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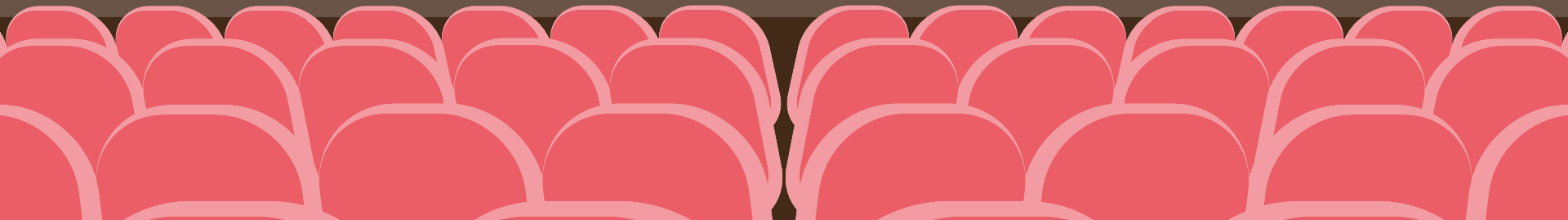
Animated Short Films in Language Classes: Why & How?

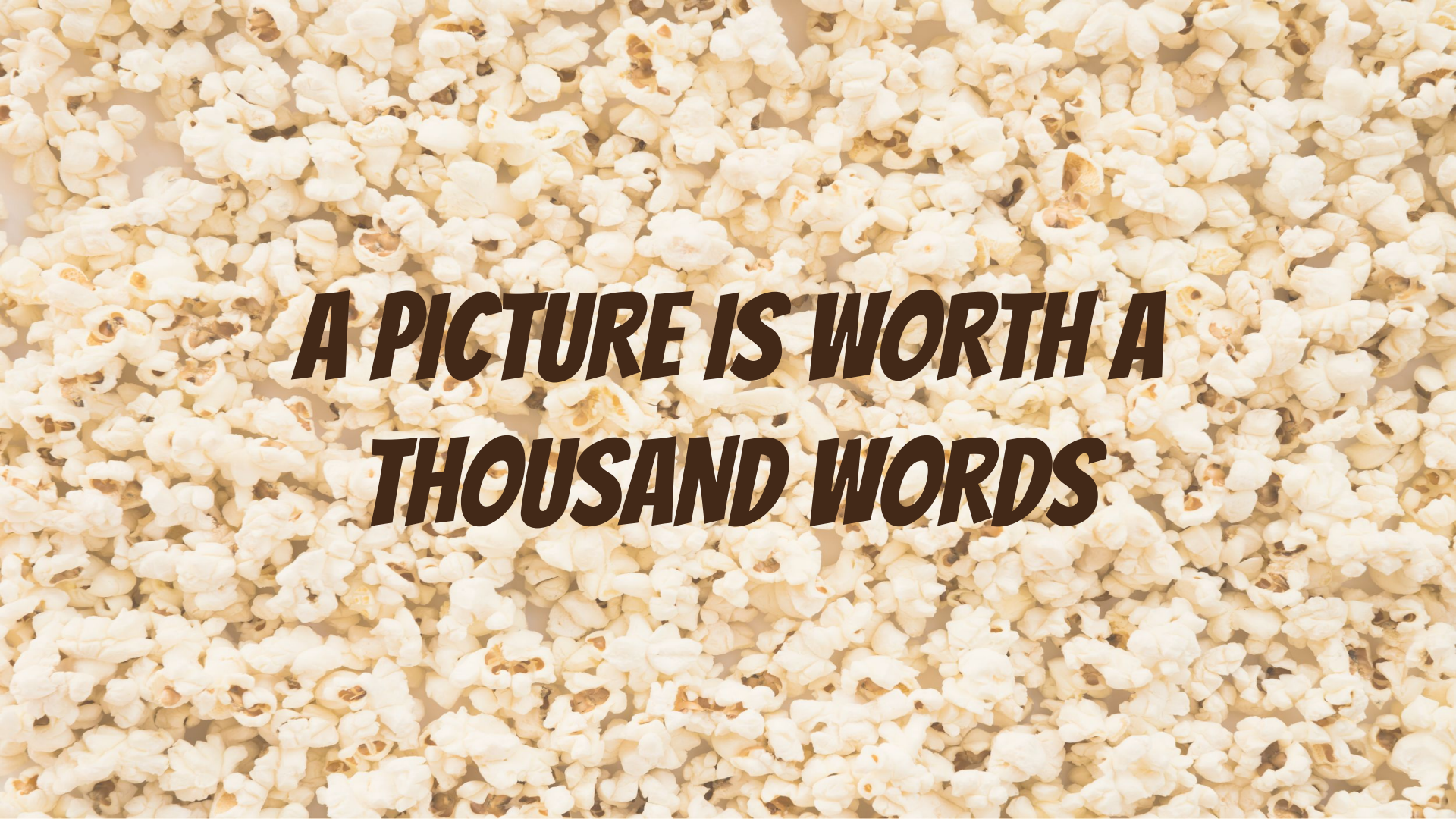
Jokha Al Hosni, Sultan Qaboos University

8th Future of English Language Teaching Conference

Organised by TRINITY COLLEGE LONDON and REGENT'S UNIVERSITY LONDON

ANIMATED SHORT FILMS IN LANGUAGE CLASSES: WHY & HOW?




