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**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**HOW TO WRITE A FILM REVIEW: INTERCULTURAL FILM FAIR**

**TRABAJO RECEPCIONAL**

**PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO  
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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How to write a film review: intercultural film fair

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**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



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### DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Juárez Serrano Stephani con matrícula 220926083 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "How to write a film review: intercultural film fair", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

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ATENTAMENTE  
"EDUCAR PARA TRANSFORMAR"

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## Introduction

This lesson plan is the result of all content checked in this long path of the specialization in language teaching at Universidad Pedagógica Nacional. The three modules have broadened my perception regarding to the theories and practice of my experience in teaching English. I'd like to start with my deepest gratitude to my tutors, Gabriela Ruiz and Daniela Otero, who gave me all the tools and support even in those tough days. Secondly, to my Universidad Pedagógica Nacional which has given me the opportunity to keep on growing professionally since my degree in Pedagogy, then my Master's, and now in the specialization.

The paper is also divided into five parts. The first part is a self-reflection of my teaching philosophy in which I mention how all theory, practice and reflection from the texts read made me build many ways to see my teaching practice. Then, a second part is related to the context about my students and school expectations in their learning process while the third part is mainly the theoretical support of all activities designed for my lesson plan, but also it supports my teaching philosophy I think this was my favorite part. As a Pedagogist I enjoy this part, specifically because I could mix my previous knowledge with a new input that made me reflect in new things learned in the specialization such as intercultural competencies in the English learning process. The last parts are my lesson plan and activities, in specific part 4 is divided into four sessions in which you can see objectives, the development of the activities and outcomes. and the last part is my experience report.

All this paper is the result of all effort made during module 1, 2 and 3 and all activities here were designed so students will write a film review and arrange an intercultural film fair. It is a controlled writing task, but it would be also free because students wrote about their favorite film. I found useful to write a review because in examinations we will meet these kinds of writings, so students show their proficiency.

As I teacher I find important to review some concepts and keep on learning new aspects when we design activities, when we plan, we can reflect on our everyday practice and help students to achieve goals. In the next part I would mention what's behind my English teaching practice.

## Part 1. My teaching Philosophy.

When it comes about teaching, the teacher is one of the most important aspects to take care. Not only teachers are necessary but everything to guide the learning process with all the learning problems to solve from school issues to administrative paperwork. Which is true is that a teacher comes with a background, beliefs, interests, personality, stories to tell and experience, just to mention a few.

I consider that my role as a teacher, of course is teaching, but it goes beyond that. First, I'd like to start by saying that teachers are planners; we must plan what we are about to teach. This could seem very simple, but it can take ages to plan a whole course. This can be difficult sometimes due to the dates we have to plan, and a very common problem is that the syllabus that we take into account is very ambitious. In my case, I plan the whole semester, but every day I write down my plan as a diary and take notes of the topics seen, the objectives and observations. As a planner, of course we must be also a manager, a manager organizes the learning space and the activities or learning stages, as in the Kolb's model, so we can allow a better learning environment.

From my experience, I enjoy managing activities such as watching a film in English, do cultural activities such as thanksgiving, día de Muertos just to mention a few. It sometimes can be difficult to be a manager of all activities, so we can ask for some help, and we turn into an involver to take all part in the activities.

I think I'm also a friend who can listen to my students' emotions and feelings and it is important to connect with students in that way so you can make them feel confident and open the channels to an appropriate learning environment. On the other hand, I can say that online teaching seems to me differently when it comes to establish a bond, but it is not impossible.

Moreover, as teachers we should make us conscious about our praxis, sometimes we set activities unconsciously, but to improve the learning process it is vital to review some theoretical concepts so we can make the learning and teaching process consciously.

Teaching consciously helps to be empathic with learners, we sometimes forget that learning and acquiring a new language is a plant to be nurtured through time. Letting learners solve communication breakdowns using their strategies and styles can motivate them too.

I feel myself as a teacher who loves learning from their students and getting constant training. One thing that seems it is the most challenging is breaking with traditional habits in my praxis such as teaching only grammar and that language is not about grammar, trying to cover all units from the textbooks, dealing with syllabus only. After the specialization in teaching English, I can see why I couldn't break those habits and I am taking up new ones consciously. One example of this is, which is a key in the class, interaction because learners will be exposed to practice the input and share it with others that results in getting the opportunity to know how to use the language (output). To sum up, joining all elements of my teacher philosophy I believe I'm into the sociocultural perspective, that's why I see that solving a problem is the cornerstone of planning, so the input is the guidance of the learning process. In the next lines, I explain this in detail.

