (P6-7)

We all know that a movie is the audio and visual equivalent of a novel. It has characters, a plot involving a problem to be solved or an obstacle to overcome, and it has a conclusion that makes a statement about the life of the characters. Like a novel, it engages the viewer by activating emotions that already exist within the viewer's life. It stirs up thoughts and feelings to the point where the viewer identifies with one or more characters in the story.



And that we all know that English Immersion is what educational theorists such as Stephen Krashen (Comprehensible Input) and Merrill Swain (Comprehensible Output)

Krashen, Stephen D. 1981. Principles and Practice in Second Language Acquisition. English Language Teaching series. London: Prentice-Hall International (UK) Ltd. 202 pages.

Quote that captures the essence of the book:

"What theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not 'on the defensive'... Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." (6-7)



intuitive appeal, is that they are at present impossible to test empirically: how do we know when a learner is consciously applying a rule or not, or, in other words, whether the source of the rule that has been applied is the acquired system or the learnt system?

2.3.4.3 The Natural Order hypothesis

We acquire the rules of language in a predictable order, some rules tending to come early and others late. The order does not appear to be determined solely by formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes.

(Krashen, 1985, p. 1)

Combining these two hypotheses results in what seems like a hopeless task for the teacher of English Grammar:

Students learn English when they are having fun, and at the same time they are being exposed to the very points of learning for which they are individually ready.



**Current Pedagogical Approaches in
ELT: English Immersion Through
Appropriately Mediated Movie
Presentation**



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This teacher is mediating between instructional materials and her students.

Most likely she has chosen material suitable for the age, social status, interests and development of these students.

She is scaffolding information and abilities already learnt so that these students can add new information and skills.

She has not just left her students to play with the attractive and non-threatening materials.

You will notice that she is modelling behaviour for her students to copy. It time they will learn to repeat and practise these skills without her help.

Most of us call it Teaching.



Mediating movie content for students of English is a form of teaching that all educators engage in in every lesson – bringing skills and knowledge and understandings into sharper focus for the student.



Mediated learning occurs when a person with experience guides a non-experienced learner.

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Mediated learning means that a teacher / trainer / educator draws together the learner and a body of skills, proficiencies, knowledge and understanding. The mediator's task is to point out to the learner the significance of concepts which the learner encounters in life, and the relationship between these things.

Studying movies fits this description for English language classes.



Preparing for Movies in the Classroom



Now that we all understand that mediated movie viewing and listening involves teacher input and guidance, let us look at a specific example of this non-threatening medium that provides the English learner with comprehensible input.

First, it must be pointed out that you will need a DVD or VCD of the movie, a playing device such as a DVD player or laptop computer with suitable playing software such as Windows Media Player, suitably large speakers to carry the audio to students' ears, and a slightly darkened room to make the visuals visible. Either a large TV hooked up to a DVD player, or an LCD projector with a laptop will do the same job.

Be sure to set everything up well beforehand and test out the system. Nothing kills off a movie presentation faster than equipment that does not work.

Most institutions include at least one person who knows how to provide all of these technical materials.

If copyright issues are a problem, please check with your local laws and institutional regulations before using proprietary movies. You can also use material that your class or faculty has made themselves.



By yourself, list below which facilities you have for showing movies as part of the school's English program.

Make a separate list of facilities which you consider that you need for this but do not yet have.

(10 minutes)

Discuss with your group (5 minutes)

My Notes:

Facilities I have:

Facilities I do not yet have:



Trainer's Note

Encourage individuals to share their situation with the whole workshop.



Trainer's Note

Recommend reading the notes aloud or have participants read aloud. Keep the PowerPoint slides current with Notes. Encourage questions and comments at any stage.

Phase 2: Sample Lesson

Movie chosen for sample lesson:



Shrek

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A full-length movie length would often be suitable for 4 to 6 lessons.

Today's sample lesson is set at the level of 18-year-old Malaysian students. The lesson would normally take about 1 hour to cover a 15 minute section of movie.

Generally about 4 segments can be extracted from a movie



Session 1: Shrek DVD (counter 0:00 to 15:16)

Listen carefully for the answers to these questions. We will stop the movie to discuss them.

What is an Ogre? _____

Name some other fairy Tale creatures _____

2:51 What does the angry mob pick up to take with them?

