



Films and series in the learning process of the English language

Milliana Frantz

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Mémoire

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MASTER

« Métiers de l'Enseignement, de l'Education et de la Formation »
Mention 2nd degré, Professeur des Lycées et Collèges,

*Films and series in the learning process of the English
Language*

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Abbreviations:

B99 = *Brooklyn Nine-Nine*

UK = United Kingdom

US = United States

VO = Original language

VOST = Original language with subtitles in original language

VOSTFR = Original language with French subtitles

Introduction:

Jean Cluzel's [1994 : 9] statement according to which "l'audiovisuel [est] une école et, surtout une influence [...], les enfants pass[ant] plus de temps devant le petit écran qu'ils n'en passent en classe" tackles a very contemporary issue. However, he then nuances his statement, writing: « il est évident que la radio et la télévision peuvent apporter à leur public un enseignement en même temps que des renseignements. A cet égard elles jouent le rôle d'une école parallèle tant pour les enfants que pour les adultes » [1994 : 10]. While he stated this in his book from 1994, it is still rather true nowadays. Children and teenagers spend even more time around audiovisual media (here, I am more referring to television, smartphones or computers). They are more and more in contact with foreign languages. The people who increase their exposure to those media to the best use reach good proficiency in foreign language learning, or even become bilingual.

I have decided to focus mainly on films and series first because I wanted to have a clearer support to base my work on, in order for my work to be as precise as I could (since films and series already offer a great amount of work). Then because I was more confident about using subtitles made by someone officially working for a platform than subtitles automatically generated by Youtube, for example in videos about video games, which moreover contain a very exclusive type of vocabulary which is not understandable by anyone.

When one tackles the notion of the audiovisual media, one obviously has to keep in mind that the audio part plays a big role. I could thus make the hypothesis that the audiovisual media largely appeal to learners who have auditory memory. That is why I tackle watching movies or series with and without subtitles (in order to perhaps reach people with more visual memory).

I believe watching movies and series in original language will arouse a learner's interest for languages and can truly help him or her improve his or her skills in the target language.

With the writing of this thesis, I have tried to see to what extent can watching films and series in original language can have a positive influence on learning English? Also, how diverse are the linguistic elements that can be learnt through films and series in original language? And how can it be used in class / out of class?

My interest for the subject dates back to when I was a little girl and could appreciate the quality of movies in original language. Ever since I realised how good it was compared to dubbing, I decided to watch all my programs in original language and developed better skills in learning English when I was in High-school. Some of my friends did the same thing as me and I noticed improvement in their own skills as well. More recently, during my Erasmus exchange in Slovenia, I noticed that all Slovenians actually speak either two languages or more. I learned, by talking with native speakers there, that it was because their movies are not dubbed in Slovenian. So based on the region where they live they have to learn two or three languages besides Slovenian - usually English, and either Italian (if closer to Italy), German (if closer to Austria), Serbo-Croatian (if closer to Croatia).

This made me consider this subject for my thesis, and made me want to dig and find out if my first hypothesis were true: can one improve one's language skills by watching movies and series?

I will start this piece of work by studying the different linguistic skills that can be improved with out-of-class learning through films and series. Then I will see what changes actually happened for some learners and finally how this out-of-class process could be used in class.

In the fourth part I will present my suggested application of it in my own year-ten class (US: class of ninth-graders) in the Saint-Exupéry middle school of Beaucourt, along with what I originally planned on doing.

I. Targeted skills

To begin with, I wanted to focus on the difference that viewing films and series can make in language-learning abilities. To tackle this question, I need to divide this first part into four categories. Each subsection takes a different scenario into consideration.

At the beginning I will focus on watching movies or series without subtitles (VO). The second subsection will be focusing on watching movies in original language with subtitles in original language (VOST). The third one will concentrate on the watching of movies or series in original language with French subtitles (VOSTFR). Finally, the fourth part will be dedicated to all the skills that are common to all three previous categories and that do not particularly involve either the audio or the subtitles.

1. Possible improvement with VO

In the past few decades, the number of people watching movies and series in VO has increased, especially among students. In her study, Meryl Kusik [2015 : § 27] comments on her students' habits:

Presque la moitié (44 %) regardent des séries en anglais plus d'une fois par semaine. Environ 60 % les regardent en version originale, sous-titrée en français. 78 % ont l'impression d'apprendre des expressions en anglais (94 % des spectateurs fréquents ont cette impression).

Of course, this concerns only the students from her study, but it cannot be limited to them. The reason is first the major part taken by the English language in today's world. Especially in France, because of the lockdown due to the coronavirus pandemic, subscriptions to streaming platforms such as Netflix increased¹. According to Kusik [2015] some of her students decided to improve their English by watching VO, some just to keep following their series because they had time to do so. The three main reasons stated by Kusik [2015 : § 27] on watching VO are “(en ordre décroissant) : pouvoir voir les épisodes les plus récents, pouvoir voir la version originale, pouvoir améliorer son anglais.”. Here, I am going to focus on the idea of improving English,

¹ Le nombre d'utilisateurs a augmenté de 45% entre mars et juillet 2020 d'après le Conseil Supérieur de l'Audiovisuel. 22 millions de Français sont désormais abonnés à une offre de VàDA (Vidéo à la Demande par Abonnement). FranceCulture [17/03/21].

what could be improved by these new media (that are movies and series), which were at first used for entertainment only but which can turn out to be useful for teaching as well.

In the sixties, people realized the importance gained by television and decided to use it to teach the children in a way they would not see as negative or too academic.

Puisque les enfants sont passionnés d'audiovisuel, pourquoi ne pas en profiter ? Utilisons-disent certains- leur plaisir de regarder la télévision. [...] On a vanté cent fois les avantages de ce moyen nouveau: il motive les élèves, il les met aux premières loges [...], il soutient leur attention, il aide leur mémoire comme leur intelligence. [Cluzel, 1994 : 27]

In 1954, in France, was created a TV programme that was called 'télévision scolaire'. It was based on similar English programmes by the BBC. The idea was to bring education in the heart of the families' homes and to give everyone the same chance of education. This educational system was even re-thought and re-used during the 2020 Covid-19 pandemic, during the French lockdown: the government agreed for national French television to broadcast a new kind of 'télévision scolaire' every morning for children in primary school (age 6 to 10). This TV show called Lumni television was created for them not to lose touch with school.

The 1960s system struggled to stay alive due to the over-pedagogical side of it. It lost its interest of being entertaining and was only seen as a pedagogical tool: "*On s'aperçoit [...] que les productions de la télévisions scolaire ne sont pas toujours bien adaptées à leur public et qu'elles pèchent trop souvent par un excès de didactisme ou d'artifice*" [Cluzel, 1994 : 45]

This quotation shows that videos that are created for didactic purposes are not always relevant in helping students to truly improve their skills. I then decided to only take authentic films and series into account for the sake of my study.

Regarding English, I believe that watching movies in VO on a regular basis can improve oral comprehension generally speaking, but can also help one to grab the specificities of some regional accents - to get one's ears accustomed to different varieties of English in order to recognize and understand them. It can also better one's pronunciation (imitating what is heard) and enrich one's vocabulary (acquiring new

isolated words or expressions). The issue with this subject is that very few studies have been made on it. Thus I have little to base my arguments on. However, I will be using a Master's degree essay, written by Rachel Jordan and Guillaume LeVallois (2015). In their thesis they raise a certain number of ideas that prove to be very helpful for my research :

Le film étant très proche de la réalité, il représente donc une ressource linguistique infinie en termes de grammaire, de syntaxe, de vocabulaire, d'expressions courantes et idiomatiques ainsi que d'argot. Le film peut donc être considéré comme « general language input » (Lowe, 16) ; c'est-à-dire comme excellente source d'expressions et de phrases toutes faites qui aide les élèves à construire et consolider leurs connaissances de la langue [...]. Il est certain qu'en choisissant des films avec soin, les élèves peuvent grandement élargir leurs connaissances lexicales et apprendre à s'exprimer plus aisément sur des sujets en lien avec la géographie, les sciences, l'économie, le droit, etc. [...] En écoutant avec attention et en se familiarisant avec [une] grande variété d'accents, les élèves développent ainsi leurs facultés d'écoute, de compréhension et apprennent progressivement à faire une distinction entre ces différents types d'accents. [...] En effet, à force de répétition : même scénario, même déroulement, mêmes personnages (voire souvent, même genre d'interaction, de dialogues, de blagues), les élèves établissent des liens, augmentent leur compréhension globale de l'histoire et se familiarisent (souvent inconsciemment) avec le vocabulaire, les structures grammaticales et les expressions utilisées. [Jordan & Levallois, 2015 : 9- 12]

With the previous statements, Jordan and LeVallois add to the idea that one can improve one's lexical fields by the acquisition of new words, expressions (especially everyday speech and slang), but also oral comprehension, regional accents understanding and grammatical structures.

As I mentioned, the studies about this subject are not numerous, so I decided to conduct a research myself and created questionnaires (cf. annexe n° 1-9 and n° 10-16) that I published online, on various social media, in schools where I have been doing internships and among my university friends and their peers, in order to have a great diversity in the individuals questioned. On the first one I have had a total of 222 participants aged from 14 to 57 years old or more. The second one gave me a total of 140 answers.

For this part I will use my first questionnaire (see annexe n°3) where I asked the participants 'What do you think can improve with watching films in VO?'. The participants were allowed to tick multiple answers and 87.8% answered 'oral comprehension', 82% said 'pronunciation', 80.2% said it improved their 'vocabulary', 44,1% gave 'the way of using the language' as an answer, 35,6% said it improved

‘cultural knowledge’ and 21,2% answered ‘grammar’. I believe that it is logical that it improves oral comprehension, since trying to understand another language on a regular basis can only help your ear adapt to the language and understand it. It is the same for pronunciation since it is thanks to audio clips and videos that language learners can hear what words really sound like when they are pronounced by native speakers, and then they can reproduce them. I was more skeptical when I saw that around 20% of them said it improved their grammar. I did not think that any participant would be aware that listening to authentic English could help them acquire syntactic structures and build correct sentences. It could also help them understand the different situations in which to use specific tenses, like BE + V-ING or the preterit, and how to accentuate which words.

The struggle around tenses is substantial for French students. Indeed, in French there are multiple tenses, conjugations, and modes to learn by heart, whereas in English there are two major tenses: past and present. For example, BE+V-ING, which can be used to describe AN event happening at the moment of speech, does not have a proper equivalent in French. The English preterit can be used as an equivalent to three different tenses in French: the *imparfait*, *passé simple* or *passé composé*.

On these 222 participants, 76% said it helped them improve their English language, 14% said it did not and 9% were not sure or did not know, which proves in a way that watching movies in original version can definitely help some people develop their language skills, or at least give them the impression it does. Now let us focus on whether watching movies or series with subtitles in English can improve the same skills as without subtitles.

2. Possible improvement with VOST

This second subsection is dedicated to movies and series with subtitles in English. Here I analyse which language skills can be improved and how it can work. For this side of my thesis, the study by Koolstra and Bentjes [1999] is an interesting one to look at. To begin with, I believe that watching series in original version with original subtitles can improve one’s written comprehension. It works more or less on the same principles as by watching movies in VO, but this time the learner will have the audio

and the visual. It makes it easier to follow the sentences (even though the sentences might appear rather disconnected from one another) as the viewer can maintain a focus by reading the words as one hears them. Just like the actress Kate Voegle² states in a story she made about learning a foreign language:

[the show is] in French, and if you watch that show, with the French subtitles which is something Netflix will let you do — that helps a tone! *Cause you can see the words as the sounds are like coming out of people's mouths, you know you can see the words that corresponds to the sounds, and that helps slowly [Kate Voegle, Instagram story: 2019]

In the same way as what Kate Voegle states, I can say that movies and series can apparently help with pronunciation acquisition, and links to be made between what is heard and what is read.

Watching movies and series with subtitles in English can lead to better grammar and sentence construction since in platforms such as Amazon Prime Video, Netflix or Hulu, the people are paid to write the subtitles and to make them as accurate as possible. These people are then taking the time to transcribe as much audio as possible in their subtitles. They also pay attention to the punctuation they use, which is a major indicator of one's speech and will familiarize a learner with it. In the same way, French and English have differences in punctuation as they have differences in syntax. Reading subtitles can improve one's ability to use punctuation in one language or another along with one's ability to organize sentences. I believe it can also improve vocabulary acquisition, regarding spelling in particular, more or less in the same way mentioned before: reading while listening is a good way to remember how to spell a word.

It has to be mentioned and taken into account that subtitles have limits. For example, if one is watching a series on a streaming website, subtitles can be written by anyone and everyone, meaning that they could be wrong, inadequate or completely off topic. We must also pay attention to the fact that people who are actually paid for writing subtitles (on official streaming platforms for example) are limited in time and space³: that is to say they have to write short sentences that can be read by the viewer rather quickly, and

² Kate Voegle is an American songwriter, singer and actress. I will mention her again and present her later in section II.

³ This also works for the people who aren't paid to make subtitles, either for series or movies.

they only have the bottom of the screen to express the ideas conveyed by the dialogues, which can be complicated.

Indeed, sometimes, the subtitles perfectly follow the lines delivered by the actors and they very accurately correspond to the audio that the viewer can hear. Following this, a learner's ability with pronunciation or recognition can improve but sometimes, the dubber cannot, even with the best will in the world, make all the words correspond to what is said onscreen at the same moment: here it can prevent the learner from improving one's language. Since the learner will not be able to concentrate on what is written and what is said at the same time, the written version will be preferred. Thus the benefits of watching a movie or series in VO will be lost or harder to complete. As you can see in the answers to my questionnaires (see annexe n°5-6) some states that "*Le bandeau [de sous-titres] me gêne*" or "*Les sous titres demandent trop de concentration*" or even "*Meilleur apprentissage en lecture plutôt qu'à l'oral*".

Furthermore, subtitles can distract the viewer from the very first aim of movies that is: watching the images and following the visual story presented by a director. According to Koolstra & Beentjes [1999 : 52], "[an aesthetic disadvantage of subtitling] is that the subtitles may distract the viewer from watching the visual images, because the titles partly cover the film, and because the reading of subtitles makes the viewer look away from the film". There is also a problem with viewers that have poor reading skills or when subtitles are too quick, which may prevent the viewers from understanding the movie or the words correctly.

Nevertheless, VOST is beneficial in terms of vocabulary acquisition, since the viewer is not trying to learn new terms but to understand what is shown to them, usually by deducing them, thus:

The meaning of words is not given but inferred from the context in which they are presented. The learning of words from context may be regarded as a stepwise process in which the learner constructs the meaning of the word making use of the semantic and syntactical cues that the context provides. [Beentjes & Koolstra, 1999 : 51]

Obviously, it is absolutely possible to acquire new vocabulary by watching VO, since one can use the context and visual images to understand new words too. Nonetheless seeing the written word at the same time as hearing it is a very beneficial visual help.

The idea of having to understand what is shown, for the only will of understanding and not learning is what best triggers the memorisation of some lexical words. As stated by Beck and McKeown (1991) in the study of Koolstra and Bentjes [1999: 53] “students appeared to learn word meanings while reading expository and narrative texts in an incidental way; that is, without the explicit intention to learn words”. The study also clearly states that subtitles had a very positive effect on vocabulary acquisition: “the results indicated that participants who watched captioned programs learned more new words”. [1999 : 53]

It is said that subtitles can improve the children’s ability to decipher words, or more generally to master a foreign language:

the reading of subtitles on television may enhance the development of children’s decoding skills, because reading subtitles provides extensive practice in decoding words. A second possible learning effect of subtitled television is the acquisition of foreign languages. Many people think that watching subtitled television programs contributes to children’s and adults’ proficiency in foreign languages. This is particularly true for English, as most subtitled programs in small European countries are imported from the United States or Great Britain. When asked, most Dutch children are convinced that they learn English from radio and television. [Koolstra & Bentjes, 1999 : 52]

According to the same children, on whom the study was based, they feel like they have had more input in language learning through out-of-class processes like movies or television and radio than through in-class learning. “In a study conducted in the Netherlands (1994), [...] one fourth of the sixth graders even indicated that they learned more English from radio and television than in school”. [Koolstra & Bentjes, 1999 : 52]

The same study states that much can be improved by watching television with subtitles like understanding the variation of expressions and wording that can be found between two languages, the memorisation of expressions, the identification of specific words in a sentence, the construction of adequate sentences. Other elements like the pronunciation of words or the different accents are also said to be improved by VOST, as it is improved by VO.