## Part 2. My students at Angloeducativo.

The following lesson plan is targeted to Angloeducativo students. Let me talk firstly about the educational core in this institution. Angloeducativo is based on the Communicative Approaches, specifically TBLT which states that students will have performed some tasks and experiences needed at work, setting in the future. The spaces to fulfill those experiences will be in their workplaces as they are students that belong to different companies that ask for online classes so their employees can develop the skills needed.

We are clear that Angloeducativo main core has its basis on business education, but as foreign languages institution it is required that students will be able to communicate effectively in different languages using communicative resources according to the context.

Now, in the specialization I want to add one of the most important competencies that I haven't realized during my praxis the intercultural competence. This one is extremely important, and I can add it to the students Portfolio at the end of the course and it is vital to include when we talk about reviewing films from other countries.

What's more, students at Angloeducativo are very familiar with the language. They mainly work on exercises to reinforce skills to get certified, they even had certifications per level. Moreover, it's usual they use technological tools because we work on platforms, such as TEAMS. It's important to stand out that teachers at Angloeducativo are technological users and promotes it every day because we are online teachers.

Now, I have been teaching at Angloeducativo for a year. My current students have a B1 the number of students is over 8 in total, so we work with small groups. The level I am teaching is intermediate, this means that they must be able to write a film review.



### Part 3. A brief theoretical behind.

Gass (2008) stated that the Second Language Acquisition (from now SLA) is a young field that needs to be seen from different perspectives, I'll say that we can call this multidisciplinary due to all contributions from pedagogy, psychology, linguistics, and other disciplines. It is important to mention that get a definition of SLA could be complex, but just as Gass (2008) mentions we can focus on what the study of SLA consists of, and I couldn't agree more.

According to Gass (2008) the study of SLA goes beyond the language proficiency students might have, so she states a definition that can lead us to what can be understood as SLA: It is the study of how second languages are learned. In other words, is the study of acquisition of a non-primary language; that is, the acquisition of a language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. [...] Additionally, second language acquisition is concerned with the nature of the hypotheses (whether conscious or unconscious) that learners come up with regarding the rules of the second language (Gass, 2008, p.1)

As we read Gass' definition SLA we can express that is the study of all elements regarding the process when becoming a user of a new language. In other words, how is language acquired, the way learners acquire it, the differences among learners when acquiring the second language and the effects on them when using the target language.

On the other hand, in the SLA research emerged three schools of thought: Behaviorism, Generative linguistics and Sociocultural theory.

Behaviorism and structuralism; this school focuses on the development of new habits and the reinforcement of positive behavior. Behaviorism related to SLA relies on the old habits in learner's mother tongue and the new ones when learning a second language, this was called Contrastive Analysis Hypothesis due to "comparison of two or more language to determine the differences or similarities between them" (Mahboobeh, 2015, p.1106).

Furthermore, Generative linguistics states "that the human ability for language is innate, and ... that human language is based on a set of logical rules that allow a speaker to produce novel sentences that can be understood by others to speak the same language" (Lapham, 2022).It

is remarkable that in this school of thought the learner by nature will apply the rules and notice the difference between correct and incorrect sentences, this leads us to mention that form and syntax are quite significant when learning the foreign language.

From my personal point of view, learning languages involves a set of pedagogical and psychological steps to learn any foreign language by using artificial artifacts. That means a teacher can introduce the language by using textbooks, videos, audios, or any source that can get learners closer to native-speaker opportunities to communicate, so the process is conscious. In my praxis I introduce the communicative objective based on the textbook by setting questions or asking for their opinions related to any topic, then vocabulary is presented, and we practice it using a spoken or written interaction. Then, using any written forms such as readings I highlight grammar inductively to make them see a model when using new structures and finally, we accomplish all seen with a post-production exercise, it helps me to get learners to a communicative situation that can be used in real life.

On the other side, we have naturally developed tools when we acquired our mother tongue because we were constantly exposed to the input in real scenarios. Acquisition is an unconscious process, “we internalize more complex structures through an expansion of their vocabulary bank and also from their immediate social surroundings” (Mohamad and Rashid, 2018, p. 162). I take this as a valid because from my experience I have talked to people who acquired English, and they use more phrasal verbs, idiomatic expressions, and slang. Trying to give learner opportunities to grasp this, I provide them with articles from newspapers and interviews between native speakers so I can model the learning process.

The difficulties I have met when teaching is that learners compare their mother tongue, and it sometimes interferes with the use of foreign language. We must understand that is a long process, but language is socially built so other ways of thinking should be included in learning a second language.

