

ACTAS

I Congreso Internacional de Enseñanza de Inglés en Centros Educativos



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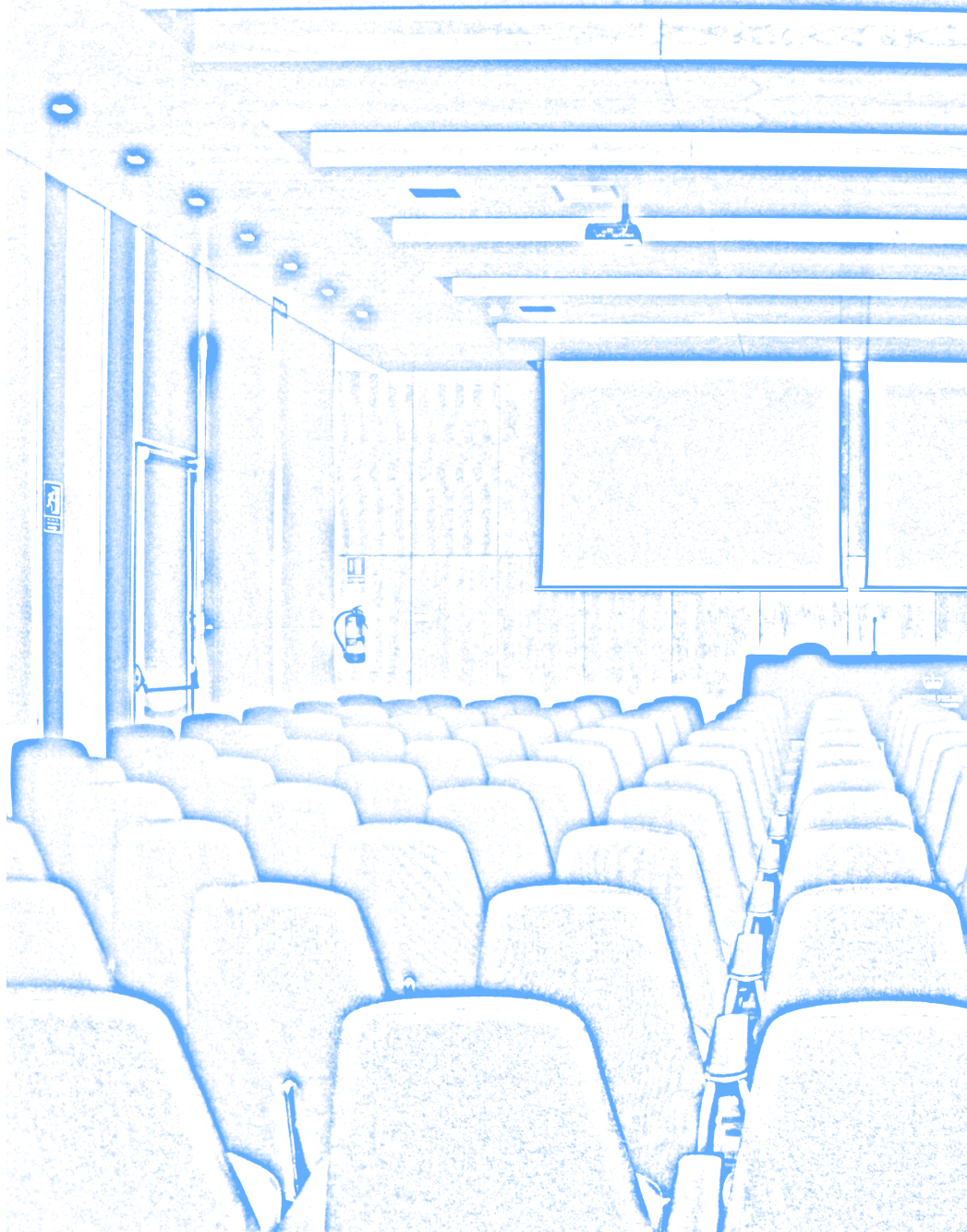


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**Actas del I Congreso Internacional de
Enseñanza de Inglés en Centros Educativos**

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Videos! what else do I need to learn english?