3:43 What kind of creature will grind your bones to make its bread? _____

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This is a part of a worksheet for the first 15 minutes of the movie Shrek.

When presenting the lesson, have the worksheet open and minimized . At the appropriate moment bring up the worksheet onto the screen so that students can see it on the screen.

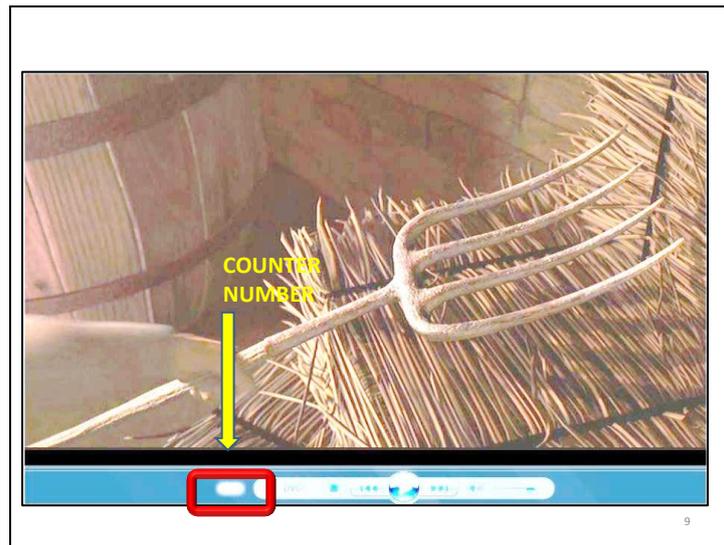
They will have their own printed copy of the worksheet, but sometimes it will be too dark to read it properly. Bringing up this white background also throws more light into the room for them to see better when writing their answers.

You can type in answers as you go if you wish. When you exit the file at the end of the lesson, say NO to save changes. The file will return to its original condition, ready for its next use.

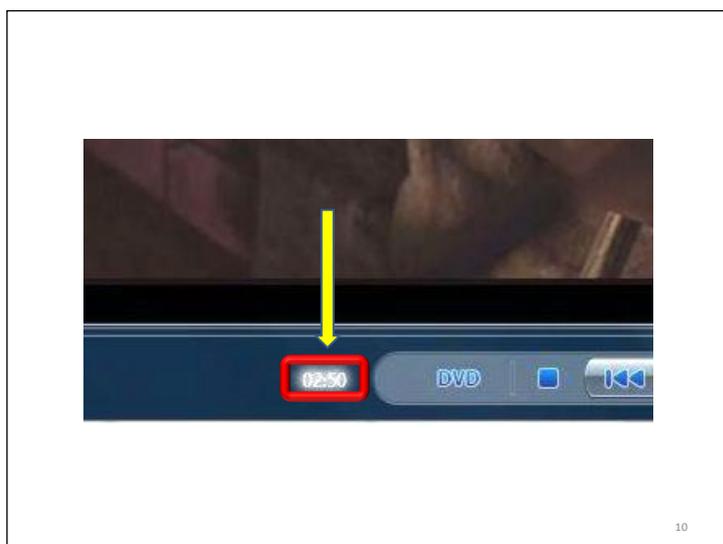
Alternatively, tile the answer sheet and only reveal the next answer as you need it.

You will notice these numbers next to each question: they are counter on the movie screen in Windows Media Player. They tell you where to look on the DVD to find the relevant section. When you are making up your own question sheet for your students to answer,

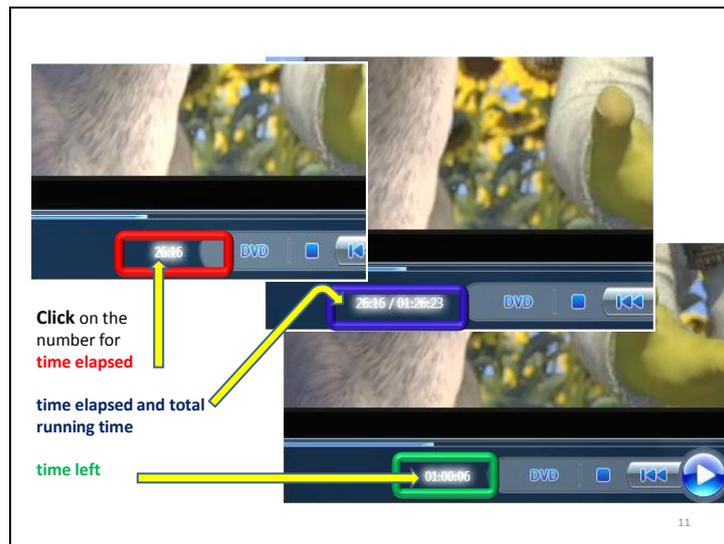
make a note of this number as you write the question. It also helps you to know where the last question came from when starting a new question sheet



Here you can see the counter number of 2:50 just at the point of a pitchfork being snatched up.