A PICTURE IS WORTH A
THOUSAND WORDS

QUESTIONS TO ANSWER

- **What** are animated short films/ animated shorts?
- **Why** should we use them in our EFL/ESL classes?
- **What** are the criteria for selecting animated shorts for our class?
- **How** can we design interactive language tasks based on selected animated shorts?

Active poll

0

Join at

slido.com

#1969 099

What is the first word that comes to your mind when you read/hear "animated short films"?

Animated short films

A short film is defined as an original motion picture that has a running time of 40 minutes or less, including all credits.

An animated short film is defined as a motion picture in which movement and characters' performances are created using a frame-by-frame technique, and usually falls into one of the two general fields of animation: narrative or abstract.

www.oscars.org

Types of short films

- Films **with dialogue**
  (The Fear of Flying)

- Films **with some dialogue**
  (The present)

- Films **with no dialogue**
  (Alike)

SHORT FILMS : MORE POPULAR?

Technological advances

Internet, mobile devices, user-friendly, inexpensive editing tools
AI

Distribution sites

Youtube & Vimeo

Brevity

short, sharp bursts of entertainment, on the move

WHY "ANIMATED" SHORTS?

01. AUTHENTIC SOURCE OF MATERIAL

Real-life conversations, authentic speech

02. CULTURAL ARTIFACT

Information about the culture

03. HIGHLY VISUAL IN NATURE

Amazing animation!, Ss & Cs

04. CHALLENGE STUDENTS' IMAGINATION

Imaginative and innovative , provoke stronger responses, quirky story, unusual setting

WHY "ANIMATED" SHORTS?

05. ENJOYABLE & MOTIVATING

We all like stories, innovative & creative, for all age groups

06. SHORT BUT COMPLETE NARRATIVE STRUCTURE

Can be played several times during the class, can acquire detailed familiarity

07. EVOKE EMOTIONS

Scenes, sound, setting, etc.

08. REDUCE DECODING LOAD

Silent or quasi silent, engage with the materials in a meaningful level

WHAT TO CONSIDER WHEN SELECTING AN ANIMATED SHORT FOR YOUR CLASS?

Target group

Children, adults, girls , boys

Target skill

Warmer, filler, listening, reading, writing, speaking, etc
Thematic route?

Time

How much time you have to do the whole activity , length of film

Level of difficulty

Pre teach vocab\ introduce the topic?/ subtitled?

Cultural relevance

Content is culturally relevant, can relate and engage

Cultural appropriateness

cue up the video to avoid inappropriate ads on YouTube

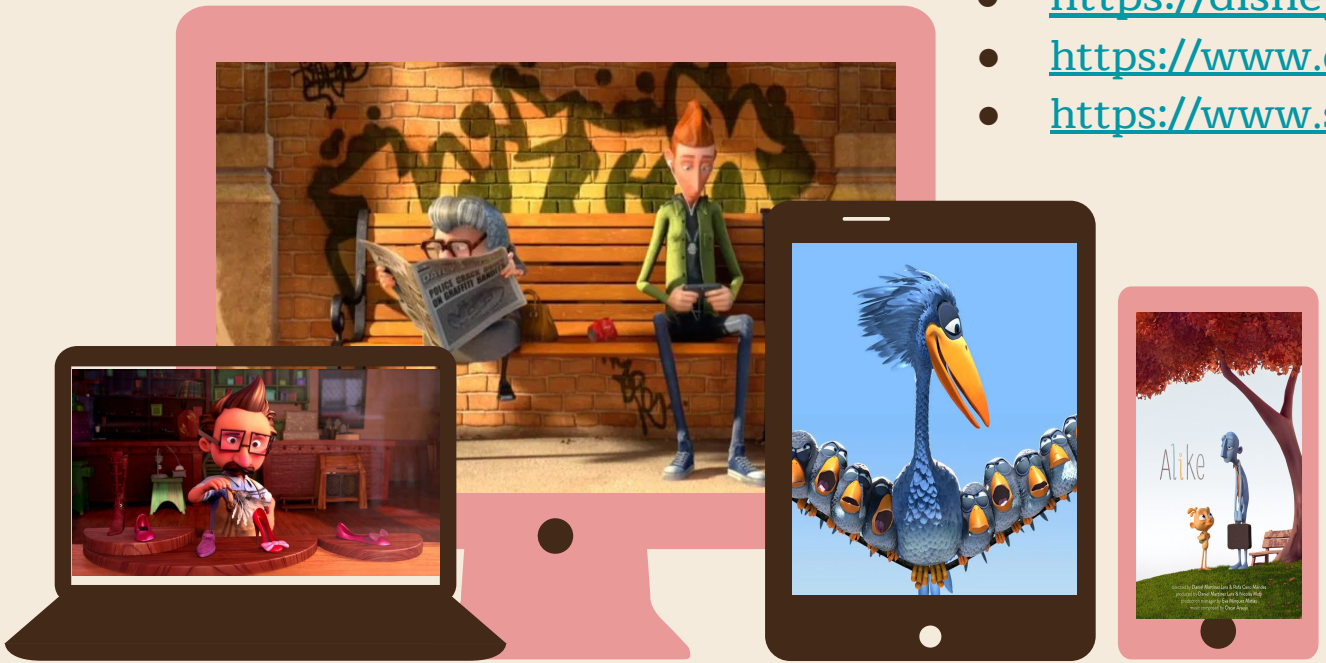
TIP!