SUSANA LÓPEZ PÉREZ. IES LA MELVA

Resumen:

Los videos desempeñan un papel muy importante en el proceso de enseñanza-aprendizaje de una lengua extranjera. No solo mejoran la comprensión oral, sino que también son una herramienta perfecta para romper la monotonía de la clase, motivar a los alumnos y fomentar su creatividad.

Sin embargo, hay una serie de consideraciones que deberemos tener en cuenta para valorar la adecuación de los videos. Cuestiones tales como objetivos, contenido, nivel y duración, entre otros, serán esenciales. A continuación analizaremos diversos vídeos que han funcionado con gran éxito en mis clases.

Palabras clave:

video, lengua extranjera, comprensión oral, creatividad

Abstract:

Videos play a very important role in a foreign language teaching-learning process. Not only do they improve listening skills, but they are also an extraordinary tool to break the monotony in the class, motivate students and foster their creativity.

However, there are some factors we need to take into account in order to assess the suitability of videos. Aspects such as objectives, contents, level and length, among others, will become essential. We will now analyse some videos which have successfully been tested in my classes.

Key words:

video, foreign language, listening, creativity

It goes without saying that videos play a very important role in our students' daily lives, so... why not use them in a communicative way in our lessons?

Videos present numerous advantages that guarantee their success in a teaching-learning environment. Not only do they motivate students and get their attention but they also foster their creativity and promote their critical thinking. Apart from that, they are not used as a mean in itself but as a medium that leads to further activities to improve language skills. Besides, they provide students with plenty of language input which will later be turned into language output.

Another aspect that must be taken into account is that using videos in the classroom is quite simple. Thanks to the Internet, we can have access to millions of them which are constantly being recorded and uploaded. Among some of the examples that can be used for teaching purposes, I would like to highlight: video clips, movie clips, trailers, comedy sketches, advertisements, excerpts from series, news, remixes, parodies, memes, tutorials, etc. Furthermore, videos are an invaluable resource for different accents, registers, genres, topics, etc.

On the Internet there is an endless list of videos that can be used. However, are all of them newsworthy?

Obviously, videos should be carefully selected before being played in a classroom. Making sure they are suitable for our pupils may take some time. These are some questions we might consider:

What do we want to teach with that video? Grammar, vocabulary, cultural aspects? Do I want a video to be the basis of an oral debate or a written personal opinion? Although short videos can simply be used to improve the students' listening skills, we should take advantage of the wide range of possibilities they offer and find a second well-defined objective.

Who is that video addressed to? Most of the times, we will find videos that can be used at any level. However, depending on the students' age, we will have to provide them with a specific lexicon and further guidance in the follow-up activity. On the contrary, on other occasions, the topic or language might not be appropriate for all age groups. Therefore, we should be cautious in that respect and analyse the content carefully in advance.

How long does the video last? It is frequently said that the length is of paramount importance when selecting a video. If we play a very long video, we might end up with the feeling that we turned our classroom into a cinema, as we limited the activity to a listening comprehension task. Furthermore, pupils are likely to lose their attention as they are being given a passive role and they are not challenged. Short videos let us maximize our time and introduce further activities in which students are engaged and can interact.

The conclusion to be drawn from this workshop is that, we, as teachers, should not be afraid of putting away our English books from time to time. There is no doubt that videos will contribute to enhancing our students' motivation as well as developing their communicative skills in a foreign language both inside and outside the school premises. Furthermore, by dealing with short videos, teachers can get rid of that "book pressure" and can break the monotony in the classroom, motivate students and get their attention.

A carefully selected number of videos which have been successfully tested in my classes are presented below. A lesson plan explaining how the activity is carried out is also provided. Teachers will find all the information they need in terms of level, grammar, vocabulary, time, preparation, procedure, follow up activities, etc.

The love recipe

TYPE OF ACTIVITY:

Speaking and Writing

GROUPING METHOD:

Pairwork

FOLLOW UP ACTIVITY:

Writing

LEVEL:

From Primary to Bachiller

AIM(S):

To describe actions and images.