Here it is again up closer. The counter number tells you where you are in the movie, in this case at 2 minutes and 50 seconds since the start.



When you click on the counter number, it will then show you the time plus the total running time of the movie.

Click again and it will show you the time left in the movie.

Click again and you are back to the time elapsed.



You be the judge: how suitable is this movie?

- 1. Moral and religious content**
- 2. Interest level for your students**
- 3. Suitability of English in this movie for your students to learn from it (rapidity of speech, difficulty of vocabulary and idioms)**
- 4. Suitability of the questions asked for your students' level of English proficiency**

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Now I know that everyone here has better English proficiency than a Foundation English student, so I expect that there will not be much discussion or teaching about the questions on the question sheet.

A special task for you though:

Ask yourself as you watch and listen whether this movie would be suitable for your students on the grounds of:

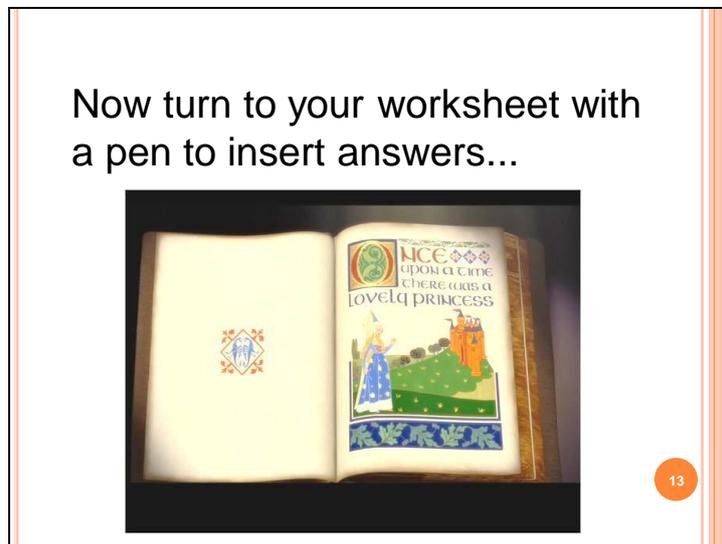
1. Moral and religious content
2. Interest level for your students
3. Suitability of English in this movie for your students to learn from it (rapidity of speech, difficulty of vocabulary and idioms)
4. Suitability of the questions asked for your students' level of English proficiency



Trainer's Note



Start the movie playing and pause it at the beginning of the segment to draw attention to the worksheet in the Participants' Notes



Worksheet 1 for the movie Shrek begins on the next page.

The movie will be stopped and sometimes replayed when we come to the counter numbers shown on the left of the questions. You may ask the Presenter to replay a segment if you are unsure of what you heard the first time



Trainer's Note

This will take about 30 to 60 minutes depending on how much discussion is generated. Stop the movie at the points indicated on the question sheet and ask participants to write their answers. You may have to provide more light for them to achieve this. An answer sheet (2 pages) is provided for you on the pages directly after the question sheet.



Session 1: Shrek DVD (counter 0:00 to 15:16) PWickham 2011

Listen carefully for the answers to these questions. We will stop the movie to discuss them.

1. What is an Ogre? _____
2. Name some other fairy Tale creatures _____

3. 2:51 What does the angry mob pick up to take with them?

4. 3:43 What kind of fairytale Creature will grind your bones to make its bread?

5. What kind of accent does Shrek have? _____
6. 6:09 What kind of accent does Donkey have? _____
7. 10:22 Donkey tells Shrek that he doesn't know what it is like to be considered a
_____.
8. 10:39 What does Donkey plan to make in the morning? _____
9. 15:14 Donkey is forbidden to sing. He wants to know if he can _____ or
_____ instead.
10. **Write down any words or expressions that you hear during this movie session and want to know their meaning. Discuss these at the end of this lesson.**
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____
 - g) _____



Trainer's Note

These are the answers to the Session 1 Shrek questions. Be aware that there may be alternative answers.

