



Summer Fellows Roundtable: Film in the Language Curriculum

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Amir Effat (Spanish)

Film: *Medianeras (Sidewalls)*

Lesson Objectives

- Describe an urban environment
- Consider filmic aspects used to represent a city
- Make a cultural comparison of urban experiences
- Anticipate the future events of the film
- Portray a subjective representation of a city in the target language

Student Activity

Rewrite the scene capturing Buenos Aires using Berkeley instead.

- Take 3-5 photos of Berkeley. Copy and paste those images into a google slides presentation.
- Write a brief text about your thoughts of the city (1-2 sentences in Spanish per image). Consider whether you have a positive or negative relationship with the city.
- Make a video by capturing your screen. Create a voiceover by reading your text while projecting the images on your screen. Publish your recording in Padlet.
- Write a paragraph (5 sentences) about your cinematographic choices. What buildings or places did you include? What colors did you incorporate? Did you use music? What was the tone of your voice and why? What types of words did you include and why?

Nora Melnikova (Hindi)

Film: *3 Idiots*

Lesson Objectives

- communicative language skills: narration - retelling the plot (present progressive tense), description - describing characters' personalities, activities and relationships (adjectives, present habitual tense; likes, needs and desires)
- lexicon: vocabulary, phrases related to prices
- style: different registers (Perso-Arabic/ Sanskrit/English), code switching
- filmography: identifying filmic devices and their role (transitions, shots, camera, lighting, sound)

- society: exploring filmic representations of social status & material wealth; basic level discussion on socioeconomic inequality

Home activities

Watch the clip “Visit to Farhan’s and Raju’s parents” at home (without subtitles).

- Describe the clip scene/story in continuous tense (Hindi). पात्र (characters) क्या कर रहे हैं? वे कैसे दिखते हैं? उनके कपड़े कैसे हैं? (१५ वाक्य). What do the characters do, what do they look like and what kind of clothes are they wearing?
- What emotions does the clip generate in you as a viewer? Mention three scenes. (Hindi)
- What makes the clip humorous? (Hindi/English)
- Mark at least five [filmic devices](#) you noticed.

Split screen

Medium close-up

Zoom

Black and white

Establishing shot

Non diegetic sound

Voice-over

Over-the-shoulder shot

Class activities

1. Listening & Vocabulary exercise (HW 2, clip 1, slides & handout)

A. Listen twice and fill in the correct words.

फ़रहान और राजू का फ़्यूचर हो सकता है। रैंचो, फ़रहान और राजू घर गए।
 फ़रहान के माँ-बाप ने अपना फ़्यूचर फ़रहान के फ़्यूचर के लिए कर दिया। फ़रहान के सर
 पर फोटोग्राफ़ का सवार था। फ़रहान के ने बच्चों को खाना नहीं दिया। राजू की बहिन
 साल की है। वह नहीं है। भिंडी रुपए किलो हो गयी है। गोभी
 रुपए की हो गयी है। सारे देश में मची है। राजू के बाप की एकज़ेमा की क्रीम अब
 रुपए की आती है।

B. Place the words into the correct register category (you can use a dictionary):

अब्बा, अफ़ॉर्ड, समस्या, सोनार, नौकरानी, कुर्बान, दुविधा, फ़्यूचर, बिनब्याही, सुकून, मौन, व्रत, ज़माना,
 खत, दहेज, स्कूटर, अंदाज़ा, पर्सेटिज, गुज़ारिश, चिट्ठी, दोस्त

Sanskrit	Perso-Arabic	English

2. Matching exercise (slides & handout) - optional, for intermediate level

What is the role of the usage of the following filmic devices in the clip? (Optional - to be combined with advanced activity 5)

Split screen
 Non diegetic sound
 Establishing shot
 Voice-over
 Black and white
 दिखाना
 Over-the-shoulder shot

खुशी की भावना को जगाना
 पुराने ज़माने का माहौल बनाना
 कहानी को समझाना
 वक्त और जगह दिखाना
 एक व्यक्ति के दृष्टिकोण को
 हास्य रस उत्पन्न करना

3. Class discussion (work in groups & report)

- What is the importance of male and female characters in both families? How do you tell based on their positioning in the scene? What might be the reason for the difference between the families? (Hindi/English)
- How would you remake the clip in US culture? (work in groups & report). Are there any similarities?
- Create a new scene in the film and film the script using filmic devices.

