

THE USE OF FILMS IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE: A SYSTEMATIC LITERATURE REVIEW



[View original article here](#)

Author

Estefanía Sánchez-Auñón
Pedro Antonio Férrez-Mora
Fuensanta Monroy-Hernández

Journal

Asian-Pacific Journal of
Second and Foreign
Language Education

Year

2022



KEY TERMS

Cinema-based learning

The use of movies as audio-visual resources and prompts for learning a foreign language

WHAT EVIDENCE IS SUMMARISED?

44 studies

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How can cinema-based instruction help English teachers and students?

HOW CAN I USE THE FINDINGS IN MY TEACHING?

WHAT DOES IT FIND?

- General recommendations for using films in formal instruction: preparation (teachers prepare tasks and students read about the film); before watching (giving and discussing background information of the film); during watching (watching a movie with a focus on vocabulary and watching selected fragments to do some activities); and after watching activities (tasks to exploit the language skills).
- Teachers' role in cinema-based teaching is: to explain new vocabulary, predict the plot, describe the culture, discuss issues, and provide exercises on listening and speaking skills.
- Another strategy to teach with films is pre-, while-, and post-viewing activities followed by Internet-based activities to develop language skills and intercultural awareness.

- Teachers can use salami tactics for short video clips, and use pre-, while-, post- exercises for film-based activities.
- Teachers can assign the while-viewing task to be done at home (to save learners' time in class).
- Teachers should learn about the methodological and technical dimensions of incorporating films into their practice.