GRAMMAR AND FUNCTIONS:

There is/are

Present Continuous

VOCABULARY:

General

TIME:

20-25 minutes

PREPARATION:

Check the video on YouTube

LOVE RECIPE (4 minutes)

<https://www.youtube.com/watch?v=1ufQ9OUosKE>

PROCEDURE:

1. Students work in pairs. One student is facing the video while the other has his/her back turned.
2. Tell your students that the one facing the video will have to describe it to his/her partner.
3. Give the students who aren't watching the video a handout with some questions about it.
4. Half way through the video, pause it and give the students who are listening time to answer the questions.
5. Then, swap roles and give a handout with some questions to the students who are now listening. At the end of the video, they will also be given time to answer the questions.
6. Play the whole video again so that all students can watch it and check whether they answered the questions right.

FOLLOW UP ACTIVITY:

Students can now write down the whole story.

YOU CAN ALSO USE:

THE MOON:

<https://www.youtube.com/watch?v=AzNio77XA8k>



Looking for happiness

TYPE OF ACTIVITY:

Listening

GROUPING METHOD:

Groupwork

LEVEL:

From 3rd ESO to Bachiller

AIM(S):

To get students to relax and think about what is really important in life whilst practicing their listening skills.

GRAMMAR AND FUNCTIONS:

Present Simple and Imperatives

VOCABULARY:

Vocabulary related to finding happiness and the meaning of life.

TIME:

15 to 20 minutes

PREPARATION:

1. Find a book about happiness, the meaning of life, love, moral values or any other topic that

interests you and/or your student (I often use *The Little Book of Happiness*).

2. Play some chill-out music from YouTube.

PROCEDURE:

1. Get students to seat back, relax and find a comfortable position. They can even put their heads on the table.
2. Start playing chill-out music very softly in the background.
3. Start reading from *The Little Book of Happiness*. Make sure that your voice is calm and relaxed and that you read slowly. You can pause for a few seconds after every page or whenever you consider it.
4. Read for about 15 minutes and then, very slowly, turn off the music and get students to open their eyes.
5. You can resume the reading where you left it whenever you feel your students need to relax whilst practicing their listening skills.



Fugu

TYPE OF ACTIVITY:

Listening

GROUPING METHOD:

Pairwork or groupwork

FOLLOW UP ACTIVITY:

Speaking

LEVEL:

From Primary to Bachiller

AIM(S):

To express possibility.

GRAMMAR AND FUNCTIONS:

Perhaps / Maybe / It is possible that

Can, could, may, might

VOCABULARY:

General

TIME:

15-20 minutes

PREPARATION:

Check the video on YouTube

FUGU (Full)

<https://www.youtube.com/watch?v=oolJW-cOhHCw>

PROCEDURE:

1. Tell your students you are going to play a short video film but with no images. They will have to pay attention to the sounds they hear and guess the plot. They can register the sounds and their assumptions on a piece of paper.

2. Elicit different ways to express possibility.
3. Play the video twice, but only the audio.
4. Give them time to discuss about the possible plot in pairs or groups.
5. Share the information with the rest of the class
6. Play the video again, but this time, with images.

YOU CAN ALSO USE:

SLIMTIME (1.39)

<https://www.youtube.com/watch?v=qAc2c5QJShM>

PIXAR SHORT FILMS



Men versus women

TYPE OF ACTIVITY:

Speaking

GROUPING METHOD:

Groupwork

FOLLOW UP ACTIVITY:

Writing

LEVEL:

From 1st ESO to 2nd Bachiller

AIM(S):

To discuss stereotypes among men and women.

GRAMMAR AND FUNCTIONS:

The teacher can decide what specific grammatical point he or she wants the students to practice.

VOCABULARY:

Opinion verbs and phrases: *I (strongly) believe, I (firmly) consider, in my opinion, from my point of view, it seems to me that, as far as I am concerned, etc.*

Phrases to express agreement and disagreement.

TIME:

15-20 minutes

PREPARATION:

Check the video on YouTube:

MEN vs. WOMEN

<https://www.youtube.com/watch?v=CCz08Bw9wEQ>

PROCEDURE:

1. Tell your students they are going to watch a video about stereotypes among men and women. *Do you know what stereotypes are? Can you guess what stereotypes you are going to see?*
2. Ask your students to take notes of the different situations (simply key words) while they watch the video.
3. Once the video has been played, get your pupils to gather in groups of four or five to discuss and express their opinion about the stereotypes shown.
4. After the debate in small groups, a speaker from each group can explain the main aspects discussed to the rest of the class.