“Try to generally aim for videos that are about 2 to 10 minutes long. Two minutes usually allows for a single topic to be explored with enough depth for you to work with, while 10 minutes is enough to have grabbed learners’ attention and enable back-and-forth conversation discussing what was viewed.”

FluentU.com

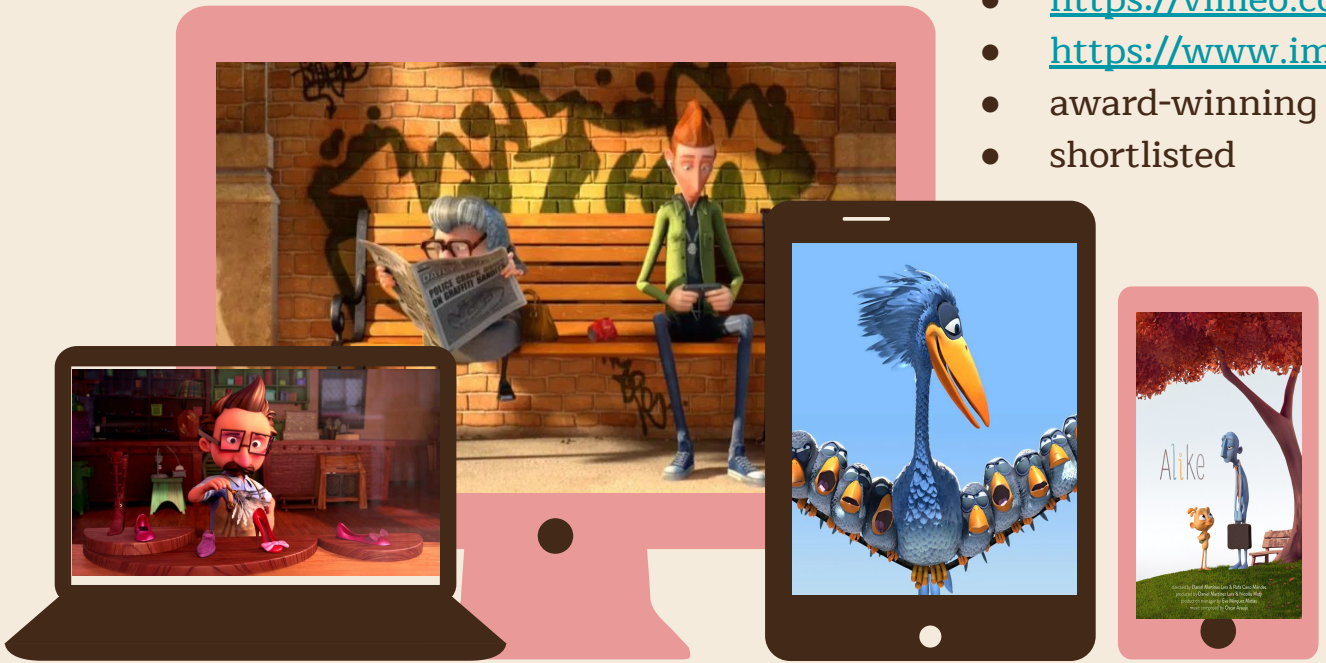
SOURCES ?

- https://www.pixar.com/
- https://disneyanimation.com/
- https://www.dreamworks.com/
- https://www.studioghibli.com.au/



SOURCES ?