According to the Language acquisition -learning Hypothesis, we acquire the language unconsciously meanwhile learning is a conscious process because we learned rules and structures. My opinion about this hypothesis is positive because we must make this distinction, but at the same time we should use it on our favor. In other words, depending on how we guide students we can make them acquire new input unconsciously, for example, we can be very

conscious of learning how to write a film review so we need vocabulary related to films and phrases that are commonly used in reviews, but unconsciously we can learn the register, layout, how learner can organize their ideas in private speech. That is the reason why my lesson plan is about reviewing films to prove Krashen's theory in my classroom.

Additionally, in the conscious process the Monitor Hypothesis may occur. When producing the language, the things we have learned served as a monitor to meet the "correctness of the language" (Almaden, 2022). The correctness can be simplified into three conditions: form, rules, and time. Let's recall the postproduction exercise I used above "how to write a film review", according to the monitor hypothesis the form (morphology and syntax) should be the appropriate words that convey a review and films; meanwhile the knowledge of the rule must be the correct use of present simple when we write reviews. The third condition that I've mention previously is time so learners can reflect on the form and the rules appliances by providing some time.

What's more, the Natural Order Hypothesis explains why we experienced problems in how students use the language due to the order learners get morphemes till they can notice rules and use more complex or even parallel structures through time. This is very important to stand out because this theory can be linked to the Input Hypothesis, that explains how natural order and the comprehensible input go together in the acquiring process. The input is vital in the whole process because it's the new opportunity to use a new level of language unless the input can be meaningful.

It's also significant to explore the emotional factors that allow an appropriate atmosphere to lead the learning-acquiring process. This is called the Affective Filter Hypotheses, it means if a learner is anxious or under stress, the filter will be higher enough no to acquire the input, furthermore if the filter is low, the acquiring process will be comfortable for learners. I must express that in my teaching practice I've seen how learners get blocked when you monitor their practice and to lower the filter, I used some positive feedback and I never interrupt to correct them.

Stephen Krashen states that language acquisition should be introduced through meaningful interaction. Krashen's collaboration to the SLA is vital due to his five theories about language

acquisition we can notice that acquiring a foreign language is more than being exposed to native sources.

I've just reflected on my teaching experience and the concepts, sometimes as a teacher it is difficult to manage or to remember all the concepts that can be applied in the classroom. That's why is important to constantly stay in professional development.

I see that solving a problem is the cornerstone of my lesson planning so the input is the guidance of the learning process because it is all the material learners will be exposed to. To set an example, if the lesson will be about talking about past experiences, the input will be including a model that let learners check previous knowledge and activate the process. In this case I chose a video in which a native speaker is talking about how to write a film review and some tips to add.

Besides, the intake, understood as the knowledge applied automatically, will help to evaluate the process, and make them self-evaluate their progress, so that could be placed at the end of the class. On the other hand, interaction is constantly seen in all lesson, all the activities are designed to make learners interact in different ways: in pairs, class as a whole and teacher-student.

The interaction is a key in the class because learners will be exposed to practice the input and it opens the opportunity to know how to use the language (output). The output in a class, using the example above could be a speaking task presented with some ideas to use as a guide when talking about their past experiences