FOLLOW UP ACTIVITY:

Students can be asked to choose five stereotypes, explain them and speak their mind about them, but this time in a written form.



Origami

TYPE OF ACTIVITY:

Listening

GROUPING METHOD:

Individual and Pairwork

FOLLOW UP ACTIVITY:

Speaking and/or Writing

LEVEL:

From 1st ESO to 4th ESO

AIM(S):

To learn and practice imperatives.

GRAMMAR AND FUNCTIONS:

Imperatives

VOCABULARY:

Origami vocabulary: *side, crease, fold, open, unfold, turn over, fold over, half, etc.*

TIME:

15-20 minutes

PREPARATION:

Check the video on YouTube:

ORIGAMI NAPKIN FLOWER

<https://www.youtube.com/watch?v=Zvg6mBQepoo> by Stephen Watson.

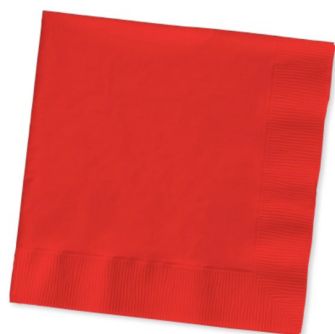
Provide each student with a paper napkin.

PROCEDURE:

1. Ask your students whether they know what origami means in their mother tongue. *Do you like it? Are you good at it?*
2. Tell them you are going to hand them out a paper napkin to do an origami paper shape.
3. What origami vocabulary do you think they will need in order to follow the instructions? Elicit some key words (*fold, crease, side, etc.*)
4. Play the video and pause it when necessary so that students don't get lost.
5. If necessary play it again to make them reflect on imperatives.

FOLLOW UP ACTIVITY:

Students can explain the steps followed either orally and/or in writing.



The black hole

TYPE OF ACTIVITY:

Speaking

GROUPING METHOD:

Pairwork

FOLLOW UP ACTIVITY:

Writing

LEVEL:

From 1st ESO to Bachiller

AIM(S):

To make future predictions with WILL and WOULD.

GRAMMAR AND FUNCTIONS:

Will, would

Conditional sentences

VOCABULARY:

General

TIME:

10-15 minutes

PREPARATION:

Check the video on YouTube:

THE BLACK HOLE

https://www.youtube.com/watch?v=P5_Msrdg3Hk

PROCEDURE:

1. Tell your students they are going to watch a video about a guy with special powers.
2. Play the video until the minute 1:28.
3. Ask some students to explain orally what the video is about.
4. In pairs, they have now 5 minutes to predict how and what the man will use the black hole for (ex. *He will... or If I were him, I would...*)

FOLLOW UP ACTIVITY:

Students can now write down their predictions in their notebook.



Lights, camera, action

TYPE OF ACTIVITY:

Writing and Reading

GROUPING METHOD:

Pairwork

LEVEL:

From Primary to Bachiller

AIM(S):

To get students to make a movie.

GRAMMAR AND FUNCTIONS:

The teacher can decide what specific grammatical point he or she wants the students to practice.

VOCABULARY:

General

TIME:

50 minutes

PREPARATION:

1. Make sure there is Internet connection in the classroom.

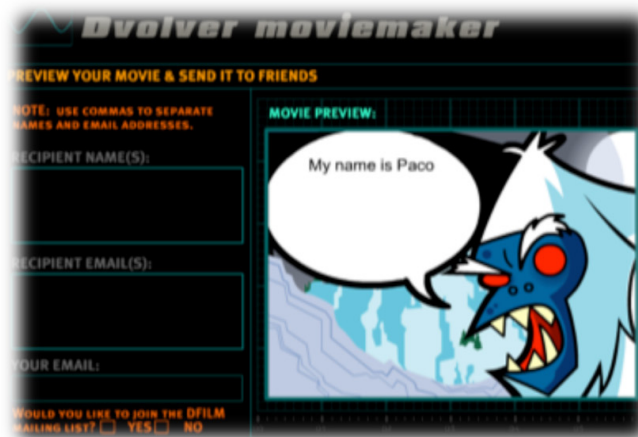
2. Acquaint yourself with the webpage

<http://www.dvolver.com/moviemaker/Lyrics>

3. Book the computer lab and make sure there are enough computers for your students. If you do not have access to a computer lab in your school, show your students in class how the D-volver page works and ask them to create their film at home.

