SEEING THE BIG PICTURE:

A MATERIAL PACKAGE FOR UPPER SECONDARY EDUCATION ON USING MOVIES TO TEACH TRANSVERSAL COMPETENCE

Mona Nieminen

Master's Thesis

Department of Language and Communication Studies

University of Jyväskylä

Summer 2024

UNIVERSITY OF JYVÄSKYLÄ

Tiedekunta – Faculty Humanistis-yhteiskuntatieteellinen tiedekunta	Laitos – Department Kieli- ja viestintätieteiden laitos
Kirjoittaja – Author Mona Nieminen	
Työn nimi – Title Seeing the Big Picture - A material package for upper secondary education on using movies to teach transversal competence	
Oppiaine – Subject Englanti	Työn laji – Level Pro gradu -tutkielma
Aika - Month and year Kesäkuu 2024	Sivumäärä - Number of pages 48 + 1 liite (38 sivua)

Tiivistelmä – Abstract

Lukiokoulutus pyrkii vastaamaan nopeasti muuttuvan maailman vaatimiin taitoihin varustamalla opiskelijat tarvittavilla oppiainerajat ylittävillä tiedoilla ja taidoilla. Tätä varten on kehitetty opetussuunnitelman käsite laaja-alainen osaaminen yhdistämään oppiaineiden tavoitteita, millä pyritään kasvattamaan kriittiseen ja itsenäiseen ajatteluun kykeneviä yksilöitä. Laaja-alaisen osaamisen osa alueet pyrkivät kasvattamaan tasapainoisia ihmisiä, joilla on hyvä yleissivistys ja laaja osaaminen eri oppiaineista. Kieltenopetuksessa tämä näkyy käsityksenä oppimisen kognitiivisesta ja sosiaalisesta puolesta. Oppimista tukee laaja tekstikäsitys, jonka mukaan tekstit ovat moninaisia, esimerkiksi kirjoitettuja tai audiovisuaalisia.

Yksi moninainen tekstilaji, jolla voidaan tukea opiskelijoiden laaja-alaisen osaamisen kehittymistä, on elokuvat. Elokuvien tarjoama autenttinen kielimateriaali on yksi merkittävimmistä hyödyistä kielten oppimisen osalta. Lisäksi elokuvien avulla voidaan opettaa eri kielitaidon osa-alueita, esimerkiksi suullista kielitaitoa ja kulttuurista kompetenssia, mutta myös erilaisia sisältöjä ja yleissivistäviä taitoja, esimerkiksi monilukutaitoa, kriittistä ajattelua ja kielitietoisuutta. Nämä taidot ovat merkittävä osa laaja-alaista osaamista, jonka kehittyminen voidaan mahdollistaa myös elokuvien kautta.

Tämän monimuototutkielman tavoitteena on tarjota lukion kieltenopettajille, erityisesti englannin opettajille, valmis materiaalipaketti elokuvien käyttömahdollisuuksista kieltenopetuksessa. Paketin teemat koostuvat kuudesta laaja-alaisen osaamisen osa-alueesta, ja aktiviteetit kehittävät ohessa myös kielitaidon eri osa-alueita. Materiaalipaketti pyrkii vastaamaan opettajien tarpeisiin ja mielenkiintoon käyttää elokuvia kieltenopetuksessa vähentämällä suunnitteluun ja valmisteluun vaadittavaa työmäärää, sekä tarjoamalla tietoa esimerkiksi elokuvien valinnasta ja tekijänoikeuksista. Paketti on suunniteltu englannin opetukseen, mutta on sovellettavissa muihin kieliaineisiin oppiaineiden yhteisten tavoitteiden ja laaja-alaisen osaamisen kautta.

Muita tietoja - Additional information

FIGURES

TABLES

TABLE OF CONTENTS

1   INTRODUCTION

The world as we know it today may not look the same tomorrow. In the last five years alone, we have faced a number of changes due to, for instance, the Covid-19 pandemic, rapid developments in technology, particularly with artificial intelligence, climate change, and inflation. Students are required to master a variety of cross-curricular skills and general knowledge both in their studies and work, as well as in their everyday lives (Finnish National Agency for Education 2019: 10), in order to survive and succeed in modern societies. They have to be able to understand the so-called "big picture", to be able to understand a variety of concepts, cross-curricular knowledge and perspectives, as well as how things are connected to each other. It is crucial, therefore, that educational establishments provide students with the necessary skills and knowledge to navigate this rapidly changing world (Krawiec 2014). These necessary skills and knowledge include, for instance, collaboration, cultural awareness, problem-solving, and language competence, which are deemed vital 21st century skills (Luka & Seniut 2019).

The current National Core Curriculum for Finnish General Upper Secondary Education (Finnish National Agency for Education 2019) aims to answer these needs with transversal competence. Transversal competence consists of six cross-curricular areas listed in the National Core Curriculum: Well-being competence, Interaction Competence, Multidisciplinary and creative competence , Societal competence , Ethical and environmental competence , and Global and cultural competence. Transversal competence aims at unifying the Finnish upper secondary education by providing common goals for the subjects of the curriculum, and equipping students with necessary knowledge and skills to navigate the changes of a digitalising and increasingly complex world (Finnish National Agency for Education 2019: 9-10). This learning is facilitated through the extensive understanding of texts. In other words., texts are understood to be diverse, e.g., written, spoken, visual, audiovisual or their combinations (Finnish National Agency for Education 2019: 174).

Due to the extensive understanding of texts being diverse, it is possible to utilise text types that may not be traditionally included in textbooks or other teaching materials. One example of this non-traditional use of texts is the use of movies, which has gained popularity and interest in the past decade. One reason for the suitability of movies for language learning is that they offer rich and authentic language material (e.g., Bahrani & Soltani 2012; Aliyev & Albay 2016; Seferoğlu 2008) that provides students with examples on how the language is used and how diverse languages are. In my Bachelor's Thesis (Nieminen 2022), I interviewed both teachers and students of Finnish general upper secondary education and noted their interest in using movies in language education. However, the teachers in particular explained that they often do not have enough time to watch a movie in class and prepare activities relating to the movie, or knowledge about how to implement movies into language education. Similar results were found in a survey by the Finnish National Agency for Education, Kopiosto and Audiovisual Producers Finland (2021).

This thesis aims to provide language teachers in Finnish general upper secondary education insight on how movies could be implemented in language classrooms and how they could be used to integrate the areas of transversal competence in teaching by providing them with materials they can implement in language classrooms. The material package is designed for English, but can be applied to other language subjects as well, since the language subjects in Finnish upper secondary education share common goals. Firstly, I will discuss the theoretical framework of the thesis. In chapter 2, I will briefly introduce the general upper secondary education in Finland, and discuss foreign language learning in general upper secondary education. Additionally, I will define the concept of transversal competence. In chapter 3, I will consider previous research on the use of movies in foreign language learning, the potential advantages of their use in language classrooms, and what should be taken into consideration when implementing them in language classrooms. Secondly, in chapter 4, I will present the framework of the material package. I will discuss the aims, target group, and the content of the material package, as well as some considerations for planning and using the material. Finally, in chapter 5, I will conclude this thesis by reflecting on the

process of planning and designing the material package and how the aims of the material package were achieved. In addition, I will consider the usability and the ethical aspects of the material package.

2 FOREIGN LANGUAGE LEARNING IN GENERAL UPPER SECONDARY EDUCATION IN FINLAND

In this chapter, I will discuss foreign language learning in Finnish upper secondary education. Firstly, I will briefly introduce the general upper secondary education in Finland and its aims and purpose. Secondly, I will focus on foreign language learning in upper secondary education by discussing the current concepts of foreign language learning in the field of linguistics and how they are visible in the National Core Curriculum for General Upper Secondary Education (2019). The primary focus will be on English, but the theory and material package can be applied to other foreign and second national language subjects as well, since the language subjects included in the curriculum share common goals. Thirdly, and finally, I will introduce the term transversal competence and its areas in general upper secondary education.

2.1 General upper secondary education in Finland

The duration of general upper secondary education in Finland is three years on average. The scope of the curriculum is a minimum of 150 credits, and the studies consist of compulsory and national optional studies (Finnish National Agency for Education 2019: 18). Previously the scope of the curriculum was measured in courses instead of credits, and each course consisted of either 38 lessons that lasted 45 minutes or 22,8 lessons that lasted 75 minutes (Finnish National Agency for Education 2019: 9). In the current curriculum, two credits correspond to one course in the previous curriculum, and, therefore, one credit is equal to approximately 19 lessons that last 45 minutes or 11,4 lessons that last 75 minutes. At the end of their studies, the students complete the Finnish matriculation examination.

The purpose of general upper secondary education in Finland is to strengthen the students' extensive general knowledge that consists of the values, knowledge, skills, attitudes and will, through which individuals capable of critical and independent thinking are able to act responsibly, compassionately, communally and for their own self-

development (Finnish National Agency for Education 2019: 16). In addition, the aim of the general upper secondary education is to help students build their identity, concept of human being and world view, as well as to help them find their place in society, while simultaneously deepening their interest in the world of sciences and arts and developing their skills and capabilities of life management and professional life (ibid). These skills and knowledge are a part of 21st century skills, or skills and knowledge that are required to succeed in further education and professional life (Luka & Seniut 2019: 4). They are acquired through collaboration, critical thinking and cross-curricular learning. The current curriculum aims to equip students with these skills and knowledge to navigate their future lives in education and professional life through transversal competence (Finnish National Agency for Education 2019: 60). Transversal competence will be discussed later in chapter 2.3.

The Finnish general upper secondary education is based on the concept of learning, according to which learning results from a student's active and purposeful actions and participation in independent work, as well as in collaboration with other students, teachers, experts, and communities in diverse settings (Finnish National Agency for Education 2019: 17-18). This can be achieved by using versatile teaching and learning methods. In order to help students achieve these goals, transversal competence is included in the current curriculum as a unifying element between the subjects of general upper secondary education. The National Core Curriculum's views of learning being the result of both students' active participation in learning and their collaboration with others are supported by the current concepts of language learning, for example sociolinguistics and cognitive theories. The current concepts of language learning will be discussed next.

2.2 Language learning in Finnish general upper secondary education

2.2.1 Current concepts of language teaching and learning

In the 21st century, the focus on language learning concepts has turned to social and cognitive aspects. The language learning process is viewed as having both a cognitive side, e.g., learning is a developmental process that happens in the mind of the learner, including the processing of structures of a language and their connections, and a social side, e.g., learning is facilitated through human interaction (Liddicoat & Scarino 2013; Mitchell, Myles, & Marsden 2013). In other words, the learner's own processing of the language, e.g., structures, combined with actual use of the language facilitates learning. According to Mitchell, Myles, and Marsden (2013: 99), formal aspects of language, e.g., grammar, are not innate or learned as abstract structures. Instead, they are constructed from interaction, language use, and experience. Sociocultural theories understand the learning process as a combination of thinking and the wider context, in which the learning occurs (Liddicoat & Scarino 2013: 38). Interaction is facilitated through the learner's own active participation and engagement, where language combines with, for instance, non-verbal communication, images, and objects that are tied into the context, in which they occur (Liddicoat & Scarino 2013: 39). Similarly, sociolinguistics understand learning as a collaborative process, where language knowledge is constructed through collaboration and interaction (Mitchell, Myles, & Marsden 2013: 283). The concept of learning being both a cognitive and a social process supports the National Core Curriculum's concept of learning being the result of both students' active participation independently, through interaction and in collaboration with others (Finnish National Agency for Education 2019: 18-19).

Multilingualism and language awareness are current key concepts of language education. There are several definitions to multilingualism, but in this thesis, multilingualism is defined as the individual's ability to communicate competently in more than one language (Okal 2014: 223). Multilingualism has been declared a significant goal for all member states of The European Union, in order to protect linguistic

diversity (Finkbeiner & White 2017: 9). This supports the current view of multilingual competence, where languages are no longer seen as completely separate units. Instead, it is understood that an individual's performance in a language is influenced by that language, but also all the other languages they already know (Mitchell, Myles, & Marsden 2013: 16). Language awareness, on the other hand, refers to promoting tolerance and understanding of languages and their varieties (Finkbeiner & White 2017: 6). Consequently, language education no longer focuses on teaching only the perceived "main varieties" of languages, for instance British English (BrE) or American English (AmE), but other varieties as well, which promotes linguistic diversity. Multilingual competence, and language awareness are vital 21st century skills (Luka & Seniut 2019), which are included in the main objectives of the National Core Curriculum and transversal competence (Finnish National Agency for Education 2019), particularly in the form of interaction competence and global and cultural competence.

The current conceptions of language learning no longer include only areas of language competence, such as written and oral competence, listening comprehension, vocabulary, and grammar. Instead, in addition to the aforementioned multilingualism and language awareness, they include the understanding of the interconnectedness of language and culture. According to Liddicoat and Scarino (2013: 11), intercultural language teaching concerns the understanding of how language and culture are connected to each other. Therefore, language education and current curricula aim at teaching both language and culture. In the National Core Curriculum for Finnish Upper Secondary Education, this aim is supported particularly through transversal competence, particularly in the area of global and cultural competence, which will be presented in chapter 2.3.

Furthermore, the current concepts of language learning and learning in general no longer view school subjects as separate units. Instead, several researchers and educators argue in favour of cross-curricular learning, which is a vital part of the National Core Curriculum in the form of transversal competence. The purpose of cross-curricular teaching is to help students understand the connections between school subjects

and motivate them to link their thoughts and experiences with what they are learning (Krawiec 2014: 244). The purpose of this is to prepare students for their future education and professional life, as they are required to be able to connect a variety of knowledge and skills to succeed in the modern world (Luka & Seniut 2019). Cross-curricular learning promotes students' active participation in learning, where teachers are the facilitators of learning by providing guidance where it is needed (Krawiec 2014: 246). This supports the National Core Curriculum's concept of learning (Finnish National Agency for Education 2019: 17-18). Additionally, cross-curricular teaching can aid students in improving their language competence (Krawiec 2014: 248), as they search for information and encounter a wide range of texts that are written in a variety of languages. Language subjects are no longer only an object of learning but a tool to facilitate learning cross-curricular information. In other words, students' language competence provides students more opportunities to access information in languages other than their native language. In the next chapter, the aims and possibilities of foreign language learning in Finnish general upper secondary education will be described.

2.2.2   Foreign language learning in Finnish general upper secondary education

Foreign language learning is an integral part of language education in Finnish general upper secondary education, which aims at recognising the connecting functions between language subjects, as well as the role of languages in teaching and learning in general, and making them apparent (Finnish National Agency for Education 2019: 174). The aim is to develop students' multilingual competence consisting of their native language, the second national language, and foreign languages, as well as the students' knowledge and understanding of the varieties of these languages, thus strengthening the students' language awareness. These are supported by current concepts of multilingualism and language awareness in the field of language learning research (e.g. Finkbeiner & White 2017), which were presented in the previous chapter. Foreign language learning is based on the understanding, according to which texts are diverse, for instance written, spoken, visual, and audiovisual or their combinations

(Finnish National Agency for Education 2019: 174). Typical text types may be narrative, descriptive, guiding or argumentative, as well as fictional or factual. Additionally, the language education in Finnish upper secondary education aims at developing students' language competence in versatile methods through interpreting, analysing, and producing a variety of texts (ibid). This broad understanding of texts and versatile methods supports the use of movies in language classrooms, which will be discussed in chapter 3.