Watching subtitled English language programs may result in various types of language acquisition. In addition to word meanings, one may learn the meaning of expressions or standard sentences [...], and in which situations these sentences may be used. There may also be improvement in the ability to discern separate words in the flow of spoken language, word pronunciation, and proficiency in constructing correct sentences. Viewers may learn to

discriminate between different ways of pronunciation (e.g., British, Texan) and the attached connotations (e.g., aristocratic, slang). [Kooltra & Bentjes, 1999 : 53]

In this quotation, Kooltra and Bentjes tell us about word and expressions acquired from VOST and when to use them, which I want to link to general typical answers. For example, while watching season 10 episode 06 of *The Walking Dead*⁴, I noticed that I replied to the actor's sentence. The character said to another 'Be safe' and I naturally answered 'I will', which was the actual answer. In a very simple way, some kinds of dialogues always have the same formulations, the character could not have had another answer, this is a typical answer. As another example I could use season 1 episode 02 of *Brooklyn Nine-Nine*⁵ when the main character called Jake is trying to improve his attitude at work, he manages to 'arrive' on time (compared to his habit of being) but he wakes up at work, in pajamas. His boss (Captain Holt) is asking about his uniforms, to which Jake answers 'baby steps Captain, baby steps'. With the use of the visual aid and of all the intrigue of the episode, the viewers can understand that baby steps is a typical English expression meaning that things take time, and that he has to improve one thing after the other, as slowly as baby learns how to walk.

The study I made, based on my Google forms (see annexe n°2) showed that 81.1% of all the people who took the survey are actually using subtitles (of any kind: either English or French subtitles) to watch their movies; 85.5% of these people think subtitles helped them improve their English skills against 1.4% who think it did not helped.

I, then, asked these people what they thought the subtitles could improve. It is to be noted that participants could pick multiple answers. The results are the following: 67% stated that it improved their vocabulary acquisition, 51.6% their spelling, 39.4% their written comprehension, 35.3% their use of the language (what I mean here is when to use such and such words or expressions, and how and when to use which tense over another, it can also help understanding deeper language features like puns for example). 35.3% also said their grammar improved and 11.8% said it helped with the understanding of the culture. One person answered that it changed their perception of

⁴ *The Walking Dead*: American series created in 2010, by Frank Darabont and Robert Kirkman.

⁵ *Brooklyn Nine-Nine*: American series created in 2013 by Dan Goor and Michael Schur.

the language. I don't really know what that person meant by this; I think what he or she could have meant is that the language helped them acquire some cultural knowledge too.

Obviously, the candidates of different studies see that subtitles improved their written skills, so they improved their spelling, written comprehension, their vocabulary and grammar, along with expressions acquisitions and syntactical structures.

I needed to determine whether watching films or series with subtitles in French (VOSTFR) could lead to the same results: does it improve the learners' skills as well as VOST or does it take some important language acquisition elements away from them?

3. Possible improvement - VOSTFR

Obviously, this part here specifically concerns English-learning through English learning for learners whose mother tongue or language of instruction is French.

In the same way as with watching movies with VOST, in my study (as I previously mentioned), the question asked about subtitles was all subtitles (VOST and VOSTFR) mixed together so the answers also apply here. Subtitles bring an idea of comfort to the viewer/learner. In fact, it reassures the person because even though s/he does not really understand all of the audio part, s/he can lean on the written words that subtitles offer. This allows him or her to get the general development and meaning of the story and to wait for the moment when s/he begins to understand the pronounced words as well as the written ones, without the stress that usually accompanies watching a video in a foreign language.

The way learners decide to use their movies can help them creating new links between their source language and their target language. It would then become easier for a student to switch from one language to another or even to translate languages. If we take the precise example of VOSTFR, for a learner whose source language is French, he or she leans on the French subtitles to get the meaning of the story. But at the same time he or she is able to hear elements in the English language (target language) and then create links between the written and audio part of the story. It could also be linked to the fact that, often when learning a new language, students tend to automatically translate what they hear or see into their source language. In this

following paragraph, I will be quoting testimonies from the questionnaires I have made, so grammar mistakes, slangs and spellings can be found:

Je regarde plusieurs séries en vostfr, je pense que des séries sur des thèmes un peu précis (à tout hasard : Brooklyn 99 pour la police, The Big Bang Theory pour les sciences) permettent d'approfondir le vocabulaire de ce domaine, à condition d'être curieux : j'ai pris l'habitude d'avoir WordReference à côté de moi quand je regarde une série, pour voir l'orthographe, l'usage dans la langue, les synonymes, etc. d'un mot (même si on peut aussi s'améliorer en anglais quand on regarde de manière plus « passive»).

I previously mentioned that what one gets from a series or film depends on how one approaches it. The testimony above is a good example. Here the person answering said s/he now has a habit of having a translator around to look at the spelling, synonyms, meanings of a word. Of course, it turns their viewing into an active moment but this person really has this will of getting something out of the movie s/he is watching, in order to improve their language proficiency.

S/he also states that s/he watches everything in VOSTFR, and that it improves her vocabulary acquisition. This statement can be linked to a few others:

- Je regarde beaucoup de séries en VOSTFR, je ne suis pas devenue bilingue, mais j'ai appris quelques expressions*
- Tout[es] vidéos / films / séries regardé[e]s en vo(stfr) me permette[nt] d'améliorer mon accent et surtout ma compréhension orale*
- Personnellement j'ai commencé à regarder des séries en VO comme Friends et How I Met Your Mother, je trouvais que c'était plus simple de commencer avec des séries fun et pas compliquées à suivre. Et au départ je regardais avec les sous titres en français puis quand j'ai remarqué que je ne les lisais plus je les ai mis en anglais histoire de voir la grammaire et l'orthographe.⁶*

These testimonies are all demonstrating that VOSTFR allows improvements in the language learning process, like expression acquisition or accent improvement. Oral comprehension is also mentioned by a participant as a field in which s/he made progress. This is not surprising. As I mentioned earlier, paying attention to what is said and the translation almost simultaneously can actually help in the understanding of videos, since it will create links between the two languages. I don't think it is preferable to start out-of-class video watching in VOSTFR because, depending on the learner's motivation towards languages, he or she can lean on the French subtitles and have difficulties letting go of them. However, it clearly gives stability at the beginning of the

⁶ I have corrected the grammar and the major spelling mistakes that I found in these testimonies.

learning process, and as the third person said: s/he went from VOSTFR to VOST when s/he noticed s/he did not need to read the French subtitles anymore to understand the plot. It can also be a big step for a learner to realise him/herself that s/he is making progress with tangible evidence of it.

It usually is not the most advertised practice for ‘watching movies in original version’ in the literature for the pedagogy field but it nonetheless has some advantages. Some elements are common to all types of practice, be it VO, VOST or VOSTFR. I have collected the other areas of improvement that watching a film or series in original language can have and which are not ascribable to the subtitles.

4. Other possible improvement

Some skills can be improved by watching movies in original language but these elements are not specifically due to the presence or absence of any subtitles. In *Les Transferts Linguistiques dans les Médias Audiovisuels* Yves Gambier [1996 : 39] lists the four different types of signs present in any audiovisual document:

- *signes verbaux - transmission visuelle (par ex. le générique, des pancartes, des journaux ou des écriteaux présentés sur l'écran)*
- *signes non-verbaux- transmission visuelle*
- *signes verbaux - transmission acoustique (par ex. les dialogues)*
- *signes non-verbaux - transmission acoustique (par ex. la musique, le bruitage)*

This list applies to films and series and is relevant for my research, as it presents the different elements that can be improved by videos in original language. Gambier says that a verbal visual transmission exists for instance: the opening credits, the signs, the newspapers which can be found in movies, series or shows. There are also non verbal signs which can be important for a learner to pay attention to. Because non verbal signs hold elements that allow the viewer to catch details in a movie, like for example the feelings and intentions of a character (or possible future conversation partner). Verbal acoustic transmission (through dialogues) holds verbal information and finally acoustic non-verbal signs with music and sounds for example give other kinds of information also on emotions among other examples. Movies and series bring much to the cultural knowledge and skills of the learner. It can improve their knowledge of the different English-speaking countries. For example the differences between a representation of the

UK or a representation of the USA, since both have differences in food, customs or habits, or differences between greetings in France and in the USA. Gambier's non-verbal signs concern the cultural side.

In the very same idea that movies can improve cultural knowledge and that language goes along with culture, we can quote the work of Jordan & LeVallois, where they also noticed that culture and language are deeply linked: language uses culture and culture uses language, without one or the other there is no communication or no depth in communication: « ... » *pourquoi nous parlons de « langue-culture étrangère » ; l'une ne va pas sans l'autre. Il n'y a pas de langue sans culture. La langue se nourrit de la culture, elle est à la fois un instrument qui forme la culture et un miroir qui reflète celle-ci.* [Jordan & LeVallois, 2015 : 4]

It also changes the vision of the country from which the movie watched is from or the countries represented. People might have clichés, misconceptions or fixed ideas on certain countries, and these clichés can disappear by watching a series. Indeed, regarding the results of my questionnaire: 20.4% of the people who answered said it had changed their views of the country which the movie was from, 35.7% said it improved their culture and 44.3% said that the original audio helped them with their use of the language, and 35.3% said subtitles helped them improve their use of the language (in which situations to use a word or expression over another), which shows that movies bring much improvement to the learners' ways towards mastering the language.

In the same way, some anonymous participants wrote that they believed watching movies and series in original language led to open-mindedness and acceptance of differences since various topics are tackled by movies and series. People can now be aware of diverse conditions, diseases, and topics that they might not encounter in their everyday lives such as autism (with the *Atypical*⁷ series), acceptance of Queer and LGBTQs+ (with series like *Sex Education*⁸ or *Sense8*⁹), racial discriminations (with

⁷ *Atypical*, created in 2017 by Robia Rashid.

⁸ *Sex Education*, created in 2019 by Laurie Nunn.

⁹ *Sense8*, created in 2015 by the Wachowski sisters and Joseph Michael Straczynski.

*When They See Us*¹⁰ or the movie *See You Yesterday*¹¹) etc ... Actually Jordan & LeVallois stated something about the notion of interculturality and about tolerance:

Un autre avantage de l'utilisation du film en classe est qu'il permet de sensibiliser les élèves à la notion d'interculturalité. En effet, selon Sherman, le film représente « a window on the English-language culture. [...] et [l'interculturalité] aide les élèves à faire tomber certaines barrières culturelles existantes. [...] Ils sont ainsi encouragés à développer des qualités personnelles telles que l'ouverture, la curiosité et la tolérance ; qualités indispensables à la réussite d'une communication interculturelle. En effet, bien communiquer dans une langue étrangère ce n'est pas simplement former des phrases grammaticalement correctes mais bien acquérir des compétences interculturelles qui favorisent l'entente et le respect des spécificités culturelles de chacun. [Jordan & LeVallois, 2015 :11]

Like I mentioned, movies help learners to get rid of possible cultural barriers and improve their curiosity and acceptance of diverse subjects, which will help the learner in his/her own construction as a citizen of a community.

It is interesting to mention that movies and series in their original language bring more of our attention to the way actors play their characters, and to their way of saying their lines. It brings more authenticity to the characters and more depth to the story. Of course this has nothing to do with language acquisition but is only related to the viewers watching pleasure.

After analyzing what elements could be improved by viewing movies or series in their original language, I will focus on examples of more concrete evidence of the learners' progress / improvement and of the means they used to reach better skills.

¹⁰ *When They See Us*, created in 2019 by Ava DuVernay.

¹¹ *See You Yesterday*, directed by Stefan Bristol and produced by Spike Lee in 2019.

II. The out-of-school learning process - learning from films and series

To introduce this second section it is interesting to say that learners who actually benefit from this action are learners that have the motivation to improve their language. Usually someone who sits and watches a movie ‘just for fun’ will watch it passively and probably not get much out of it. But a learner who asks themselves about language may remember expressions, words or other language acquisition.

I, for example, never actively watched a movie by taking notes or looking at translations but I acquired words, expressions and turn of phrases thanks to viewing movies and series in English because I wanted to understand what the language was providing. So to begin, I wanted to focus on what really changed for learners who used movies to improve their language skills.

1. Reports of experiments led among users

According to my research, movies and series can improve various elements of language learning. We are going to see what really changes for learners according to Wekke in his thesis “The Use of Movie to Learn English In Out – off – Classroom Language Learning” published in October 2019. He states that for learners, there are advantages of having used movies to improve language since it develops their motivation and language skills such as their listening and pronunciation proficiency.

First, movie[s] can keep [the] learner’s interest in learning English. The learners enjoyed the activities in the out – of – classroom. Learners were more motivated to see and hear real life situations.

Second: movies can improve the learners’ listening skill [...] with English subtitles they can easily understand conversation[s].

Third: movies improve the learners’ speaking skill. [...] they can also find movie scripts online and imitate [them].

Fourth: movies improve the learners’ pronunciation.

Fifth: movies improve [the] learner’s vocabulary [Wekke, 2019 : 17-18]

Wekke based his research on his eighth and ninth graders and what they improved as they watched movies out of school, and he noticed that it improved their vocabulary acquisition, their pronunciation and other skills like listening and speaking skills.

Of course, one study cannot be considered fully representative of the object of research or made a generality. That is the reason why we will look at further studies and statements made by people who tried movies as a support for learning English or another language.

Based on Shalom Fisch's study "Children's learning from television" [2005], we can see that viewing series are positive on different aspects. Fisch based his study on three-to-five-year-old children and had some of them watch the series *Sesame Street* on a regular basis, then observed the improvements. He then states that "positive programmes can have positive effects"¹² [2005: 10] and indeed, children who watched *Sesame Street*¹³ developed several skills that the ones who had not did not get:

Sesame Street showed a significantly greater growth in an assortment of academic skills related to the alphabet, numbers, body parts, shapes, relational terms, and sorting and classification. The areas that showed the greatest effects were the ones that had been emphasised the most in *Sesame Street*.

[...] Significant differences in cognitive skills (often focussed on literacy and mathematics) were found between viewers and nonviewers of *Plaza Sésamo*¹⁴ in Mexico [...].

The U.S. version of *Sesame Street* was found to hold long-term benefits for viewers as well. [...] verbal readiness, quantitative readiness, attitude toward school, relationship with peers. [...] children who had been frequent *Sesame Street* viewers were rated as better prepared for school than their non- or low-viewing classmates. [2005 : 10-11]

Based on these quotes I already see that the viewing of *Sesame Street* developed several skills in these children's abilities for language and learning. Indeed they had better logic, attitude towards school, reading and mathematics (since mathematics are based on logic, if a child improves his or her logical skills, he or she should be improving his or her mathematic skills). Apparently even, the long-term benefits are also seen later: the most time preschool children spent watching *Sesame Street*, the more time they will spend reading nowadays. They are even more likely to be reading books on their own later. It seems that students who had watched *Sesame Street* or other educational television had higher grades in English, Mathematics and Science once in high school.

¹² What Fisch means by "positive" here is that children will acquire language skills and behaviors by watching these programmes created for learning purposes.

¹³ *Sesame Street* is an American series created in 1969 by Joan Ganz Cooney & Lloyd Morrisett. It was cofounded by The Children's Television Workshop (organisation that produces educational programmes for children).

¹⁴ *Sesame Street* is a series that has been translated into 70 different languages. *Plaza Sésamo* is the Spanish version of it, *Rua Sésamo* is the Portuguese version.

So far I notice that, there are improvements due to movies and series. However, the research was led on a very young audience, and the age factor must be taken into consideration. Children have indeed better memory and greater ability to acquire new knowledge and skills. It is then necessary for me to present a study led on adults.

In Abdeen, Albiladi & Lincoln's [2018] study "Learning English through Movies: Adult English Language Learner's Perceptions", the study is based on adult learners only and movies are used as entertainment as well as for learning purposes. The results presented in this study show that adults participants have noticed an improvement in their language skills after the study was taken:

Participants described four main language skills that can be developed as a result of watching movies [...]: speaking, listening, pronunciation and vocabulary acquisitions. [...] Most of the participants believed that watching movies allowed them to improve their speaking and listening skills. [...] one participant stated 'I watch movies so I can learn new vocabulary and their pronunciation'. [...] movies are the most important source for his pronunciation practice [...] : 'watching movies regularly allows me to know many words that I didn't have the chance to learn in classes'. [...] one participant described movies as 'vocabulary gold mine' which includes many new words from which he can learn. [...]

Surprisingly, some participants believed that watching movies helps them improve not only their oral but also their written skills through reading subtitles. [Albiladi & Lincoln, 2018 : 1570]

It is reminiscent of the results of my own questionnaire (mentioned in section I and shown in annexe n°3), where the majority of the participants stated that viewing movies helped them with their oral skills whether it was in terms of comprehension or pronunciation, and where one person said that subtitles helped them for written skills like spelling or sentence making. Why can movies and series be so effective? The main reason is that they represent a more authentic language than the one that can be found in class. The study even states "movies represent real-life language" [2018 : 1571] in comparison to the English that can sometimes be found in class. VO does offer access to a more realistic use of the language, even though every dialogue or line is staged. In-class English can sometimes have too great a didactic dimension. Indeed, in-class English is more based on showing students a certain structure in context before understanding how to use the structure in context. It confronts students to authentic English but a rather limited amount of it, compared to the time a learner can spend listening to it while watching movies or series. This can allow students to get greater

language immersion. Two or three hours of English courses a week in school cannot possibly reach this level of language exposure.