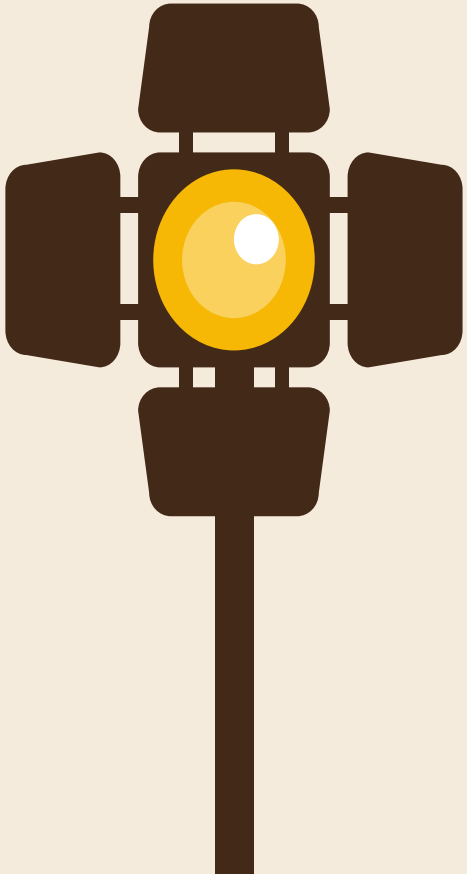
- https://www.youtube.com/
- https://vimeo.com/
- https://www.imdb.com/
- award-winning
- shortlisted



SUGGESTED LANGUAGE TASKS

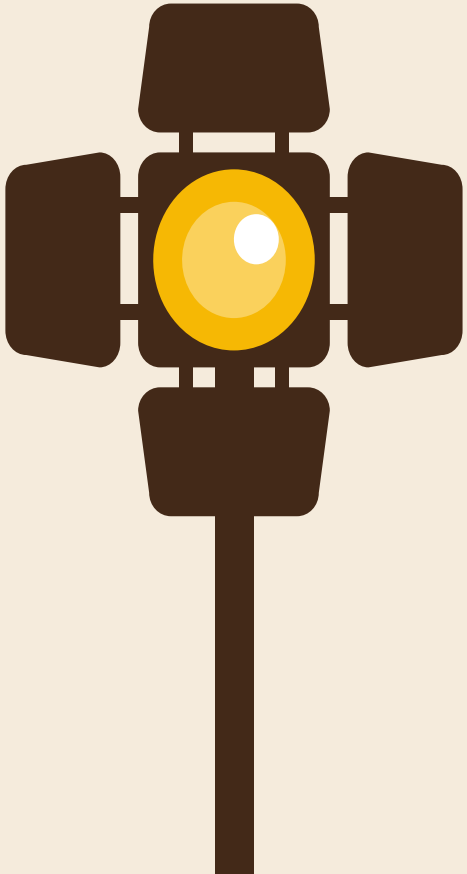
Discuss the characters, plots theme, moral

SPEAKING	WRITING	READING
★	★	



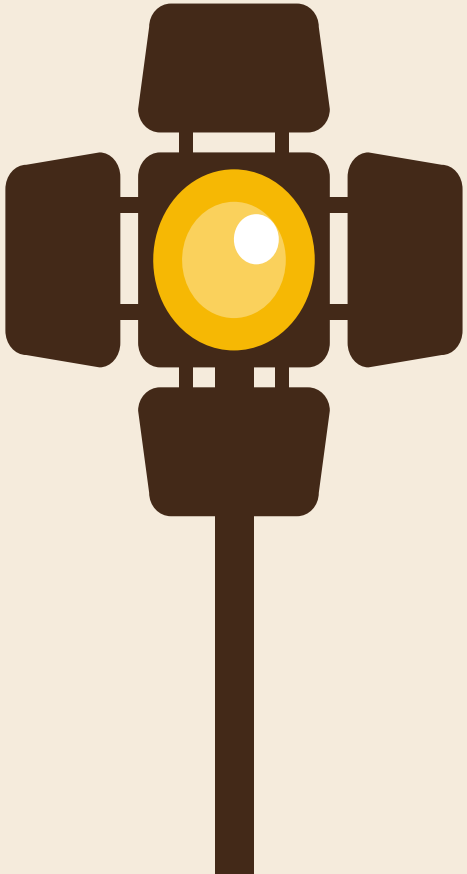
SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Discuss the characters, plots theme, moral	★	★	
Predict the ending/ change the ending	★	★	



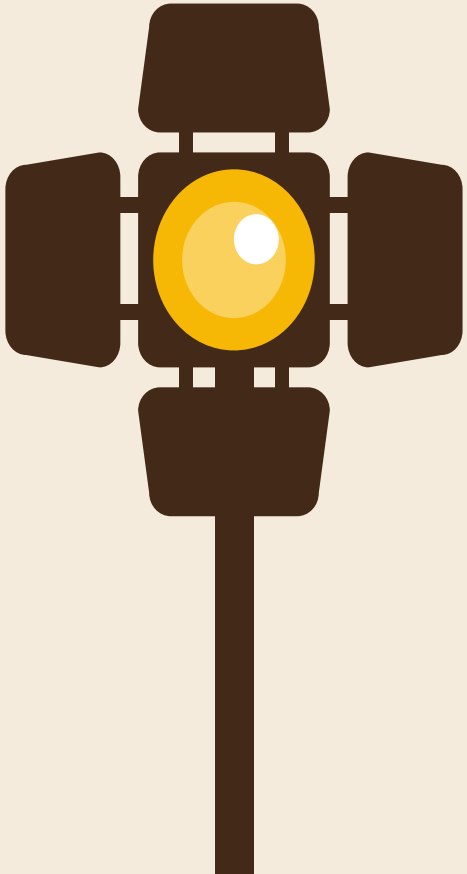
SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Discuss the characters, plots theme, moral	★	★	
Predict the ending/ change the ending	★	★	
Identify the correct sequence of events (prediction/ comprehension)	★		★