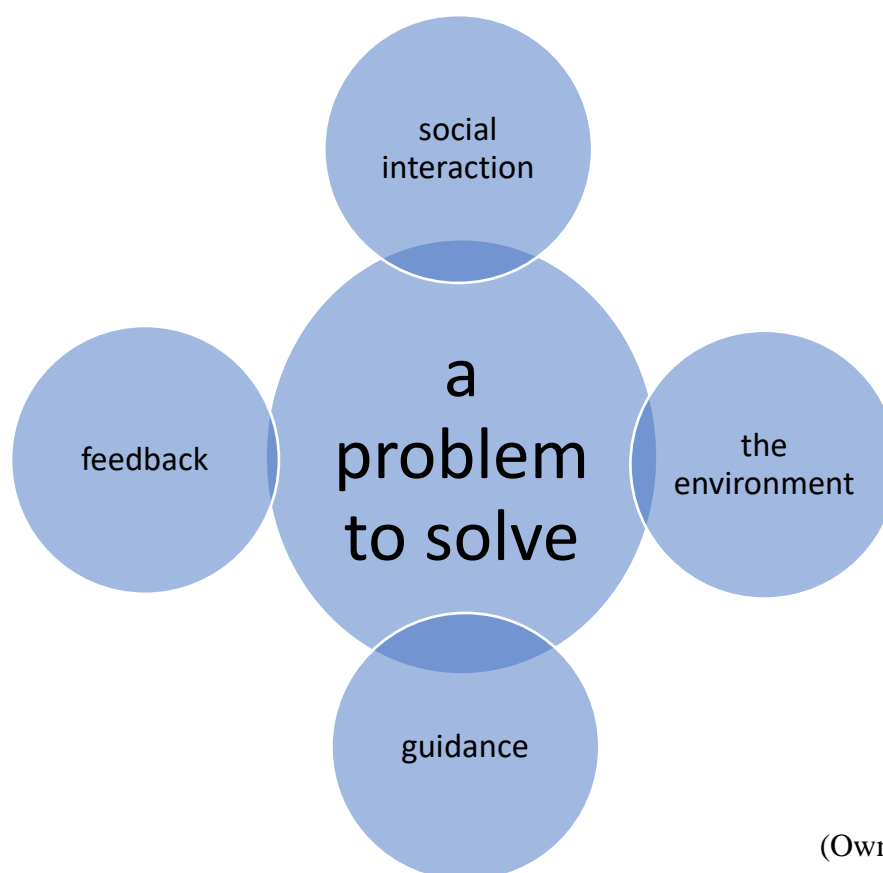
Later on, in the 90's we had a shift in learning perspectives. The context and cognitive abilities are socially mediated, and they were included in the research of SLA. The Sociocultural theory of mind came with a new proposal beyond the psycholinguistic learning process. Additionally, new concepts were introduced such as mediation, artifacts, higher mental functions, comprehensive input, and output; as well as theories such as the Zone of Proximal Development which will be seen in the following pages.

Now we have mentioned the schools of thought and the definition, we can say that SLA is not just learning grammar, and welcome more opportunities to rethink all the aspects that can be included in the study of SLA, for example nowadays we can include the digital competence

when learning languages during covid-19 pandemic and the interculturality competences as well. That's why I am amazed about the Sociocultural Theory because language is not seen as a linguistic schema but goes beyond.

On the other hand, The Zone of Proximal Development (from now on ZPD) Vygotsky broadens our SLA research. He came up with the idea learners develop higher mental skills when solving problems with the guidance of a more experienced peer. It is a very completed process that can be represented in the following diagram:

Figure 1. ZPD diagram



(Own elaboration).

The ZPD is represented in a circle because it's a continuous process. In the center we have the problem to solve which helps to activate the learning process, this process is nurtured by the social interaction in a specific environment and the guidance and feedback will be the last two stages to let the students reflect on how to solve and improve the process.

I've just reflected on my teaching experience and the concepts seen. Sometimes as a teacher it is difficult to manage or to remember all the concepts that can be applied in the classroom. That's why is important to constantly stay in professional development.

I see that solving a problem is the cornerstone of my lesson planning so the input is the guidance of the learning process because it is all the material learners will be exposed to. To set an example, if the lesson will be about talking about past experiences, the input will be including a model that let learners check previous knowledge and activate the process. In this case I will choose a video in which a native speaker is talking about their past experiences in a context in specific.

Having mentioned that, the lesson plan that I am presenting is based on the four skills; listening, speaking, reading, and writing that is meant to be checked in the syllabus of the intermediate levels. This lesson plan also compels with Angloeducativo model because I pretend students to boost the real-life skills in the language pretending, they are film critics. The objective is to write and present a film review within the context of a film festival.

I'm into Task Based Language Teaching approach because I see students' progress and a product at the end of the course. The TBLT approach is considered as part of Constructivism because students build their knowledge. The social practice of the language is important because leads me to contextualized and set my objectives every class. As we checked in the specialization a social practice is always linked with culture and that's vital is to guide students to become a user of the language through introduction of social practices.

According to Diane Larsen-Freeman and Marti Anderson (2011) the TBLT relies on an analytic syllabus because it is "composed of tasks, not a sequence of linguistic items" (p.77). That it is due to tasks which must be meaningful to students when communicating. I want to highlight that tasks are not meant to be homework, but activities to notice communicative situations. Another feature of this approach is that we focus on form and not in grammar (Larsen

and Anderson, 2000). In my practice I add a little bit of guided discovery to highlight the use of the language because we need to introduce the linguistic schema input.

I start my lesson by telling students the communicative terminal objective, the topics involve, and number of tasks. I write these on the blackboard. I set a question just to recall previous classes and how can I link it to the class's topic. As well as using activities to prior the activation or as a warmer as a previous knowledge. Regarding to speaking and listening skills I really find interesting to use the Natural Approach and if it's a certification practice I think we'd better use the top-down processing because students will find their schema useful when predicting the answers and they mainly use their background knowledge to answer questions.