Another important point for my study has not yet been dealt with: the case of countries that do not have dubbing services and where people watch movies with subtitles only. The example I have is from my own experience as an Erasmus student in Slovenia, where I met several Slovenians who were speaking two to four languages really well. I was surprised, but it is true that Slovenia is a really small country and series and movies are not dubbed, meaning they watch it in their original language with Slovene subtitles only. That way, Slovenians are used to hearing Slovene and English from their very early childhood. Slovenians living on the edges of the country are so close to bordering countries that they have to master the respective foreign language. For example the Western part masters Slovene and Italian, the Northern part masters Slovene and German (because of Austria), the North-Eastern side speaks Hungarian and Slovene and finally the Southern side masters Serbo-Croatian and Slovene. What applies to Slovenia regarding dubbing also works for different countries like Norway, the Netherlands or Denmark.

Ce qui est à retenir de cet ouvrage est que de nombreux pays privilégient le sous-titrage de leurs films, séries et émissions, afin d'en garder les langues d'origines, et ainsi un certain côté pédagogique, car la plupart du temps sur leur postes de télé et ailleurs, les films ne sont que sous-titrés (excepté les dessins animés pour les tout-petits) ce qui permet aux individus d'être habitués à entendre des langues étrangères et donc facilite leur pratique. (ex Pays-Bas, Finlande, Nigeria qui ont un bon niveau de langues étrangères)» [Gambier, 1996]

Once one has been used to hearing languages from one's early childhood, one develops some abilities and facilities regarding language and it definitely helps to master more than one language.

According to Deny Kusumaningrum's [2015] article entitled - "Using English Movie as an attractive strategy to teach Senior High School Students English as a Foreign Language", using movies improved their listening, speaking and writing skills along with vocabulary acquisition.

[A] teacher can use English movies to teach four skills. They include listening, speaking, and also writing skill[s]. By using English movie[s], teacher[s] can also teach grammar and introduce new vocabulary for students. [...] [a] teacher can use English movie[s] to teach Senior high school students listening skill[s]. [...] In addition to listening skill[s], teacher[s] can use English

movies to teach speaking skill[s]. [...] By using English movies, [a] teacher can also teach writing skill[s]. [...] Nevertheless, in spite of those three skills, [a] teacher can also use English movies to teach grammar. [...] Students not only get fun learning environment, but they also get new vocabulary from the movie they watch. [Deny Kusumaningrum, 2015 : 14 -17]

The quoted study once more shows that movies and series do improve a learner's language practise and mastery. From preschool to adulthood by way of highschool, the studies presented here cover a wide range of learner types. In every case, movies bring a touch of authenticity and immersion that the learners need to reach better language fluency and to develop several cognitive abilities towards languages.

I also wanted to mention another example closer to me, and that I have seen with my own eyes. A friend from high-school has a little brother, Paul, and he has autism. I have had the chance of meeting him several times during my high school period and I remember my friend telling me that Paul taught himself a lot of things by watching Disney movies. At the time I remember wondering how he did that, because to me learning a second language seemed easier and different than learning one's mother tongue. But it actually is the same. Paul just watched his Disney movies, that people offered him. He watched them repeatedly and started repeating what he was hearing, and as the time went by he recited all the dialogues. It can be felt when having a conversation with him because he keeps the exact intonation as in movies on some words or expressions. Paul's example directly shows that using movies can affect our vocabulary acquisition, expressions acquisition and pronunciation as well.

Quite recently I have had news from Paul and he is still collecting Disney movies and other animated films, as you can find on the Instagram account her sister made for him : @ptit_paul_univers. He is currently learning vocabulary English words from his DVDs.

Now that we know that certain skills are truly improved with films and series, it is interesting to see how some learners used the movies and series to reach these types of improvement.

2. Different types of practice for users

This subsection is dedicated to the way some learners used their movies or series in order to improve their language learning. I will begin by using a quote from an American singer song-writer and actress. Her name is Kate Voegle and she starred in the series *One Tree Hill*¹⁵ and *Life Unexpected*¹⁶. She traveled to France and loved the country and culture so she decided to start learning French. In November 2019 she made a Questions & Answers Instagram story and shared on what was the best way to learn French for her. She stated that watching a French series with the French subtitles (VOST) really helped her in the general fields of vocabulary and phonetics.

- *Quelle est pour toi la meilleure façon d'apprendre l'anglais ?*

Je crois que la meilleure façon d'apprendre l'anglais aussi serait : les séries, les films, écouter de la musique. Mais les séries avec les sous-titres anglais, oui ça marche.

And if it's French that you're learning here there's a show right now on Netflix, — in the US at least — that's called the Hook-up Plan¹⁷, and it's in French, and if you watch that show, with the French subtitles which is something Netflix will let you do — that helps a ton! 'Cause you can see the words as the sounds are like coming out of people's mouths, you know you can see the words that corresponds to the sounds, and that helps slowly like train you to be like 'oh okay that combination of vowels actually sounds like this' and all that. [Instagram story, 2019]

The best idea behind watching a series in its original version to improve a language is to also watch it with the original subtitles (VOST). As Voegle states, it helps making connection between the words you hear and the ones you read, so it helps you with spelling, and sounds, knowing which syllables are accentuated and which ones are silent for example. Voegle uses a rather passive and enjoyable way to learn French, she just watches the movies along with subtitles but she is not taking notes or searching for the words she does not understand. She tries to have everything make sense with what she sees or hears. Somehow this is the most common out-of-class way of using movies to learn a language. It is the easiest type of practice and the one which is the most widely available to anyone. We can link Voegle's experience to Slovenia's situation (mentioned before). Indeed, just like different other countries that do not allow dubbing (or do not have the opportunity to have TV dubbing services), they watch movies in

¹⁵ *One Tree Hill* is an American series created by Mark Schwann in 2003.

¹⁶ *Life Unexpected* is an American series created by Liz Tigelaar in 2010.

¹⁷ The *Hook-up Plan* is the English for *Plan Coeur*, a French series created by Noémie Saglio & Julien Teisseire in 2018.

original language with their mother-tongue subtitles, which allows many students to end up bilingual in primary school. This is not the case everywhere in the world :

In large European countries such as Germany and France, foreign-language programs are mostly dubbed. In smaller European countries such as the Netherlands and Belgium [...] subtitling is a common practice.' [Koolstra & Beentjes, 1999 : 52]

Sockett & Kusyk [2013 : 3] draw some conclusions from the same analysis:

En effet, de nombreuses études, dont celle dirigée par Bonnet (2002), indiquent que le niveau en compréhension orale de l'anglais dans des pays comme le Danemark, les Pays-Bas ou la Suède, où les émissions en langue anglaise sont simplement sous-titrées, est souvent largement supérieur à celui que l'on observe dans des pays tels que la France et l'Espagne où le doublage est la norme.

These countries then 'create' people with great abilities for languages. Nevertheless it is interesting to note that some people use movies in a different way than simply passively watching a movie.

According to Michael Patrick Hindley Rodgers [2013], in his study called "An investigation of comprehension, incidental vocabulary acquisition, lexical coverage, attitudes, and captions", viewers wanting to learn a language should allow themselves a large amount of watching time, because to integrate a language it has to be 'analyzed' and confronted to the learner in large quantities and regularly. Like Abdeen, Albiladi & Lincoln [2018 : 1570] state: "[the learners'] language was developed as a result of watching movies regularly".

It also requires an accessible content and accessible vocabulary words otherwise it would create distance between the viewer and the video extract that would prevent the viewer from understanding the extract correctly. The viewer must be familiar with the content watched. Finally - and I would say this is the most important part for me - the viewer must be interested in what s/he sees. With no interest in the content or in understanding the story, there will not be any language acquisition of any sort.

If language learners were to spend even a portion of their L1¹⁸ viewing time on L2¹⁹ television they would be processing a large amount of input. In this way, television meets the requirement that a suitable form of input be available and consumed in large quantities. [...] The second condition for suitable input is that it should be familiar to the language learners (Nation, 2007). Learners should be familiar with the content of the input texts they are processing, so that

¹⁸ L1: source language or mother tongue.

¹⁹ L2: target language.

they can achieve a reasonable level of comprehension. [...] [it is important] that learners should be interested in the input and want to understand it. [Socckett & Kusyk, 2013 : 2-3]

The quotations clearly states that a viewer has to repeat the action, not just 'try it once' in order to find the beneficial effects on language acquisition. It also says that the viewer must be familiar with content and/or vocabulary and to have the interest of using movies as a language input otherwise it would just end up in watching a movie - for fun.

An interesting strategy to help learners in their practise is presented by Deny Kusumaningrum [2015 : 14]. The latter advsises to follow three different steps to watch a movie: 'Pre-Watching', 'While-Watching' and 'Post-Watching', which are further explained below (the whole quotation can be found in the annexe n°19):

1. Pre-Watching :

[The] Teacher delivers some questions orally to students about their knowledge of [the] Groundhog Day tradition, such as :

1. Have you ever heard about Groundhog Day²⁰?
2. Do you know what country celebrate Groundhog Day?
3. Do you know when Groundhog Day is celebrated?[sic]

After students respond to the questions, [the] teacher starts to introduce students to the movie. For example, [the] teacher can ask students some questions such as:

1. What will you do when you wake up in the morning, you find that it is the same day as yesterday and experience exactly the same events that happened the day before? Could you imagine it? [sic]
2. Do you know Bill Murray?
3. Have you ever watched [the] *Groundhog Day*²¹ movie? [Deny Kusumaningrum, 2015 : 14]

Basically the teacher chooses which scene to show and asks questions to students before and after the viewing. Beforehand the goal is to smooth the students' understanding of the movie and after the viewing the objective is to see if and what students actually understood from the extract shown. This is a type of active viewing of a movie, learners

²⁰ Groundhog Day is a North-American celebration observed each year on February 2nd. If the Groundhog comes out and sees his shadow (denoting that it is a clear day out), the winter will carry on for six more weeks. If, however, it sees a cloudy day, it means we are getting an early spring. [metro.co.uk]

²¹ *Groundhog Day* is a movie created by Harold Ramis in 1993, with Bill Murray. This movie is used here by Deny Kusumaningrum to base his/her study on.

are asked to think before, after the viewing. While watching the extracts they are asked to take notes, which makes them active viewers contrary to the previous way of using movies. The idea is good, on paper, but there are limitations to it: first taking notes while watching a movie is a complicated thing to do because it is difficult to understand the plot of a movie while trying to write what we believe is important. For the third part, after the viewing, asking questions is not a negative idea, since I did the same type of things with my class. Nonetheless, there could be questions perhaps more focused on grammar, with the help of a written version (maybe taken from a script) or simply a video extract to remind the students the precise extract they are supposed to focus on.

In the same way of using movies, Cristelle Maury [2012] states a similar yet different way of actively using movies in her article “L’intégration du cinéma hollywoodien en classe de langue : réflexions sur quelques points de convergence disciplinaires”. Indeed, she uses several Hollywood movie extracts in most of her classes. She sometimes even uses two extracts in a row in order to make students think and make links between the two extracts.

La diffusion successive de ces extraits avec pour consigne de deviner si Joey Kusak²² dit la vérité crée une situation de communication où les étudiants doivent trouver des parallèles entre les deux films et utiliser leurs connaissances de la scène classique pour deviner les enjeux du film récent. Ce type d'activité permet, outre l'entraînement à l'expression orale (expression de la comparaison, du parallèle, des similitudes) l'engagement dans une activité à la fois « conceptuelle et communicative ». (Widdowson : 104 ; ma traduction).

Cette démarche vise avant tout l'apport de connaissances par des tâches de compréhension et d'expression. Elle permet également de faire prendre conscience aux étudiants de la fonction du savoir savant qui est en jeu dans le processus de compréhension des documents en langue étrangère, mais elle ne prétend pas s'appuyer sur la culture savante pour accéder au sens. Elle montre la pertinence qu'il y a à mobiliser sa culture pour comprendre un film. » [Maury, 2012 : 18-19]

This active way of watching extracts are a great process of oral comprehension and expression for students. Since it makes them talk about the movie, using the vocabulary they have seen in the movie. As she states, it also helps them understand the importance of a link between the language and the culture of the country by making them think on it and express their own ideas. Indeed, if we think about something, if we create sentences

²² Joey Kusak, actually Cusack is a gangster in the movie *A History of Violence* from 2005.

in our heads with words we have seen, it helps fix them. Of course it has been set in place for in-class learning and with mature students due to the fact that they will be asked to think deeply on different subjects. In contrast, the younger students (from middle school for example) younger students are usually not asked to develop their thoughts to such an extent in school. Therefore, it would certainly be too difficult for them to do so in a foreign language. It will be required to ask other activities from them, like perhaps reproductions of scenes or imagining the sequel to one of the scenes.

Finally, we have seen what improved and how it improved, but it is important to mention that there are limits to the use of movies and series as a language input.

3. Limits of using movies and series for learning:

So far, we have seen what positive effects watching movies and series have on one's language acquisition, however it also has negative aspects that are important to measure for the developments of this thesis. Indeed, Wekke [2019] mentions these aspects in his work:

Disadvantages using English movie:

English movie generally is expensive and cost a lot of time to watch the movies so that learners may get bored. [...] just do not like certain types of movies, so they will be bored to watch movies [...]

2nd: maybe the learners prefer watching actors or actresses so that they would forget to focus on the main instructional goal. [...]

3rd: most movies are not always appropriate with the needs and desired learning objective. [...] Therefore, teachers need to use movies that contain many moral values, not just mere entertainment. [...]

'Out – of – Class' required activities done outside the regular classroom learning whether done with or without a conscious effort to learn English language.[sic] [Wekke, 2019: 18-20]

I can notice here that Wekke mentions the expensiveness of using movies. In fact, it is correct since, no matter how one decides to use movies, it becomes expensive: if one wants to watch many different movies or series, to practice the language, and decides to buy DVDs to comfortably watch them at home and to be able to watch them again, DVDs have a cost, and at some point it can be too expensive for a learner. In the same idea, one could still subscribe to a streaming platform like Netflix, Amazon Prime

Video, Hulu, OCS, Disney+ and more, but it implies having to pay monthly or annual fees, and will be too costly for some people. Wekke's point here is that some learners could get bored while watching the movie since a movie is a long video to watch. Or if they are not fond of watching a certain types of movies, for example if one is not into action movies, he or she might switch off rather quickly. One will not be able to realise how beneficial watching movies can be.

The second point mentioned by Wekke is the lack of focus from the learners on the essential educational points of the movie and rather focusing on actors and actresses and how good looking they appear than on what is said, how it is acted, and all the things that could be interesting to focus on.

The third point important to mention is that movies or series might not always be suitable to base one's learning on. Indeed, some movies or series can present abilities I find interesting to gain, but there are always elements on the edges of what is acceptable. For instance, it could be interesting to learn vocabulary and puns from superhero series like *Misfits*²³ or *The Boys*²⁴. Yet, both series also contains a lot of bad words and insults, which has to be taken into consideration when choosing a movie for a young audience. Also there are times when one has a precise idea of the movie one wants to work on, but the movie does not bear any linguistic particularities to be seen, making it irrelevant to use.

As disadvantages of using movies there is also a few other points to be mentioned like perhaps the fact that some students usually try to understand word by word what is said in a movie and languages are not made to be understood word by word. For the example of English as a target language and French as a source language: English (as any other languages) does not imply understanding all the terms of the sentence to understand the general meaning of it. If we take the example of students who would translate sentences word by word: it does not apply in language learning : a sentence in French has additional words than its English translation or vice versa so a word by word translation would get an incorrect meaning. This idea is mentioned in a

²³ *Misfits*, a British TV series from 2009 by Howard Overman.

²⁴ *The Boys*, an American TV series made by Garth Ennis and Darick Robertson in 2019.

thesis from 2015 by Maria Asumpta Deny Kusumaningrum where she says “while the movie is playing, students try to understand word by word instead of the main point of the movie. This may frustrate the students”. She also mentions the length of the movie that can bore learners, as previously mentioned. She also states “the limited facilities in school can also pose an obstacle in teaching” [2015 : 18] talking about the lack of means available in schools in order to watch movies in the best conditions possible. Sometimes rooms have a TV sometimes they do not. A movie can still be shown with a computer and a film projector but some rooms do not have good sounds quality or a good Internet connection.

One final limit that can be mentioned is that it cannot be generalizable for every study undertaken since the quantity of samples on which a study can be based is often small, and does not completely represents our society. In the same way, it is complicated to see the language acquisition of a learner after a delimited period of time. If I want to see one’s vocabulary acquisition for instance, I could ask my students ‘do you know this term?’ but, there could be more vocabulary learned than the ones asked for. This is in correlation with Michael Patrick Hindley Rodgers’ thesis in which can be read the following idea: “There are many frequently occurring words at this level that were not tested that participants could have learned”. [Rodger, 2013 : 102]

Much more research also needs to be done on this subject in order to see what happens to learners when they decide to learn a language from a movie, what connections are made, to determine what abilities are developed in more precise details, what makes movies and series a great medium to base our learning on.