PROCEDURE:

1. Put students in pairs and tell them they are going to make a movie.
2. Go to the webpage: <http://www.dvolver.com/moviemaker/Lyrics>
3. Show students how to make a movie (they have to choose the background, the characters, the type of interaction, the music and then fill in the speech bubbles).
4. In pairs, they have to create the story and make the movie.
5. Once the movies are all finished, they can be watched by the whole class.



The italian man who went to malta

TYPE OF ACTIVITY:

Pronunciation

GROUPING METHOD:

Individual

FOLLOW UP ACTIVITY:

Writing

LEVEL:

From 4th ESO to 2nd Bachiller

AIM(S):

To make students reflect on pronunciation and on possible misunderstandings.

GRAMMAR AND FUNCTIONS:

The teacher can decide what specific grammatical point he or she wants the students to practice.

VOCABULARY:

Easily confused words

TIME:

20 minutes

PREPARATION:

Check the video on YouTube:

THE ITALIAN MAN WHO WENT TO MALTA

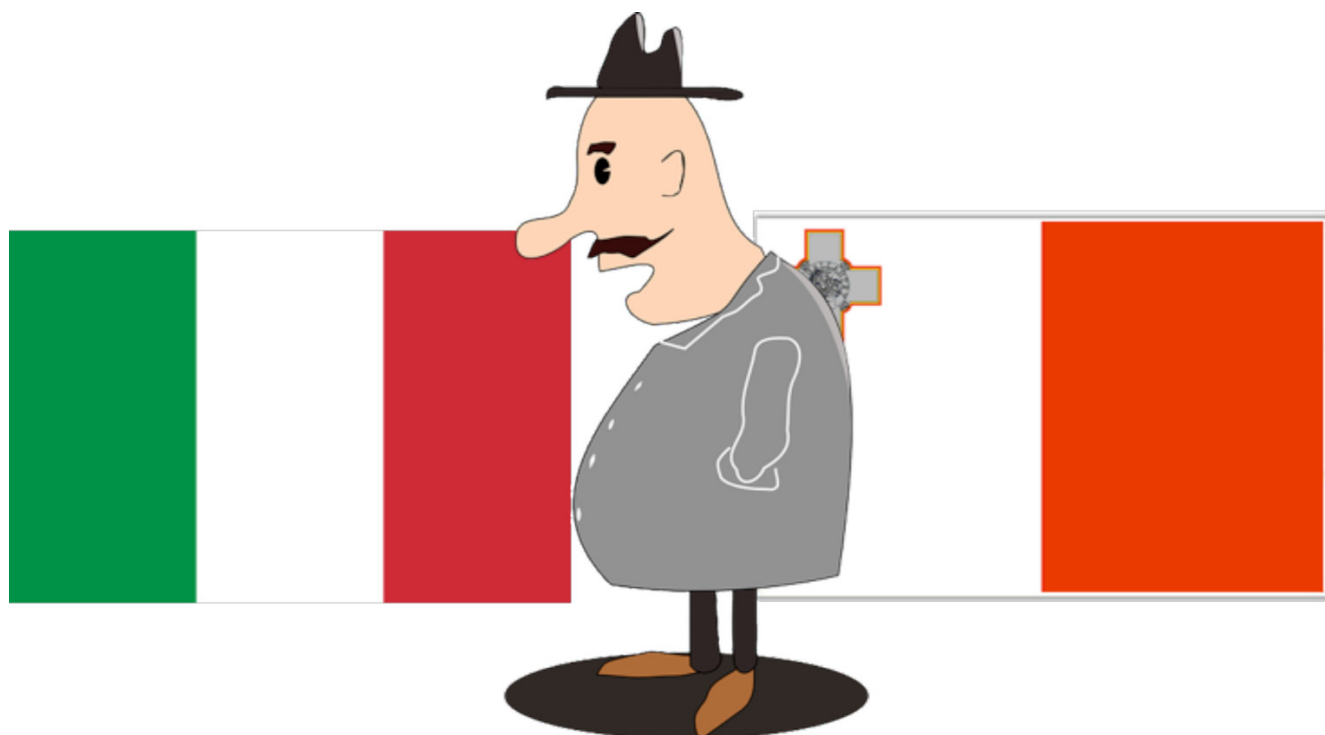
<https://www.youtube.com/watch?v=YjXGywPzkw0>