As Natural Approach states, it is a good approach to reinforce the everyday situations and to "build the basic personal communication skills" (Brown, 2001, p.31) that students will need when listen to conversations that would follow later as a model when speaking. Furthermore, the preproduction is vital so students can develop listening skills, in this part of the Natural Approach cycle I provide students with vocabulary items and strategies to predict and use their background knowledge. Later, during the early production stage I play the audio one so they can get the general meaning and link it with previous background and new input. As a production the speaking task would be very convenient because as Krashen points out we should extend into longer stretches of discourse (Brown, 2001, p.32) so I like fostering conversations, role plays, dialogues, and discussions.

Now, in module 3 of the specialization I took into account the intercultural competences, that according to Byram, Gribkova and Starkey (2002), are the "basis for social interaction" (p.9) and I couldn't agree more because as we learn any foreign language we must be able to respect other types of thinking and our own identity and the target language will be the bridge to communicate each other efficiently and respectfully. Byram, Gribkova and Starkey (2002) stated a model which involves knowledge, skills, attitudes, and values as the intercultural competence components. One of the components that I'd like to stand out is the outcome of the final project (Writing a review) is the skill to interpret and relate that means "the ability to interpret a document or event from another country, to explain it and relate it to documents or event's from one's own" (Byram, Gribkova and Stakley, 2002, p.13). I really think it matches perfectly with the key activity I pretend students preformed due to the skill of interpreting and review a film

with the appropriate skills to appreciate and discuss about attitudes, behaviors practices from other countries seen on the films.

Technology will play an important role because Angloeducativo model states that students will be able to use technology resources in their learning process. In this case, we can take advantage of this part because students will be able to use different platforms to present a video introducing their film review and arrange the film festival.

The assessment is based on Portfolio evidence, I consider that it is one of the best tools to assess due to all collection of activities we, as teachers, can gather. The ongoing process and constant feedback seem to be practical and valid so students can reflect on their learning process continuously rather than when teachers use traditional tools or definite ways of evaluating such as final examinations. According to Gominda (2005) it seems that Portfolio has more if's than but's:

Portfolios...assess and promote critical thinking, encourage students to become accountable and responsible for their own learning, [...], facilitate reflection and self-assessment, can accommodate diverse learning styles, though they are not suitable for all learning styles, can monitor and assess student's progress over time [...] (Gominda, 2005, p.282).

On the other hand, Gominda (2005) states that the disadvantages can rely on if there's too much information that can make students reveal the same weaknesses as well as lack of reliability if the student submits or not their own work. I think these mentioned can be managed if we are organized and careful with all the tools we collect for the Portfolio and nowadays we can meet different tools to verify If students use tools to cheat such as Chat GPT detector (Generative Pretraining Transformer).

For the reasons above I consider that Portfolio is good option to assess students, furthermore Teacher will provide one rubric, at first it will be used by the teacher and at the end it will be used by students because I want to reinforce pair assessment and self-assessment (see appendix 1).

The following lesson plan is designed into four sessions so students can write their film reviews, record their presentations, and arrange a film festival. I'd like to point out the theories that help me out when designing it. As Angloeducativo expects that students will work on



projects, presented in a Portfolio, I'll use the Task based Language Teaching approach combined with the theories learned in the specialization at Universidad Pedagógica Nacional. To sum up, all theories let me reflect on the following activities you will see in the following lesson plan.

## Part 4. Lesson Plan: Write a film review.

<b>Teacher:</b>	Stephani Juárez Serrano		<b>Group</b>	B1
<b>Social Practice</b>	Interpret different elements in a film review.			
<b>Specific Competency</b>	Write and present a film review.		<b>Context</b>	An intercultural film festival
<b>Unit outcome</b>		Read and write reviews and opinions about films.		
		<b>Task Based Language Teaching</b>		
<b>Contents</b>		<b>Session 1</b>		
<b>Speaking</b> <ul style="list-style-type: none"> <li>Tell about my likes about films.</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>Listen to trailers (authentic material).</li> <li>Recognize film genres.</li> </ul> <b>Reading and vocabulary</b> <ul style="list-style-type: none"> <li>Read to understand meaning of some words.</li> </ul>	<b>Warm up</b>	<ul style="list-style-type: none"> <li>T will show a trailer about their favourite film.</li> <li>Ss will mention their favourite films in a brainstorm using the app Mentimeter.</li> <li><a href="https://www.mentimeter.com/es-ES">https://www.mentimeter.com/es-ES</a></li> </ul>		
	<b>Content schema</b>			
	<b>Development Vocabulary Familiarization</b>	<ul style="list-style-type: none"> <li>T presents a video about film genres and popular films related to different genres.</li> <li>Ss will match the movie poster with the correct genre.</li> <li>Ss will read definitions of film genres and write the correct genre below.</li> <li>Ss will mention what their favourite film genre is and ask their classmates what the genre is about.</li> </ul>		
	<b>Wrap up/ Assessment</b>	<ul style="list-style-type: none"> <li>Ss will do a research and find out more film titles per genre.</li> </ul>		