After seeing examples of how learners use movies and series, what improves and what the limits are, I am going to focus on theory and how films and series could be used in a class by teachers for their students.

III. Theory: How can we use films and series in the best way?

In this final section, I will see the different possibilities of using films and series in the best way possible for our learners. There are a few things to consider before using films or series as a medium on which to base a learning process: whether it is to be made in class or out-of-class. Plus, it is important to look into the idea of the motivation of a learner and the way of making the way of choosing the movies or the series they wanted to follow.

In a first subsection I will focus on how a film or series could be used for in-class learning, then for out-of-class learning. In a third subsection I will focus on the motivation of learners and whether or not it has a big part on the learning process and finally how to choose the best movie or series to work on.

1. In class

To begin with, I wanted to mention the *Fireworks* textbooks (see annexes 20-22), destined to high-school students, because in each unit there is a ‘movie corner’ or ‘movie selection’ with the authors’ suggestions of movies to watch related to the theme of the unit. I believe this is a great idea to suggest movies to learners to begin with, so that they can have more information concerning the theme through the movies but also, to introduce them to the idea that movies and series bear useful content to learn a language, without forcing the students if they do not want.

Then, there is the idea of using a movie (or series) as a support for a lesson plan, and base all the course around the movie. However, in order to do so, it will be needed first to teach the ‘movie analysis vocabulary’. This vocabulary will help them clearly understand the process and be able to talk about the movie in a very distinct way (an example of movie analysis vocabulary can be found in French and English in annexes n°26 and 27). While mentioning this, it is important to say that this implies having groups of students of a certain age like high-school students for example. Because middle-school students can get confused about using these vocabulary words, and learning them will be quite a burden given that they already must learn everything about

the language (like basic grammar rules, vocabulary to talk about themselves and their interests for example). In “Le Film Comme Moyen d’Apprentissage”, Jordan & LeVallois [2015] stated:

Si le film peut fournir un contenu riche et adéquat du point de vue de la langue, il doit être abordé de manière à désamorcer son potentiel de divertissement. Afin d’asseoir la légitimité du médium comme outil d’apprentissage, il faut le prendre comme objet d’étude au même titre que la littérature.

This is to be linked with learning the vocabulary analysis, which will help the teacher and the learner study a movie or a series. So when I speak about movie analysis vocabulary, I mean example of ‘shots’ that can be found in films or words that refers to ‘camera movement’, ‘angles’ or even atmosphere, music and colors used in different types of scenes. So, as I previously mentioned, using these words in a middle-school class can be too hard for the students, so the best way is to use these vocabulary words for high-school classes. The more appropriate way to have the vocabulary imprinted in the students’ minds is to take a moment (before the sequence or at the beginning of the school year) for them to remember the words. Perhaps the best way would be to find an amusing way of remembering them because vocabulary learning can be really heavy, especially when one can think there are no purposes for learning it.

The last idea I think of regarding in-class arrangements is to use the movies or series as homework support and work after seeing a document related to it. For example using an extract of *Twelve Years A Slave*²⁵ after tackling a written extract or a picture on slavery. The theme would be explored, and the text examined to finally have the students have a little more work by watching an extract of the movie, and maybe identify useful words for the end of the analysis of the slavery theme, or perhaps more questions.

Since I believe the best improvements come from using movies or series out-of-class, I will detail this idea in my second subsection.

²⁵ *Twelve Years A Slave* movie made by Steve McQueen in 2014.

2. Out-of-class

As I mentioned, I believe that the main changes are found by people who watch movies or series during their free-time and with the will of improving their target language.

To begin with, I believe this is because when a work is not graded or not related to school, learners do not have the same position towards it. It gives them more pleasure to work on their side, because they want to, rather than because they have to and that their teachers asked them to. But the idea of out-of-class is different from the idea of homework, since the homework are given by the teachers as a continuity of the in-class lesson. It differs first because of the motivation of the learners (which we will see after) but also because the learners have less obligations towards it, and so they feel better working without having the impression of doing so. It is important to make a contrast between one who is improving a target language by out-of-school viewings, who will search for words, or try to remember much of it and one who is simply watching a movie for entertainment only and in their free time, without remembering any substance from it.

On the same note, there are websites and smartphone applications that have been created in order to learn English (or other languages) with movies or series out of school. The first one I discovered was QIOZ which is an application²⁶ and a website²⁷ (see annexe n°23). One has to be fifteen years old to have an account, and it is free. It allows their users to begin learning a target language or to improve one. The users have the possibility to see professional vocabulary words, that are useful to practice any job of their will. The only thing required at the beginning of the subscription is to have an evaluation of the language level, then the application will suggest videos in relation to the goals the users have, among other ideas like their interests and desires. It seems like a good creation, with a great goal: to have people become multilingual. Still, QIOZ have limitations: a big problem with it is that the application is only available to Île-de-France residents. Basically to use the application you must belong to the Versailles, Créteil or Paris regional education authority, which gather eight French departments

²⁶ QIOZ, available of App Store and Google Play.

²⁷ qioz.fr created in April 2019.

only. To link this with France as a whole, eight French departments out of ninety-six which are metropolitan and five overseas, does not cover even half of the French territory. As for me, since I will teach under the Créteil regional education authority next year, I will try QIOZ, to see by myself if it really has the potential I imagine regarding languages.

The second application I have heard of is e-dutainment²⁸ (see annexe n° 24), it exists as an application and as a website²⁹, just like QIOZ, but it is available to more people. Contrary to QIOZ, e-dutainment was created to learn only English and with Hollywood movies (which can appear more attractive to teachers or students than just videos available for in-class learning). In the same way as QIOZ, e-dutainment offers diverse types of vocabulary words acquisition, still in relation to the professional world from tourism to management through engineering or physics. Learning from e-dutainment can make a French user become bilingual in his or her field of work. During an interview, one of the two creators of the application said:

L'idée est vraiment "d'apprendre sans même s'en rendre compte et d'apprendre en s'amusant" [...] Après avoir évalué, à l'aide d'un quizz, son niveau d'anglais l'apprenant choisit parmi une soixantaine de films, celui qu'il souhaite regarder, pour répondre à des questions et effectuer des challenges. [France 3 Hauts de France, 2021]

What QIOZ and e-dutainment also have in common are the games they offer after a viewing made to verify the language acquisition of the users and make them remember while playing, and the evaluation of language level at the beginning. The only limitation of e-dutainment is that it has fees: to benefit from these wonderful creations a user has to pay 11.99€ per month or 119.90€ per year, which does not make it available to everyone. Nonetheless, there is a possibility of taking an account to work on the application with a class, and for that it is possible to contact the people behind to have special tariffications. I believe both applications are great projects, with great aims, even though it mainly tackles the oral comprehension and perhaps written one (with the questions and games) but not the rest of the language activities. We could wonder whether or not this is a good process of learning since all the language activities are not present like in school.

²⁸ e-dutainment, created in the beginning of 2021; available on Google Play only.

²⁹ e-dutainment.com, created in the beginning of 2021.

Finally, there is also a YouTube Channel in which people can learn English with extracts from TV series, the Channel is simply called *Learn English with TV Series*³⁰ (see annexe n°25), and they post videos every Tuesday, Thursday and Saturday. In these videos, they are taking an extract of a series or movies (even some interviews, concerts or animated movies) and they stop to explain some vocabulary words (that they choose) in context, and they finish the videos using small tests asking the viewer if he or she remembers the meaning of the words. The video is in English and is cut in three parts: watch the video with subtitles, learn with the clip and test your knowledge. The viewer has a moment to look at the video entirely, then the interesting parts of the video where the person explains the terms chosen, in English. They give a definition and other examples in different contexts depending on the words explained. Finally, the viewer will have the possibility of watching the video again, with questions on the vocabulary words explained. The videos are between ten to thirty minutes maximum long, which is not excessive on a weekly routine to master a target language.

Out-of-school learning really is the closest idea to what I pictured when I said ‘learning with movies and series’ as I started this essay. After tackling this notion I want to focus on the motivation of learners, which is an essential part of language acquisition through movies and series.

3. Motivation

Depending on whether we are dealing with in-class learning or out-of-class learning, the type of motivation will be different.

First, if it is in-class learning, I must be talking about the learners’ motivation but also, the teachers’ motivation. Obviously, in-class students (if they do not....system) will not decide by themselves what they want to learn or to study. They are guided by teachers who creates lesson plans. From there, since the teacher is the one who has to motivate the group of students, he or she him/herself will have to be rather motivated by what he or she suggests. Indeed, if the teacher is not fond of what his or her lesson plan is made of, he or she will have a difficult moment getting the students to follow.

³⁰ *Learn English with TV Series*, a YouTube channel created in May 2016 and still active nowadays.

Then, it will be about in-class or out-of-class learning. In both ways, the teacher must have the students' motivation to have the best results on language learning. Because in-class, even if the teacher's motivation is at its highest peak, not all the students will be attracted to the in-class document. I believe it is because some students absolutely do not see the importance or reason of using more than one language, and as long as they do not see it, their attitude and motivation towards languages will not change. In the same way, regarding out-of-class learning, as it is a solo-type of learning, it requires the total motivation of a learner. He or she is the one who decides to study, and usually it is because there is a goal at the end. For example one might be motivated to learn a language or to improve an already studied target language because they have to travel to a country or because they have to communicate with someone speaking this language. Without motivation, no one would work or learn just "for fun", especially languages, since their first aim is to communicate with others.

Finally, it will be about finding a medium that motivates. Whether we are focusing on in-class learning or out-of-class learning, both must have playful activities or tests, or interesting subjects for the learners to have the will to work on them. Perhaps the activities could vary: using websites such as LearningApps³¹, Quizlet³², Wordwall³³ to create fun quizzes to undertake after viewing an episode or an extract of a movie. In the same idea, if working on the applications I mentioned earlier were possible, then perhaps it would motivate in-class students. Movies and series can motivate some people. These media motivated me into learning English, it probably is the same for many other people. For others, more things might be required to motivate themselves.

Still for in-class learning, the motivation of the medium could also be seen as a motivating assignment asked by the teacher that the students would find interesting or fun to complete. For example here, it could be about watching an extract and reproducing the extract heard as a type of game and it will make them work on oral comprehension (to know how to play) and oral expression (to reproduce what has been

³¹ LearningApps.org was created in Switzerland in 2011.

³² quizlet.com was created in 2005 and became public in 2007.

³³ wordwall.net was created in a secondary school in London (UK) in 2008.

seen). It must be remembered that, students often do not have the motivation to work on something if it is not graded. So the out-of-class idea I want to keep for studying movies and series is not possible for the students who are not motivated to work without being graded.

The final thing to pay attention to when using films and series in the best possible is the way of choosing the film (or series) in question; that is what I will focus on in the following subsection.

4. How to choose the medium

Regarding how we decide to use movies or series, whether it is in-class or out-of-class, the way of choosing the medium will differ.

Regarding in-class learning, it is interesting to have a movie being compatible with the objectives of the class. If a teacher wants to focus on how to express the future in English (WILL+V, BE going to+V or using the present simple or the present BE V-ING to express the future), he or she needs to choose a movie clip containing several examples he or she can use. So the important aspects to consider while choosing a movie or series are: having occurrences of the target skills, being suitable regarding the age of the viewers about the content of the scenes. It is also important for the movie or series to be seen as a whole or to be well cut in order for the students to understand the whole extract. It is also important that the extract be not too short nor too long because the students can have trouble focusing on something that is too long. That way, it is even more interesting to use a series to base one's learning on, first because of the length (between ten to fifty minutes) but also because of its content, since it has a repetitive pattern, recurring characters and an evolution of the story. Just like Jordan & LeVallois [2015 : 12] states in their essay:

Il est aussi intéressant de noter qu'un des avantages majeurs de la série télévisée est qu'au fil des différentes saisons, les personnages principaux et le scénario de base ne changent pas. Dès lors, même si les élèves éprouvent des difficultés de compréhension en visionnant les premiers épisodes, ces difficultés s'estompent progressivement. En effet, à force de répétition : même scénario, même déroulement, mêmes personnages (voire souvent, même genre d'interaction, de dialogues, de blagues), les élèves établissent des liens, augmentent leur compréhension globale

de l'histoire et se familiarisent (souvent inconsciemment) avec le vocabulaire, les structures grammaticales et les expressions utilisées.

This quote shows the differences between a movie and a series and what makes series more suitable to be used in language learning. Since the learners will be following the series, the plots' evolutions, the characters' evolutions they will grow accustomed to the story, and can focus more on words, pronunciation, spelling or language in general which makes it a good format on which to base target-language learning. Still linked with in-class learning, we can mention Thaler's criteria for choosing a movie (see annexe n°17). The chart is from Jordan & LeVallois's study [2015 : 18]. We can see that Thaler's criteria are divided into five sections : audio characteristics, visual characteristics, sound and image relation, relevance and finally methodology. In this chart, each section is implemented with the possible difficulties a student can encounter towards the movie, and by using this chart to choose the movie, the teacher is supposed to avoid most of the problems. Basically, the teacher must take into consideration what is shown and what is said in a movie in relation to the students' emotions, possible reactions and to the educational potential of the medium. Not all the criteria can be checked off and not all problems can be avoided, nevertheless. The goal of the teacher here is to find the best movie possible for the majority of students in a class.

Concerning the out-of-school selection of a movie, Wekke [2019 : 12] states his own criteria for selecting a movie. He mentions four criteria: watchability, completeness, length and appropriateness of content. Around it, the explanation meets Thaler's criteria in Jordan & LeVallois [2015]. He states that the learners must be acquainted with and interested by the movie suggested. The extract also has to be telling a story as a whole in order for one to understand the plot from the beginning to the possible end, so as to proceed to language acquisition:

It is related to the learner whether the video or movie [is] interesting enough, suitable [...] and would [they] want to watch this. [...] The ideal video clip tells a complete story or a section of a story. This idea of comeliness is important for young learners whose primary motivation for watching a video is enjoyment. [Wekke, 2019 : 15]

Then, Wekke also mentions length and appropriateness of content, as mentioned at the beginning of this section: length is important thus the extract watched must not be too long nor too short. Mainly, because of one's attention that cannot be focused on

something for too long, but Wekke also states that because a very long extract is going to encroach on one's extracurricular time. The content, as previously said, has to be appropriate for the type of learner trying to improve their language:

The length of the clip is important. It shouldn't be long and should[n't] be too short. [...] The particular time is depending on the learning objective. [...] The content should be suitable for young learners. It should also be suitable [to be] view[ed] in all cultures. [Wekke, 2019 : 16]

Along with these criteria, Wekke also mentions the three possible types of movie to learn language from: off-air programs, real-life movies³⁴ and language-learning movies. Among the three, the one type I believe is the best to learn language from is real-life movies, quite simply because these are the best representation possible of reality, of real-life dialogues, of real-life people with a full immersion in a country and a possibility too virtually meet the inhabitants. Furthermore, movies are usually free to watch for personal use. Regarding language-learning movies I agree with Wekke [2019] when he states “the main advantage of specially made movies is that they have been designed with the learners [with] a particular level in mind”. On paper it seems good for a learner to improve their language with a movie created for it, however I disagree with this, because to me, movies made for learning present many limitations. Wekke [2019] states some: “they fail the quality test either because the production is poor, the situations and the languages are inauthentic, or the content is too sophisticated”. They usually are so much into giving lessons to the learners that they become too educational to be appreciated. Whereas real-life movies tend to be liked because they are closer to what real-life conversation with native speakers can be in the absence of linguistic travels (especially in times like this past year, when travelling is not allowed due to the sanitary crisis: travelling with movies is better than no traveling at all).

Of course this limitation is to be seen regarding the age of the learners. Young children learning a target language will probably need (and appreciate) the guidance and the pedagogical side behind the educational shows. I am particularly referring to educational series like *Dora the Explorer*³⁵ or *Word World*³⁶ here where the characters

³⁴ A real-life movie is a program that will faithfully represent reality and everyday life.

³⁵ *Dora the Explorer* is an American animated series created by Chris Gifford and premiered in 2000.

³⁶ *Word World* is an Americano-Canadian-Indian animated series created in 2007, sponsored by Ikea, helping three-to-seven-year-old children to build English words.

ask the children to frequently repeat the words seen, where they spell the words as slowly as possible, or even form objects with the letters (see annexe n°28).

Conclusion:

To conclude my thesis, it is important to remember that I chose to work on films and series only, in order to restrain the field of my research. However, students are confronted to audiovisual media on a daily basis. Indeed, there are smartphones, computers, video games and online videos that could be interesting to include in my research, because some elements could be of interest.

Furthermore, my study can shed lights on the benefits of movies and series in language acquisition. It is clear that regardless of the different ways of using a movie, there is a possibility of acquiring a certain type of language skills: VO for more audio skills, VOST improves written skills, VOSTFR gives way to vocabulary acquisition and better translation and all of these types of movies combined improves one's cultural knowledge. However, the acquisition depends on the way people use movies and series and their attitudes and motivation towards them. In the same way, in order to have a better language acquisition it is important to have a regular use of movies and series since it will help one's ears to get used to language and will improve language acquisition. Using movies will show the users how the target language is used in a conversation, regarding its context, and give the users a possible example to follow in the moments they will need to talk to a native English-speaker. It will not replace real-life conversations with a native-speaker but it can give more elements about context than in-class language ever will.