There are several options for studying foreign languages in Finnish upper secondary education. The following description is according to the summary of language learning possibilities from the Finnish National Agency of Education (n.d.b). The options for studying foreign languages differ between general upper secondary schools and areas. The most common languages include English, German, Spanish and French, but several schools offer languages such as Russian, Chinese, Italian, and Latin as well. Between 2018 and 2019, the most studied foreign languages in general upper secondary education in Finland were English, German, and French (Finnish National Agency for Education n.d.c). Moreover, there are two options for the second national language studies, Finnish and Swedish. Although they are mentioned separately in the curriculum from foreign languages, both foreign languages and second national language share common goals. Each student needs to take at least one advanced level syllabus language (A-level) and one intermediate level syllabus language (B1-level). One of these choices must be a second national language that is not their native language. However, students have the opportunity to choose to study more languages on either advanced, intermediate or basic level syllabi (B2 and B3) (Finnish National Agency for Education n.d.b). The scopes of language studies are summarised below in Figure 1.
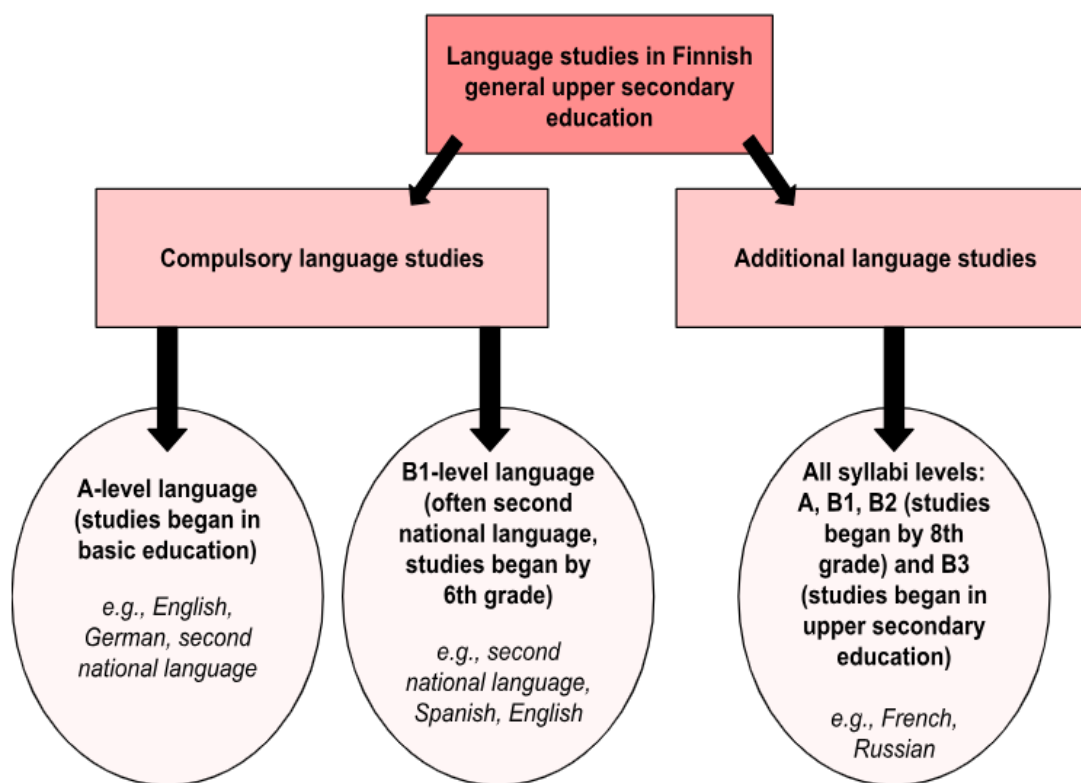
FIGURE 1   Language studies in Finnish general upper secondary education according to
                 Finnish national Agency for Education (n.d.b)

Language learning in upper secondary education aligns with the previously presented European Union's declaration on multilingualism, according to which each citizen of the European Union should understand at least two languages in addition to their native language (Finkbeiner & White 2017: 17). As mentioned in the introduction, this material package will focus on the English language on the A-syllabus level, but the material package can be applied to other language subjects, particularly other A-level languages, as well.

There are six compulsory modules (ENA1-ENA6) and two national optional modules (ENA7-ENA8) for A-level English. The first modules focus on developing students' language learning skills, as well as strategies for interaction and language learning (Finnish National Agency for Education 2019: 180). By the end, the focus is on strengthening students' ability to continue developing their competence on their own (ibid). The study modules of A-level English are summarised in table 1 below. The

themes of the modules have been chosen to promote cross-curricular learning (e.g., Krawiec 2014; Finnish National Agency for Education 2019: 174). Language subjects are both the object and the objective of learning, e.g., languages are learnt, but they can also be used as a means to learn about a certain cross-curricular subject or theme (Krawiec 2014: 247). Thus, language subjects are an ideal tool to improve students' transversal competence, and the study modules have been built around the areas of transversal competence, which will be discussed next.

TABLE 1   A summary of the study modules of A-level English in Finnish general upper secondary education (Finnish National Agency for Education 2019: 180-185)

	Content + transversal competence	Main objectives
ENA1	Learning/studying skills and building identity **Well-being competence**	- Developing self- and peer-assessment skills - Deepening understanding on language awareness and multilingualism
ENA2	English as a global language, constructive interaction ("mediation") **Interaction competence**	- Recognising how to build constructive interaction - Developing strategies for constructive interaction and problem-solving skills
ENA3	Cultural diversity, creative activity and arts **Creative and cultural competence**	- Deepening cultural understanding - Producing diverse text types about culture - strengthening self-reflection skills
ENA4	Active participation, human rights issues, equality **Societal, global, and cultural competence**	- Developing critical thinking and information retrieval skills - Learning to express opinions and developing argumentation skills
ENA5	Future visions, sustainable future, source criticism **Multidisciplinary competence**	- Deepening information retrieval skills and assessing reliability of information - Learning to summarise and report findings
ENA6	Planning for further studies and future professional life, working in an international context **Societal competence (professional life skills)**	- Understanding the role of languages as a professional life skill - Strengthening knowledge on typical text types for further studies and professional life
ENA7	Global environmental issues, sustainable living **Ethical and environmental competence**	- strengthening information retrieval and source criticism skills - understanding cause and effect relationships and creating solutions
ENA8	Interaction and oral skills, e.g., negotiating (includes the oral language skills test by the Finnish National Agency for Education) **Interaction competence**	- Developing versatile oral and communication skills, as well as language awareness - Understanding what affects interactions

2.3   Transversal competence in Finnish general upper secondary education

Transversal competence is one of the key concepts of the Finnish National Core Curriculum for General Upper Secondary Education (Finnish National Agency for Education 2019). The purpose of transversal competence is to unify the aims of the subjects in Finnish general upper secondary education (Finnish National Agency for Education 2019: 60). The aims of transversal competence include achieving a good general knowledge and a strong set of skills for further education, professional life and internationalisation, as well as building a sustainable future, which are vital 21st century skills (Luka & Seniut 2019). These skills include multilingualism and language awareness, as well as cultural awareness, which were presented in chapter 2.2.1. as current key concepts of language learning. Additionally, transversal competence aims at developing students' thinking and interaction skills, both of which are supported by the current views of language learning as both a cognitive and social process. The areas of transversal competence are summarised in Table 2 below, and will then be described more thoroughly according to the Finnish National Core Curriculum for General Upper Secondary Education (2019: 62-65, 174-176).

TABLE 2   A summary of the areas of transversal competence (Finnish National Agency for Education 2019: 62-65)

Areas of transversal competence	Main objectives
Well-being competence	• Recognising strengths and developing identity • Understanding the importance of health, lifestyle habits, and functional capacity • Learning to take care of oneself and others
Interaction competence	• Recognising, understanding, and managing emotions • Building compassion • Interaction skills, e.g., communication and collaboration skills • Language awareness and multiliteracy
Multidisciplinary and creative competence	• Developing critical thinking • Reflecting views, actions and values • Data acquisition and assessing the reliability of information
Societal competence	• Understanding one's possibilities and responsibilities • Active participation in communities • Taking part in democracy, e.g., making initiatives and taking part in social questions • Developing skills required for further studies and professional life
Ethical and environmental competence	• Understanding the carrying capacity of the environment and limited natural resources • Understanding of sustainable and responsible living • Globalisation and its effects on sustainability
Global and cultural competence	• Understanding and knowledge on identities, languages, and beliefs • Recognising and reflecting cultural identities • Strengthening of multiliteracy through diverse sources of information

Well-being competence includes the development of a student's identity through recognising their strengths and areas to develop. It includes the deepening of their skills and knowledge through their increasing self-knowledge. General upper secondary education is designed to develop students' perseverance, tolerance of uncertainty, and confidence in the future. In addition, this area includes the understanding of the importance of health and well-being, lifestyle habits, and functional capacity (physical,

psychological, and social). Students will learn to actively take care of themselves, but care for the well-being of others as well. Moreover, well-being competence includes the understanding of the importance of safety, both one's own and others, and certain factors that may hinder their well-being or safety, for example bullying, burnout, and harassment. Well-being competence is visible in language subjects particularly in building identities on individual and community level through appreciating and utilising students' language competence.

The basis for interaction competence is compassion that is built through students' feeling of belonging to a community and being heard as themselves. The students will learn to recognise and manage their emotions, as well as to understand and respect the emotions and views of others. Important interaction skills include communication skills, emotional and empathy skills, and social and collaboration skills, which are, for instance, vital in conflict situations. Another important aspect of this area of competence is language awareness and multiliteracy, as well as interactions across linguistic and cultural boundaries. Interaction competence is supported by the current views of language awareness and the social aspect of learning, as presented previously in chapter 2.2.1. Language subjects are an integral part in practising interaction competence by developing constructive cooperation, interaction, and understanding even in situations, where it may not exist due to cultural or linguistic reasons.

Multidisciplinary and creative competence supports the development of students' critical thinking and reflection of their views, actions, and values, for instance ethical, aesthetic and ecological values. The students will practise and develop skills of data acquisition and assessing the reliability of information. A vital aspect of this is multiliteracy through extensive understanding of different text types. Multidisciplinary and creative competence supports students' curiosity and learning skills. In language subjects, it is visible through cross-curricular study modules, and students are encouraged to use all of their linguistic competence in any languages, in other words their multilingual competence. This is supported by the current views of multilingualism (e.g., Okal 2014; Finkbeiner & White 2017) and cross-curricular learning (Krawiec

2014), where languages can serve as a tool for accessing a variety of sources of information, as presented in the previous chapter.

Societal competence develops students' understanding of their own role, possibilities, and responsibility in supporting democracy and how it is conducted in the surrounding community. It supports students' choices regarding further education, professional life, and civic activity. The aim of societal competence is to raise active citizens that take an active part in social questions, make initiatives, and promote them together locally and globally. In language education, societal competence is developed by giving students linguistic and cultural tools to aid their participation and active influencing, both in a society and in a global world, for instance through discussing different perspectives of equality, language policy, and linguistic diversity. Active participation is supported by the concept of learning being the result of students' active participation (Finnish National Agency for Education 2019: 17-18), as presented before.

The main purpose of ethical and environmental competence is to give students tools for sustainable and responsible living. The importance and understanding of the carrying capacity of the environment and limited natural resources is highlighted. Students should gain positive experiences on how their everyday sustainable activities have a positive effect on the environment and safeguarding biodiversity. Additionally, students will be able to understand the basic concept of globalization, and how it affects the lives of people in diverse living conditions and their possibilities of living sustainably. Language subjects develop students' ethical and environmental competence by helping them to understand issues, for instance climate change and non-sustainable consuming habits, outside of their own linguistic and cultural experience. Furthermore, they develop students' ethical and environmental competence by strengthening their readiness to find solutions to these issues in collaboration with other individuals and communities. This type of solution-oriented thinking is supported by the view of the cognitive aspect of language learning.

Global and cultural competence refers to the knowledge and understanding of identities, languages, and beliefs, and how they coexist and interact with each other. Students will strengthen their international competence and multiliteracy by utilising culturally and linguistically diverse sources of information. Additionally, they will learn to recognise and reflect how cultural identities are built, for instance through values and cultural heritages, and how these identities and lifestyles are visible in their everyday lives, the Finnish society, and in the global world. Students will simultaneously learn to value the rights of people and communities for cultural identity and to work for cultural diversity, as well as to strengthen their knowledge and participation for human rights, equality, justice, and ethically responsible ways of living. In language learning, global and cultural competence is developed by strengthening students' curiosity, motivation, and skill to act in culturally and linguistically diverse settings, and by improving their chances to collaborate globally through their multilingual competence. These ideas are supported by the current views of intercultural language teaching (e.g., Liddicoat and Scarino 2013), as presented above in 2.2.1.

Chapter 2 focused on language learning both generally and in Finnish general upper secondary education and transversal competence. To achieve the aforementioned general cross-curricular knowledge and extensive transversal competence, versatile ways are required. This material package suggests the use of movies to achieve these goals, as their use is supported by the aforementioned extensive understanding of texts. Similar to how language can be an objective and a tool for learning, movies can be used as an objective for language learning, e.g., by cognitive processing of the language and interaction of the movie, and as a tool for learning, e.g., by analysing its contents and themes. They can be used as materials, on which classroom activities are based. Next, in chapter 3, I will discuss the possibilities of using movies in language classrooms and what should be considered, as well as give reasons for why movies are suitable for developing students' transversal competence.

3 MOVIES IN LANGUAGE LEARNING

In this chapter I will focus on the possibilities of using movies in language classrooms. Firstly, I will introduce a variety of studies and their findings on using movies in language learning. Secondly, I will consider some of the possible advantages of using movies in language learning based on the aforementioned studies. Thirdly, and finally, I will discuss how to choose a suitable movie and what should be taken into consideration.

3.1 Previous studies on the use of movies in language learning

The use of movies in language learning and teaching is a widely researched topic. Several studies have focused, for instance, on the possibilities of using movies in language classrooms (e.g., Bahrani & Soltani 2012; Seferoğlu 2008; Wang 2009), the use of subtitles (e.g., Birulés-Muntané & Soto-Faraco 2016; Hayati & Mohmedi 2011) or the authentic input of movies (e.g., Hoinbala 2022; Soltani & Soori 2015). Ruusunen (2011) studied the teachers' views on using movies in teaching English as a foreign language. Their results suggested that teachers view the use of movies in language classrooms positively but struggle with finding suitable movies and find them quite time-consuming. Additionally, her findings suggest that movies can be used to teach a number of areas of language competence, e.g., culture, oral communication, and vocabulary.

Some studies have focused on using movies to develop certain areas of language competence as well. Ashcroft, Garner and Hadingham (2018) studied university students' incidental vocabulary learning through movies. They noted that movies and other audiovisual materials have a great potential for vocabulary learning due to their authentic language material, although the speed of authentic speech may cause some students to struggle with understanding (Ashcroft, Garner & Hadingham 2018: 136). Based on their results, they suggested moderate benefit in vocabulary learning. Soltani and Soori (2015) found similar results in their study on vocabulary learning through pedagogical and authentic movies. Their results indicated that movies can be effective

in improving learners' vocabulary, and that authentic movies facilitated vocabulary learning better than pedagogical movies.

Hofmann (2018) discussed the potential of animated movies, particularly Pixar movies, on teaching English as a foreign language. Hofmann recognised certain thematic units that were usually addressed in animated films, for instance the pursuit of dreams and goals, friendship, community and solidarity, and gender. These thematic units can be linked to some of the areas of transversal competence as well, which were presented in chapter 2.3. For example, themes of community and solidarity can be related to societal competence. Moreover, Hofmann noted that these movies are always linked to culture, and, consequently, can be used in the language classrooms to teach about languages and cultures of the world. This supports global and cultural competence and intercultural language teaching, which was presented in chapter 2.2.1. Yalcin (2013) focused on using movies to understand cultural diversity. He suggested using movies in language learning to enhance intercultural understanding and skills, as well as cultural awareness (Yalcin 2013: 269), which are a key part of global and cultural competence and interaction competence.

Similarly relating to transversal competence, Liu (2019) studied using science fiction movies for developing high school students' critical thinking, which is an important aspect of multidisciplinary and creative competence. This supports the view of the cognitive aspect of learning (e.g., Liddicoat & Scarino 2013) as well . Liu noted that due to advancing technologies, educational institutes should teach multiliteracy, and highlighted the potential of movies to incorporate traditional and non-traditional literacies into classrooms (Liu 2019: 2). This supports the concept of extensive understanding of texts of the general upper secondary education (Finnish National Agency for Education 2019: 174). Additionally, it supports the concept of learning, where the use of diverse texts for analysing is highlighted (Finnish National Agency for Education 2019: 17-18).

3.2   The advantages of using movies in language learning

One of the greatest advantages of using movies in language learning is the authentic language input they offer. Bahrani & Soltani (2012) discussed ways of using movies in language classrooms and concluded that movies as audiovisual materials and as sources of authentic language material stimulate and facilitate the learning process of a target language. According to Aliyev & Albay (2016: 13), the dialogues of movies occur in natural, real life contexts and, therefore, can be used to demonstrate how the target language is used by the native speakers of the language. Of course, movies are not entirely authentic, in a sense that they are based on a script, but the language used in movies is more authentic than, for example, in audios made specifically for language learning purposes. Moreover, movies provide insight for language learners on how language can be used in a variety of contexts and language communities (Aliyev & Albay 2016: 17), as well as expose the language learners to a wide range of native speakers, slangs and dialects (Seferoğlu 2008: 1), which in turn may help the learners to build confidence in their own language use (Wang 2009: 182). This supports the current views of language awareness.

Hoinbala (2022) suggests that movies can enable the development of multiple areas of language competence, for instance oral and written competence, and listening comprehension. Movies and activities relating to them can improve students' performance in acquiring and speaking the target language, due to the natural, authentic input of the movie (Hoinbala 2022: 7). Aliyev and Albay (2016: 13) named audiovisual input as one of the benefits of movies as language learning material. The audiovisual input conveys meaning in multiple channels, instead of providing it through audio only, and can therefore support the understanding of the content. Movies as an audiovisual material support the extensive understanding of text types as well, where texts can be seen as combinations of two input channels (Finnish National Agency for Education 2019: 174).

Some of the benefits of movies can be linked to transversal competence and its key areas, for instance critical thinking. Hofmann (2018) criticised how movies can sometimes portray issues, e.g., bullying, which is an important theme of well-being competence, as a part of reality that needs to be accepted. However, for students of general upper secondary, these types of issues and their portrayals can provide an opportunity to discuss them critically. This may be crucial with movies about cultures, as their portrayal may not always be completely realistic. Teaching students to watch movies and other materials through a critical lens supports the views of transversal competence, particularly global and cultural competence, as well as multidisciplinary competence. Wang (2009), on the other hand, stated that movies can be a valuable tool to teach about cultural awareness and other socio-cultural and world knowledge, which supports the aims and ideas of global and cultural competence as well.