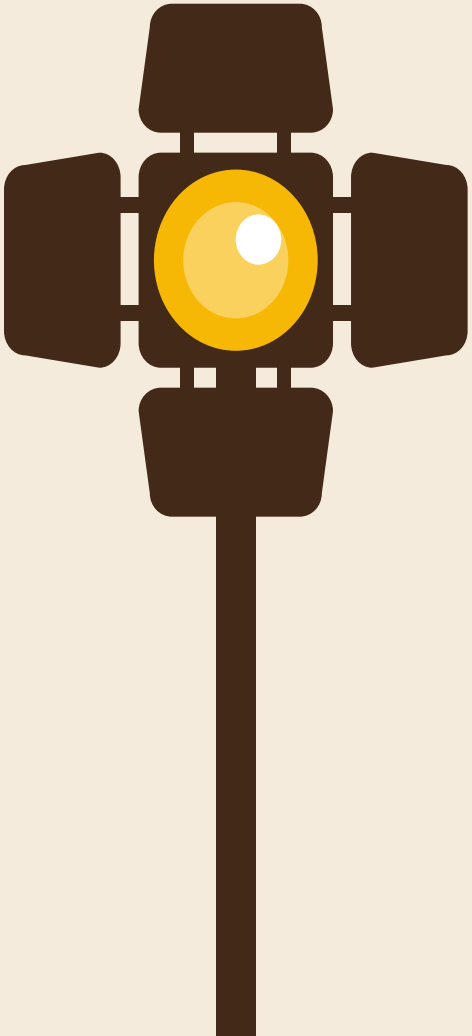
SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Discuss the characters, plots theme, moral	★	★	
Predict the ending/ change the ending	★	★	
Identify the correct sequence of events (prediction/ comprehension)	★		★
Summarize the story	★	★	



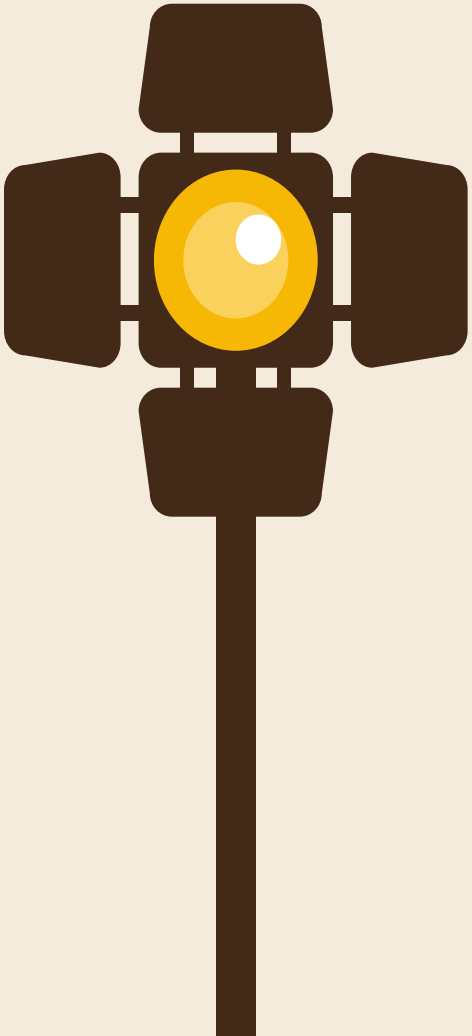
SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Create a dialogue between two characters/ Monologue	★	★	