<ul style="list-style-type: none"> <li>• Read for details.</li> <li>• Practice vocabulary.</li> <li>• Talk about movie genre.</li> <li>• Use images and photos to aid comprehension.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Read to understand phrases.</li> <li>• Infer meaning in context.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to other experiences when writing reviews.</li> </ul> <p>Reading and writing</p> <ul style="list-style-type: none"> <li>• Recognize review elements when writing.</li> </ul>	<p><b>(Portfolio from session 1)</b></p>	<ul style="list-style-type: none"> <li>- Write a paragraph about your favourite film genre (appendix 1).</li> </ul>
	<p><b>Session 2</b></p>	
	<p><b>Warm up</b></p>	<ul style="list-style-type: none"> <li>- Ss will play blooket (online game about guessing the film genre).</li> <li>- T presents different reviews some of them positive and negative so ss will contrast them.</li> </ul>
	<p><b>Development</b></p> <p><b>Formal schema</b></p> <p><b>Guided writing</b></p>	<ul style="list-style-type: none"> <li>- Ss will categorize them into positive review or negative reviews, for example “It’s well worth seeing it!” (positive).</li> <li>- T ask ss to underline the words or phrases that make reviews either positive or negative.</li> <li>- Ss categorize them in a chart.</li> <li>- Ss will fill in the gaps using the correct phrase or word.</li> <li>- Ss will do a reding comprehension exercise to check how writers describe the film, actors, actresses, location, and details.</li> </ul>
	<p><b>Wrap up/</b></p> <p><b>Assessment (Portfolio from session 2)</b></p>	<ul style="list-style-type: none"> <li>- T will paste under their seats some phrases and vocabulary related to film reviews.</li> <li>- Ss will find them and paste to complete a film review.</li> <li>- Ss will choose one movie from different countries based on their favourite film genre, so they start researching and making a decision about what they want to watch and why.</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Plan before writing.</i></li> <li>• <i>Make a guideline using the grammar highlighting.</i></li> <li>• <i>Write a draft.</i></li> </ul>	<b>Session 3</b>	
	<b>Warm up</b>	<b>Quizz</b> <ul style="list-style-type: none"> <li>- <i>Ss will play quizzes (the app) To order a film review.</i></li> </ul>
	<b>Development</b> <b>Formal and linguistic schema</b>  <b>Controlled writing</b> <b>Planning</b>	<ul style="list-style-type: none"> <li>- <i>T will present a vlogger video about writing their film review.</i></li> <li>- <i>Teacher will ask students about the lay out, register, tone, paragraphs organization, grammar structures so they will highlight these elements using colors.</i></li> <li>- <i>Ss will identify the grammar structure and do a grammar highlighting. The grammar highlighting is when students highlight the structure and set questions to find out the rules, in this case we reinforce the third person as we are talking about a film, for example:</i> <ol style="list-style-type: none"> <li><i>1. What verbs can you see with s, es, ies?</i></li> <li><i>2. When do we use present simple?</i></li> <li><i>3. What's the structure that follow?</i></li> <li><i>4. Do we use it when we review films? Tell examples you see.</i></li> <li><i>5. What cultural aspects could you notice when reading the example of a film review?</i></li> </ol> </li> <li>- <i>T will write some headings in a chart (parts of a films review) and Ss will write some sentences about their favourite film (leading actors, actresses, film director, film location).</i></li> <li>- <i>Ss will write them on the board and T will give feedback</i></li> </ul>