According to Aliyev and Albay (2016: 17), movies often appeal to emotions, which makes them entertaining. This can support developing interaction competence through recognising and analysing the emotions movies can present, or which they may evoke in learners. Bahrani and Soltani (2012) noted the entertainment factor of movies as well. They explained that movies can prove to be an enjoyable language learning experience due to their authentic language input. Similarly, Aliyev and Albay (2016: 13-14) noted the possibility of making language learning more enjoyable through movies, as most find movies captivating and motivating to watch.

3.3   Copyright and watching a movie in classroom settings

Showing movies in a public setting requires a licence due to copyright (Elokuvalisenssi n.d.a). Both the showing of a whole movie and a short clip of a movie require a licence (Elokuvalisenssi n.d.e). Showing a movie or a clip of it in class is considered to be a public setting (Elokuvalisenssi n.d.a). Having a licence is important, as infringement of copyright is a punishable act, and depending on its severity and intentions may lead to compensations for damages, fines, or imprisonment   (ibid).

Elokuvalisenssi represents a variety of domestic and international movie distributors and production companies, whose movies can be shown with a licence from Elokuvalisenssi. Elokuvalisenssi aims at simplifying the process of getting a licence and reducing the time spent for finding a suitable movie, as well as planning for activities relating to the movie (Elokuvalisenssi n.d.d). With the licence, the movies it includes can be shown in a public setting, for example, via a DVD or a legal streaming service (Elokuvalisenssi n.d.e)

There are three types of licences (Elokuvalisenssi n.d.b). The single movie licence includes both domestic and international movies, and can be applied for a singular movie. The pricing starts from 185 euros plus value added tax (VAT) per movie, and it is possible to get a copy of the movie with this licence. The annual licence only includes international movies and allows them to be shown from a legal source, for instance via a DVD or a streaming service. The annual licence pricing starts from 3,50 euros per student, with a minimum invoice requirement of 230 euros per year plus VAT. The combination licence includes both international and domestic movies, which can be shown from a legal source. The pricing starts from 4,25 euros per student, with a minimum invoice requirement of 260 euros per year plus VAT. Both the annual and combination licence are designed for frequent use of movies and do not have limitations for the number of showings. The annual and single movie licences include only the movies in the selection of Elokuvalisenssi, but the combination licence may include other domestic and international movies of those movie distributors and production companies that Elokuvalisenssi represents (Elokuvalisenssi n.d.e).

The use of YouTube for watching clips of movies, even from the movie distributors and production companies channels, are considered to be movies, and, consequently, needing a licence (Tekijanoikeus.fi n.d.). However, after changes in the copyright law in spring 2023, YouTube videos can be shown for illustration purposes in teaching, if permission to show the video is not available or easily accessible (ibid). The illustration purpose refers to using a clip that has a connection to the thing that is being taught (ibid). Moreover, it is good to notice that while Yle Areena can mostly be used freely

in teaching, movies are not included in this permit (Tekijanoikeus.fi n.d.) and require a licence to be shown via Yle Areena.

3.4   How to choose a suitable movie

When choosing a suitable movie, teachers should take into consideration some aspects in order to make the viewing more beneficial for the students. One of these aspects is the choice of subtitles. As stated before in chapter 3.1, several studies have examined the use of subtitles. In the study from Hayati and Mohmedi (2011: 187), the students expressed that the use of subtitles aided their understanding of the movie and improved their listening comprehension. The most beneficial way of watching movies according to their study was using subtitles in target language, in their case English. Birulés-Muntané and Soto-Faraco (2016) found similar results in their study. They concluded that the target language subtitles, in their case English as well, improved the students' listening comprehension. However, Birulés-Muntané and Soto-Faraco (2016: 7) noticed that the students' who had subtitles in their native language (Spanish) were able to understand the plot the best. Soltani and Soori (2015) support the choice of English subtitles as more beneficial as well. They noted that watching movies in English subtitles effectively improves the students' vocabulary knowledge (Soltani & Soori 2015: 202).

These findings suggest that the choice of subtitles depends on whether the movie is used for learning language or learning the content, where language learning happens as a byproduct. In the study from Bisson et al. (2014), the use of subtitles was examined through an eye tracking test. They studied standard subtitling, e.g., foreign language (FL) soundtrack and native language (NL) subtitles, reversed subtitling, e.g., NL soundtrack and FL subtitles, and intralingual subtitling, e.g., both the soundtrack and the subtitles are in the same language. They noted that there were no significant differences between standard and intralingual subtitling in terms of how much students focused on them. However, they noticed that students spent less time reading the

subtitles in reversed subtitling. They suggested that due to the dynamic nature of subtitles, they capture the viewer's attention, meaning that subtitles are being read (Bisson et al. 2014: 415).

In order to guarantee the success of using movies in language classrooms, the teacher should choose an appropriate movie according to its purpose, length, either by watching an entire movie or shorter clip, and students' needs and proficiency levels (e.g., Bahrani & Soltani 2012; Seferoğlu 2008). The topic of the movie should be motivating and aligned with the purpose of watching the movie. For example, if the purpose is to develop students' cultural awareness, a movie that focuses on cultures would be suitable. Seferoğlu (2008: 8) suggests that there should be a clear activity for the students in order to help them watch the movie with purpose. Thus, it is important that the teacher considers the purpose of watching a movie, and the movie and the activity based on it align with the purpose. The activities can include warm-up activities, analysing, self-reflection, and discussions (Hofmann 2018). To ensure the suitability of a movie or a movie clip, it is important to be aware of the content before watching it in class. For this purpose, there are some resources for aiding with the choice of suitable movie. For instance, Elokuvalisenssi (n.d.b) offers an online service that lists available movies, which can be shown with the licence types they offer. The same service provides some teaching material as well. Suitable movies can be searched from the service according to, for example, the title, subject, degree of education, genre and themes, age rating, and the service, through which it can be shown (Elokuvalisenssi n.d.c).

4   FRAMEWORK OF THE MATERIAL PACKAGE

In this chapter, I will present the framework of the material package. The framework aims at clarifying the purpose and usage of the material. Firstly, I will briefly describe the material package. I will present its aims, purpose and target group. Secondly, I will discuss factors that need to be considered in planning and designing the material. Finally, I will introduce the structure and content of the material package.

4.1   The aims, purpose, and target group of the material package

The material package, *Seeing the Big Picture*, is constructed around the six areas of transversal competence, as they are one of the main objectives that guide and unify cross-curricular learning in general upper secondary education. The package aims at providing language teachers of general upper secondary education material for using movies to include transversal competence in language teaching and making their implementation to teaching easier. This is supported by the suggestion from Ruusunen (2011: 91) that there could be a material package that aims at answering the difficulties of movies being time-consuming and finding suitable movies. The main target group of the material package is Finnish general upper secondary English teachers. The activities are designed for A-level English and its study modules 1-8. However, the activities can be applied to the study modules of other language subjects as well, since all the language subjects have common goals, particularly considering the areas of transversal competence. Therefore, teachers of other languages may benefit from these activities as well. The package aims at being easy to use and applicable to a variety of contexts.

Furthermore, the material package aims at supporting the current views of language learning. As presented before in chapter 2, language learning is viewed to have both a cognitive and social aspect (e.g., Liddicoat & Scarino 2013; Mitchell, Myles, & Marsden 2013). The activities in the material package are designed to develop both learners' cognitive skills, e.g., processing a variety of cross-curricular knowledge, and

interaction skills, e.g., collaboration with others. The activities include both independent work that aims at developing the cognitive skills and pair or small group activities that aim at developing interaction skills and collaboration. The activities promote students' active participation (Liddicoat & Scarino 2013: 39) through a variety of task types, where students analyse and produce a number of texts and information (Finnish National Agency for Education 2019: 174). In addition, the material package supports the view of language subjects being both the object of learning and a tool for learning (Finnish National Agency for Education 2019: 174). As the focus of the package and the activities is on transversal competence, language functions as a tool for acquiring knowledge and information, while simultaneously improving students language competence (Krawiec 2014: 248) through, for example, discussions in the target language and written assignments.

Moreover, some of the cognitive and interaction skills are practised through certain areas of transversal competence in the material package. For example, critical thinking is developed through multidisciplinary and creative competence and interaction competence develops a number of interaction skills. Transversal competence as the theme of the material package promotes cross-curricular learning (Krawiec 2014), which is facilitated through its diverse areas. The themes, e.g., the areas of transversal competence, promote cross-curricular learning and allow students to connect the knowledge they have already acquired from a number of subjects to the activities. Moreover, the activities promote the view of the interconnectedness of language and culture (Liddicoat & Scarino 2013), particularly through global and cultural competence. One key cultural aspect that the material package promotes is cultural awareness and linguistic diversity (Finkbeiner & White 2017: 6). These aspects are realised through, for example, activities that focus on varieties of English language and searching for information about a variety of cultures around the world.

As language learning in general upper secondary education is based on the understanding of texts being diverse, for instance audiovisual, movies provide a possibility to bring more variety in language teaching materials. Each activity is based on

watching a movie or a movie clip and working with it. Additionally, movies have several benefits that are utilised in the material package. For language learning purposes, movies provide authentic language input (e.g., Bahrani & Soltani 2012; Aliyev & Albay 2016), which can be used as an example of how the target language is used by the native and foreign speakers. As presented in chapter 3, movies can be used to develop several areas of language competence (e.g., Ruusunen 2011). While the material package focuses on transversal competence, the areas of language competence, each activity is designed to improve certain areas of language competence as well, for instance listening comprehension through watching a movie clip and summarising its content. As the themes of movies often align with those of transversal competence, e.g., culture (Hofmann 2018), society, and science (Liu 2019), they are suitable for developing students' transversal competence.

Each activity has suggestions for suitable movies, which have been chosen for a variety of reasons. The chosen movies have all been created for entertainment purposes originally, as, according to the findings of Soltani and Soori (2015), these movies are more authentic than pedagogical movies and, thus, facilitate learning better. Entertaining movies often facilitate learning through motivation and interest. Moreover, the suggested movies include several animated movies, as, according to Hofmann (2018), they often consider themes, for instance culture and society, which are included in transversal competence. The chosen movies aim at enabling the development of transversal competence by focusing on some of the themes of the areas of transversal competence.

4.2 Factors to consider in planning and designing the material package

In order to design a usable teaching or learning material, some aspects need to be considered. Firstly, the material needs to be pedagogically of good quality, e.g., it should support teaching and learning, and be appropriate to teaching and learning contexts (Finnish National Agency for Education n.d.a). In other words, the material promotes,

for instance, new ways of using and developing knowledge or diverse ways for doing an activity, and should be based on current concepts of research (ibid). Secondly, it is important to consider the concepts of learning, e.g., that learning is a social act, it supports the learners' skills of learning, and that it supports learners' active participation by being motivating and authentic (ibid). Finally, the material should be in line with the National Core Curriculum for General Upper Secondary Education (Finnish National Agency for Education 2019) and support its aims and objectives regarding learning and students' growth from adolescents to adults. As presented in the previous chapter, the material package aims at supporting the views of current concepts of language learning, particularly by having both independent and collaborative activities and by promoting cross-curricular learning. The material package relies on the current concepts of language learning that are being reflected in the National Core Curriculum. The package aims at helping students fulfil the main purpose of Finnish upper secondary education, e.g., providing students with necessary 21st century skills, through developing students' transversal competence.

Howard and Major (2004: 103-104) list certain factors that should be considered in designing material. They consider the main factor of consideration to be the language learners, as well as their individual needs and interests. By considering the needs and interests of learners, the designed material will be motivating for the learners and, thus, facilitate learning. The material package aims to answer these needs by providing diverse activities that do not set certain requirements for the activities and their implementation. For example, the activities do not set tight boundaries for their implementation by specifying whether everything has to be done in the target language. Instead, the movies can be watched with native or target language subtitles or without, depending on the students' proficiency levels. The material package offers some advice on their use, but allows the teacher to make the choice according to their students' needs. In addition, Howard and Major consider the importance of curriculum as well, and emphasise its importance in the planning and designing of the material. As the theme of the package is tied with the National Core Curriculum, the activities follow its guidelines.

Moreover, Howard and Major (2004: 103-104) note that it is important to consider the time required for teachers to use the material. It is important that the designed materials are not too time consuming to bring into the classroom. As this material package involves the use of movies, which are often over two hours long, the activities needed to be considered thoroughly. The package aims at considering the time requirements by including activities that involve watching a short clip of a movie. The package includes some activities that require longer time to complete or watching a whole movie, but these activities are suggested to work partially at home. For preparation time, the material package provides some suggested movies or movie clips, in order to reduce the time searching for a suitable movie. Furthermore, the package includes some materials, for example instructions for writing a movie review, in order to reduce the teacher's preparation time. In addition, a particularly important aspect regarding this material package, and the time it takes for the teacher to prepare, is the aspect of copyright, which Howard and Major highlight as well. As this material package is designed for movies, a text type that is copyrighted, it is crucial to consider copyright and make it visible for the users as well. The theoretical framework and the material package aim at providing information about the required licences and where to apply them.

4.3   The structure and content of the material package

The material package is a thematic package that consists of the cover page, table of contents, foreword, instructions for use, and the themes that include diverse activities. References and appendices can be found at the end of the package. The foreword and instructions for use have been included to give the users of this package information about the package and its aims, as well as how it is used. Additionally, it includes information for the user on the use of subtitles and copyright. The themes of this material package are each based on a certain area of transversal competence, which were presented in chapter 2.3. Each theme contains three activities for the practice and development of the diverse aspects of each area of language competence, for example

listening comprehension, oral skills and writing skills. Symbols, which are explained in the instructions for use, have been added to inform which areas of language competence are included. The themes of this package and their content main objectives are presented in Table 3 below.

TABLE 3 　　　The themes of the material package and their content and main objectives

Themes	Content and main objectives
Theme 1: Well-being competence	Discussions, grammar revision, and making a poster Recognizing one's strengths, recognising signs of overworking oneself, and recognizing bullying, its effects and prevention
Theme 2: Interaction competence	Listening, discussions, mini-debates, writing, and revising grammar Recognizing the importance of linguistic diversity, expressing one's opinion and debating skills, and recognising emotions and the reasons behind them
Theme 3: Multidisciplinary and creative competence	Discussion, creating tips, a movie review, researching and presenting information Utilising cross-curricular knowledge and finding reliable information, writing a movie review and recognizing current issues/questions in science, and recognizing current technological advancements and their effects on people
Theme 4: Societal competence	Discussion, taking part in decision making, argumentative text, expanding vocabulary, and creating and performing an ending to a movie Recognizing how one can be an active citizen and participate in decision-making, creating arguments for/against a topic and writing an argumentative text, and expanding theme vocabulary (e.g., crime and society)
Theme 5: Ethical and environmental competence	Vocabulary, discussion, making an ad, creating solutions, making a presentation Learning new theme vocabulary, discussing future visions for Earth and the importance of protecting the environment and stopping climate change, and raising awareness on environmental issues and how to solve them
Theme 6: Global and cultural competence	Writing, creating short movies, making a presentation, researching information Considering the effects of globalisation on languages, understanding the importance of cultural diversity, and raising awareness on various cultures around the world

The activities are designed in a way that they can be modified for other languages and syllabi levels. The activities are not completely linked to the themes, under which they are presented, but their base format can be used in other themes as well, with changes to the focal themes. For example, the activity of writing a movie review can be used in another area of transversal competence, when the focus is changed from the scientific aspects to, for example, cultural aspects, thus making it an activity for global and cultural competence. Moreover, the activity types include diverse activities for watching a whole movie, and activities for watching a short clip of a movie.

5   DISCUSSION AND CONCLUSION

In this chapter, I will reflect on the development process of this material package. Firstly, I will discuss the planning and designing process of the material package. Secondly, I will evaluate the accomplishment of the aims of this material package. Thirdly, I will reflect on the usability and advantages of this material package. Fourthly, I will discuss the ethical aspects of the package. Finally, I will conclude the thesis and consider some improvements for the material package and its process.

5.1   Planning and designing the material package

I began the planning process with the idea of wanting to create a material package, because I was interested in designing material for future use as a language teacher. I began with the idea of wanting to continue with the theme of my Bachelor's Thesis, the use of movies in language classrooms (Nieminen 2022). Based on the interviews I conducted for the thesis, and the background literature, it became clear that both teachers and students see movies as a promising material for language classrooms, but teachers may not have enough time and knowledge on how to implement movies in language classrooms in a way that is purposeful. This was supported by the findings of Ruusunen (2011), as she highlighted the main issues regarding the use of movies in language classrooms to be the lack of time and knowledge on how to find suitable movies. She suggested the need for a material package that would aim at providing a solution for these issues and making the implementation of movies in language classrooms easier.

Additionally, I am personally interested in the possibilities of using movies in language classrooms and, thus, wanted to take the chance to acquaint myself with the topic and create material that is ready for use for other teachers interested in the topic. The National Core Curriculum for General Upper Secondary Education (Finnish National Agency for Education 2019: 174) supported my choice of topic as well, since language education is based on the understanding of diversity of texts, including

audiovisual texts, e.g., movies. Based on the interviews of my Bachelor's Thesis, it became clear as well that it may be even more difficult to implement movies in language classrooms in language subjects other than English (Nieminen 2022: 16). Therefore, I decided to plan and design the material in a way that it could be applied to other language subjects as well.