The example of improvements can demonstrate how great the use of movies and series can be, but at the same time, what can be seen as a limitation to it, and what can restrain the users from having the best results. Knowing that too little research has been made on the subject, it needs to be extended to larger groups of participants from all age groups to analyse the subject more deeply and confirm the hypotheses I have made.

I think it is important to think beyond the simple use of movies and series for learners, but also to think about people with specific needs. I am thinking about people who cannot follow a traditional teaching — like people suffering from autism. The example of Paul really made me consider using movies and series as a good alternative

for people suffering from developmental disorder considering how much Paul acquired from these. It could be something to be suggested to schools for people with these conditions in order for it to be widely used. Using movies series and films with French ULIS classes³⁷ and/or in primary schools should also be considered.

In the following part, I will focus on didactics and how movies or series can be used in English classes in France. I will then present what I have tried with its positive and negative aspects in the frame of my reflexion towards this method.

³⁷ ULIS classes: Unités Localisées d’Inclusion Scolaire, is a system allowing mentally disabled people or people with motor disability to go to school among others, while being taken care of and well accompanied.

IV. Partie didactique: Mise en place d'apprentissage avec des films et des séries en classe de langue.

1. Introduction

Les façons de travailler un extrait vidéo sont diverses et variées. En fonction du type d'extrait et de ce que l'on veut que l'élève en ressorte, le professeur ne s'y prendra pas de la même manière. Parmi toutes les possibilités d'exploitation en cours d'anglais qu'offrent les films et séries en VO, j'ai décidé de sélectionner celle qui me paraissait la plus pertinente afin que les élèves puissent atteindre une certaine maîtrise de la langue travaillée.

J'ai donc pour ma part choisi de traiter une oeuvre de façon régulière et de constater l'acquisition ou non des objectifs fixés. D'après mes recherches de Master 1, j'ai pu comprendre qu'il était bénéfique pour des apprenants de visionner un film ou un épisode en entier plutôt qu'un extrait de film ou série. J'ai donc choisi de travailler une série dans son intégralité (du moins avec la contrainte du volume horaire de cours disponible).

Ainsi, j'avais comme objectif premier de garder ce côté tout à fait non scolaire du visionnage de film, car de toute évidence il est plus simple d'apprendre et de retenir quand nous ne sommes tout simplement pas obligés de le faire. La façon dont je vais procéder ici ne sera donc pas conventionnelle, ni attendue d'une séquence de cours à proprement parler.

2. Mise en Place réalisée

Pour commencer, j'ai donc mis en place avec ma classe de 3e (comportant 24 élèves) un visionnage régulier d'une série (sur trois mois). Mon choix s'est porté sur *Brooklyn Nine-Nine* (B99), série Américaine réalisée par Dan Goor et Michael Schur, et dont le premier épisode a été diffusé sur la FOX en Septembre 2013. Étant donné ses épisodes de courte durée (approximativement 21/23 minutes) permettant un suivi pré- et

post-visionnage; ainsi que son accessibilité de langage, de lexique et de contenu (tout public).

L'avantage de travailler sur une oeuvre dans sa totalité (la série B99 de 6 saisons) est que l'on peut couvrir beaucoup de sujets pouvant être étudiés en classe. Par exemple en se basant sur B99, il est possible de faire une séquence (ou juste d'étudier) l'axe³⁸ 'Rencontres avec d'autres cultures' et ainsi d'y voir le thème de l'inclusion et l'exclusion ou encore dans l'axe 'Écoles et sociétés' pour y voir le thème de la découverte du monde du travail, spécialité agent de police aux États-Unis. Étant une série relativement récente, elle comporte des sujets du monde actuel et qui font débat. En cherchant bien il est possible de se baser sur la série pour voir le thème 'exil, migration et émigration' dans l'axe 'voyages et migration'.

Ma vision de la mise en pratique du visionnage est donc de garder le côté visionnage et divertissement de la série par les élèves et ensuite de réutiliser et approfondir ce qui aura été vu. Par exemple, il s'agira de visionner toutes les semaines un nouvel épisode (afin de familiariser les élèves avec le contexte, les personnages, et donc favoriser leur compréhension) puis au bout de quelques temps, mettre en place une séquence avec les objectifs ayant déjà été introduits par la série. Dans un premier temps, ils auront un petit questionnaire à remplir avant et après le visionnage de l'épisode, afin de voir l'évolution d'une quelconque acquisition lexicale ou autre chez eux.

Les trois premiers visionnages seront réalisés en VOSTFR, puis les suivants seront en VO (car la VOST n'est malheureusement pas disponible sur la plateforme que j'utilise: Netflix). Cela a pour but déjà de voir si la théorie est vraie, mais aussi de familiariser tout doucement les élèves qui n'auraient pas l'habitude de regarder des séries en VO.

Pour commencer avec le premier épisode de B99, les élèves auront déjà une première confrontation avec le vocabulaire relevant du domaine policier. Le lexique sera donc assimilé au bout de quelques visionnages (car le vocabulaire est plutôt circulaire et régulier dans une série, il est réutilisé tout au long de la série, au fil des épisodes). Puis seulement il sera possible d'avoir recours à des questions de compréhension, à

³⁸ Un axe et une thématique sont des grandes idées qui doivent être abordées avec les élèves durant leur scolarité. Ils diffèrent selon la classe de l'élève.

d'éventuels exercices sur des expressions, des points grammaticaux relevés dans la série et ainsi à les analyser en contexte tels que vous pourrez le trouver dans l'annexe de la partie didactique.

J'ai mis en place cinq visionnages avec un petit questionnaire pré-visionnage et un post-visionnage (voir annexes didactique n° 1 et 2). Puis, à cause manque de sérieux de la part de mes élèves, je suis passée à un visionnage actif, donc avec prise de notes (annexe didactique n°3). Je leur avais distribué des demi-feuilles blanches et avait donné la consigne suivante: *Regardez l'épisode en prenant des notes: d'éléments qui vous semblent important, qui vous ont aidé à comprendre ou d'éléments que vous ne comprenez pas et dont vous souhaitez qu'on discute.* Je l'avais écrite au tableau et prononcée à l'oral (afin de mobiliser les élèves tant visuels qu'auditifs). Certains élèves ont joué le jeu et ont repéré du vocabulaire important à la compréhension de l'épisode ou du vocabulaire (voire des structures grammaticales comme BE going to + BV) qu'ils ne comprenaient pas et dont on a parlé ensemble, mais la majorité du groupe, encore une fois, manquait de sérieux. Quelques copies d'élèves sont disponibles dans les annexes didactiques n°4 à 10.

À ce moment là j'ai du faire une concession par rapport à mon idée de base et ne plus laisser mes élèves en simple visionnage divertissant dont on peut ressortir quelque chose puisque cela ne convenait pas à la classe, qui a véritablement besoin d'un cadre.

J'ai décidé de mettre en pratique la phase de visionnage actif cadré: j'ai donc créé une fiche de travail avec des questions précises, sur des moments clefs des épisodes présentés dans l'ordre chronologique de l'épisode, en les obligeant à garder un stylo en main à tout instant. Les résultats ont été légèrement plus présents qu'avec les méthodes précédentes, mais cependant environ un quart des élèves restaient in-intéressés par cette nouvelle méthode. Le côté positif de ce test est que j'ai vu certains élèves qui n'ont pas un profil scolaire suivre l'épisode et réaliser la tâche demandée tout en s'aidant du visuel, aboutissant ainsi à des réponses plutôt correctes

Le but était d'enchaîner avec une séquence entièrement basée sur la police et les enquêtes dans laquelle je serais partie de B99 en tant que corps de séquence, et que j'aurais agrémentée de différents textes ou documents sur le même sujet. Et j'aurais

ainsi travaillé dans le cadre de l'axe 'Rencontres avec d'autres cultures' et/ou 'l'inclusion et l'exclusion', avec un niveau visé B1 du CECRL. Mes objectifs de séquences auraient été les suivants:

Objectifs	
Grammaticaux	- Faire des hypothèses et des probabilités : modals= may / might / could // must - Exprimer un fait passé: Prétérit / prétérit continu - Questions : pronoms interrogatifs
Linguistiques	- vocabulaire autour de la police, des enquêtes et des détectives - Particularités physiques
Pragmatiques	- réaliser une prise de notes discriminante (à la manière d'un détective relevant des indices)
Culturels	- différences entre la police aux États-Unis et en France

Il était envisagé de réaliser quelques parties de Cluedo© avec deux équipes, une qui aurait mis en place la scène de crime et une qui aurait résolu l'énigme (en inversant ensuite pour que tous aient pu être dans les deux camps). Je leur aurais ensuite donné différentes scènes de crimes type Cluedo et ils auraient eu au choix en Tâche Finale soit:

- réaliser une prise de notes des informations principales du coupable et de la victime;
- réaliser un compte-rendu d'une quinzaine de lignes sur l'enquête, une fois le crime résolu.

Cependant, le confinement m'a stoppée dans ma progression et je n'ai pas plus de donnée à fournir.

Il est également important de noter les limites que j'ai pu rencontrer avec cette mise en oeuvre.

Après quelques visionnages je remarque que le côté 'ludique' et 'out of school' ne sont pas aussi manifestes que je l'aurais pensé. Malgré tout mon bon vouloir, les élèves voyaient cela comme une corvée, peu importe comment je leur présentais. De plus j'ai essayé en premier lieu de leur faire regarder des épisodes sans prise de notes, puis avec prise de notes mais très peu ont joué le jeu à long terme.

Ils ont donc visionné des épisodes en VOSTFR et VO (la VOST n'étant pas dispo), mais je pense qu'ils leur aurait fallu un temps d'adaptation plus long avant de passer de la

VOSTFR à la VO, peut-être en commençant le visionnage plus tôt dans l'année car cela aurait pu les aider à se détacher des sous-titres et à se concentrer uniquement sur l'audio. De plus, avec la VOSTFR ils se concentraient trop sur les sous-titres tandis que avec la VO il leur manquait du sens.

En mini conclusion sur cette mise en place je pense que ma démarche a été proche de l'échec, sans pour autant en être un. Il m'aurait fallu plus de temps et une classe peut-être plus investie, car celle-ci ne l'est absolument pas.

Je ne considère pas cela comme un réel échec car il s'agissait d'une expérience didactique, comme toute expérience, j'en ai tiré des conclusions enrichissantes pour ma pratique. Je pense également qu'on ne peut pas généraliser les résultats de ma mini-étude car cela n'a été testé qu'avec une seule classe et en temps plus que limité.

3. Autre mise en place suggérée

Je pense qu'il est bon de travailler les films et séries avec une classe plus avancée qu'une classe de troisième, c'est pourquoi (à la vue des résultats de cette mise en place mentionnée précédemment) je me suis mise à réfléchir à une mise en place plus appropriée, avec une classe de lycée. Je pensais alors une classe de terminales du cycle Terminal.

Je m'étais dit que comme la plupart des règles grammaticales sont vues au collège et revues en seconde et première, il me semblait judicieux de garder le visionnage de films et séries pour la dernière année du cycle terminal où tout ne serait qu'à consolider.

Mon idée ici serait de baser une séquence entièrement sur un support film ou série. Je n'ai pas eu l'opportunité de pouvoir monter une séquence comme je l'aurais souhaité. De plus, étant en stage dans un collège, le niveau ne se prêtait pas assez à ce que je mette en place un tel système. Je vais donc faire une énumération des idées que j'ai eues sans que celles-ci aient pu être testées:

La plupart des films et séries pouvant être utilisé(e)s peuvent couvrir plusieurs éléments d'apprentissage différents.

Chaque support (films et/ou séries) se doit d'être en lien avec les objectifs de séquence choisis. Si la séquence choisie parle de la révolution industrielle, ou de l'entre-deux-

guerre en Angleterre, il est possible d'utiliser un extrait ou bien la série entière: *Peaky Blinders*³⁹ qui couvrira visuellement et au niveau des dialogues le côté culturel (gangs, industries, rivalités ainsi qu'une exposition au fort accent de Birmingham). Sans parler des objectifs grammaticaux pour le moment, la série peut servir de support pour couvrir l'objectif culturel et phonologique de la séquence. En fonction des objectifs choisis il faudra analyser différentes scènes afin de trouver la plus adéquate pour la séquence.

De même pour l'accent irlandais et/ou en travaillant sur le conflit nord-irlandais, selon l'époque choisie il est possible de travailler sur *Derry Girls*⁴⁰ (couvrant les années 1990) ou encore *Rebellion*⁴¹ (couvrant la révolte de Pâques de 1916). Les deux supports couvrent l'axe 'identité et échange' du cycle terminal. L'une des séries étant plus axée sur un point de vue historique que l'autre, les deux peuvent être utilisées en cours de langues en tant que modèles de prononciation des locuteurs natifs, ainsi que témoignages de l'histoire du pays. Certains passages de ces séries pourraient également être sélectionnés pour une pratique raisonnée de la langue (PRL). *Derry Girls* met en scènes des adolescents pourrait être très adéquate pour des premières ou terminales.

Toujours dans l'optique de travailler sur l'accent et la culture des pays anglophones, il peut être envisagé d'utiliser *Nowhere Boys*⁴² pour travailler sur l'Australie. Série axée sur des adolescents et le surnaturel, il est possible d'y entendre les accents australiens, ainsi que des éléments de la faune et la flore australienne, autour d'une histoire surnaturelle pouvant entrer dans une séquence traitant également du surnaturel que l'on trouverait dans l'axe fictions et réalité du cycle Terminal.

4. Procédé d'apprentissage hors du commun

Toutes mises en oeuvre à l'intérieur d'une salle de classe n'aura jamais l'effet escompté par le visionnage de films et séries chez les élèves. En effet, la plupart des

³⁹ *Peaky Blinders* est une série britannique réalisée en 2013 par Steven Knight.

⁴⁰ *Derry Girls* est une série Nord-irlandaise réalisée en 2018 par Lisa McGee.

⁴¹ *Rebellion* est une série irlandaise réalisée en 2016 par Colin Teevan.

⁴² *Nowhere Boys* est une série australienne réalisée en 2013 par Tony Ayres.

acquisitions de langage réalisées par le biais de films et séries ont été faites hors classe, sur temps libre et découle d'une véritable volonté d'apprentissage et de connaissance des langues. Sans ces trois critères réunis, l'acquisition ne sera pas la même.

De part le fait, vu qu'en classe et sans volonté l'apprentissage sera perçu comme forcée par les élèves, comme un travail voire une corvée supplémentaire. Certes les élèves aiment regarder des films, mais il est fort probable qu'ils apprécient simplement le fait de ne pas travailler, car beaucoup ne prêtent pas attention aux films lorsqu'ils sont projetés ou alors ne les considèrent pas du tout comme des objets de travail.

C'est pourquoi je pense qu'en tant que professeur il faut encourager ses élèves à utiliser leur temps libre en visionnant des films et séries, et ce progressivement. La meilleure stratégie est peut-être d'instaurer un moment rituel, de façon à ce que cela soit régulier, même en famille.

L'idée serait de commencer par la VOSTFR, puis d'introduire doucement la VOST et enfin arriver à la VO pour un meilleur temps d'adaptabilité et donc une meilleure compréhension et de meilleures acquisitions linguistiques.

Il existe de multiples possibilités d'utilisations du film et de la série en cours de langue. Le tout est de parvenir à les mettre en oeuvre et d'en obtenir de bons résultats. Par exemple, il y aurait la possibilité de créer une sorte de routine en tant que 'devoirs à la maison' de type exposés (à réaliser seul(e) ou par groupe) avec un rendu écrit ou oral en cours (ce qui permettrait une évaluation d'Expression Écrite ou d'Expression Orale). Mais encore, selon la classe, il est possible de tomber dans la charge de travail trop importante pour des devoirs maisons réguliers et donc de finir avec un projet qui n'aboutira pas dans le bon sens sans la motivation des élèves.

Ce qu'il serait également possible d'envisager serait de voir le ou les élément(s) grammatical(aux) de la séquence par écrit (texte ou script), de travailler dessus et d'utiliser le film en complément de recherche, afin que les élèves repèrent l'élément à l'oral.

Il serait même possible de voir la même oeuvre tout au long d'une année mais en couvrant plusieurs axes différents en fonction des éléments majeurs des séquences.