PROCEDURE:

1. Play the video once.
2. Make them reflect on the misunderstandings caused by pronunciation.
3. Elicit with the students the problematic words (*piece – piss; fork – fuck; sheet – shit; peace – piss*).
4. The teacher can provide a list of easily confused pairs of words or he/she can indicate students where to find them.

FOLLOW UP ACTIVITY:

1. Work on other problematic words: (*bitch – beach; sheep – ship*).
2. Students write down a text with easily confused pairs of words.



Shaun the sheep

TYPE OF ACTIVITY:

Writing, Speaking and Listening

GROUPING METHOD:

Individual and groupwork (this activity works best with small classes, maximum 15 students).

LEVEL:

From 3rd ESO to Bachiller

AIM(S):

To invent the characters' dialogues in a *Shaun the Sheep* episode.

GRAMMAR AND FUNCTIONS:

Students get a chance to practice any grammatical tense (depending on the episode).

VOCABULARY:

General

TIME:

30 minutes

PREPARATION:

Check the episode on YouTube:

<http://www.youtube.com/watch?v=WFbyKJXmv9U>

PROCEDURE:

1. Assign a character to each student or couple of students.
2. Play the episode of *Shaun the Sheep*. The first time, students only have to watch it.
3. Play the episode for a second time. This time, students have to write the part of their character.
4. Give students five minutes to organise their parts.
5. Play the episode for the third time. This time students have to speak their part whenever their character comes up.



Videotelling

TYPE OF ACTIVITY:

Speaking and Listening

GROUPING METHOD:

Groupwork

LEVEL:

From 3rd ESO to Bachiller

AIM(S):

To get students to listen to talk about a video they have not watched yet.

GRAMMAR AND FUNCTIONS:

The teacher can decide what specific grammatical point he or she wants the students to practice.

VOCABULARY:

The teacher can decide what specific vocabulary he or she wants the students to practice.

TIME:

15 minutes

PREPARATION:

1. Check the “Blind Luck” video on YouTube: <https://www.youtube.com/watch?v=XU8w-FzmQmY>
2. Prepare a handout with the video’s story and some questions to get your students talking.

PROCEDURE:

1. This story uses the “say something– ask something” format. Make sure you think of questions to drive the narrative and keep your students interested.
2. Stand in front of the class and tell your students they are going to listen to a story about a video they have not watched yet. Tell them they only have to listen to you and answer your questions.

3. After you have done that, show your students the video.

VIDEOTELLING: HANDOUT

LET ME TELL YOU ABOUT THIS VIDEO...

The other day I watched a brilliant video and I would like to tell you what it is about. You just have to listen to my story. From time to time, I will stop and I will ask you some questions. You have to try to answer them.

The first thing that I am going to tell you is the title of the video, which is: David and Mathew.

Question: Who do you think David and Mathew are? Do you think they know each other? What type of relationship do you think they have?

Well, let me tell you, David is an English guy and every day he goes to Mathew’s shop. So David is Mathew’s customer.

Question: What kind of shop does Mathew own? What do you think David buys every day?

Mathew has a Newsagent’s and David buys a scratchcard every day .

Question: What is a scratchcard? Have you ever bought one? And lottery tickets? Have you ever won anything?

David buys a scratchcard every day and he never wins anything but today he has won 50,000 pounds!!!!

Question: How much is 50,000 pounds in euros? What would you do with 50,000 pounds?

But David tears up the scratchcard and walks out of the shop.

Question: Why does David tear up the card and walks off? What do you think Mathew does?

OK, would you like to watch the video now and find out? Are you sure?



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