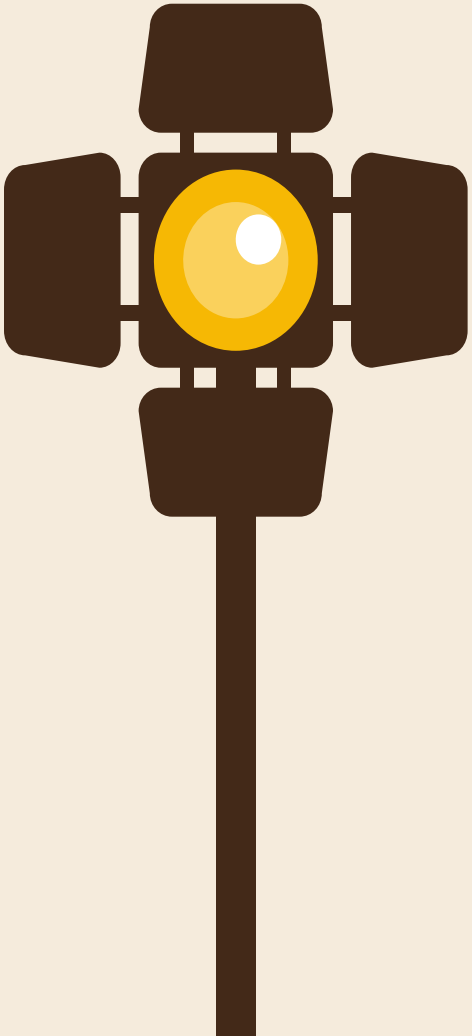
SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Create a dialogue between two characters/ Monologue	★	★	
Create a story prequel or sequel	★	★	



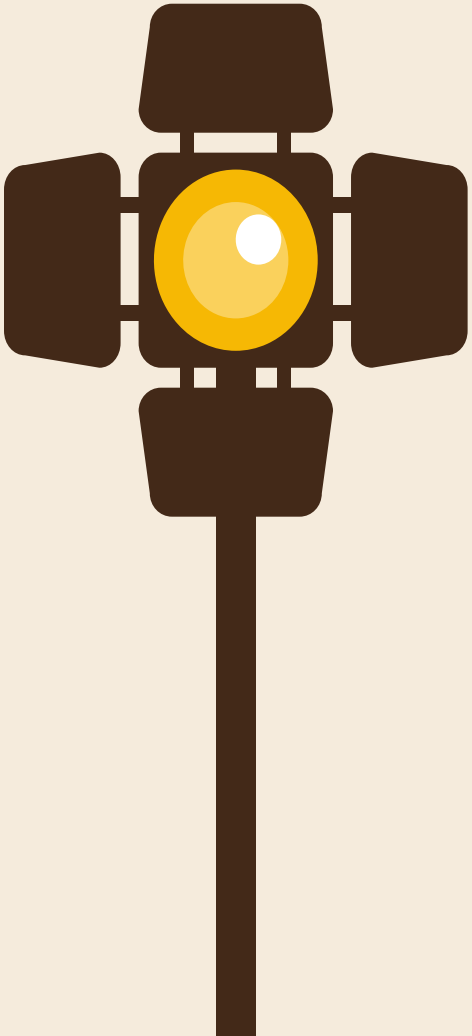
SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Create a dialogue between two characters/ Monologue	★	★	
Create a story prequel or sequel	★	★	
Answer questions based on the film **synopsis, scripts, subtitles**	★	★	★



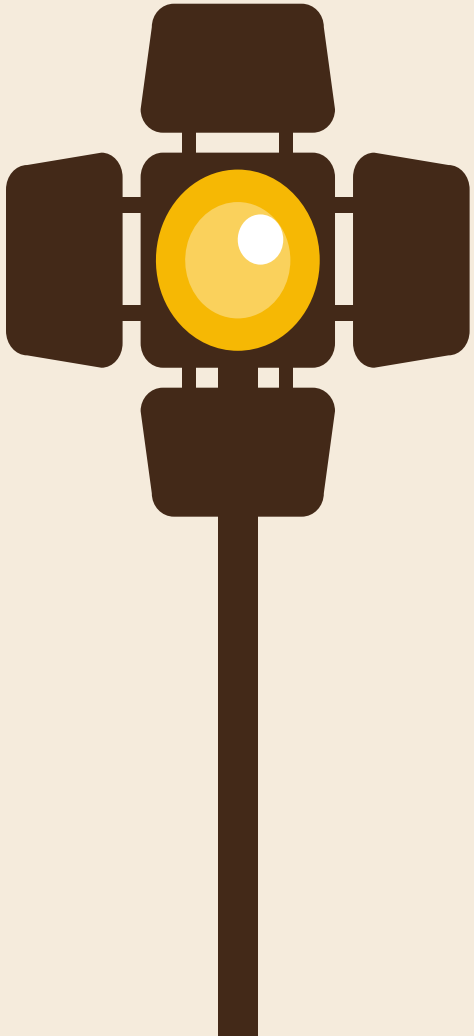
SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Create a dialogue between two characters/ Monologue	★	★	
Create a story prequel or sequel	★	★	
Answer questions based on the film **synopsis, scripts, subtitles**	★	★	★
Create a role play	★	★	



SUGGESTED LANGUAGE TASKS

	SPEAKING	WRITING	READING
Create a dialogue between two characters/ Monologue	★	★	
Create a story prequel or sequel	★	★	
Answer questions based on the film **synopsis, scripts, subtitles**	★	★	★
Create a role play	★	★	
Predict the setting/ characters, etc. based on music only	★	★	



Think of a language focus for your lesson if you are to use this short film!