<p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>• Write a film review.</li> <li>• Know and evaluate.</li> </ul> <p>Record your conclusion about the film review.</p> <p>Share experiences about the process of writing in the film festival.</p> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Ss will read and assess their partners writings.</li> </ul>	<p><b>Wrap up/ Assessment</b></p> <p><b>(Portfolio from session 3)</b></p>	<ul style="list-style-type: none"> <li>- Ss will write a draft to their film review as a plan in a shared document on drive.</li> <li>- Ss will do research about the movie they chose: actors, director, context, country, etc.</li> <li>- Ss will include previous tasks from session 1 and 2.</li> <li>- T will give feedback using a rubric.</li> </ul>
	<p><b>Session 4 (4 classes) the film festival</b></p>	
	<p><b>Warm up</b></p>	<ul style="list-style-type: none"> <li>- Ss will create a tik tok summarizing and highlighting the cultural elements, behaviours, attitudes, values, and they will relate it with their own culture and contrast it.</li> <li>- Ss will include this as conclusion on their reviews.</li> </ul>
	<p><b>Development</b></p> <p><b>(Portfolio from session 4)</b></p>	<ul style="list-style-type: none"> <li>- Ss will create a community on social media such as Facebook or Instagram and named it “cross. Cultural film festival”</li> <li>- T will provide to students a rubric so they can assess writings.</li> </ul> <p>Ss will post their reviews and Ss will vote for the best. Ss will vote for the best using WhatsApp polls.</p>
	<p><b>Wrap up</b></p>	<ul style="list-style-type: none"> <li>- Ss will arrange a film festival and watch the films that were best reviewed.</li> </ul>

### Part 5. Experience report.

My experience working with my Angloeducativo students was enriching because I could prove that they liked writing their reviews and I think their favorite part was researching and adding information about their films. The lexical schemata grasped students' attention, I saw those students' motivation was learning new vocabulary.

As I mentioned before the lesson plan was divided into four parts and every session was planned to work in a task that at the end resulted in a film review. The first session was meant to write a paragraph using the information of their film genre. I started with a game to activate students' curiosity as well as setting the context of the whole lesson plan, I did it that way because I wanted to create one element of the ZDP, the environment. This helped me to link all sessions through the social practice that was interpreting documents such as film reviews.

I found out that during the first session they didn't know about the word "genre", so I used some examples, and at the end they guessed what the word means. I think working with content schema and linguistic schemata materials helped my students to infer the meaning of new words. That it is vital to mention because I think that the first two sessions were meant for students to get all lexical items, so the new input could turn into the output that was writing a review.

After catching students' attention by setting the question "What's your favorite film?" and "what's the genre of your favorite film?" they started thinking about the lexical items needed to speak about it. First, we matched some film posters to the film genre, and it was an activity they could manage perfectly well because they used previous knowledge about some famous films to infer the meaning of the film genres.

On the other hand, at this stage, it was difficult for them to write a paragraph of their favorite film and talk about specifically its genre. My students were not used to writing and little by little they understood that it was necessary because every session they wrote something and added new information and got new lexical items to write every task.

I also think that the activity of reading the film descriptions was a good activity as a linguistic schema to get new vocabulary, but to understand how to write a description and used it as a model to start writing.

Nevertheless, I feel that some students started writing without following instructions or wrote about a Tv show, but in every feedback, they corrected and started writing.

I found out that giving constant feedback to students help them to improve lots of skills and increase their confidence, so here Krashen's theory about the Affective Filter because feedback from classmates and teacher gave them the chance to improve their skills.

That's why the assessment was aligned to the intake theory, understood as the knowledge applied automatically, so students evaluated the process, and made them self-evaluate their progress. I think I see the results at the end of session four when I introduced to them the rubric that helped me a lot to make them understand every element and the things we should assess in their partner's writing. I can mention that this activity changed completely the way I assessed because I learnt from my students and motivated me when I saw all the knowledge taken from the four sessions.

Although the last session was designed to put into practice the assessment, I found very difficult to manage the film fair. The organization of a festival is not that easy, so I found out that students need to get more specific instructions and follow steps to get the film fair done. I also changed one activity in this last session, because the objective was watching the best film, and it was very time-consuming, and I decided to watch only trailers.

## Conclusions

I am convinced that the film fair was very satisfying, students practiced the four skills by reading reviews so they can take them as a model, listening and watching authentic material such as films in English, but from different places where English is spoken not only United States of America or England, as well as writing their own films and speaking about them. I also think that the use of social media was familiar to them so they can share with other students. The intercultural competencies were reinforced when watching and interpreting the film they chose and when they research about the context of a film, the director, and other elements to consider when reviewing the film.

I think it is vital to reinforce social interaction activities, but I also found interesting students online like doing their activities during the sessions because it is not easy to assign task out of their English class time.

Moreover, I find watching films very catching. They seem to pay entirely attention to real life situations represented in a film.

On the other hand, I think I need to pay attention to the classification of the content students will want to watch so I make sure they will watch any restricted films.