Nataliia Goshylyk (Ukrainian)

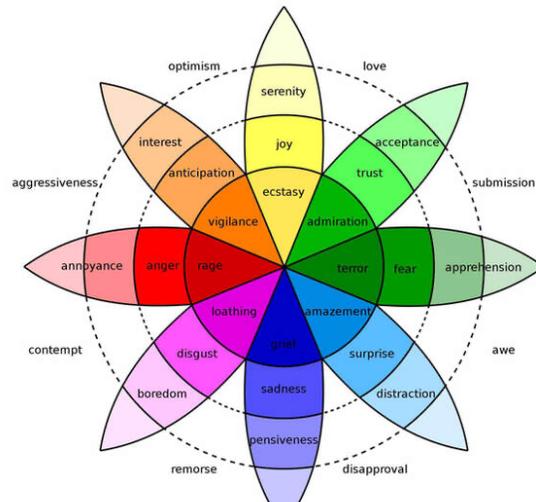
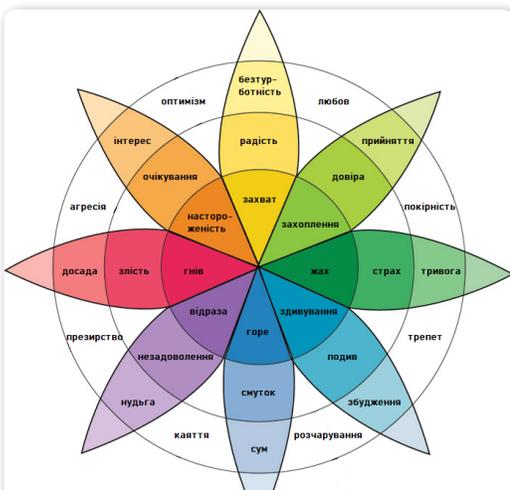
Film: *Krutyy 1918*

Lesson Objectives

- identify the history outline, reasons, and outcomes of the Ukrainian National Republic and Kruty battle
- review and expand vocabulary to include a discussion of diverse historic and social issues
- introduce students to visual analysis with a focus on cultural characteristics of the beginning of the 20th century in Ukraine
- trace the sociolinguistic characteristics of oral and written speech (formal and informal styles)

Activities

- Self-reflection on personal experience & talking about emotions:
 - Why were and are people coming to rallies? What are the social, political, personal dimensions of rallies? How did the rallies' functions in the 20th and 21st centuries change?
 - Speak about your personal experience of participating at rallies. When was the last time you attended/organized a rally? When was the last time you refused to come and why?
 - How did you feel at the rallies? Use Robert Plutchik's Wheel to talk about your emotions at the rally. Alternatively, talk about your emotions while you were passing people at the rally. What were other people's emotions? How were you reading these emotions?



- **Classroom tasks (written):**
 - Imagine you were at the rally and you're coming home after. What would you say to your family about it in 5 sentences? (*written or oral form*)
 - Work in small groups of 3 and present your ideas.

- **Classroom content questions (oral):**
 - Who is speaking at the rally? Who is present at the rally? What is the audience doing?
 - Where is the rally taking place?
 - What are the messages of the leaders? What communication strategies do they choose?

Cristina Farronato and Giuliana Perco (Italian)

Film: *La mia classe (My Class)*

CLIP 1 (“The class listens to an Italian song about traveling”)

Lesson Objectives

- To learn vocabulary about traveling,
- To practice discussing traveling, and introduce a different idea of traveling (not just traveling as leisure and adventure, but also as migration).

As the Italian song introduces the concept of being stuck in one place without the possibility of getting out and without feeling a sense of belonging, it allows the instructor to introduce to the class a deeper understanding of what traveling means in a way that goes beyond the simplicity found in the textbook.

Activities (Day 1)

- In groups of three, students discuss a favorite trip/vacation
- Discussion in plenum
- The instructor introduces new vocabulary on traffic, the road, and means of transportation, also what is an autostrada and have you ever been on it?
- Students listen to the song “L’autostrada” by Daniele Silvestri and discuss the lyrics together
- Screening of the clip

Homework: Students choose a favorite frame from the clip, write a description of what they see, and briefly comment on its significance.

Activities (Day 2)

- Discussion of the students’ written comments
- Using the transcripts of the clip, students review the dialogue and complete the comprehension activity in the Handout
- Discussion in plenum about the different interpretations of the lyrics of the song

Composition: Students write two paragraphs answering the following questions: Have you ever felt stuck in your life or as if you were not being seen by the people around you? What would help people, including the students in the clip, overcome this situation? What should they do? How should other people support them? This composition includes practice of the present conditional tense.

CLIP 2 (“Talking about jobs”)

In this clip, the teacher and students discuss the unfair treatment migrants are often subjected to by Italian employers (low wage, long working hours, no guarantees, no contract) and the reasons why migrants often have no choice but to accept those working conditions.

Lesson Objectives

- Familiarize students with vocabulary and socio-cultural context presented by the movie.
- Give students a different perspective of the job situation in Italy from the one described in the textbook: focus on the exploitation of migrant labor.
- Review of passive voice.
- Preparation for the later screening of the whole movie

Activities

- In class: screening of the clip “Talking about jobs”
- Comprehension questions on clip (in pairs)
- Discussion in plenum comparing clip and novel’s excerpt.

Homework: “Write one paragraph comparing the stories in the clip with your own working experiences. Please use the passive voice at least once.” (To be posted on the course LMS discussion tool).

Reading: Excerpt from Amnesty International report on migrant work in Italy and comprehension questions in preparation for class discussion.