Early on, I decided that I wanted to create material for teachers of general upper secondary education, as I am most interested in working on this level of education in the future. Despite the fact that these first choices were easy to make, I found it difficult to define the focus of the material. One option was to create material that was focused on practising and developing the areas of students' language competence, for example listening comprehension and oral skills. The other option was to create material, where the areas of transversal competence presented in the National Core Curriculum would be the focus point. I began leaning more towards the choice of transversal competence, since this is a relatively new topic in general upper secondary education, and as it offers many possibilities for designing diverse activities. In addition, it seemed to be more logical to have thematic units based on transversal competence, where the activities are designed to develop areas of language competence as well, since material for practising areas of language competence already exists. Furthermore, transversal competence would better support the applicability of the material package to other language subjects, as it provides common goals for the language subjects.

Once I had defined the topic, I was able to properly start searching for information for the theoretical framework and planning the process of writing my thesis. I began drafting my theoretical framework into two larger chapters. The first of the two would focus on language learning in upper secondary education, particularly focusing on transversal competence. I researched the general upper secondary language learning thoroughly, in order to get an idea on what its key concepts and main objectives were. I focused intensively on transversal competence to understand the importance of it for general upper secondary and its aim. After having an idea on these aspects, I turned my focus on the current general language learning concepts that supported the views

of the National Core Curriculum. As there are a number of theories in this field, I had to decide what was the most relevant information for this material package. At first, I had thought that I would include sources on how the areas of language competence are learned and thought. In the end, I realised that as the material package focuses more on transversal competence, I should focus on finding sources that support how its topics and themes are learned. I found several language learning theories and concepts that supported the views of the curriculum, particularly the concept of language learning having both a cognitive and social side (Liddicoat & Scarino 2013; Mitchell, Myles, & Marsden 2013). This is linked closely to the curriculum's concept of learning (Finnish National Agency for Education 2019: 18), which recognises both of these sides. Furthermore, after focusing on the material package for a while, I came back to the theory and began searching for information on cross-curricular learning (Krawiec 2014), which supports transversal competence.

The second chapter of the theoretical framework would then focus on the use of movies in language learning. I researched previous studies on the topic and found a variety of sources. Based on the previous studies, I began narrowing down the sources to the most relevant ones to my material package. I left out several studies that focused on using movies to teach particular areas or themes that did not align with the areas of language competence. I decided to focus on the use of movies to develop areas of language competence, for example vocabulary (e.g., Ashcroft, Garner & Hadingham 2018), areas of cross-curricular knowledge that are related to transversal competence, for example cultural competence (e.g., Hofmann 2018) and critical thinking (e.g., Liu 2019), and the advantages their use could have on language learning, for instance their authentic language input (e.g., Bahrani & Soltani 2012).

Based on the suggestion from Ruusunen (2011: 91) of the need for material that makes the implementation of movies in language teaching easier, I decided early on to include a section on what to consider when using movies in language teaching, which would include important information on how to choose a suitable movie (e.g., Bahrani & Soltani 2012) and on the use of subtitles (e.g., Birulés-Muntané & Soto-Faraco 2016).

It was clear to me from the beginning that there should be information on copyright as well, due to movies being copyrighted material (Elokuvalisenssi n.d.a). I researched the topic extensively, as I wanted to have enough knowledge on the topic to be able to design a material package that includes the use of copyrighted material (Howard & Major 2004).

As the theoretical framework was drafted, I began the writing process, while simultaneously designing the material package. At first I was contemplating whether six themes, according to the areas of transversal competence, would be too much for this material package. However, I decided to include all of them as the themes of the package, as transversal competence as a whole is the unifying element of general upper secondary education (Finnish National Agency for Education 2019: 60). I began drafting ideas for the activities that would develop transversal competence, but support language learning as well. I was inspired by a few ideas from the students' and teachers' conversations in the interviews from my Bachelor's Thesis (Nieminen 2022). The students explained that they had previously written a movie review for an English course and had found it motivating and beneficial. Consequently, I decided to include a movie review as an activity in the material package. The teachers, in turn, were discussing versatile ways, in which movies could be used in language classrooms. They had an idea of creating an ending to a movie clip, and I decided to include this activity type with some modifications in the material package.

I planned to include four activities for each theme, but after I started planning the activities, I noticed that some of the activities would require more time in the classroom. Thus, I ended up with three activities for each theme, in an attempt to not make the material package more extensive than necessary. The duration of the activities ranged from 20 minutes to over 2 hours, as some of them included watching a whole movie. I wanted to include the longer activities, as they were based on the students' views, for instance the aforementioned movie review. Therefore, I added an activity that includes writing a movie review, which proved to be too long for classroom purposes (Howard and Major 2004: 103-104).

In the end, I decided to include the longer activities in the material package, but I changed them in a way that the actual watching of the movie would happen at home. The students in my Bachelor's Thesis interviews suggested that teachers could give students a list of movies they could watch at home (Nieminen 2022: 25). This idea proved to be quite fruitful for the issues with time and copyright, and, thus, I decided to include it in my material package. As I had the activities planned out, I began searching for suitable movies and movie clips. For some of the activities, I knew what movies to suggest in the planning phase, but for others I had to search for suitable options. I left out many possible movies, as they had violence and vulgar language, which do not seem suitable for classroom purposes. I included many animated movies, according to Hofmann's (2018) ideas of them having important themes that connect with transversal competence, e.g., culture and society. Additionally, I included popular movies of the last ten years, as I believed them to be more motivating for the students.

After I had planned all the activities, I began designing the material in Canva (n.d). I finished the first draft of the material package, which still had some parts that were unfinished, and went back to writing the rest of the theoretical framework and the framework of the material package. Although I had previously decided to first write the frameworks and then focus on the material package, I had found myself in a bit of a writer's block with them. In the end, changing my plan proved to be quite beneficial, as I noticed certain aspects in the frameworks that needed to be changed while designing the material package. Moreover, I noticed that the theoretical framework needed a few new sources to better support some of the choices I made in the material package. Additionally, I had to adjust my provisional timetable for writing the thesis a few times due to personal reasons, but in the end, it proved beneficial for this process.

5.2 The accomplishment of the aims of the material package

The aim of this material package was to provide general upper secondary language teachers, particularly English teachers, material for using movies in language education to teach transversal competence, which aims at being easy to use. Additionally, the goal was to make it easier for teachers to use movies in language teaching by providing material that is ready to be used (Ruusunen 2011: 91). Although the package was designed for English teachers, the aim was to create material that could be applied to other language subjects as well. In addition, the activities of the package aimed at being versatile. Furthermore, the material package aimed at following the guidelines of the National Core Curriculum and its concept of learning, as well as the current concepts of language learning.

The material package provides diverse activities that vary in terms of duration, methods, and the areas of language competence. Some of the activities are shorter and can be easily applied to a lesson plan as a singular activity. Other activities require most if not the whole lesson to be completed. There are a few activities as well that require some of the work to be done at home. The variety of durations of the activities allows the teacher to choose activities that are fitting for the time they have available. Of course, it may be quite difficult to include the longer activities in language teaching, as there is a limited time for lessons. Further considerations for the achievements of aims concerning the applicability of the material, will be presented in the next chapter.

As mentioned above, the aim was to create material that supports both cognitive and social aspects of learning, the views of the curriculum, and cross-curricular learning. The activities enable the development of students' cognitive and social skills through a variety of methods of working, e.g., independent work and group discussions. They support the National Core Curriculum's view of learning being the result of active participation through diverse methods. The activities enable students to think creatively and critically, creating solutions, searching for information on various topics, instead of providing them the answers immediately. The role of the teacher is small,

and instead of lecturing, teachers are able to focus on guiding the students when necessary (Krawiec 2014: 246), and allowing the students to actively acquire and process knowledge.

Additionally, the activities support the view of the National Core Curriculum, where languages are both learned and used as a tool to enable learning. As the focus of the activities is on the areas of transversal competence, language acts mostly as a tool to acquire and process information. Some activities include language as an object of learning, for instance when acquiring new vocabulary. The focus on transversal competence enables cross-curricular learning. The activities allow students to make connections with knowledge from a variety of fields and subjects, which supports the aim of National Core Curriculum and transversal competence of unifying the subjects of general upper secondary education. As the material package is supported both by the current research concepts of language learning and the views of the National Core Curriculum, it follows the guidelines for materials, which were presented in chapter 4.2.

5.3 The usability and advantages of the material package

The activities are designed in a way that enables their use in a variety of ways. As the themes are based on the areas of transversal competence, the material can be applied to other language subjects as well, since the language subjects have common goals. Although the movies have been chosen for English, most of the languages that are studied in Finnish general upper secondary education use dubbing with movies, e.g., include the native language speech in the movie instead of the original language. Of course, this raises a question of whether the language is authentic in the case of dubbing. Moreover, the activities are designed in a way that they can be applied to other themes as well. Some of the activities would work for other themes, e.g., areas of transversal competence, with minor changes in their focus. Others could work as being a baseline for the activity, and only the focused theme of the area of transversal

competence would require some changes. Of course, this would require some work from the teacher, as well as the changes in language, which necessarily does not support the aim of this package of being ready for use. However, some of the activities focus more on the English modules as well, for instance grammar activities, and would need more changes to be applied to other language subjects.

Adding to the applicability of the material package, the activities have one or two suggested movies to be watched, either completely or only a short clip of the movie, but most of the activities are designed in a way that they can be used with a variety of movies of the same topic or theme. Consequently, this means that the user has a few choices, if they do not have access to some of the movies, or can use a movie of their own choice if they do know a suitable movie. Additionally, the material package gives information on important things to consider in instructions of use. These instructions include a summary of copyright and licence (e.g., Elokuvalisenssi n.d.b), where to find suitable movies for teaching, if they wish to choose a different movie than the suggestions, and information on the language choices for the activities and subtitles. The suggestion is to use as much of the target language as possible, but the proficiency level of the learners' needs to be considered to maintain their interest and motivation (e.g., Hayati & Mohmedi 2011).

5.4   The ethical aspects of the material package

As the material package deals with copyrighted material (Howard and Major 2004: 103-104), it is important to consider the ethical aspects of the package as well. Furthermore, ethical aspects of research are included in the multidisciplinary and creative competence, and thus should be considered as well. As mentioned above in 5.1., the material package was designed by using Canva (n.d.). At the end of the material package, in References, I have included the credits for all the designs, formats, and themes that have been used in the package. The photos are from Pixabay, and, although they are royalty free and licensed under creative commons licence CC0, which does not

require crediting, I have credited the creators as it is ethically just to give credit to their owners. Additionally, the references list includes the suggested movies, as it is important to credit these movies as well. The instructions for use include a section on copyright, in order to promote the use of movies legally and giving proper credits to the moviemakers.

5.5 Conclusion

This thesis aims at answering the need for material on the use of movies in language teaching contexts by providing ready to use activities that focus on the areas of transversal competence and develop a variety of areas of language competence as well. I am satisfied with this material package, as it considers current views of language learning and is aligned with the National Core Curriculum for General Upper Secondary Education (2019). Although the topic of movies is widely researched, and teachers see their use as a valuable resource, there could be more efforts toward ready-to-use material, in order to make their use easier. There are, of course, some improvements that could be made to this material package. Firstly, due to the lack of time, there was no possibility to actually test the materials in a classroom setting. This could have provided insights on how the materials work in practice and what could be improved. In addition, it would have been good to test how the materials would work in other language subjects than English as well, in order to see how applicable they are. Secondly, the material could be planned straight to all of the language subjects, due to their common goals. This would require quite a lot of work, and it might be difficult to create activities that would work for all of the subjects and levels of syllabi as well. Finally, some of the activities could be linked to a certain movie more than they are currently, in order to maximise their benefits.

REFERENCES

Aliyev, A., & Albay, M. (2016). Bridging the Gap between Theory and Practice: The Use of Films in Language Learning. *International Journal of Social Sciences & Educational Studies*, 2(3), 13-18

Ashcroft, R. J., Garner, J. & Hadingham, O. (2018). Incidental vocabulary learning through watching movies. *Australian Journal of Applied Linguistics*, 1(3), 135-147. doi:10.29140/ajal.v1n3.89

Bahrani, T., & Soltani, R. (2012). How to utilize films in language learning classes? *Language In India*, 12(1), 492–498

Birulés-Muntané, J., & Soto-Faraco, S. (2016). Watching Subtitled Films Can Help Learning Foreign Languages. *PloS one*, 11(6), e0158409. https://doi.org/10.1371/journal.pone.0158409

Bisson, M., Van Heuven, W. J. B., Conklin, K., & Tunney, R. J. (2014). Processing of native and foreign language subtitles in films: An eye tracking study. *Applied psycholinguistics*, 35(2), 399-418. https://doi.org/10.1017/S0142716412000434

Canva: Free Design Tool: Presentations, Social Media + More. (n.d.) [online] https://www.canva.com/ (June 9, 2024)

Elokuvalisenssi (n.d.a). *Mitä on elokuvien julkinen esittäminen?* [online] https://elokuvalisenssi.fi/elokuvien-julkinen-esittaminen/ (June 9, 2024)

Elokuvalisenssi (n.d.b). *Elokuvan esittäminen kouluissa*. [online] https://elokuvalisenssi.fi/miten-elokuvia-voi-hyodyntaa/opetus/ (June 9, 2024)

Elokuvalisenssi (n.d.c). *Elokuvat*. [online] https://elokuvalisenssi.fi/elokuvat/ (June 9, 2024)

Elokuvalisenssi (n.d.d). *Tietoa elokuvalisenssistä*. [online] https://elokuvalisenssi.fi/tietoa-elokuvalisenssista/ (June 9, 2024)

Elokuvalisenssi (n.d.e) *Usein kysyttyä Elokuvalisenssistä*. [online] https://elokuvalisenssi.fi/usein-kysyttya/ (June 9, 2024)

Finkbeiner, C., & White, J. (2017). Language Awareness and Multilingualism: A Historical Overview. In J. Wyn & H. Cahill (eds), *Language Awareness and multilingualism*. Springer Singapore, 3-18

Finnish National Agency for Education. (2019). *Lukion opetussuunnitelman perusteet 2019*. [online]

https://www.oph.fi/sites/default/files/documents/lukion_opetussuunnitelman_perusteet_2019.pdf (2 March, 2024)

Finnish National Agency for Education (2021). *Opetusta elävöitetään tv-ohjelmilla ja elokuvilla*. [online] https://www.oph.fi/fi/uutiset/2021/opetusta-elavoitetaan-tv-ohjelmilla-ja-elokuvilla (1 June, 2024)

Finnish National Agency for Education (n.d.a). *E-oppimateriaalin laatukriteerit.* [online] https://www.oph.fi/fi/julkaisut/e-oppimateriaalin-laatukriteerit (June 9, 2024)

Finnish National Agency for Education (n.d.b). *Kielten opiskelun mahdollisuudet lukiossa.* [online] https://www.oph.fi/fi/koulutus-ja-tutkinnot/kielten-opiskelun-mahdollisuudet-lukiossa (8 June, 2024)

Finnish National Agency for Education (n.d.c). *Subjects at General Upper Secondary*. [online] https://www.oph.fi/en/education-and-qualifications/subjects-general-upper-secondary (3 March, 2024)

Hayati, A., & Mohmedi, F. (2011). The effect of films with and without subtitles on listening comprehension of EFL learners.(Report). *British Journal of Educational Technology*, 42(1), 181-192. https://doi.org/10.1111/j.1467-8535.2009.01004.x

Hofmann, J. (2018). Pixar films, popular culture, and language teaching: The potential of animated films for Teaching English as a Foreign Language. *Global studies of childhood*, 8(3), 267-280. https://doi.org/10.1177/2043610618798929

Hoinbala, F. R. (2022). Movies as an Authentic Input in L2 Speaking Class: A Dynamic Usage-Based Approach in EFL Teaching in Indonesia. *International Journal of Language Education*, 6(1), 1-9

Howard, J. and Major, J. (2004). *Guidelines for designing effective English language teaching materials*. [online] https://www.researchgate.net/publication/237476568_Guidelines_for_Designing_Effec tive_English_Language_Teaching_Materials (9 June, 2024)

Krawiec, M. (2014). Cross-Curricular Links during a Virtual Visit to a Castle in an English Lesson: Theoretical and Practical Implications. In M. Krawiec (ed.), *Cross-Curricular Dimensions of Language Learning and Teaching*. Cambridge Scholars Publishing, 243-262

Liddicoat, A., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.

Liu, S. (2019). Using Science Fiction Films to Advance Critical Literacies for EFL Students in China. *International journal of education and literacy studies*, 7(3), 1. https://doi.org/10.7575/aiac.ijels.v.7n.3p.1

Luka, I., & Seniut, I. (2019). Developing Students' Language Competence and Essential 21st Century Skills for Future Employability: The Case of Latvia and Lithuania. *Acta Educationis Generalis*, 9(2), 1-23. Doi: https://doi.org/10.2478/atd-2019-0006

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd ed.). Routledge.