Session 1: Shrek DVD (counter 0:00 to 15:16) ANSWERS PWickham 2011

Listen carefully for the answers to these questions. We will stop the movie to discuss them.

11. What is an Ogre? A large green fairytale creature

12. Name some other fairy Tale creatures dwarf fairy unicorn witch elf

Pinocchio

3 Bears 3 Little Pigs Ogre Giant

13. 2:51 What does the angry mob pick up to take with them?

torches pitchforks

14. 3:43 What kind of fairytale Creature will grind your bones to make its bread?

giant

15. What kind of accent does Shrek have? Scottish

16. 6:09 What kind of accent does Donkey have? African American

17. 10:22 Donkey tells Shrek that he doesn't know what it is like to be considered a

freak.

18. 10:39 What does Donkey plan to make in the morning? waffles



19. 15:14 Donkey is forbidden to sing. He wants to know if he can ____whistle_ or
__hum instead.

20. Write down any words that you hear but want to know their meaning.

h) _____

i) _____

j) _____

k) _____

l) _____

m) _____

n) _____



Reflection on Shrek Session 1



Trainer's Note

Circulate among the groups as they discuss.



Reflection on the lesson worksheet Shrek Sheet 3.

1. Was it engaging?
2. Was the movie material suitable:
 - For you?
 - For IPG students?
 - For primary school students?
3. List some negative qualities of the movie.
4. List some positive qualities of the movie.
5. List some positives about the worksheet.
6. List some negatives about the worksheet.

10

(15 minutes for discussion within your group)

1. Was it engaging?
2. Was the movie material suitable:
 - for you?
 - for IPG students?
 - for primary school students?
3. List some negative qualities of the movie.
4. List some positive qualities of the movie.
5. List some positives about the worksheet.
6. List some negatives about the worksheet.

My Discussion Notes:



Trainer's Note



Forum: Most-Mortem on Shrek and the Worksheet

Share with the whole workshop your thoughts generated by your discussion. Limit of 15 minutes for this forum.

My Forum Discussion Notes:



Practical questions to think about for this Shrek presentation today.

If you had been presenting Shrek Session 1 today, make notes here about what considerations and preparations you would have needed to have done. Spend 10-15 minutes making notes below.

Resources Needed

Time allocation

Suitable venue

Suitability of Shrek as a movie to present

Explanation to students/parents/principal

Fitting into curriculum

Assessment



Phase 3: Personal Planning: Using Movies in Lessons

Problems and Solutions

By yourself, list as many reasons that you can think of why you are **NOT** using movie presentation to help your students learn better English. List these in the left-hand column below.

What is preventing me from presenting English movies to teach English?	What I can do about it.



Now go back and think of at least one way of overcoming that problem. Write your solution in the right-hand column next to the problem. Be creative! Think outside the box!



My Personal Plan to Use Movies in an English Language Program

Now that you have thought about the issues, plan your use of movies in your lessons. Two planners are provided for two different classes.

	<i>Name:</i>
<i>Class</i>	
<i>Date/Time</i>	
<i>Venue</i>	
<i>Movie</i>	
<i>Duration of lesson</i>	
<i>Action required</i>	
<i>Materials</i>	

	<i>Name:</i>
<i>Class</i>	
<i>Date/Time</i>	
<i>Venue</i>	
<i>Movie</i>	
<i>Duration of lesson</i>	
<i>Action required</i>	
<i>Materials</i>	

Getting Started

Communicative ESL




Peter Wickham
English Language Training Fellow in Malaysia

HOME PAGE

- 21 X 20 PowerPoint Stage 1
- 21X20 PowerPoint Stage 2
- English Language Reading Material for Malaysian Students / MELTA 2012
- Teaching and Learning English Through Movies**
- Showcase My Excellent School Library
- Click to comment and RSS Feed

Finding Nemo

Finding Nemo is a delightful animation with high moral content about teamwork, dedication, resourcefulness and bravery. It is crafted with stunning colours and impressive sound track. These worksheets are created with Intermediate proficiency students in mind. Use them as stimulus to create your own questions and activities to focus students on the linguistic features presented in the movie.