<https://www.amnesty.it/italia-rapporto-sullo-sfruttamento-dei-lavoratori-migranti-nellagricoltura/>

In class: In pairs, students compare their answers to the comprehension questions prepared at home. Students discuss their impressions in class after reading the Amnesty International report. Class continues with screening and discussion of two other clips focused on the job search.

Minsook Kim (Korean)

Film: *Black Money* (2019)

Lesson Objectives

- Expose students to the film that covers the actual incident that is still ongoing between an American investment company and the Korean government
- Use film clips as inspirational material to start a new lesson
- Use the content of the clip as background to produce lesson-related sentences as an icebreaker at the beginning of the class

- Provoke students' curiosity by having them actively make inquiries about the clip contents
- Promote a self-directed way of learning superior-level lexicon through various active activities (rather than spoon-feeding)
- Promote critical thinking skills by naming the title of the clip activity, which requires a holistic understanding of Korean society
- Use the clip to bridge the reading of the polarization phenomenon among the young generation in Korea

Activities

CLIP 1: Daehan bank buyout

Activity #1 Ice-breaking

Time: 15 minutes

Preparation: Handout

Students will use the economy-related vocabulary mentioned in the clip and get a sense of what we learn in class.

1. Watch the clip 'Daehan Bank buyout'. Students take turns sharing a sentence or two about the clip they have just seen.
2. Watch the video again to find one or two unfamiliar words or expressions in the clip.
3. Students work in small groups and share the words. Students make a word list together and help one another to find the meaning of the words in the handout. [handout]
4. Students mark each word based on their perception. For example, students will circle the words if they think have a positive connotation and mark the words with a triangle as negative. They share their reasonings with the class.

CLIP 2: Mofia and protesters

Activity #1: Naming the clip title

Time: 15 minutes

Preparation: post-it & star sticker

This activity will introduce the characters of the movie, while studying advanced vocabulary and thinking about the polarization that is prevalent in Korean society.

1. Students are instructed to pay close attention to the clip because they have to decide on a title.
2. After deciding on the title in pairs, students write it on a post-it and stick it on the blackboard.
3. Students review the titles on the blackboard and place a star sticker under the one they like.
4. The pair with the highest number of stars receives extra credit. Students share the reason they titled the clip the way they did as well as the reason for choosing the title that they liked the most.
5. Last, as this clip depicts two contrasting social groups in Korea, students are asked to think about which group they sympathize with more. Through this activity, students may consider that the character setting in the movie is not necessarily fiction, but a self-portrait of ourselves.

Karen Llagas (Filipino)

Film: *Mano Po*

Description: This 3-day lesson plan is designed for third-semester Filipino (Intermediate Filipino / FIL100A in UC Berkeley). The overall goal is to use the two short film clips from *Mano Po* as entry points for vocabulary work and speaking practice, as well as a springboard for discussions, inquiry and analysis into family dynamics, city life, issues of power & class, identity & belonging, and intercultural relationships in Filipino and Chinese-Filipino cultures in the Philippines.

Learning Goals: In this lesson plan, students will: 1. Expand their Filipino vocabulary related to describing, comparing & contrasting people, places and events, which in turn will strengthen their communicative competence. 2. Analyze the film clip critically, using filmic devices and other lenses, to explore how meaning is created and transformed in and through film, thus cultivating their symbolic competence. 3. Create their own creative, analytic or reflective responses to the film, to synthesize what they learned from the film clips and other materials in the lesson plan.

Sample slide templates students will use to present what they're learning from the film:

Mano Po film: Mga karakter sa pelikula

Ano ang mga sinabi nila na narinig ninyo?
What did you hear them say in the film clips?
Put your responses in one of the sticky notes.

Si Raf at ang kanyang ama

Mano Po film: Si Raf at ang kanyang ama group # 3

Ano ang nalaman natin sa kanila, batay sa kanilang sinabi, suot, mga kilos, atbp?
What did we discover about them, based on what they said, their appearance, gestures, etc?



Si Raf at ang kanyang ama

Mga isyu ng identidad at komunidad

Patungkol sa mga isyu ng identidad, komunidad at ang konsepto ng “bayan”, anong mga natutunan niyo sa panood sa lecture at sa pakikipag-usap sa inyong komunidad?

With regards issues of identity, community & belonging, especially informed by the Filipino notion of “bayan”, what did your group learn from watching the Mano Po clips, and placing them in context with Chua’s lecture, as well as what you found from your own communities?

Group # 1

INDIVIDUAL PROJECT - Mano Po film

Reflection/Creative Response to Mano Po film (to be graded individually).

Students can choose either of the following:

- Short reflection/essay** - based on what has been discussed these past 2.5 days, write a short synthesis in Filipino of what you learned, reflected on and observed about notions of “identity” & “belonging” (word count should be 80-120 words)
- Photo-essay with short text** - compose a collage the represent what “identity” & “belonging” mean to you and/or your community. Write a short text describing the images and object you’ve chosen. (about 60-80 words)

Submit your final projects on our class Padlet. Maraming salamat!