Nieminen, M. (2022). *The use of movies in language classrooms : teachers' and students' thoughts and experiences*. Unpublished Bachelor's Thesis. University of Jyväskylä, Department of Languages. https://jyx.jyu.fi/handle/123456789/81620

Okal, B. (2014). Benefits of Multilingualism in Education. *Universal Journal of Educational Research* 2(3): 223-229. doi: 10.13189/ujer.2014.020304

Ruusunen, V. (2011). Using movies in EFL teaching: The point of view of teachers. Unpublished Pro Gradu Thesis. University of Jyväskylä, Department of Languages. https://jyx.jyu.fi/handle/123456789/37097 (June 9, 2024)

Seferoğlu, G. (2008). Using feature films in language classes. *Educational studies*, 34(1), 1-9. doi:10.1080/03055690701785202

Soltani, S., & Soori, A. (2015). The Difference between the Effectiveness of Authentic and Pedagogical Films in Learning Vocabulary among Iranian EFL Students. *Advances in Language and Literary Studies*, 6(1), 199-202

Tekijanoikeus.fi (n.d.). *Usein kysyttyä*. [online] https://tekijanoikeus.fi/usein-kysyttya/?q=&order=date&genre=Oppilaitokset (June 9, 2024)

Wang, Y. (2009). Using Films in the Multimedia English Class. *English language teaching (Toronto)*, 2(1), 179-184. doi:10.5539/elt.v2n1p179

Yalcin, N. (2013). Using Movies in Language Classrooms as Means of Understanding Cultural Diversity. *Epiphany (Sarajevo)*, 6(1), 259-271

APPENDICES

APPENDIX 1: MATERIAL PACKAGE

Seeing the Big Picture

A material package for upper secondary education on using movies to teach transversal competence

Mona Nieminen

2024

TABLE OF CONTENTS

FOREWORD

Dear reader,

This material package is designed to provide language teachers, particularly English teachers, with tools and ideas on how to use movies to teach transversal competence in general upper secondary education. **Movies offer rich and authentic language material and bring variety to the typical classroom materials, thus making them valuable resources for language education.** *The package aims at reducing the time and stress of planning the use of movie related activities for classroom use by providing activities that can be utilised as they are or with small changes.*

The package is divided into six themes according to **the areas of transversal competence stated in the National Core Curriculum for General Upper Secondary Education (2019)**. *Each theme presents three activity types for a certain area of transversal competence, which simultaneously develop certain areas of language competence. The activities vary in terms of the time they require by utilising whole movies and shorter clips. Some activities are designed to be applicable to the lesson plan with room for other activities, while others require most of the lesson, the whole lesson, or working at home, for example with written assignments.*

While the material is designed for the English language modules, it can be utilised for other language subjects as well, due to the common goals of language subjects stated in the NCC. In addition, the activities are designed to be used in various ways. The activities suggested in each theme can be applied to other themes with some changes. Each activity has an estimate for time requirement, but these are merely suggestions that can be modified for each group's needs. Additionally, the tasks are designed to be applicable to various movies of the same topic or theme. Thus, this material package offers suggestions for suitable movies, but does not limit the use of other movies you may have in mind.

I hope this material package will give you some useful tools and ideas on how to use movies in language classrooms! **I suggest that you read the instructions for use before starting, as this section includes crucial information about copyrights and other useful tips!**

Sincerely,

Mona Nieminen

INSTRUCTIONS FOR USE

General information

Each activity includes watching a movie or a clip of it. **Movies are copyrighted material and, consequently, need a license to be shown in public settings, such as educational settings or classrooms.** Even showing a short clip, whether it is shown, for instance, **via *YouTube*, DVD or a legal streaming service (*Yle Areena, Netflix* etc.)** requires a license. *Elokuvalisenssi* offers these licences. For more information on the licences and applying, check the online service of *Elokuvalisenssi* (link can be found in references).

There are a few suggestions for suitable movies under each activity. However, most of the activities are designed to be general in nature and not tied to a certain movie. Therefore, it is possible to use other movies in their place, if you do not have access to the suggested movies and/or know another movie that would be suitable for the activity. If you wish to use another movie, *Elokuvalisenssi* offers a wide selection of movies. It is possible to search for suitable movies based on subjects, keywords (e.g., culture, climate change etc.), degree of education and age rating, theme and genre, and availability. Some movies include teaching materials, which can be utilised as well. **Note that their selection changes, so it is advised to check whether the selection still includes a certain movie (these suggestions included) or ask Elokuvalisenssi directly about a movie!**

Language choices for the activities and subtitles

All of the activities in this material package and their instructions are in the target language, in this case English. However, parts of the activities can be changed to another language (e.g., Finnish) according to your students' needs, if it is required to ensure your students' understanding. If you use the activities for another language subject, for instance German or Swedish, the language choices of the activities and their instructions naturally require to be changed accordingly. However, it is of course suggested to include as much of the target language as possible!

Another part of the language choices is the use of subtitles, when watching a movie or a shorter clip of it. There are several options: watching a movie without subtitles, with target language subtitles, or with native language subtitles. The choice depends on the language proficiency of the learners and whether the aim is to focus on content or language. Target language subtitles are beneficial, when the focus is on the language itself, but if the aim is to understand content, native language subtitles may enhance understanding. Proficient language learners may benefit more from target language subtitles, or sometimes even with no subtitles, but for beginners, for example, native language subtitles may be the better choice.

Symbols used in this material package

The following symbols have been used in this material package to describe the activities (e.g., areas of language competence, such as oral skills) and their form of work (e.g., group work). Each activity aims at developing more than just one area of language competence and may include both individual and group work. Language knowledge refers to structures, for example grammar and vocabulary.

Listening comprehension	Writing	Oral skills	Language knowledge

Group work	Individual work	Time suggestion
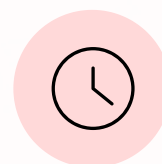
Overview of the activities

The following table presents a summary of the activities of this material package and their aims. The activities are organised under the themes according to their duration, from shortest to longest. The duration of the activities ranges from 20 minutes to 75 minutes. Some activities would last even longer, but for these activities it is suggested that the movie will be watched at home. It is worth noting that the times are estimated suggestions and can be altered to fit the group's needs!

The various types of activities in this material package are not only tied to the theme, or the area of transversal competence, under which they are presented. In other words, the main idea of a certain activity can be applied to another area of transversal competence! In addition, the activities can be used in various modules, but some activities correspond to a certain module as well. For example, the argumentative text activity in Theme 4 (societal competence) corresponds to the English module 4 quite well. On the other hand, the activity on the reliability of knowledge in Theme 3 might be helpful for students in the beginning of their studies.

Theme	Activities	Aims
Well-being competence	*A1:* Discussion on strengths *A2:* Grammar revision (tenses) and discussion *A3:* Discussion and making a poster	*A1:* Recognising one's strengths *A2:* Recognising the signs of overworking oneself *A3:* Recognising bullying, its effects and prevention
Interaction competence	*A1:* Listening and discussion on accents and other linguistic varieties *A2:* Mini-debates *A3:* Writing an ending to a movie clip and revising the future tense forms	*A1:* Recognising the importance of linguistic diversity *A2:* Expressing one's opinion and debating skills *A3:* Recognising emotions and the reasons behind them
Multidisciplinary and creative competence	*A1:* Discussion and creating tips for finding reliable information *A2:* A movie review *A3:* Discussion and researching + presenting information	*A1:* Utilising cross-curricular knowledge and finding reliable information *A2:* Writing a movie review and recognising current issues/questions in science *A3:* Recognising current technological advancements and their effects on people
Societal competence	*A1:* Discussion on taking part in decision-making *A2:* Argumentative text *A3:* Expanding vocabulary and creating + performing an ending to a movie	*A1:* Recognising how one can be an active citizen and participate in decision-making *A2:* Creating arguments for/against a topic and writing an argumentative text *A3:* Expanding theme vocabulary (crime, society etc.)
Ethical and environmental competence	*A1:* Introducing new vocabulary *A2:* Discussion and making an advertisement *A3:* Creating a solution on an environmental issue and making a presentation	*A1:* Learning new theme vocabulary (environment) *A2:* Discussing future visions for Earth and the importance of protecting the environment and stopping climate change *A3:* Raising awareness on environmental issues and how to solve them
Global and cultural competence	*A1:* Writing a composition *A2:* Creating short movies *A3:* Making a presentation based on a movie + researching information and comparing them	*A1:* Considering the effects of globalization on languages *A2:* Understanding the importance of cultural diversity *A3:* Raising awareness on various cultures around the world

Theme 7

Well-being competence
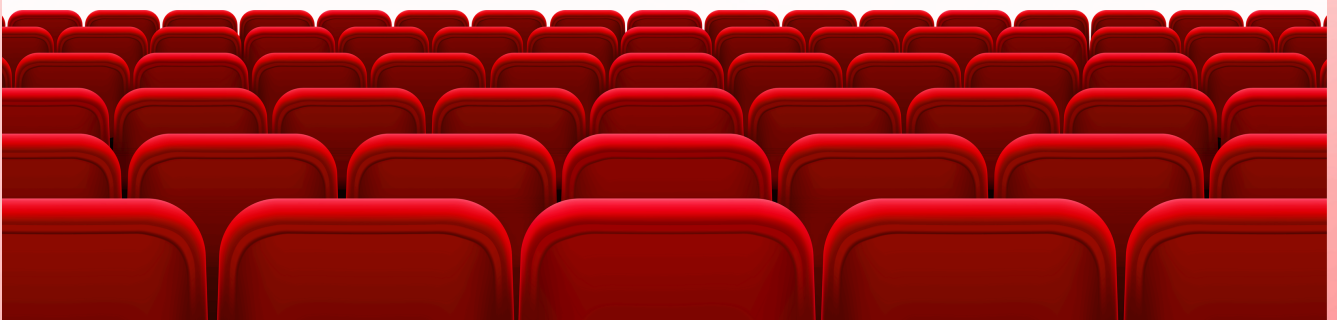
ACTIVITY 1

*This activity focuses on recognising one's own strengths. For this activity, it is recommended to watch a short clip of a movie (about 3-5 minutes) that focuses on this theme. Possible movie clips include **Vaiana 2016 (1:17:55-1:22:20) and Black Panther 2018 (30:10-32:50).***

After watching the clip, students will discuss it in pairs or small groups (about 3-4 students, about 15 minutes). It is possible to discuss these with the whole group after the pair/small group discussions as well, but it is not required here.

Instructions

Watch a movie clip about recognising one's own strengths. Discuss with a partner or in small groups:

1. What were the character's strengths? Did they recognise them? How?
2. What are your own strengths? How can you recognise them?
3. Do you feel confident about your strengths and abilities? Why/Why not?
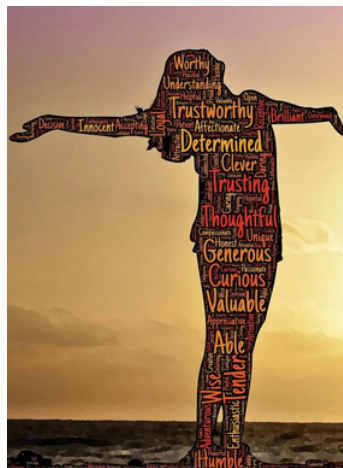
Photo: johnhain/Pixabay. CC0.
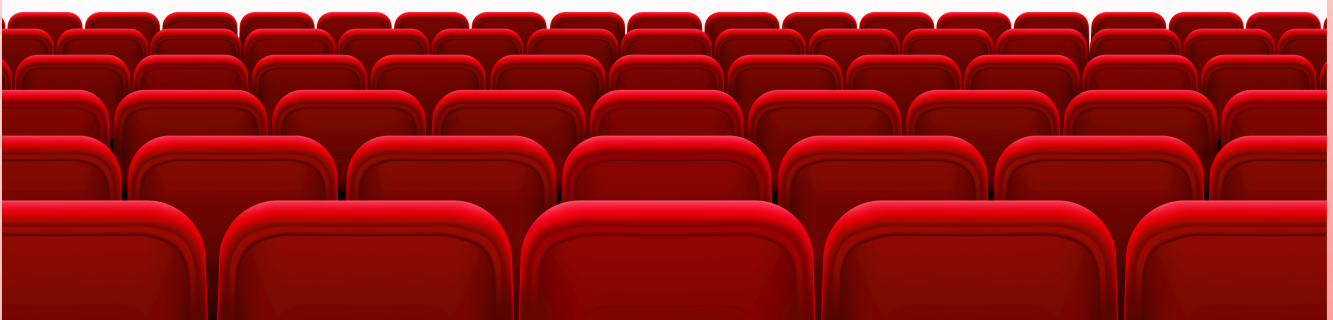
ACTIVITY 2

25 minutes

*This activity focuses on recognising the signs of overworking oneself and revising the past and present tenses, which are an important part of module **ENA1**. This module is focused on developing well-being competence, hence the grammar of **ENA1** was chosen for this activity. For this activity, I suggest watching a clip from the movie **Black Swan 2010 (16:34-19:02),** as the handout of the dialogue with gaps can be found in the Appendices (Appendix 1). However, other movies of the same theme work for the second part of the task as well!*

The clip will be watched twice: first for the revision of tenses and, after checking the answers, a second time for the content of the clip, which will then be discussed in pairs or small groups (about 3-4 people).

Instructions:

Watch a movie clip about overworking oneself. Listen to the dialogue and fill in the verbs. After watching the clip, compare your answers with a partner. What past and present tenses can you find? Name them with your partner (5 minutes).

After checking the answers together, watch the clip again. This time focus on what is happening. Discuss with a partner or in small groups (about 10-15 minutes):

1. Summarise what happened in the clip.
2. How can you know the character was overworking themselves? Did they realise it themselves?
3. How can you recognise signs of overworking oneself in yourself or in others?
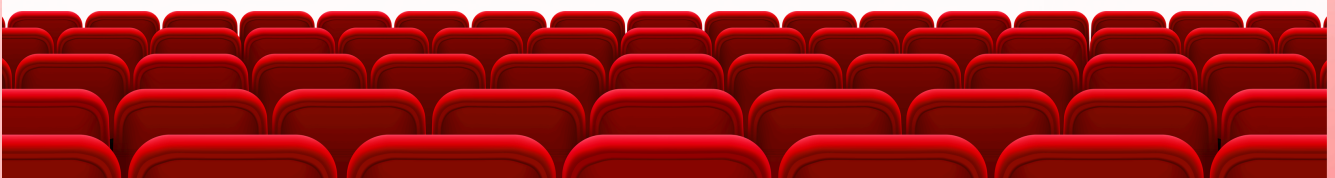
ACTIVITY 3

50 minutes + presenting

*In this activity, the focus is on bullying, its effects and prevention. Students will watch a clip of a movie (about 3-5 minutes) and make a poster about it. Suitable movies are for example **Luca 2021 (30:00-32:40) and The Greatest Showman 2017 (20:51-23:40). After watching a movie, discuss the events to make sure everyone understood at least the main events before moving on.***

The posters can be presented one at a time or as a "gallery-walk". It is good to discuss the topic together after the presentations. Note that the time suggestion only includes watching the movie, group discussion (10-15 minutes) and making of the posters (about 30 minutes). The presentations can last about 3-5 minutes, and the overall time depends on the number of groups.

Instructions:

Watch the beginning of a movie about bullying. Focus on what is happening. Discuss in small groups and prepare to summarise your group's ideas to the rest of the class:

1. Who was/were the bully/bullies?
2. How did other characters react to the bullying? Did they react at all?
3. What could the characters have done to stop and prevent the bullying?
4. Have you noticed bullying in your school?
5. How can you prevent bullying?

Next, make posters in your group (about 3-4 people) about how bullying affects the bullied, the bully/bullies, and the community, for example the school. Give tips on how to notice bullying, how to prevent it and how to help the people affected by bullying. Prepare to present your posters to the rest of the class.
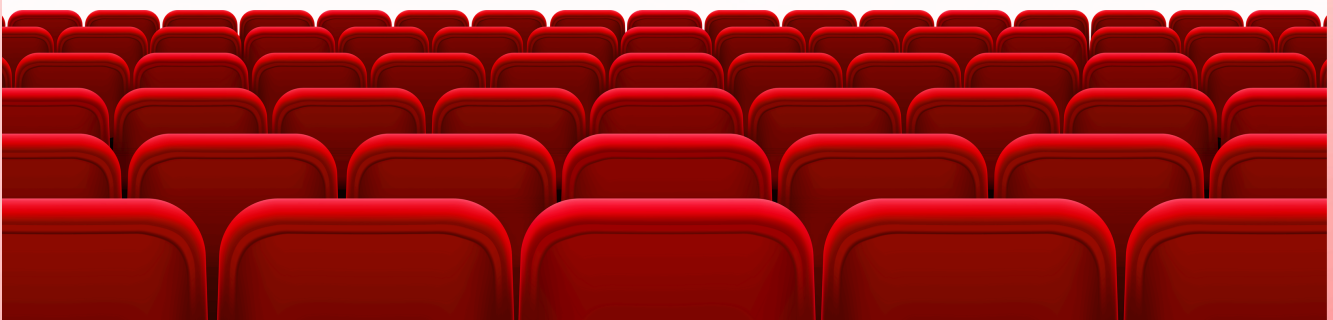
Theme 2

Interaction competence

ACTIVITY 1

🕐 *30 minutes*

*This activity focuses on recognising the importance of linguistic diversity. The students will watch a movie clip or a few shorter movie clips (around 5 minutes in total), where the characters speak in various dialects/accents etc. Possible clips include a scene from **Brave 2012 (9:27-11:00)**, which includes speech with a Scottish accent, and **Life of Pi 2012 (3:58-8:25, or until 9:30)**, which includes speech with an Indian accent.*

The task is to try to understand as much as possible, and subtitles may be used to aid the students. Then students will discuss in pairs or small groups of 3-4 people (about 15 minutes). After discussing in pairs and small groups, their ideas will be summarised together with the rest of the class (5-10 minutes). You can play some accents/dialects that come up in the discussion with the whole class and show some of your own examples. A possible source for this is Dialects Archive.

https://www.dialectsarchive.com

Instructions

Watch (a) movie clip(s) and try to understand as much as possible of what is being said/what is happening. Then discuss with a partner or in small groups. Prepare to share your group's ideas for the rest of the class.