SNACK ATTACK

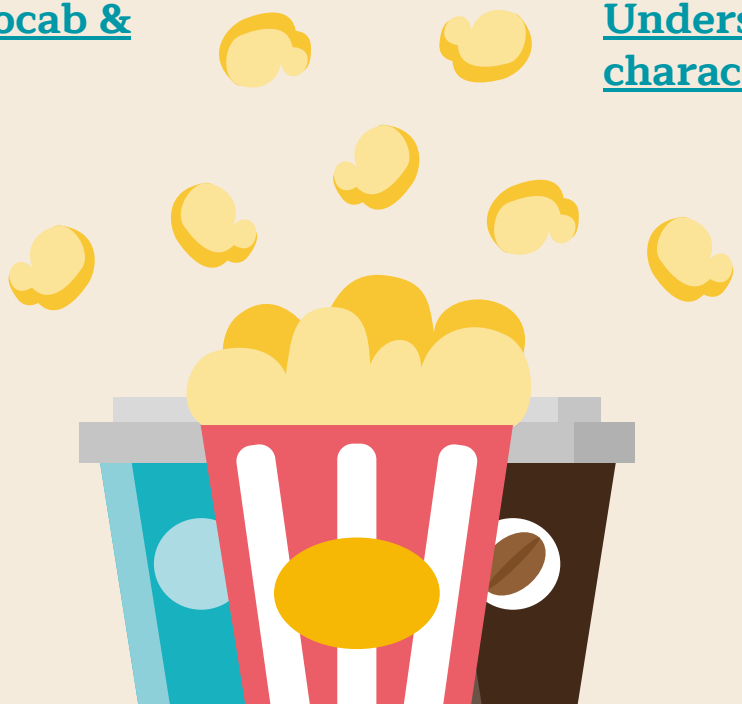
https://www.youtube.com/watch?v=38y_1EWIE9I (4:41)

SUGGESTED TASKS (LIVEWORKSHEET.COM)

Video comprehension, vocab & grammar

Understanding film's ad, characters, plot, etc.

Story structure



Video comprehension

vocab practice (Quizizz)

Writing, vocab & speaking

DISCUSSION QUESTIONS

- This short film discusses the topic of “stereotypes’. Where is this topic depicted in the film?

- How would you have reacted if you were the boy?

- Did you like the ending of the film? Could you think of a better one?

What linguistic or/and visual elements do you find **interesting** to teach?

ALIKE

https://www.youtube.com/watch?v=kQjtK32mGJQ (8:02)

SUGGESTED TASKS

Discussion/ critical thinking

Video comprehension/speaking

Use of visual language

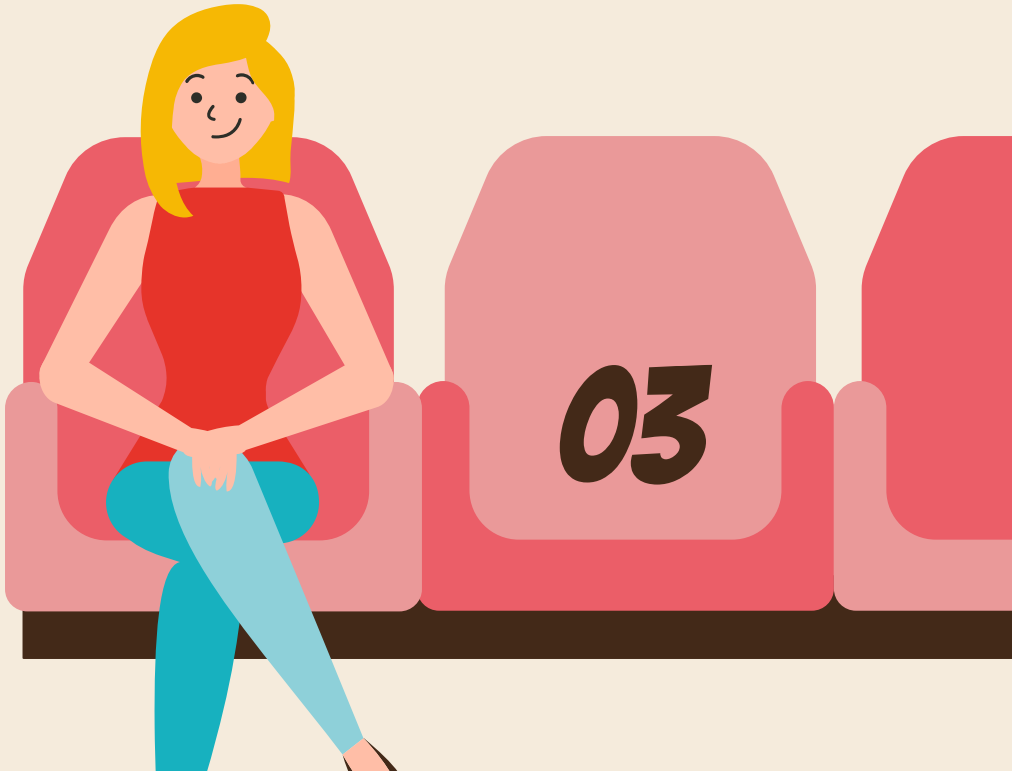
teaching ideas/
speaking prompts

Use of colors 1
Use of colors 2

21 life lessons inspired by "Alike" / speaking & writing, etc.