-  nemo_worksheet_1.docx
[Download File](#)
-  nemo_worksheet_1_answers.docx
[Download File](#)
-  nemo_worksheet_2.docx
[Download File](#)

If you need some suggestions and materials to begin with, go to the author's website

<http://communicative.weebly.com> and download worksheets on Shrek, Finding Nemo and School of Rock. There you will several worksheets for each movie.

Ideally you will develop your own material as you become accustomed to this style of presentation.



Trainer's Note

If you have Internet available, go into the website above to demonstrate where to find starter material.



Phase 4: Production of My Own Lesson

This is the Phase that, when mastered, proves that you are now a self-sustaining teacher of English through mediated movie presentation. You are now going to produce your own lesson plan to include learning English in a fun-filled, engaging way that affords your students the maximum chance of increasing their personal English vocabulary and their fund of English expressions and idioms that will spill over into their everyday conversational English.

You have been supplied with a movie on a DVD or VCD. Insert it into your computer and open it with Windows Media Player.

Once the movie itself begins, press Pause. You are now ready to begin the process of planning a lesson.

Steps in Preparing a Movie Session

1. Begin by deciding several things about your intended audience:
 - The level of English proficiency
 - The social and cultural status
 - Any prohibitions based on culture, religion, ethics, or ethnicity (to be avoided)
 - Any special feature of this society or another which should be explored a part of the curriculum
2. Also decide upon your emphasis of teaching during the intended session. It may be a particular grammar point, vocabulary, pronunciation, cultural content, or some other teaching point which you hope to extract from the movie segment.
3. View the movie until you spot a section of 15 minutes with plenty of dialogue



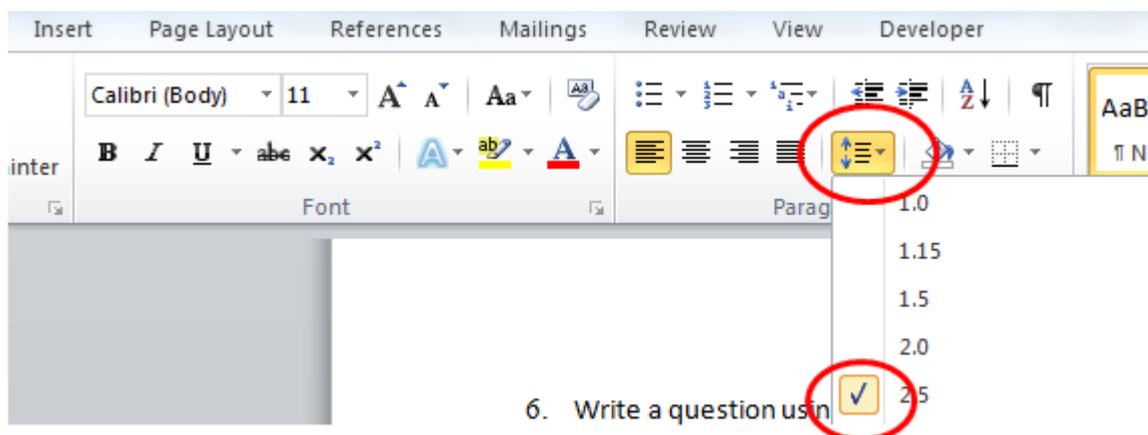
4. Aim at 10 to 15 questions in a 10 to 15 minute movie segment. This will allow sufficient time between questions for students to enjoy segments without a stoppage.
5. Listening carefully to the dialogue, view and listen to the movie until you come to a good example of what you are listening for, whether it be an example of a grammar point, a back-and-forth dialogue, a figure of speech or a cultural note. Take note and write down the starting number of this feature. Some questions (as per Q1 and Q2 in the sample lesson in Shrek Session 1 above) will be general questions and do not need a starting point.
6. Write a question using as few words as possible while still retaining the full meaning.

For example in Question 3 (counter 2:51) above,

“In the movie Shrek, when the angry mob is planning on attacking Shrek, what two type of objects do they snatch up and take with them to use against him?”

This would have been far too long for students to read during the session, and was rightly cut down to how it appears as ***“What does the angry mob pick up to take with them?”***

7. Set your line spacing on the Word worksheet to a comfortable setting to allow plenty of room between lines:





This will allow students plenty of room to write their answers in the spaces which you provide.