1. Summarise what happened in the clip(s).
2. Was it easy to understand the character(s) speech? Why/Why not?
3. Can you guess where the speaker(s) is/are from?
4. Which accents of the English language are you familiar with? Where do people speak them?
5. Where and in which contexts is the English language used nowadays? In which contexts do you use English?
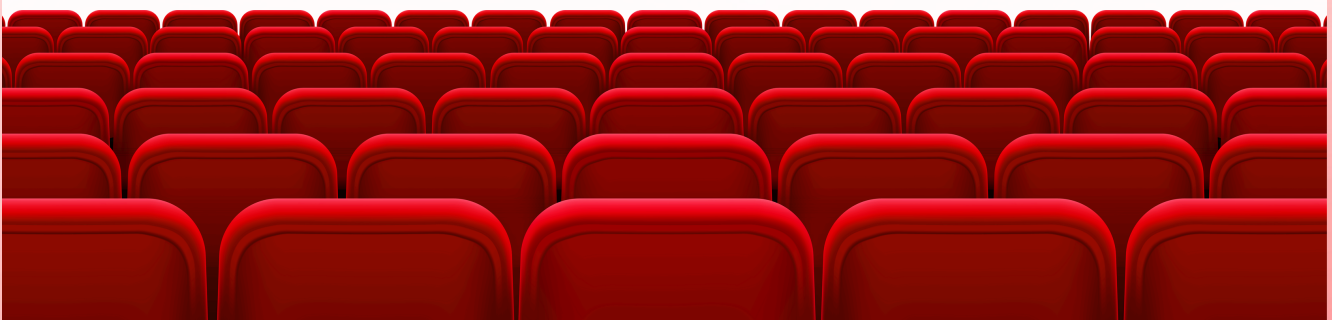
ACTIVITY 2

🗣 😮 👥   **40 minutes** 🕐

*This activity aims at developing students' ability to express their opinion and their debating skills. Students will first watch a movie clip (about 2-3 minutes) of people debating. A possible clip for this is from **Black Panther: Wakanda Forever 2022 (6:30-8:09)**. Students will take notes about how the characters are expressing their opinion. They can write down words, phrases, and other ways of doing so on Padlet/Flinga, where everyone can see them.*

After watching the clip, students will be debating about certain topics in pairs or groups of four. Possible topics have been listed below. Students will choose two or three topics and prepare arguments for or against them (15 minutes). The debates will take about 5 minutes each and a total of 15-20 minutes, if they are held in small groups. It is possible to debate in front of the whole class as well.

Instructions

Watch a movie clip where people are debating about a certain topic. Take notes on how the characters express and defend their opinion. After watching the clip, write these down on Flinga/Padlet etc., so that everyone can see them.

After this, form pairs or groups of 4 people for debates. Choose two or three topics to debate from below. Choose whether you are going to be for or against the claim (in groups of 4 people there will be two for the topic and two against.) Take a few minutes to think of some claims supporting your opinion.

Topics for debates:
1. Phones should be banned from school.
2. Everyone should study at least three languages.
3. More vegetarian food should be served in schools.
4. School days should include more physical activity.

After preparing, organise small debates on your topics. Listen to your opponent and try to counter their claims. Remember to stay civil and respectful!

After the debates, discuss together.
1. How did it go?
2. Was it easy/difficult to express your opinion? Why?
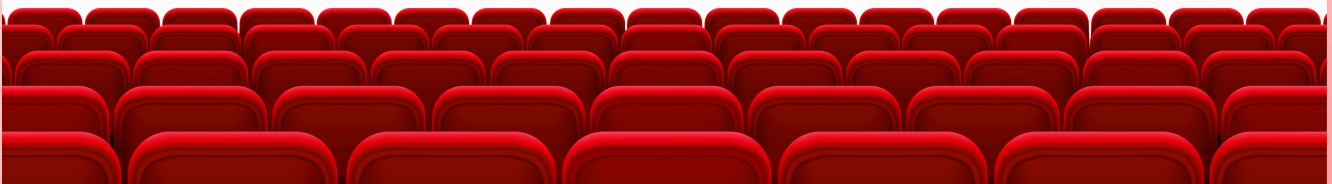
ACTIVITY 3

50 minutes
+ writing at home

This activity is designed for the grammar revision of the future tense forms **will** and **be going to** that are an important part of the grammar of module **ENA2,** as well as a follow-up to the grammar revision of past and present tenses in module **ENA1**. This module (ENA2) is focused on developing interaction competence, which is why the grammar of this module was chosen. It is recommended to revise these future tense forms either before or after watching the clip.

In this activity, students will watch a movie clip (about 5-10 minutes) about a variety of emotions and try to recognise the reasons behind them. Possible movie clips are **Maleficent 2014 (14:00-21:16) and Home Alone 1990 (17:10-26:10)**. After watching the clip, it is good to check that everyone has understood the main takeaways from the clip. After this, the students will write a continuation for the clip.

The written task can be done (partially) during the lesson or completely at home. The suggested time includes watching the clip, summarising the events (about 10 minutes) and planning the future events and the writing, as well as little time for writing during the lesson (about 20 minutes). But depending on the group's needs, the writing process can happen mostly during the lesson, depending on the group's needs and available time.

Instructions

Watch a movie clip about emotions. Summarise the events of the clip together with a partner. Focus on what kind of emotions the (main) character(s) is/are dealing with:

- What kind of emotions are they feeling?
- Why do you think they are feeling this way?

After this, imagine a continuation to the events of the clip. What happens after the events? What kind of emotions are the characters feeling then? Why are they feeling this way? If they are feeling different emotions, what has happened to make them feel differently? How have these emotions impacted their life?
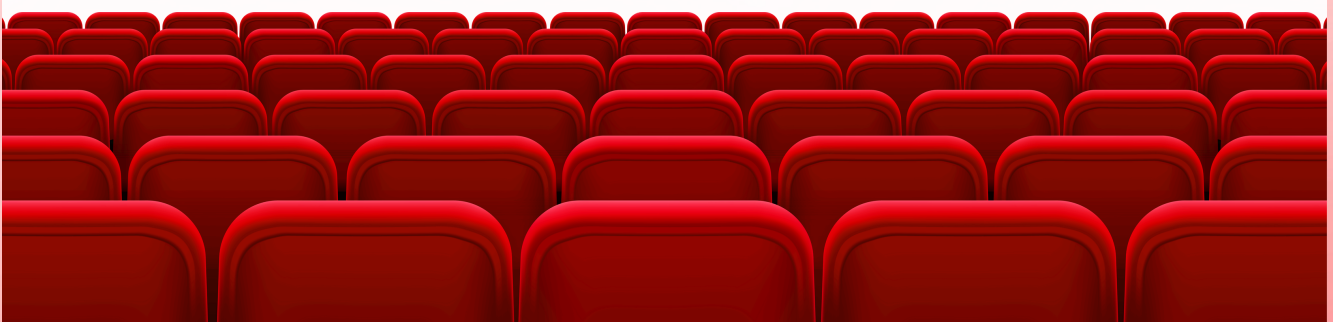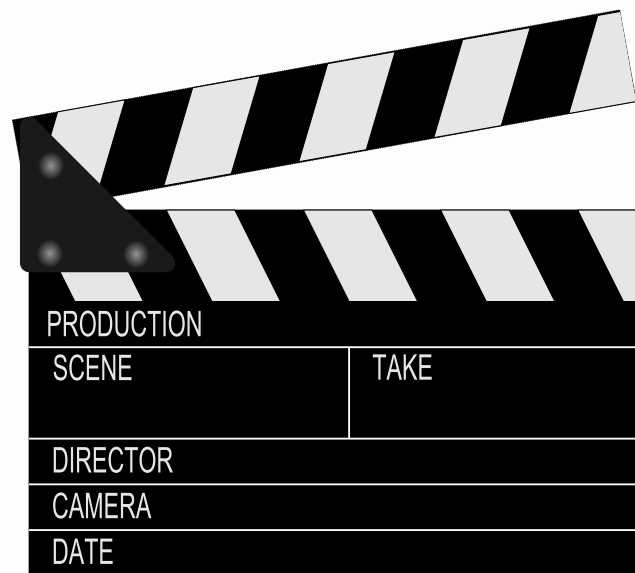
Write a composition of 700–1,300 characters, where you tell what happens after the events of the clip. Use future tense forms **will** and **be going to.**

Photo: Alexas_Photos/Pixabay. CC0.

Theme 3

Multidisciplinary and creative competence

ACTIVITY 1

🕐 25 minutes

*This activity aims at improving students' understanding of cross-curricular thinking and knowledge on finding reliable information. Students will watch a movie clip (about 2-3 minutes), for example a clip from **The Martian 2015 (24:40-27:05)** about utilising cross-curricular knowledge. After watching the clip, they will discuss it in groups (about 3-4 people) and create tips regarding the reliability of information. These will then be collected to a list that everyone has access to later. You can use a Word-/Docs-document and share it to the students etc.*

Instructions

Watch a movie clip about utilising cross-curricular knowledge. Then discuss in groups:

1. How did the character(s) use their cross-curricular knowledge? From which areas/subjects?
2. Did their knowledge seem accurate/reliable? Why/why not?
3. If you were to research whether the information presented in the clip was accurate, how would you do it?
4. What can you do to make sure the information you find is reliable? Where can you find reliable information? Give at least three tips and write them down.

Prepare to share your ideas and tips for the rest of the class. Your tips will be collected to a list and shared to you all. This way, you can access them later on during your studies!
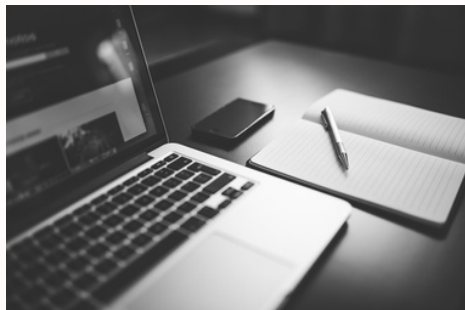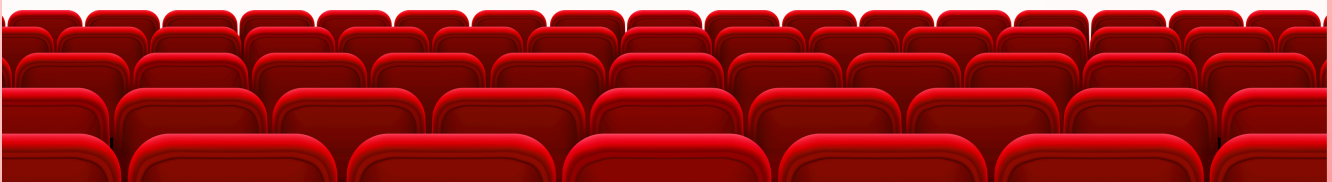

Photo: Pexels/Pixabay. CC0.

ACTIVITY 2

⏱ 30 minutes +
150-170 at home

In this activity, students get to write a movie review about a science movie. This means that the movie is watched completely. Because this task requires a lot of time, it is suggested that students get to watch the movie at home and write the review during the next lesson (or at home). In this case, the teacher could give a list of movies, from which the students get to choose the one they will watch.

Important! *This list should include at least one movie that can be accessed for free (legally!), for example through Yle Areena or by borrowing a DVD from a library etc, as no one should have to buy a movie or access to a streaming service for this task. Another option is that the movie is watched during the lesson (which may be difficult, due to the fact that most movies last over two hours), and the writing process happens at home.*

Before watching the movie and writing the review, it is advised to revise movie and movie review related vocabulary, which students should use in their review as well. It is important to give an example of a movie review and a set of instructions. In Appendix 2, there are instructions for writing a movie review for this activity. Examples of movie reviews can be found, for instance, in newspapers and magazines, such as Empire. This preparation takes approximately 30 minutes from the lesson prior to the writing lesson.

Suggested movies for the list:

> *Interstellar (2014)*   *Jurassic Park (1993)*
> *The Theory of Everything (2014)*   *The Martian (2015)*

Instructions

First, revise movie and movie review related vocabulary with Alias, for example.

Then, take a look at a movie review together and discuss together:

1. What elements are there?
2. How is it written? Formally/informally/creatively...?
3. Does the writer give their opinion on the movie? If so, how?

Next, take a look at the instructions for a movie review together. Your task is to write a movie review about a science movie. Choose a movie from the list your teacher has provided for you and watch it at home. Make notes while watching the movie (use the instructions for the review). **Focus especially on the scientific side of the movie: is the movie scientifically accurate, which fields does it include (e.g., physics, biology etc.), which issues does it raise/deal with (e.g., AI, environmental issues etc.), does it offer solutions to these issues...**

You will be writing your review during the next lesson, so bring your notes with you! Use the instructions and write your review. **Remember to discuss the scientific side of the movie as well!**

A good length for a movie review is 1-2 pages.

ACTIVITY 3

60 minutes
+ presenting

*This activity aims at developing students' ability to reflect on and explore technological advancements and their effects on our abilities. Students will watch a movie clip (about 5 minutes), for instance **Wall-E (43:35-46:41)**, about technological advancements. They will discuss the clip together in groups of 3-4 (about 15 minutes) and research a technological advancement they are interested in. They will make a poster, presentation etc., where they present the chosen technological advancement and its possibilities. Researching and making the presentations will take about 40 minutes.*

The works can be presented one at a time or as a "gallery walk". The presentations can happen (partially) during this class or the next. The time suggestion does not include the presentations, as the time requirement for presenting depends on how many groups there are. The presentations will be about 5 minutes each, and after each presentation/the gallery-walk, it is good to discuss the technological advancements with the whole group.

Instructions

Watch a movie clip about technological advancements. Discuss in groups of 3-4 people:

1. What kind of (a) technological advancement(s) was presented in the clip?
2. What was/were it/they designed for and why?
3. What is a technological advancement you would like to learn more about? Think of technological advancements from the last 5-10 years.
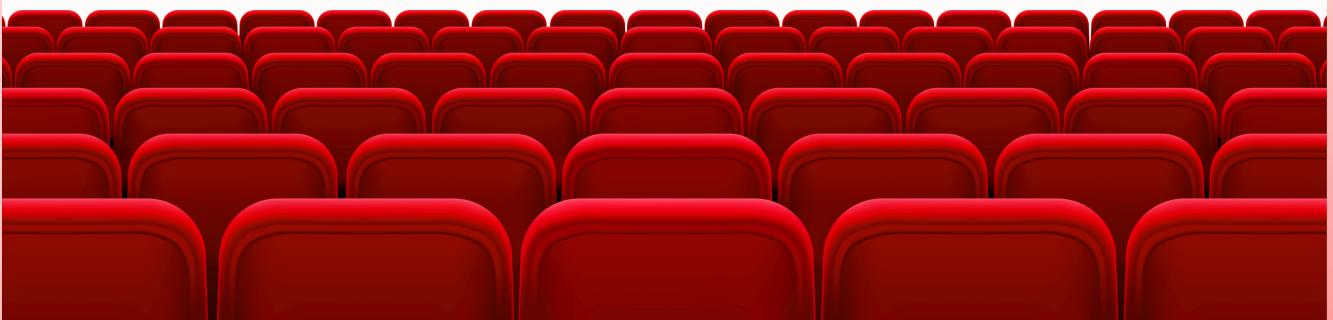
Next, choose one technological advancement and research information about it (for example AI, Electric Vehicles, robotics etc.). Make a presentation of your technological advancement (poster, PowerPoint etc.). Some things to consider while making the presentation:

- What is your technological advancement about?
- What was it created for and why?
- How can it help people? In what contexts?
- How could it be further developed?
- How could it have been utilised in the context of the movie clip you watched?

Remember to be critical about the sources and information you found. Include your sources in the presentation! Present your technological advancement to the rest of the group.