Speaking/ writing (Advanced)

THE PRESENT



https://www.youtube.com/watch?v=WjqiU5FgsYc (4:19)

THE SMALL SHOEMAKER

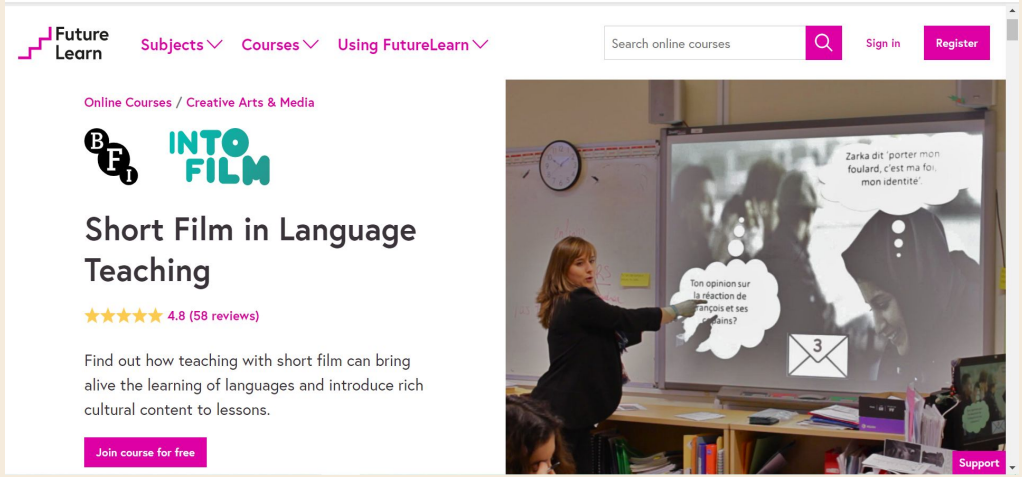
https://www.youtube.com/watch?v=fEUwBMThY1w (5:33)

CHANGING BATTERIES

https://www.youtube.com/watch?v=O_yVo3YOfqQ (5:34)

[Short Film in Language Teaching – Online Course]

a 3-week futurelearn course on using films in ELT



WHAT ABOUT A MOOC IN USING SHORT FILMS IN LANGUAGE TEACHING?

OTHER WEBSITES TO CONSIDER

https://www.pinterest.co.uk/CarmenFILTA/shorts/

https://film-english.com/ (not free/ lesson plans)

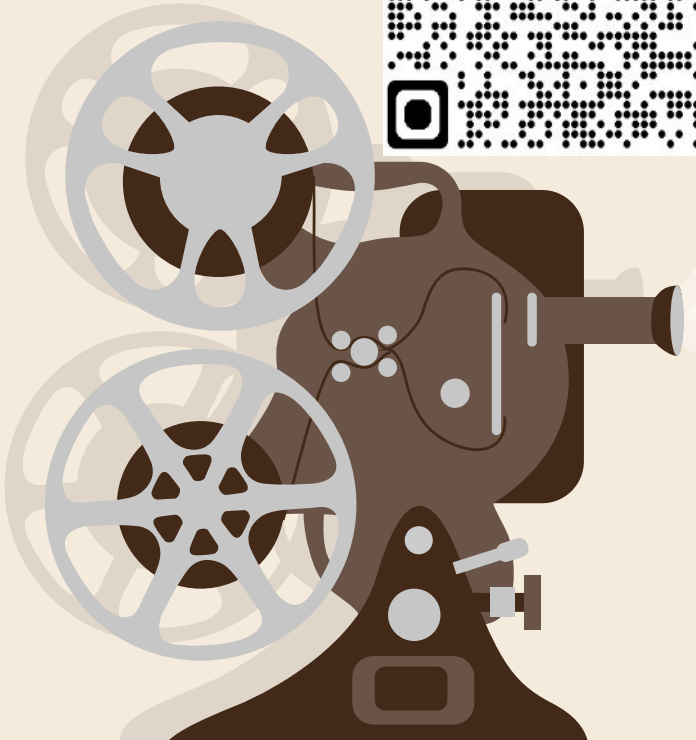
“Film in itself will not transform learning - it needs to be thoughtfully brought into learning situations, using the “appropriate “ kinds of approaches”.

Short film in ELT Course/ FutureLearn

THANKS

Do you have any questions?

alhosnij@squ.edu.om



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