8. After you have finished writing the worksheet, print a copy to check for physical features such as line spacing. Try filling in a worksheet yourself to see if it is practical and easy to work with. Go back to your Word document to make changes to anything that you found difficult when you attempted to read your own questions and fill in your answers.
9. When planning which segment of the movie to use, also allow some time of uninterrupted viewing before and after the chosen segment. In this way, subsequent viewings will revise previous learning and add to their excitement at their new understandings of the text. In past experience, students have been observed to “get” humorous scenes the second and third time around when they did not really understand the first time through.



Trainer's Note

Answer any final questions before everyone begins constructing their own movie worksheet. They may work on a movie they have brought or one which you have supplied

Production of My Own Lesson – Right Now!

OK it is over to you. Spend the next 1-2 hours producing your own movie worksheet based on your chosen 15 minute segment of movie.

If there is sufficient time in your workshop you may like to demonstrate it to the rest of your workshop participants.

Ask your workshop Trainer for help when you need it.



Tips for Success

There are many twists and turns one can take in presenting mediated movies to enable and empower students in their quest to learn English. Here are a few suggestions as add-ons and alternatives. Adapt different approaches to suit your program and clients.

1. If a class is weak in their reading skills, having to read a worksheet can be taxing and boring. In this case, try presenting exactly the same lesson but without the written sheet. Ask the questions orally and turn the whole lesson into a pure Listening and Speaking exercise. This is especially true of the junior years. Still write the worksheet but use it for you to read the questions aloud.



2. Just like Extensive Reading, Extensive Listening is extremely valuable for the student of English to take in Comprehensible Input. In a sense, your only part in this is to make the input more comprehensible. The quantity of input is as important as the quality. Long sessions of viewing and listening to movies without interruption allows the student to assimilate new language material through cross-association between scenes: an expression used in scene 1 that may be new and therefore foreign to the student is also used in scenes 3 and 4. With each repetition in a different context, the meaning of the expression becomes clearer. This success in guessing-and -checking meanings is only possible in longer, uninterrupted sessions.





Think about a whole-movie or half-movie viewing without interruption. This could be achieved in a 2-hour lesson, or perhaps in an after-hours special screening with a larger audience. If several classes of students viewed the whole movie at the same time, then separate viewings may not be necessary during class times.

3. Involve parents and your principal. Some people think of movie watching as a passive pursuit engaging in by lazy people. It would be good to pre-empt negative reaction by explaining in a newsletter what you are doing and why, emphasising the mediated nature of these lessons, and the benefits of this approach. Encourage parents to buy/hire suitable English language movies at home. Invite your principal into lessons to see for themselves. Let parents know which movie is being used at school so that they can have the chance to purchase a copy for home use.



4. Use movie content across the curriculum by integrating it into other subject areas, especially across English areas of Reading, Writing, Listening and Speaking, and language Arts.
 - re-enactments of movie scenes, artistic depictions of favourite scenes and characters (with captions)
 - creative writing using the characters as the basis of the story
 - Use of movie characters as examples of personality types / moods / moral stories
 - Oral re-telling of favourite scenes from a movie
5. Draw attention to identical/similar/alternative expressions used in different movies. This included idioms, and tonal expressions such as “Oh maaan!”, “Whaaaat?” and “Oi!”. The meanings of these expressions will rapidly become apparent with multiple exposures to them in different contexts.
6. Archive away your worksheets and movie DVDs for another class at another time. Share with other teachers in your school or at other schools. Save your files on your





computer in a special folder of movie lessons. Share DVD disks to save money and effort.

7. Make and keep vocabulary lists from lessons.

- ❖ Bring them out occasionally from students to recall the movie and scene they came from.
- ❖ Play language games that feature these items and serve to reinforce learning that took place during movie sessions.
- ❖ Keep a running vocab list that is added to in every movie session. Note the movie(s) and the place(s) in the movie(s) that it came from. Make a point of using some of them every day during your lessons and encouraging students to do the same.



Trainer's Note

Photocopy the next page as many times as you need to record participants' attendance.



Feedback

Name:	
Email:	
Telephone:	
Institute/School:	
Date:	
<i>Concerning this Mediated Movies Workshop:</i>	
Describe the main skill that you learnt.	
What did you enjoy most?	
Would you recommend this workshop to others?	
What else would you like to learn about PowerPoint or public speaking?	
Other comments.	