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(here you can find the questionnaire, the answers used will be in the annexe)

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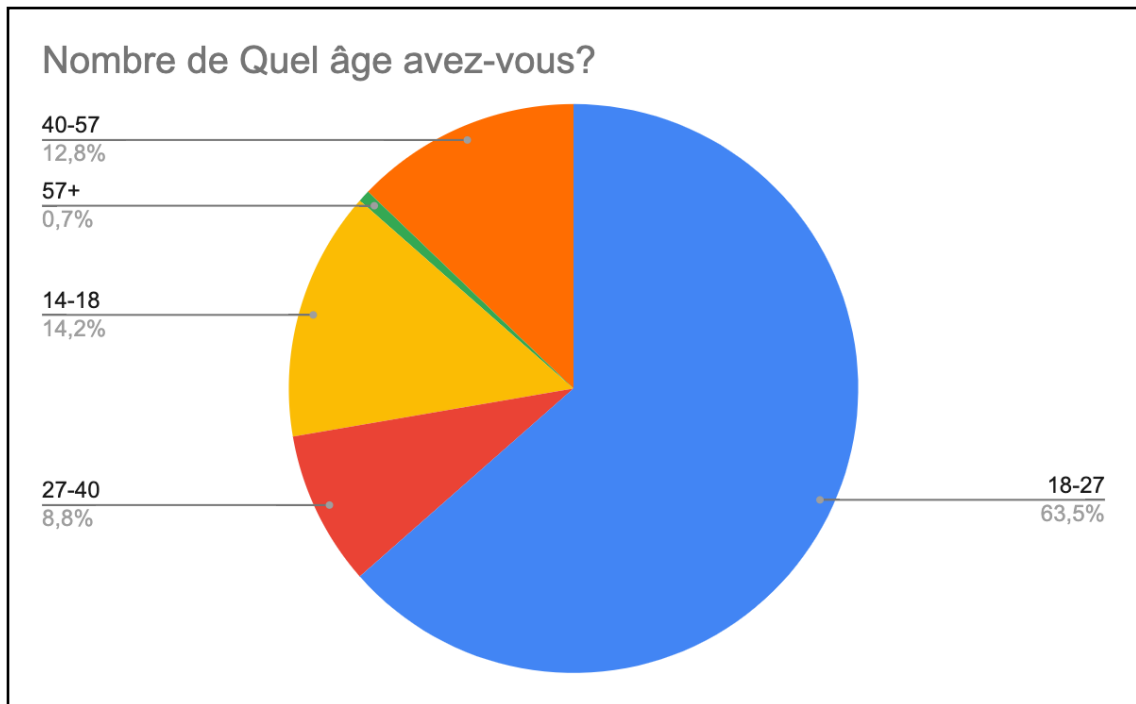
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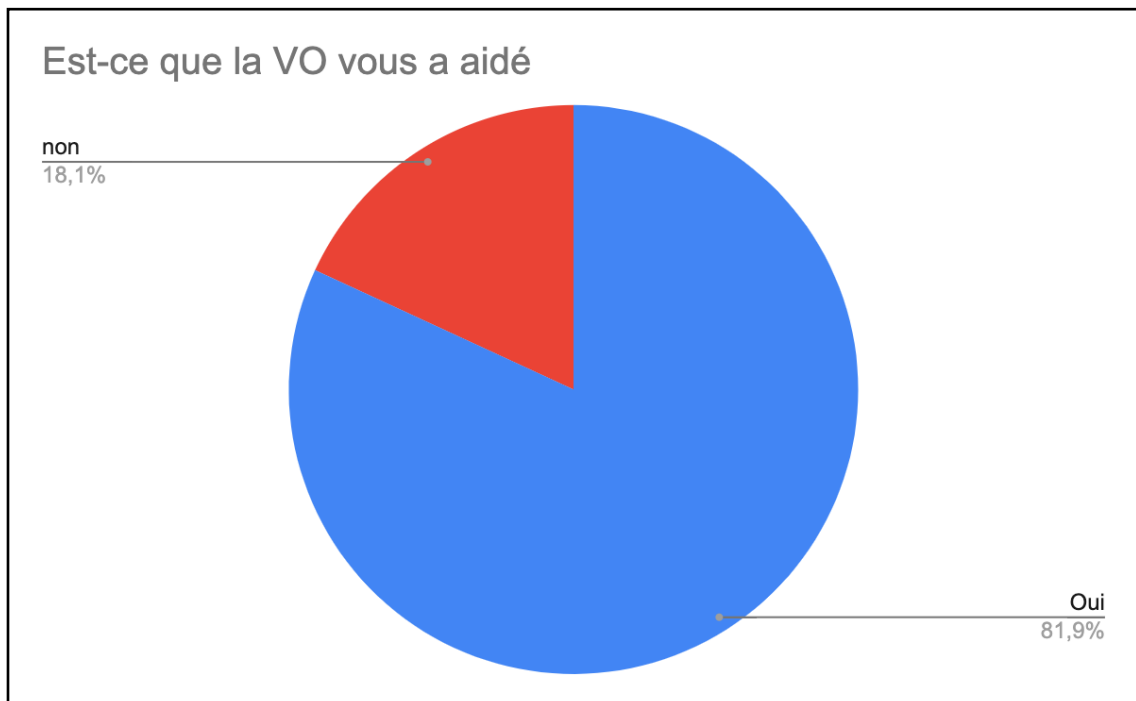
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Données Questionnaire 1:

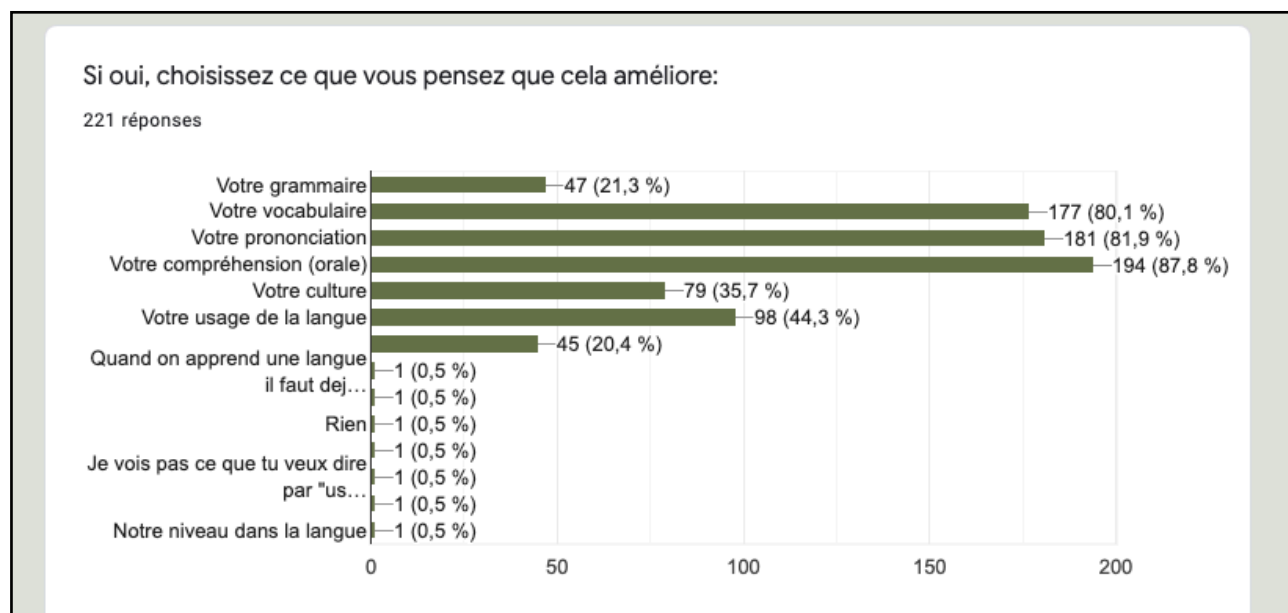
N°1



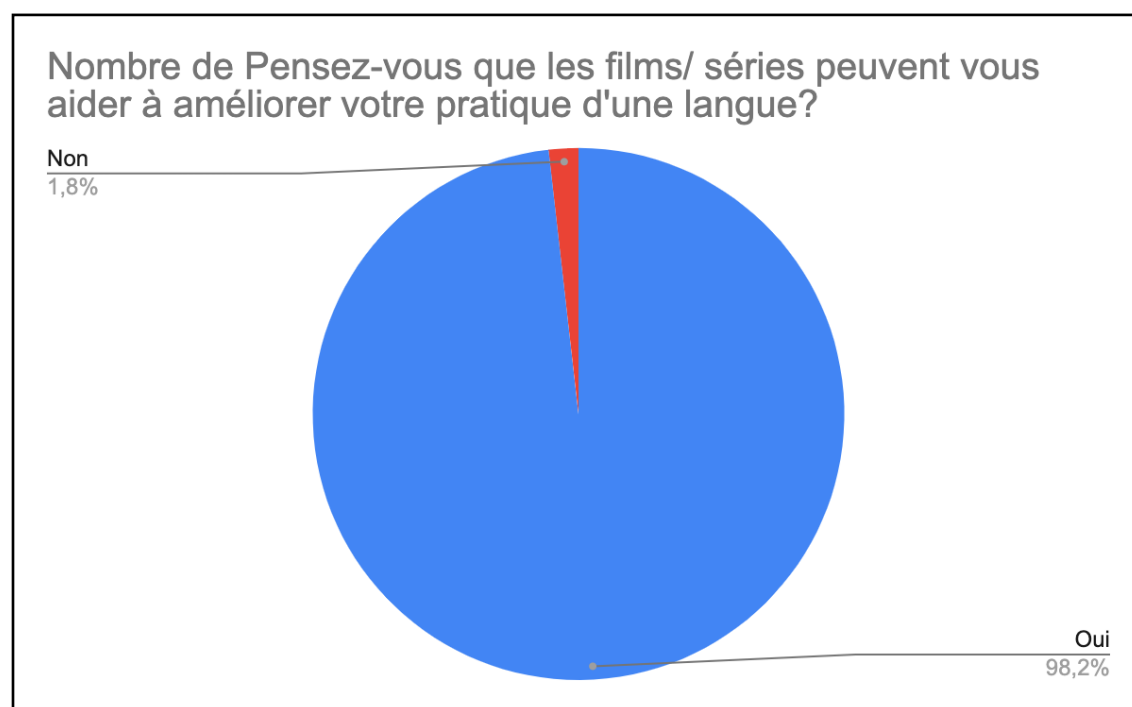
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N°3



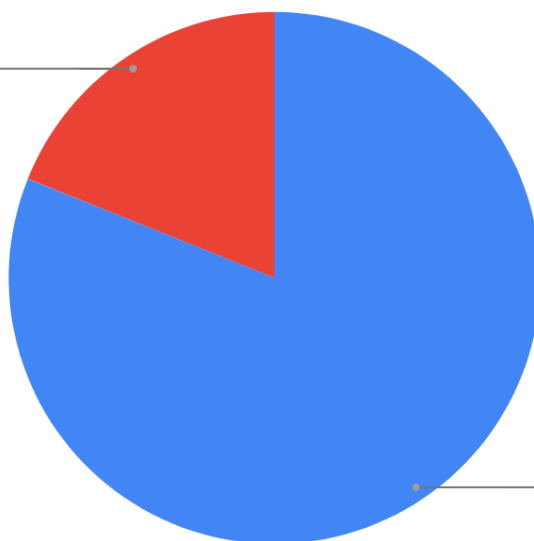
N°4



N°5

Nombre de Utilisez-vous les sous-titres ? VOSTFR, VOSTO ou VFSTO?

Non
18,9%

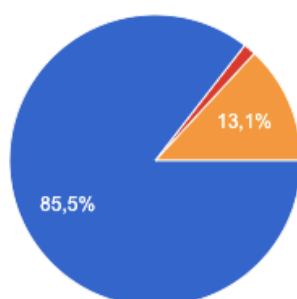


Oui
81,1%

N°6

Si oui, pensez vous que les sous-titres vous aide à améliorer la langue?

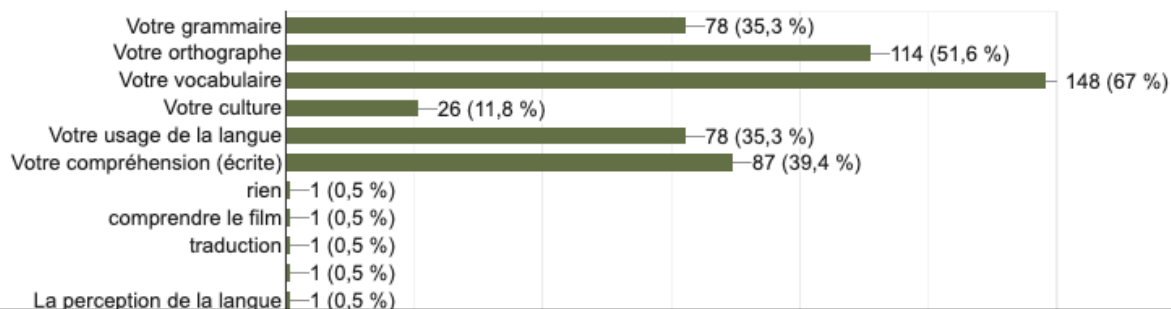
221 réponses



Oui
Non
Ne se prononce pas

Si oui, en quoi les sous-titres améliorent-ils l'apprentissage de la langue ?

221 réponses



The following sentences are testimonies of people whom I ignore the identity, the possible spelling mistakes present are not from me.

Les phrases suivantes sont des témoignages d'individus dont je ne connais pas l'identité, les possibles fautes d'orthographe ne sont pas de moi.

N°7: Si oui la VO est utile pour vous expliquez pourquoi ?

“D’une part car l’ambiance et l’univers de la série perd toute son authenticité quand elle est polluée de doublages mal réalisés. D’autre part, c’est un moyen un peu plus ludique pour apprendre ou du moins progresser dans la langue cible, ne serait-ce que pour travailler l’accent tonique, la prononciation, le vocabulaire et la compréhension orale. “

“Parce que c'est plus agréable à écouter avec les vraies voix des acteurs, et parce qu'on se rend compte que la traduction n'est pas toujours disons... optimale”

“Je ressens d'avantage l'investissement du jeu d'acteur.”

“pcq leur voix originales est mieux lol”

“Parce-que je n'aime pas le doublage français et je préfère avoir les vraies voix des acteurs. En plus ça fait progresser en anglais !”

“Plus stylés.”

“Je regarde les films italiens en VO pour me perfectionner et car c’est la langue étrangère que je parle le mieux. J’aimerais beaucoup regarder les films anglo-saxons également en VO mais mon niveau d’anglais n’est pas assez bon alors je les regarde en VOSTfr”

“Répliques plus proches de la réalité plutôt qu’un doublage en VF “

“Les voix originales sont bien meilleures pour évaluer le jeu d'acteur. Mais c'est aussi pour pouvoir écouter et reprononcer les mots en anglais ou autre langue “

“Pour l'authenticité du film”

“pour le plaisir de lire, et ça donne l’imp De comprendre une autre langue.”

“Améliorer l’écoute et la prononciation “

“Amélioration de l'anglais “

“La voix originale des acteurs est bien plus agréable et naturelle et c'est un très bon moyen d'apprendre une langue”

“Pour ne pas perdre en anglais et apprendre de nouveaux mots. “

“Progresser en anglais “

“parce que le film me plaît mais il est que en VO et sous titré “

“Pour l'accent”

“c'est devenu une habitude depuis le lycée et maintenant c'est un automatisme”

“Plus intéressant de regarder dans la voix « d'origine »”

“Pour entendre les voix réelles et pratiquer la langue”

“Je regarde tout les films en vo qu'importe la langue, de un pour respecter le travail d'acteur et deux quand les films sont traduits ça rend moins bien que l'original.”

“Plus authentique “

"par plaisir"

“plus proche du réalisateur”

“La VF fait perdre du sens aux films parfois “

“La VF, c'est caca. Acting beaucoup plus ressenti en VO (émotions, etc.). Amélioration de la langue si on l'apprend, sinon découverte d'une nouvelle langue et culture (et si un jour on décide de l'apprendre, le cerveau aura déjà enregistré certaines informations linguistiques).”

“Plus facile de rendre compte du jeu d'acteur + le doublage est généralement de très mauvaise qualité en France”

“Plus fidèle que la traduction “

“La voix fait partie de l'oeuvre.”

“Je préfère regarder en VO car c’est plus intéressant, ça m’aide à m’améliorer, les doublages sont horribles la plupart du temps, on ressent mieux le jeu d’acteur, etc...”

“Pour l’authenticité et améliorer son anglais “

“Pour ne pas supporter le doublage et apprendre des langues”

“Les épisodes sortent plus vite”

“Le doublage me gâche le jeu d’acteur et peut avoir un impact sur l’histoire selon les choix de traduction, mais je parle anglais couramment. “

“Si je suis accro à une série et que la prochaine saison est dispo mais en VO”

“M’amuser à essayer de traduire”

“Pour apprendre la langue et parce que c’est plus réel”

“Je trouve que c’est plus intéressant les traductions sont parfois faussées “

“Je suis d’origine anglaise, j’aime cette langue”

“Être en contact avec l’anglais”

“C’est plus simple de se mettre dans l’histoire. Les VF sont souvent mal faites...”