Theme 4

Societal competence

PRODUCTION

| SCENE | TAKE |

DIRECTOR

CAMERA

DATE

ACTIVITY 1

*This activity aims at making students aware of how they can be active citizens on various levels. Students will watch a movie clip (2-3 minutes) about the topic, for example a scene from **The Day After Tomorrow 2004 (6:15-9:00)**. After watching the clip, students will discuss it in pairs or groups of 3-4 people (about 10-15 minutes). After group discussion, the groups' thoughts and ideas can be discussed together with the whole group.*

Instructions:

Watch a movie clip about being an active citizen. Then discuss in pairs/small groups:

1. What was the issue discussed in the clip?
2. How did the character(s) participate in discussion/decision-making?
3. What other possibilities did they have for participating?
4. Imagine your school is planning to forbid the use of phones during school days. Would you be for or against this?
   - What could you do to influence their decision? How could you participate?
   - What if it was the Finnish government, and the ban would concern all educational establishments in Finland? How could you participate then?
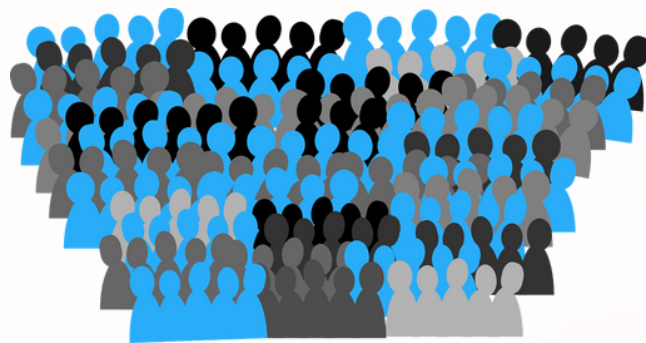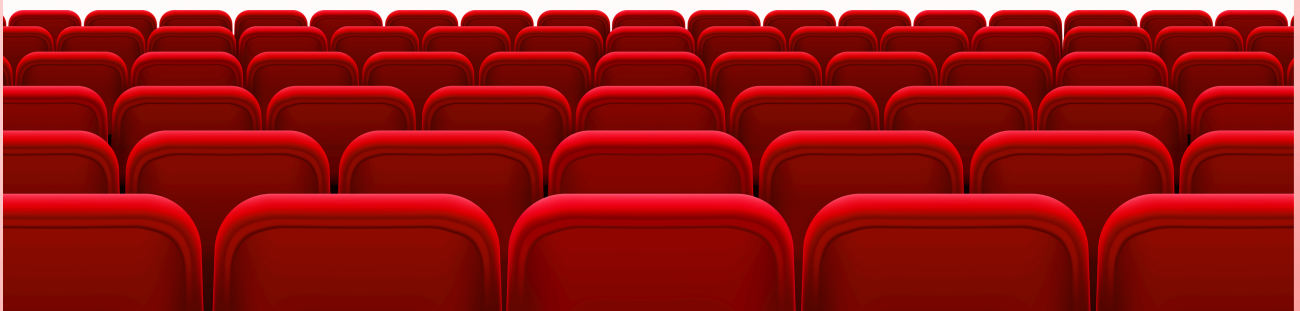
Photo: Clker-Free-Vector-Images/Pixabay. CC0.

ACTIVITY 2

*60 minutes
+ writing at home*

This activity aims at developing students' argumentative writing. Students watch a movie clip (around 3-5 minutes) about a societal issue, such as discrimination e.g., **The Greatest Showman 2017 (20:51-23:40) or Elemental 2023 (1:30-5:40).**

Students will then create arguments about the issue in pairs and write them down somewhere, where everyone can see them (e.g., Padlet, Flinga etc.). Based on these arguments, they will write an argumentative text about the issue. Before writing, it is advised to revise the elements of an argumentative text. Instructions for writing an argumentative text can be found in Appendix 3.

The writing can happen partially during the lesson, but if there is not much time available, then only the preparations can be done in class (which take about 25 minutes), and the actual writing happens completely at home. The time suggestion here has a little room for writing during the lesson.

Instructions

Watch a movie clip about a societal issue. After this, create arguments about the issue with your partner and write them down in Flinga/Padlet etc., where everyone can see them.

Revise the elements of an argumentative text together. Your task is to write an argumentative text (700-1300 characters) about the issue.
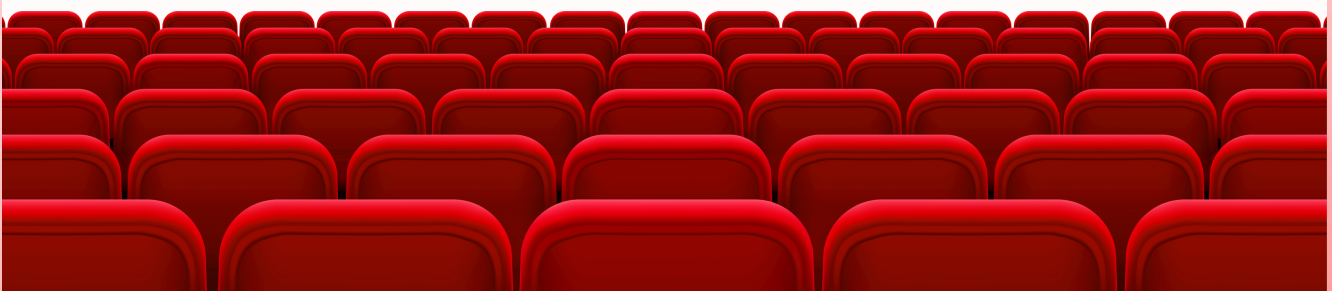
ACTIVITY 3

*This activity aims at expanding students' vocabulary. Suitable vocabulary themes for this activity are for example politics, crime, society and health care. **These vocabulary themes are included in the module ENA4** that focuses on societal competence. In this activity, students will watch a clip of a movie (around 20 minutes) connected to one of the themes, discuss it and create an ending to it (35 minutes). A suitable movie clip for this task is for example this clip from **Murder at the Orient Express 2017 (40:50-1:06:18).** The endings can be presented in the beginning of the next class.*

Instructions

First, revise the vocabulary with alias or pantomime-alias in groups of 3-4 people. After revising, watch the beginning of a movie and discuss the events with your group:
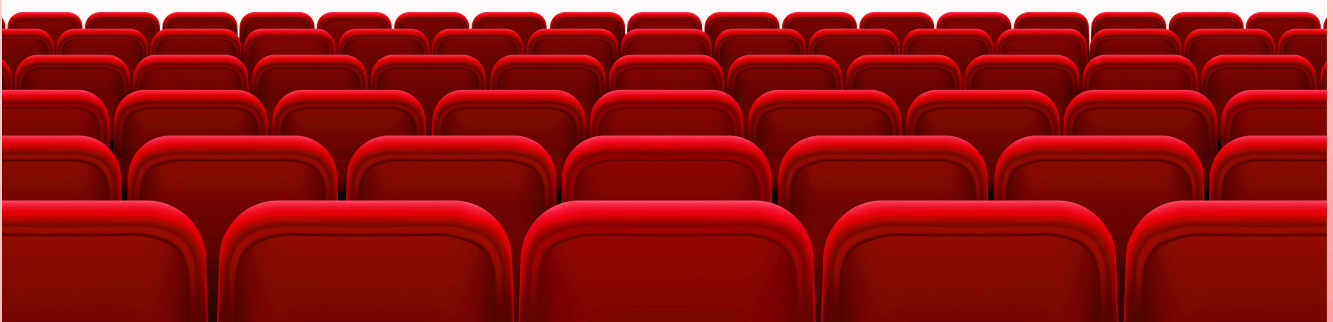
1. What were the main events so far?
2. Who are the main characters?
3. How could the events continue from here?

Next, create an ending for the movie (around 5 minutes). Use at least 7 words from the vocabulary in the dialogue.

You can film the ending and present the video to the rest of the class, or act your ending in front of the class.
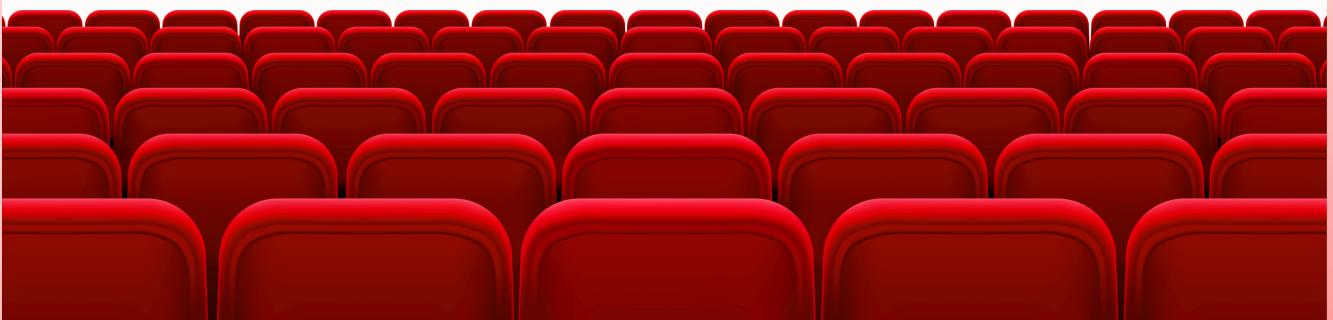
Photo: GioeleFazzeri/Pixabay. CC0.

Theme 5

Ethical and environmental competence

ACTIVITY 1

*This activity is meant to be an introductory activity for new vocabulary (environment) of module **ENA7**, which focuses on ethical and environmental competence. Students will watch a movie clip (about 2-3 minutes) that deals with the environment and the corresponding vocabulary, for example **The Day After Tomorrow 2004 (6:15- 8:12)**. Students will write down words (in the target language) they hear from the clip that relate to the environment, climate change etc. These can be written down on Flinga/Padlet, where everyone can see them. After watching the clip, they will discuss with a partner and try to figure out what they mean (10-15 minutes). Here, the subtitles could be in the target language, so that students can see the spelling of the words.*

Instructions:

Watch a movie clip about the environment. Focus on the vocabulary and write down words that are related to the environment on Flinga/Padlet.

Then, try to figure out what these words mean with your partner. If you do not know, you can look them up in a dictionary, for example. Add the explanations (not just the translation, but what they mean!) of the words on Flinga/Padlet.

Photo: CharlVera/Pixabay. CC0.
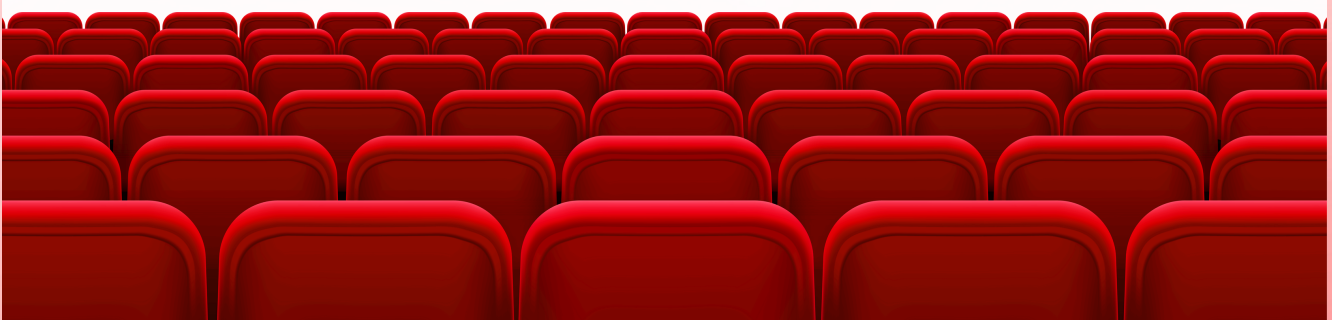
ACTIVITY 2

50 minutes + presenting

*This activity focuses on visions of the future of humanity and Earth. Students will watch a movie clip (about 5 minutes) related to the topic, for instance **Wall-E 2008 (0:00-5:10).** Students will then discuss with their partner about the clip (about 10 minutes). They will then make an advertisement about the importance of protecting the environment and stopping climate change (30 minutes).*

*The advertisements can be presented one at a time or through a "gallery walk" during the next lesson or (at least partially) during this one. Presenting an advertisement can take about 3-5 minutes, and the overall time depends on the number of groups. **It is good to reserve some time to discuss the students' visions together after each advertisement/gallery-walk.***

Instructions

Watch a movie clip about an imagined future of the Earth. Discuss with your partner:

1. What has happened to Earth? What do you think is the cause?
2. Does this vision of the future seem realistic? Why/Why not?
3. What could be done to prevent this?

Based on your discussion, make an advertisement together about the importance of protecting the environment, in order to avoid futures like this. Include short statements, phrases and words that appeal to people. You can make a paper advertisement or use Word, Canva etc.

Present your advertisement to the rest of the group.
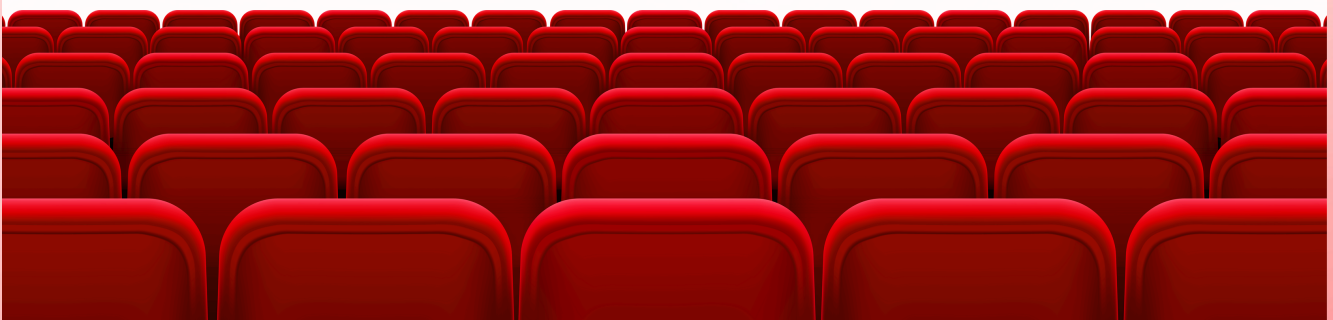
ACTIVITY 3

75 minutes

This activity aims at developing their presentation skills and raising awareness on the environmental issues and how to solve them. Students will watch a movie clip (about 5-10 minutes) that deals with the effects of humans on the environment, for example **Wall-E 2008 (0:00-5:10).** *After watching the clip, students will discuss the main points of the issue groups of 3-4 people, and create a solution for the problem (30 minutes). They will make a short presentation (2-3) minutes, where they explain their solution to the problem. Here the time suggestion includes the estimated time for the presentations of maximum ten groups.*

Instructions

Watch a movie clip about the effect of humans to the environment. Discuss the following in groups:

1. *What was the issue?*
2. *How could it be solved? Create your own solution.*

Create a short presentation (about 2-3 minutes), where you present the issue and your solution for it. Describe your solution thoroughly: what would it require, what should be taken into account etc.

Present your solutions to the rest of the class and discuss them together. Do you think the solutions could work? Why/Why not?
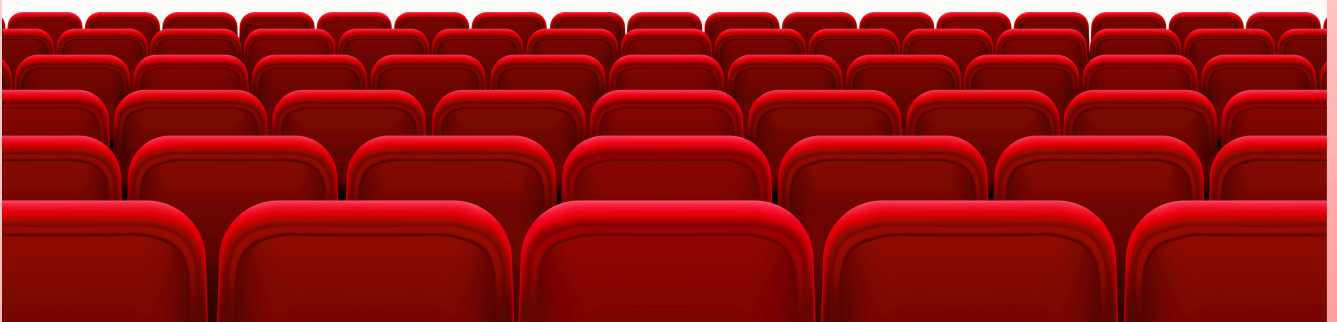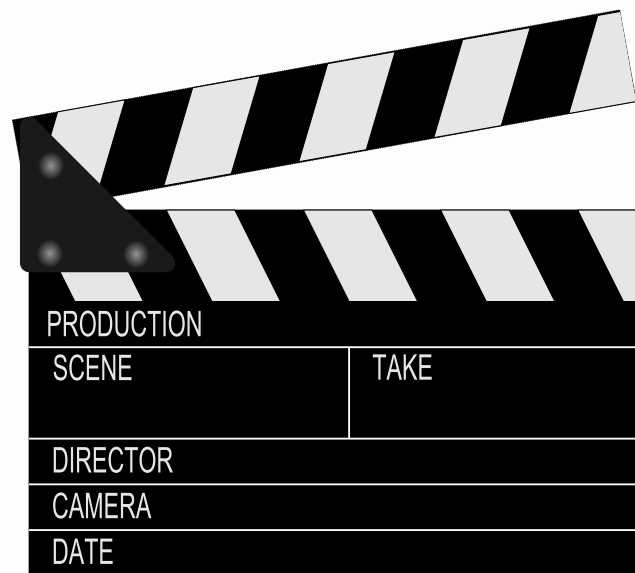

Photo: AndreasAux/Pixabay. CC0.
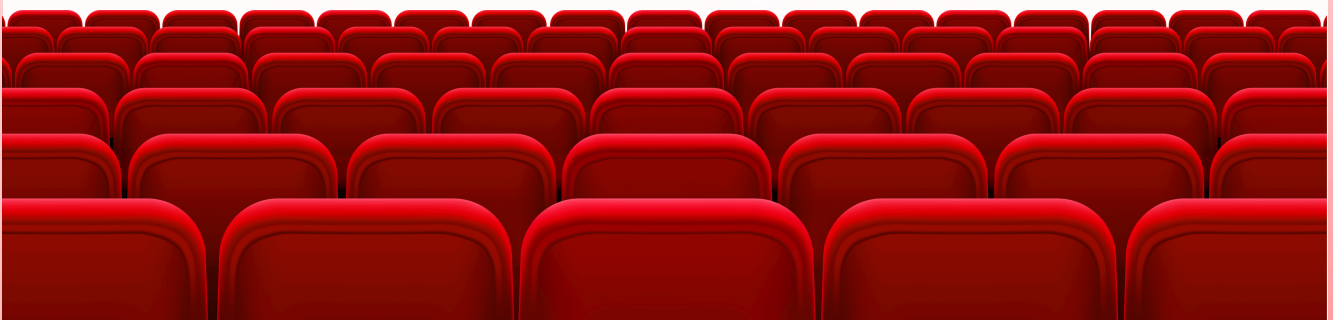
Theme 6

Global and cultural competence

🔊 ✍ 👤 👥 $\textit{ACTIVITY 1}$ 🕐 *30 minutes*
+ writing at home

This activity aims at developing students' writing skills, and encourages them to consider the effects of globalization on languages. Students will watch a movie clip (about 5 minutes) that deals with English as a global language, and write a composition based on the clip. After watching the movie, it is good to discuss the main points together to make sure that everyone has understood them and has something to work on. A possible movie clip for this is **Life of Pi 2012 (3:58-8:25, or until 9:30)**.