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## Appendix

Appendix 1.1 Rubric for assessment

Subscale	Mark	Commentary
Content	5	<p>(1 point) All content is relevant to the task.</p> <p>(2 points) The student completes the task.</p> <p>(1 point) The content is appropriate (formal or informal).</p> <p>(1 point) The student includes intercultural competences.</p>
Communicative Achievement	5	<p>(3 points) The conventions of a review are used.</p> <p>(1 point) The register is consistent and appropriate.</p> <p>(1 point) The ideas are clearly developed and justified.</p>
Organization	4	<p>(2 points) The review is divided into coherent and short paragraphs.</p>

		<b>(2 points) The student uses cohesive devices, so paragraphs are linked to each other.</b>
<b>Language</b>	<b>4</b>	<b>(3 points) The student uses vocabulary and phrases typical and appropriate when writing a review.</b> <b>(1 point) The student makes mistakes, but the text is understandable and the reading flows naturally.</b>

Rubric adapted from: 2024, *Assessing Writing for Cambridge English Qualifications: A guide for teachers*.

### Appendix 2.1 Video

<https://drive.google.com/file/d/1RQfsHdUaDKBxtA49xGWpyF31AraoVCRL/view?usp=sharing>

## Appendix 2.2

### *Genres of Film, Television, and Theatre*

1.



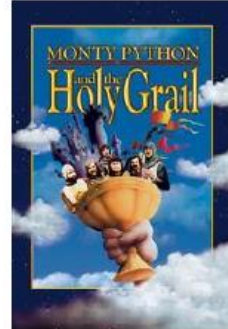
2.



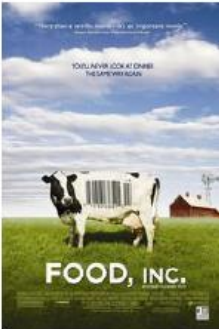
3.



4.



5.



6.



7.



8.



Adapted from ISL Collective <https://es.islcollective.com/>

## Appendix 2.3

### MOVIES

Reviewer's Rating ★★☆☆☆ User Rating ★★★★★

#### William Shakespeare's Romeo + Juliet (1996)

Reviewed by Sandi Chaitram

Updated 4 May 2001



Baz Luhrmann's second feature, "William Shakespeare's Romeo + Juliet" (1996), is a bold and vigorous adaptation the Bard's most famous tragedy. He **offers a trendy, contemporary re-telling of the classic love story** with Leonardo DiCaprio's Romeo and Clare Danes' Juliet.

**Set in the gangs and gun culture of Verona Beach**, the Capulets and the Montagues are two rival corporate dynasties with generations of hatred behind them. At a party thrown by the Capulets, their teenage children, Romeo Montague and Juliet Capulet, meet and quickly fall in love. They race towards a secret marriage, and when it seems that there may be some hope to bring the two warring sides together, events take a tragic turn.

YEAR 10 – Glue this sheet in and answer the questions in your book under the heading of *Film Review*.

1. Who is the author of this film review?
2. How many stars does the reviewer give the film?
3. List 8 words from the review that reveal that the author likes the film. E.g. 'bold'.
4. The author talks about one particular scene twice in the review. What specific scene does the author discuss? Provide two quotes.

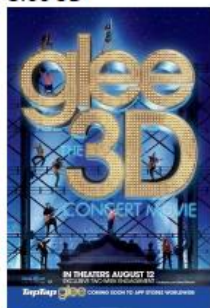
Adapted from ISL Collective <https://es.islcollective.com/>

## Appendix 2.3

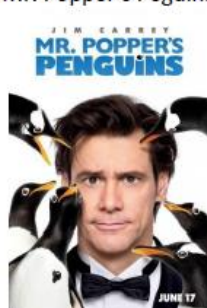
Dear John



Glee 3D



Mr. Popper's Penguins



Senna



Avatar



A – it's a very scary movie about a family that fears a strange presence in their house \_\_\_\_\_

B – This is an exciting movie about the origin of the X-Men. \_\_\_\_\_

C – it's a funny movie about how a guy receives six penguins as a gift from his father. \_\_\_\_\_

D – It's an interesting documentary about a famous Brazilian racing driver. \_\_\_\_\_

E – In this movie you can see young artists featuring song performances. \_\_\_\_\_

F – This movie tells the story of a paraplegic marine that goes to another planet on a mission. \_\_\_\_\_

3 – Which movie...

A – can surprised you? \_\_\_\_\_

B – can make you sad? \_\_\_\_\_

Adapted from ISL Collective <https://es.islcollective.com/>