“Le jeu d’acteur est plus intéressant en VO”

“Plus de cohérence par rapport aux jeux d’acteurs, plus authentique on est plus facilement plongé dans l’ambiance ! Idéal pour progresser et capter les subtilités d’une langue (accents, expressions particulières etc.) Le contenu est beaucoup fidèle à la vision que le réalisateur a voulu donner à sa création.”

“Les doublures sont nulles”

“Apprentissage de la langue”

“Apprentissage de la langue”

“Pour améliorer et me familiariser en anglais”

“Pour le plaisir “

“Parce que y’a pas la version VF de disponible”

“Plus authentique”

“Améliorer mes langues étrangères et c'est plus confortable qu'une voix doublée”

“Meilleur jeu d'acteur, fidèle à la réalité “

“Je préfère les voix originales “

“Parce qu’elles ne sont encore en vf “

“C est les vraies reparties”

“Doublage mal fait, les voix authentiques des acteurs sont mieux “

“La VO m'a permis de faciliter la compréhension de l'anglais oral ainsi que les différents accents qui existent dans le monde anglophone. Ce côté authentique à travers la VO est indispensable pour mieux comprendre la langue et tous ses aspects. De plus, la VO permet de garder le "charme" d'une langue, qui me paraît effacé lorsque celle ci est doublée par une autre langue. “

“J'ai 48 ans et j'ai grandi aux Pays-Bas où toutes les émissions sont en VO (sous-titrées en néerlandais) . Maintenant tous les enfants en Hollande reçoivent des cours d'anglais depuis la maternelle des fois , mais il y 40 ce n'était pas le cas . Les cours d'anglais démarraient au collège et pourtant , on constatait un niveau d'anglais déjà relativement important parmi les jeunes avant leur entrée au collège ce qui s'expliquait donc par le fait que toutes les émissions à la télé étaient en VO . Les allemands par contre , qui ont une langue nordique comme les néerlandais et donc potentiellement autant de facilités pour apprendre l'anglais ont un niveau médiocre dans cette langue , leurs émissions étant doublées . Pour moi c'est suffisamment une preuve que la VO est bien utile pour apprendre une langue étrangère .

Comprendre la langue à force de l'entendre”

“Cela m'a aidé concernant la prononciation car je n'avais pas l'occasion d'entendre des natifs parler dans la vie de tous les jours, cela m'a également aider grâce aux références culturelles, et cela m'a permis d'apprendre de nouvelles expressions”

“Pour l'apprentissage et la prononciation de certains mots. “

“Pour écouter une manière de parler authentique, m'habituer au langage, et repérer des mots qui reviennent souvent en fonction des films ou des séries “

“Niveau accent, et conjugaison “

“J'ai appris du lexique grâce aux séries que je regarde”

“Pour mieux comprendre l'anglais oral”

“Cela m'a permis d'entendre de l'anglais”

“la prononciation et l'accentuation des mots”

“la prononciation et les accents des différentes régions “

“Pour apprendre à discriminer les sons et familiariser avec les courbes intonatives”

“à force d'écouter de la VO on assimile + l'accent anglais, et donc on comprend + quand on voyage dans un pays anglophone, ou lorsque un anglais natif nous parle”

“On apprend du nouveau vocabulaire, apprend la prononciation des mots et nous pouvons suivre une histoire même sans tout comprendre parfaitement”

“Aide sur la prononciation, de nouveaux mots appris , de nouvelles expressions ,...”

“cela permet de mieux comprendre la langue”

“Ça force à déchiffrer et traduire la langue = meilleur apprentissage de la langue et de manière plus rapide “

“Au niveau accent pour la CO”

“ça m'a permis de mettre des mots sur des choses que je ne savais pas exprimer et améliorer la prononciation”

“Car cela m'habitue à la prononciation et compréhension orale”

“La VO nous aide à mémoriser les accents,intonations et pourquoi pas le vocabulaire employé”

“Comprendre “

“Enrichissement du vocabulaire”

“Pour apprendre des nouvelles expressions ou prononciation de mots anglais”

“Avoir les sous-titres français en entendant parler anglais m'a permis de faire des associations de mots plus facilement.”

“Vocabulaire, expression, accent “

“ça t’habitue à entendre de l’anglais et tu dois faire de gros efforts pour comprendre ce qui m’a énormément aidé dans ma compréhension de l’anglais “

“Elle apporte parfois des expressions toute faites que tu n’apprends pas forcément en cours.”

“Pour la compréhension orale, les intonations et prononciations de certains mots ou expressions, discerner les différents accents (britannique, écossais, américain, australien...)”

“Ça oblige à être concentrer pour comprendre l'histoire et ça aide à la compréhension oral”

“Syntaxe naturelle des phrases, intonation, prononciation”

"Si en classe nous travaillons assez notre compréhension et expression écrite, la compréhension orale fait énormément défaut. À cause de cela, se défaire de notre accent français peut être un véritable calvaire.

De plus, la VO nous permet d'entendre de manière RÉGULIÈRE de l'anglais, or la régularité, à défaut de pouvoir faire un vrai bain de langue, une vraie immersion linguistique, est ce qu'il y a de mieux pour apprendre une langue.

Cela nous permet également d'être confronté avec du vocabulaire de tous les jours que nous n'aurions pourtant pas vu en classe, car ""trop familier"".

Enfin, la VOSTFR permet d'améliorer de manière nette notre compréhension orale en nous fournissant le problème (langue étrangère) et la solution (traduction langue maternelle) en même temps. C'est donc comme lire un dictionnaire tout en suivant une histoire prenante. Y'a rien de mieux!"

“Pour la phonétique “

“A approfondir mon vocabulaire et mes automatismes”

“L’habitude d’écouter des personnages dans des situations courantes de la vie “

“Ça facilite l'apprentissage par l'audiovisuel et nos centres d'intérêt “

“La prononciation “

“Compréhension oral et vocabulaire “

“Mieux comprendre la prononciation des mots “

“lorsque les dialogues sont très rapides ou accent acteurs très fort”

“À avoir un meilleur accent, à gagner en compréhension orale avec différents accents anglo-saxons”

“Pour la prononciation, les intonations et les consonances”

“C'est plus intéressant/ludique d'apprendre avec ce système.”

“Image et son m ont fait me rappeler des connaissances lointaines”

“J'ai une mémoire auditive, donc quand je lis le français mais j'écoute l'anglais ou l'espagnol les mots rentrent plus facilement dans ma tête. “

“A m'habituer aux différents accents, anglais américain, anglais londonien, et les différences d'accent d'un état à l'autre “

“Mieux saisir les différents accents. À force en retient des expressions ou mots.”

“J'aimais déjà beaucoup l'anglais et je me forçais parfois à ne pas regarder les sous-titres. De plus on développe une vraie familiarité avec la langue orale et les accents et on développe des réflexes de compréhension, et plus on progresse, plus on peut déduire les phrases lorsque tous les mots n'ont pas été compris. Cela ne remplace pas la pratique orale mais cela permet de développer énormément la compréhension, à condition d'y mettre du sien et d'avoir envie d'apprendre bien sûr. Mais je pense que sur le long terme en tout cas, le progrès se fait inconsciemment!”

“Pour les expressions anglaises et l'accent”

“Prononciation, nouveau voc”

“M'a permis d'intégrer l'anglais (surtout américain !) de manière orale et la façon dont il est parlé au quotidien, par les gens, tous les jours, au contraire des cours scolaires très basés sur l'écrit très littéral. “

“Cela aide à se concentrer sur ce qui est dit et non sur ce qui est écrit, ça nous plonge plus dans la vie "réelle" “

“Pour certaines expressions “

“À mieux comprendre et à être familiarisée avec la langue parlée “

“Ça permet d'entendre la langue “

“Pour me familiariser avec l'accent “

“Avoir une bonne prononciation “

“meilleure compréhension orales de l'anglais maintenant. M'a permis de pouvoir avoir un dialogue avec qqn plus facilement “

“Les situations des films aident à la mémoire des mots “

“Ça m'a familiarisé avec la prononciation de certains mots et a habitué mon oreille à reconnaître les mots “

“On a plus tendance à se concentrer sur la tournure des phrases et ça devient beaucoup plus facile de comprendre l'anglais en général”

“Pour la prononciation “

“Ça permet de s'imprégner des différents accents “

“Prononciation, compréhension “

“Entendre m'aide plus que lire”

“Apprentissage de vocabulaires”

“Améliorer ma prononciation”

“Habituée à différents accents”

“ça aide à se familiariser avec l'oral, et à apprendre un langage plus vivant et moderne que ce qu'on voit en cours, assez formel”

“Pour la prononciation et le vocabulaire”

“Expressions courantes non apprises à l'école “

“Cela m'a aidé à m'habituer à l'accent et à leur rythme d'élocution. “

“Ça m'a aidé pour la compréhension orale , pour me familiariser avec différents accents notamment”

“Elle permet d'apprendre du vocabulaire courant qu'on peut ne pourtant pas découvrir en cours.”

“La vo m'a beaucoup aidé en parallèle des cours magistraux.

J'avais un très bon niveau ""lecture et écriture"" mais un accent pourri. L'écoute de films et séries en vosto m'a forcé à comprendre les accents et intonations pour les réutiliser.”

“Fluidité du discours, enrichissement du vocabulaire, attrait plus important pour la langue donc + attentif en cours “

“Nous sommes immergé dans la langue étrangère et sans nous en rendre compte nous apprenons du nouveau vocabulaire”

“Acquisition de nouveau vocabulaire, entraînement de l'oreille aux sons et aperçu de la prononciation correcte”

“En apprenant directement sur le terrain”

“a force d'entendre on comprend qq mots, puis qq groupes de mots, puis de plus en plus, l'idée générale...”

“Cela permet de mémoriser certain mots répétés mais aussi la mélodie de la voix dans une langue. “

“Le fait d'entendre et de lire on mémorise les mots et leurs traductions.”

“Pour la prononciation, la tournure des phrases”

“Entendre l'accent et le débit. Repérer de nouvelles expressions, apprendre du vocabulaire.”

“Voir ce que je connaissais déjà de l'anglais mis en pratique. Réaliser que l'anglais est une langue vivante et pas juste des manuels scolaires. Le défi de comprendre tout ce qui eat dit.”

“Apprendre du vocabulaire plus rapidement “

“Apprentissage de plus de vocabulaire “

“J’aime regarder les films / séries en VO parce que les doublages français sont globalement très mauvais. Et regarder en VO me permet de travailler accent de phrase et accent et d’apprendre de nouveaux mots “

“Pour s’habituer à la langue orale”

“S’efforcer à comprendre une langue dans un contexte plus divertissant/ habituer l’oreille aux son, prononciation/ expressions idiomatiques/ fluidité etc”

La façon de tourner une phrase anglaise en française car ce n’est pas du mots à mots “

“J’ai grandi avec trois grandes sœurs toutes bien plus âgées que moi, à partir de mes 4-5 ans j’ai eu la chance de regarder avec elles toutes sortes de séries en VOSTFR pour commencer et cela m’a familiarisé avec la langue anglaise très tôt. Vers l’âge de 12-13 ans j’ai commencé à regarder en sous titres anglais d’abord (quand c’était disponible) puis j’ai vite enlevé. Aujourd’hui je regarde quasiment tout sans sous titres sauf pour les séries/films avec du contenu très spécifique (du style juridique ou autre)”

“Découverte de nouvelles expressions et des accents “

N°8: Si non la VO n’est pas utile pour vous, expliquez pourquoi ?

“Manque compréhension”

“Je n’y pense pas”

“Sinon je ne comprends pas correctement”

“Je préfère attendre que une la version française soit sortie”

“Non maîtrise des langues étrangères”

“Pour pouvoir y comprendre quelque chose”

“Trop peu “

"Flemme de lire"

"Du mal à me concentré sur les sous titres en appréciant le film ou la série"

"Car c'est dur de suivre et comprendre"

"J'ai une mauvaise oreille "

"Le bandeau me gêne"

"Demande de la concentration , du calme et chez moi pas possible . "

"Je n'ai pas beaucoup de le temps de regarder la télévision et quand je le fais c'est un moment de détente et je n'ai pas envie de faire d'effort pour réfléchir "

"La facilité de trouver en version française "

"Je ne sais pas trop peut être trop l'habitude de regarder en vf mais je commence à en regarder en VO"

"Langue maternelle plus simple a comprendre "

"cela demande moins de travail de regarder en VF"

"Niveau de langue faible"

"Je n'aime pas regarder les films avec sous-titre "

"Les sous titres demandent trop de concentration"

"Je regarde pas de séries"

"J'ai la flemme de lire en même temps que je regarde"

"Peur de mal comprendre le sens de la série "

"Je trouve que le film est moins bien "

"Aucune connaissance en langue étrangère..."

"Regarde en VF. 🧐"

"N'as pas chercher à la comprendre "

“Je ne regarde pas les séries en VO, mais en VF.”

“Ne regarde pas en VO”

“Je ne regarde pas de film en VO”

“Je n'y comprends rien”

“Meilleur apprentissage en lecture plutôt qu'à l'oral”

“Pas assez de connaissances dans la langue”

“Je regarde très rarement en VO”

“J'adore les langues étrangères mais pas les films en vo”

“Je ne regarde pas assez de films ou séries en VO.”

“Je regardais peu de séries et films dispos en VO à l'époque où j'ai appris l'anglais”

“Je n'ai eu que très peu accès à la VO”

“Je ne suis pas à l'aise avec les langues étrangères, et je n'ai jamais eu envie de regarder des films VO, souvent je commence en VO mais je me lasse de devoir lire les sous titres et d'être concentrée “

“Je pense ne pas avoir assez persévéré pour regarder tout en VO donc j'ai sûrement un peu progressé mais pas autant que j'aurais pu”

“Très peu utilisée “

“Je n'ai jamais réussi à comprendre sans les sous-titres ni à en tirer quelque chose de moi-même “

N°9: Est-ce que le fait de voir des films/ séries en VO vous a aidé, vous dans votre apprentissage de la langue ?

“Oui. Le simple fait de regarder une série par exemple, permet d'enrichir le vocabulaire ciblé en fonction du thème de la série (medical, policier ...) et d'entraîner son oreille à la compréhension orale, et aux différents accents.”

“Oui c'est sûr”

“Pas suffisamment testé pour l'affir “

“Oui” (simple sans argumentations supplémentaire : 83 personnes)

“ouiiiiii tout à commencé avec vampire diaries “

“Oui énormément ! “

“Complètement “

“Non je sais pas jen regarde pas”

“Je ne regarde pas de film en VO”

“Oui beaucoup “

“Oui il y a qq années cela m'a bien aidé pour progresser. “

“J'espère “

“Étant donnée que je n'en regarde pas , 'non. “

“c'est une façon beaucoup plus amusante d'apprendre, même maintenant ça m'apporte encore beaucoup.”

“Oui beaucoup , surtout pour certaines expressions culturelles que je n'aurais pas pu savoir sans regarder en VO.”

“Oui beaucoup.”

“J'ai appris l'anglais en un an grâce aux films et séries “

“Je n'en regarde pas assez pour le savoir “

“non trop mauvaise en langue étrangère et pas assez de films regardés pas tellement mais parfois oui”

“Oui, j'ai l'impression qu'avec le temps le cerveau assimile mieux l'écoute de la langue et donc est plus familier avec celle ci.”

“Plutôt, oui. Inconsciemment, le cerveau enregistre des informations linguistiques sur la langue, comme quand on est bébé, on enregistre ce que l'on entend autour de nous et on arrive à émettre des sons puis parler la langue. L'immersion en VO permet de comprendre la langue : les idiomes, la grammaire, la conjugaison, l'orthographe (si ST) et surtout la prononciation. Regarder 2 films en VO n'aidera en rien au début, mais au bout d'une dizaine de films/séries, l'on commence à s'améliorer (encore une fois, même si l'on ne s'en rend pas compte, certains automatismes commencent à advenir dans la langue, dus à la VO.”

“Oui amélioration de prononciation”

“Je pense oui, mais rien ne vaut l'immersion dans un pays étranger”

“Pas pour moi”

“Pas vraiment étant donné que je ne l'ai jamais fait!”

“Cela aide à entretenir ce que l'on sait. C'est aussi un "bain de langue" pour ceux qui n'ont pas l'occasion de partir à l'étranger.”

“oui grave”

“c'est ce qui m'a le + aidé surtout au collège où les cours n'apportaient pas grand chose, pour moi c'est ce qui a fait mon niveau ajd “

“Rien”

“Plus souvent les jeux vidéos généralement “

“Au collège oui “

“Oui j'ai enrichi mon vocabulaire en langue anglaise “

“Oui surtout au début quand j'étais plus jeune et vraiment bien pour la compréhension orale !”

“Non pas spécialement car c'est vraiment très rare.”

“Oui beaucoup “

“Les films oui mais aussi les chansons. Plus jeune je traduisais à l'aide d'un dictionnaire anglais français toutes les chansons que j'écoutais. J'ai pu remonter ma moyenne de 8 points et passer l'oral au BEP.”