The suggested time refers to watching the clip and the discussion. The written assignment would then happen at home. Of course, it is possible to write during the lesson, but that will naturally require more time.

Instructions

Watch a movie clip about English as a global language. Take notes about it based on the questions below. You will need these notes for the written assignment.

1. *What are the main points of the clip?*
2. *Where do you think the (main) character(s) is/are from?*
3. *Is English their native language in your opinion? Why/Why not?*

Discuss the clip together with a small group with the help of your notes and the following questions:

1. In which contexts is English used nowadays?
2. Is English used too much/little? Why?

Based on the clip and discussion, your task is to write a composition (700-1300 characters) on the following topic:

Is the use of English as a global language a threat to other languages? Why/Why not?

Photo: geralt/Pixabay. CC0.

ACTIVITY 2

45 minutes
+ presenting

This activity aims at improving students' understanding of the importance of cultures and cultural diversity. In addition, this activity allows students to be creative in the form of short movies. Students will watch a short movie (about 3-5 minutes) about a certain culture or cultural phenomena/items/festivals etc., for example **Coco 2017 (9:00-11:02).** *Then, they will discuss the clip and create short movies in groups of 3-4 people about one of their own cultural phenomena/items (about 40 minutes).*

The short movies will be presented in class, but this can happen partially on this class and partially or completely during the next lesson. The time suggestion does not include the presentations, as the time required for the presentations depends on the number of groups. After watching each movie, it is good to take a few minutes to discuss about the phenomenon/item together with the class, and what everyone has learned from them.

Instructions

Watch a short movie about a cultural phenomenon/item. Pay attention to what is being told or presented about it. In groups of 3-4 people, discuss the movie:

1. W*hat was the cultural element?*
2. *What culture(s) is it related to?*
3. *What is its significance to the culture(s)?*

Create your own short movie (approximately 3-5 minutes) about one of your own cultural phenomenon/item. It can be related to food, music, art, everyday life... be creative! Create and write down dialogue for your movie.

The cultural phenomenon/item and its significance, as well as the cultural context, should be explained through dialogue (either directly or indirectly).

Present your short movies to the rest of the class. Prior to showing your short movie, explain your topic briefly to the rest of the class.
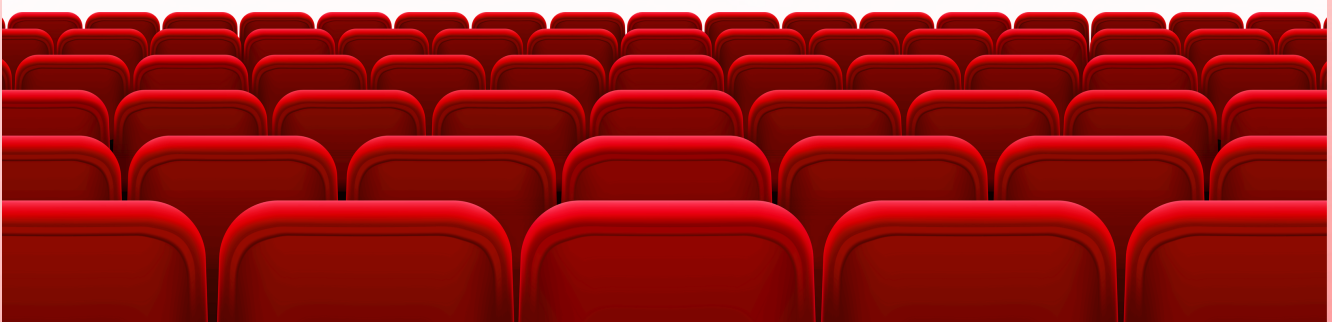
ACTIVITY 3

🕐 60 minutes + ~150 at home

This activity aims at increasing students' awareness of various cultures (and cultural heritages) around the world. Students will choose a movie about a certain culture (either a current or historical perspective) from a list the teacher has provided and watch it at home. Next lesson, they will make a presentation about the culture based on the movie and research information to compare it with during the lesson. The presentations will be held either during this lesson or the next, and can be done individually or in pairs. After each presentation, it is good to discuss together with the whole group about the topic. The time suggestion only includes the time for making the presentations. The time requirement for presenting depends on the number of groups.

Some suggestions for movies:

- *Coco (2017) - Mexican culture*
- *Encanto (2021) - Colombian culture*
- *Vaiana/Moana (2016) - Polynesian culture*
- *Black Panther (2018) - African culture*
- *Brave (2012) - Scottish culture*
- *Mulan (2020) - Chinese culture*
- *Life of Pi (2012) - Indian culture*

As previously mentioned, students should not have to pay to watch a movie for these activities, if they do not have access to them via a streaming service etc. All of these movies exist in DVD's, and can be rented from most libraries etc.

Instructions

Choose a movie from the list that focuses on a certain culture. Watch the movie at home and take notes on the following things. You will later make a presentation about the culture.

- What is the culture in question?
- What kind of things are depicted?
  - Food, clothing, language, celebrations, ...
- What is the time period of the events? (1900s, 12th century etc.)
- How is the culture portrayed? Is it realistic? Is the portrayal critical/stereotypical? Is it a current/historical point of view?

During the next lesson, research more information about the culture. Do you find any differences between your sources and the movie's portrayal? Was there something false? Based on your notes from the movie and your findings, make a presentation (about 5-8 minutes) about the culture and how it was visible in the movie. Tell your opinion of the portrayal and what new you learned about the culture.

REFERENCES

This material package was designed and edited by using Canva. The template and all fonts, colors, symbols, tables etc. have been created by Canva or Canva creators.

Layout

- *Canva: Free Desing Tool: Presentations, Social Media + More [online]. (n.d.) https://www.canva.com/ (3 June, 2024)*

- *Template: cavani team via canva.com*

- *The fonts used in this material package*
    - *Open Sans*
    - *Charmonman*

- *The cover page/theme page images:*
    - *OpenClipart Vectors/pixabay via canva.com*
    - *Sensvector via canva.com*

- *Symbols*
    - *Symbolon/Noun Project via canva.com*
    - *Uniconlabs via canva.com*
    - *sentyairma/ Sentya Irma via canva.com*
    - *Megan Chown/Noun Project via canva.com*
    - *Wena Vega/sketchify via canva.com*
    - *xoxo's Images via canva.com*
    - *MariaLevArt via canva.com*
    - *Appendix 2*
        - *Canva Creative Studio via canva.com*

- *Photos*
    - *Theme 1*
        - *Photo: johnhain/Pixabay. CC0.*
    - *Theme 2*
        - *Photo: Alexas_Photos/Pixabay. CC0.*
    - *Theme 3:*
        - *Photo: Pexels/Pixabay. CC0.*
    - *Theme 4:*
        - *Photo: Clker-Free-Vector-Images/Pixabay. CC0*
        - *Photo: GioeleFazzeri/Pixabay. CC0.*
    - *Theme 5:*
        - *Photo: CharlVera/Pixabay. CC0.*
        - *Photo: AndreasAux/Pixabay. CC0.*

- ***About licence and copyright!***

    https://elokuvalisenssi.fi/

REFERENCES

- *Suggested movies*
  - Black Panther (2018). Director R. Coogler, USA.
  - Black Panther: Wakanda Forever (2022). Director R. Coogler, USA.
  - Black Swan (2010). Director D. Aronofsky, USA.
  - Brave (2012). Directors M. Andrews and B. Chapman, USA.
  - Coco (2017). Director L. Unkrich, USA.
  - The Day After Tomorrow (2004). Director R. Emmerich, USA.
  - Elemental (2023). Director P. Sohn, USA.
  - Encanto (2021). Directors J. Bush and B. Howard, USA.
  - The Greatest Showman (2017). Director M. Gracey, USA.
  - Home Alone (1990). Director C. Columbus, USA.
  - Interstellar (2014). Director C. Nolan, UK and USA.
  - Jurassic Park (1993). Director S. Spielberg, USA.
  - Life of Pi (2012). Director A. Lee, USA, UK, and Taiwan.
  - Luca 2021. Director E. Casarosa, USA.
  - Maleficent (2014). Director R. Stromberg, USA.
  - The Martian (2015). Director R. Scott, UK and USA.
  - Mulan (2020). Director N. Caro, USA.
  - Murder at the Orient Express (2017). Director K. Branagh, USA and Malta.
  - The Theory of Everything (2014). Director J. Marsh, UK, Japan, and USA.
  - Vaiana (2016). Directors J. Musker and R. Clements, USA.
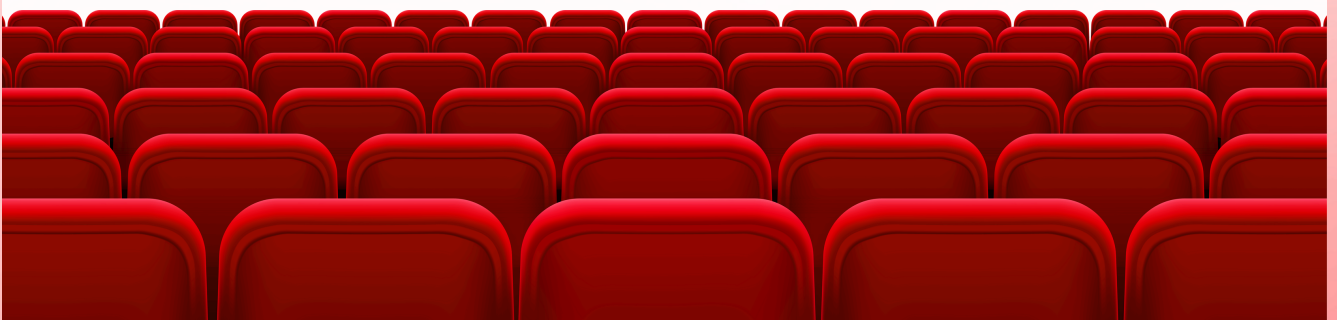 - Wall-E (2008). Director A. Stanton, USA.

APPENDICES

Theme 1

Appenix 1: A handout for Theme 1 Activity 2
Appendix 2: Instructions for writing a movie review
Appendix 3: Instructions for writing an argumentative text

APPENDIX 1: A HANDOUT FOR THEME 1 ACTIVITY 2

Fill in the verbs.

(After Nina has hurt her foot)

Mom: Oh, shh, shh. Almost done. _____ yourself too hard. We all _____ off days.

Nina: If that girl _____...

Mom: I'm sure she _____. Remember when you first _____? If I _____ you to each of your classes, you would have been completely lost.

Nina: I'm going to talk to him tomorrow. I'm going to tell him I _____ it.

Mom: You don't need to lie. It _____ him one way or the other.

(Nina lays down)

Mom: Oh, sweetheart. I know _____ disappointing. And when you start getting older, _____ all this... ridiculous pressure. God knows I understand. But it's all right.

(Mom gets up)

Mom: No matter what. You'll probably get to dance the pas de quatre again. _____ such a wonderful part. Or maybe he'll make you a big swan. Either way, you'll shine.

Nina: I _____ .

Mom: Everything will be better in the morning. It always _____. Sweet girl

KEY

(After Nina has hurt her foot)

Mom: Oh, shh, shh. Almost done. **You're working** yourself too hard. We all **have** off days.

Nina: If that girl **hadn't barged in**...

Mom: I'm sure she **didn't mean to**. Remember when you first **started**? If I **hadn't taken** you to each of your classes, you would have been completely lost.

Nina: I'm going to talk to him tomorrow. I'm going to tell him I **finished** it.

Mom: You don't need to lie. It **won't convince** him one way or the other.

(Nina lays down)

Mom: Oh, sweetheart. I know **it's** disappointing. And when you start getting older, **there's** all this... ridiculous pressure. God knows I understand. But it's all right.

(Mom gets up)

Mom: No matter what. You'll probably get to dance the pas de quatre again. **That's** such a wonderful part. Or maybe he'll make you a big swan. Either way, you'll shine.

Nina: I **know**.

Mom: Everything will be better in the morning. It always **is**. Sweet girl

APPENDIX 2 - INSTRUCTIONS FOR WRITING A MOVIE REVIEW

General information

A movie review is a text type that informs and expresses opinions. The writer introduces the movie and rates it. For a formal movie review, it is typical that the writer does not express their opinions straightforward and strong (for example, *"this movie was the worst movie ever made"* or *"the best movie ever!!!"*), but rather bases their claims on facts. They make their opinion visible through word choices (*"the stunning scenery of the movie feels realistic, as if you were actually a part of the events"*).

Watching the movie

Before watching the movie, search for background information about the movie (the genre, the year, the director and the main actors, the main theme etc.). In addition, write down some things to focus on while watching the movie. Take notes of these things while watching (and after), this will aid you when writing the review! Important things to focus on include:

- What is the story about? What is the main theme?
- Who are the most important characters?
- What are the main events of the movie?
- How do the different elements contribute to the story (the actors, hair and makeup, music, special effects...)?
- Is the plot intriguing/boring/predictable/surprising?
- Was the movie realistic? Why/Why not?
- What did you think of the movie? What did you like/didn't like?

Writing the review

Use your notes and the template (next page) and write your review. Remember to stay critical and formal. Inform the reader, but remember to give your opinion with reasons as well.

Movie review template

Headline: *The name of the movie* (year) review

Name of the writer

Introduction: Introduce the movie's background information, the main theme (for instance finding one's destiny), director, the main actors, genre, where it can be watched (a streaming service?)...

The movie:

- Summarise the plot and the setting. **NB! Explain with enough details, so that a person who has not seen the movie can understand what happens, but do not give any spoilers about important things (such as the ending).**
- Introduce the main characters
- What is the movie about?

Review

- What does the movie succeed in?
- What is not so good about the movie?
- What can you learn from the movie?

Conclusion

- Give your opinion of the movie (with reasons).
- Would you recommend this movie? To whom? Why?
- Give the movie a score. You can use the school grading system (4-10).
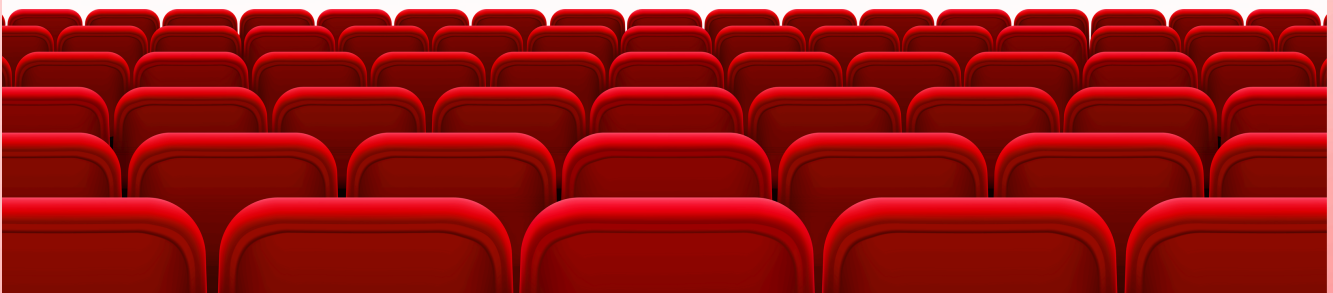
APPENDIX 3: INSTRUCTIONS FOR WRITING AN ARGUMENTATIVE TEXT

An argumentative text is a text type, where the writer takes a stance on a certain topic or issue. Before writing an argumentative text, it is good to write down claims that support your stance. In addition, it is important to have evidence that supports your claims.

Next, you should think of a thesis statement, a sentence that summarises your main point. An example of a thesis statement could be the following:

"More physical activity should be included in the school day, because it is good for the students' health."

Structure of an argumentative text

Title: create a title that catches the reader's attention

Introduction: Introduce the topic and give a brief background to it.

Take a stance: present your stance and give evidence that supports your claims.

Conclusion: conclude the text by giving a suggestion on how to solve the issue at hand

Photo: Pexels/Pixabay. CC0.