“Oui, lorsque je regardais beaucoup de film ou série en vo, j’avais plus de facilité ensuite en cours de langue à l’école.”

“Oui un peu”

“Oui elle m’a aidé beaucoup dans l’apprentissage de la langue car maintenant je peux comprendre plus facilement certaine chose que je vois dans les films en VO ou quand je discute avec mes profs en anglais et anglais-technique”

“Personnellement non car j’ai déjà un très bon niveau”

“Bien sûr, le fait de regarder beaucoup de séries en VO permet de comprendre l’utilisation de la langue + rapidement”

“Oui, ça me permet de progresser et garder un niveau alors que je n’ai plus de cours de langues”

“Oui au niveau de la compréhension”

“C’est comme ça que j’ai appris l’anglais “

“Oui ! Surtout dans la compréhension orale “

“Apprentissage des expressions “

“Je ne saiw pas je n’eb regarde pas”

“Oui, j’ai développer mon vocabulaire”

“Oui pour les expressions idiomatiques et l’accent”

“Non mais cela peut aider sans sous titre en VO et avec de la concentration “

“Un peu”

“Oui, j’ai des cours de traduction et parfois le vocabulaire utilisé dans un film peut m’etre utile (de même pour certains sujets de conversation avec un anglophone par ex) “

“Un peu mais c’est très rare que j’en regarde donc pas beaucoup aidé”

“Vu que je regarde très peu les séries en VO, je n'ai pas une grande expérience. Mais pour le peu de fois que j'ai fais cela, ça m'a permis de connaître les expressions et de découvrir les différents sens de certains mots. “

“Oui car cela habitue mon oreille a entendre une langue différente, et donc mieux la parler/ comprendre”

“Je ne regarde pas souvent”

“Je n'ai aucune expérience ...”

“Oui ça enrichit mon vocabulaire, ma prononciation.”

“Oui c est tres motivant”

“Oui, il existe une multitude de séries/films de différentes périodes/genres qui sont très utiles pour améliorer sa connaissance d'une langue étrangère, notamment au niveau de la compréhension orale et le vocabulaire. Ces films/séries m'ont permis de comprendre et de parler la langue avec beaucoup plus d'aisance. “

“Oui , c'est complémentaire dans l'apprentissage d'une langue qui reste souvent très théorique à l'école . Une fois qu'on a quitté le cursus scolaire cela permet d'entretenir les connaissances d'une langue car on a plus tendance à regarder des films ou séries en VO que de lire des livres dans une langue étrangère .”

“Oui, j'ai pu replacer des mots de vocabulaire et améliorer mon accent en le calcant sur celui des acteurs de séries “

“Non car pas utilisé mais je trouve très intéressant pour l'apprentissage “

“Pas réellement “

“Je n'en ai regardé que très rarement.”

“Oui, mais avec un niveau B1 minimum.”

“C'est mon quotidien en tant qu'allophone.”

“Oui, même si j'en ai un usage occasionnel.”

“Oui, lorsque j'entends certains mots à l'oral je les reconnait plus facilement, je comprends mieux et j'apprend la grammaire”

“Oui, je pense avoir un anglais plus que correct grace à ce genre de chose”

“Pas vraiment, parce qu'au final je n'arrive pas à suivre malgré les sous-titres pour quelques films.”

“Oui cela m’a permis de mieux comprendre et de m’exprimer plus facilement “

“Personnellement,oui”

“oui énormément j’ai commencé vers la quatrième ce qui m’a donné bcp d’avance par rapport à des camarades de classe”

“Oui ça m’a permis d’apprendre beaucoup de vocabulaire “

“Oui surtout en compréhension orale”

“Oui, bien sûr. J'ai commencé l'anglais en LV2 en 4e, et pourtant grâce aux films VO ou VOST, grâce à internet et aux chansons avec les lyrics, j'ai pu passer l'anglais en LV1 au bac et avec un meilleur niveau que beaucoup des personnes l'ayant commencé en LV1 au CE2”

“Un peu “

“Énormément “

“Oui tout à fait mais ne se subsiste pas à un apprentissage scolaire (sans bases on fait rien) ou en pratiquant avec des natifs. Je parle pour l'anglais ce n'est pas le même en fonction des regions du monde et cette nuance est difficile à comprendre en regardant juste un film ou une série.”

“Cela a amélioré mon niveau de base qui était trop scolaire.”

“Un peu”

“Oui pour gagner en spontanéité et en expressions idiomatiques “

“Un petit peu, j’en regarde pas assez souvent “

“Oui, VO et Sous-titre VO , surtout pas VO st FR”

"Oui pour la prononciation et s habituer à Entendre cette langue"

"oui pour la prononciation ou des expressions moins littéraires"

"Oui, ça m'a aidé pour aussi prendre l'habitude de voir écrit les noms de familles de certains personnages. "

"oui au niveau de la compréhension orale et de la prononciation. "

"Oui comme je l'ai dis avant "

"Après le lycée, je n'ai plus pratiqué d'anglais, la VO m'a permis de maintenir au minimum mon niveau"

"Oui car cela permet d'être de plus en plus familier avec la langue orale, mais aussi écrite grâce aux sous-titres ! "

"Oui beaucoup "

"Non parce que je n'ai pas l'habitude de le faire. Je le regrette car je pense que la VO permet réellement un apprentissage. "

"Oui, beaucoup"

"Un peu oui, lorsque je maîtrisais déjà assez bien la langue"

"Peut-être plus maintenant mais ça m'a aidé pour retenir des expressions ou certains mots "

"Oui car on voit comment sont employé les mots, les circonstances,... "

"Manque de recul : je le fait depuis quelques mois"

"Oui, meilleur compréhension oral et plus de confiance pour parler à l'oral"

"Traduction par les gestes "

"Oui, cela m'a aider à prendre confiance en moi (au niveau de la compréhension orale). Ça m'a aussi apporter beaucoup de vocabulaire. J'ai aussi appris des phrases idiomatiques. "

"Oui et également les jeu vidéo en anglais "

"OUI"

“Oui, totalement”

“Oui énormément “

“Oui cela m'a aidé “

“Oui, pour la compréhension orale et apprendre et/ou reconnaître des mots. “

“Oui. Lorsque l'on regarde un film en VO, on fait un réel effort de compréhension puisque notre compréhension du film dépend en partie des dialogues. Rien de mieux que de se contraindre un peu soi-même pour repousser nos limites !”

“Un peu mais après le bac surtout “

“Oui, cf réponse précédente.”

“Non car je n'avais pas encore l'habitude de regarder des séries en VOSTFR”

“Cela m a fait progresser sur la compréhension orale”

“Oui ça permet de compléter l'apprentissage”

Oui énormément”

“Oui. Mais c'est plus simple de regarder en VO si nous avons déjà assez de vocabulaire pour le comprendre.”

“Oui, soutenu par un travail personnel à côté”

“Ça m’a permis de progresser plus rapidement “

“Oui, ne serait-ce que pour apprendre du vocabulaire nouveau “

“Oui totalement “

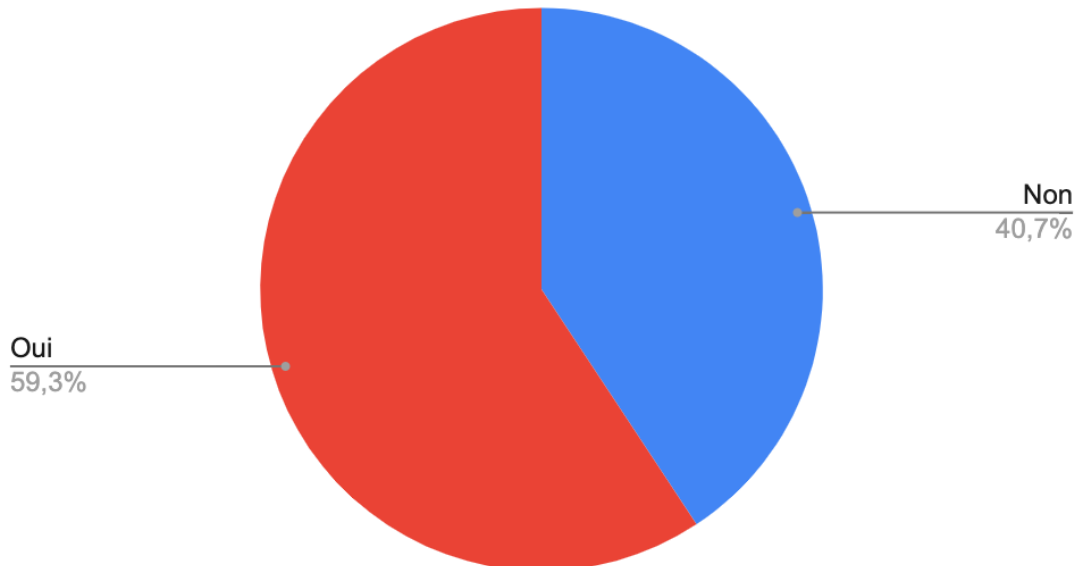
“Un peu “

“Non” (simple sans argumentations : 18 personnes)

Données Questionnaire 2:

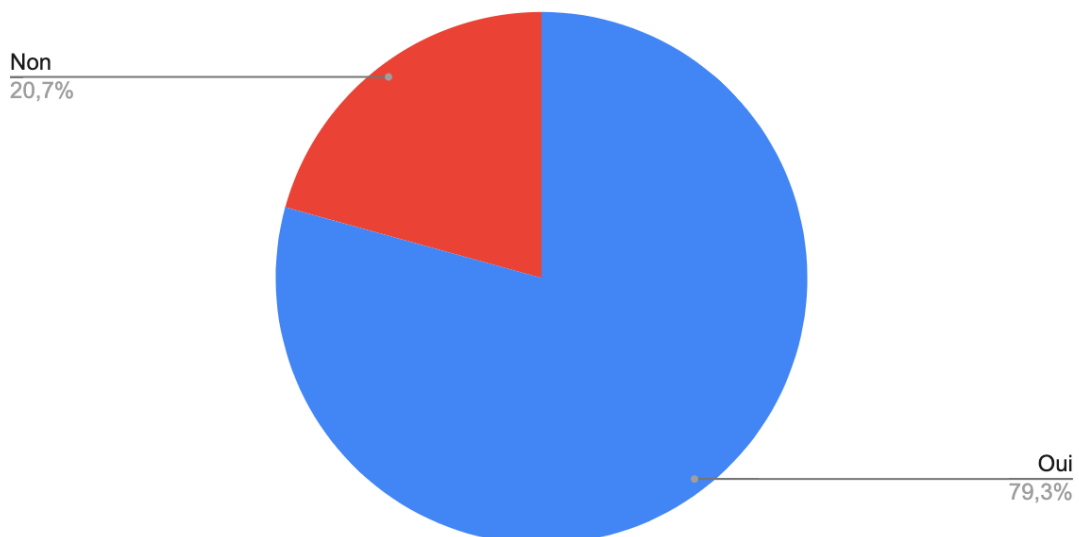
N°10

Nombre de Regardez vous de la VO régulièrement ?



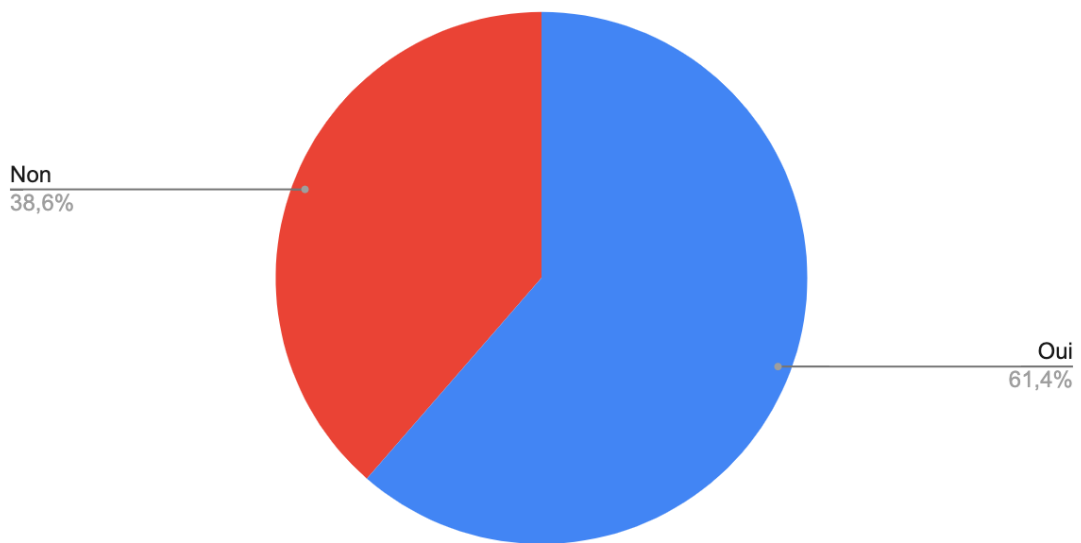
N°11

Nombre de Pensez-vous que si le doublage n'existait pas vous auriez un meilleur niveau d'anglais?



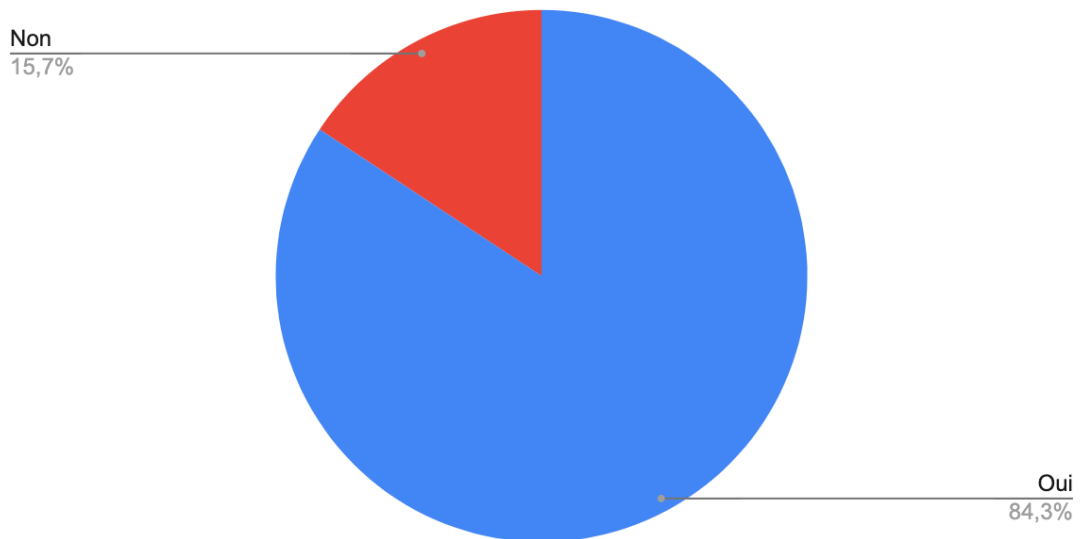
N°12

Nombre de Pensez-vous que vous ratez à ne pas regarder de la VO?



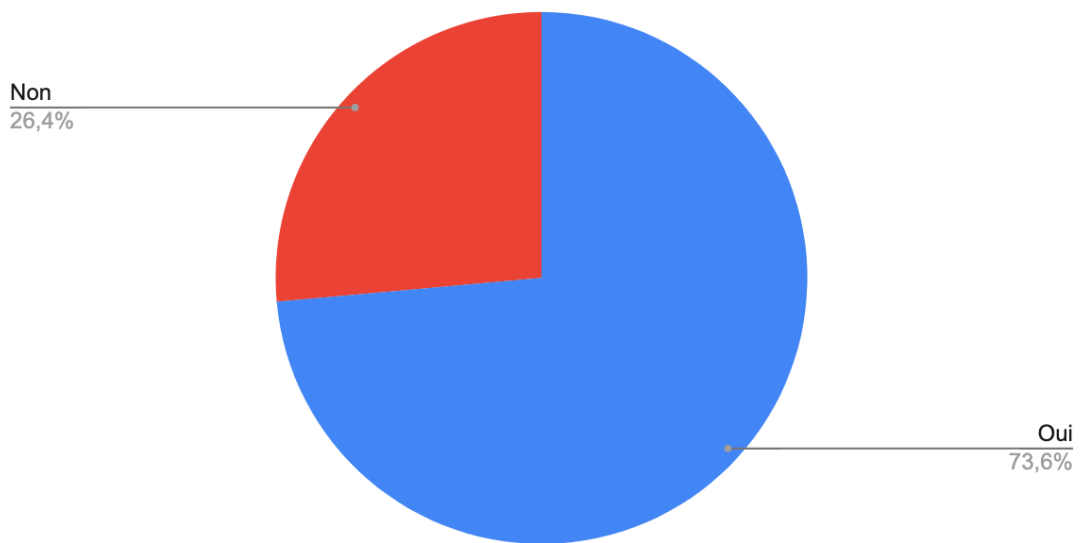
N°13

Nombre de Pensez-vous qu'il faudrait travailler plus de films en cours de langue ? ou pour un cours de langue?



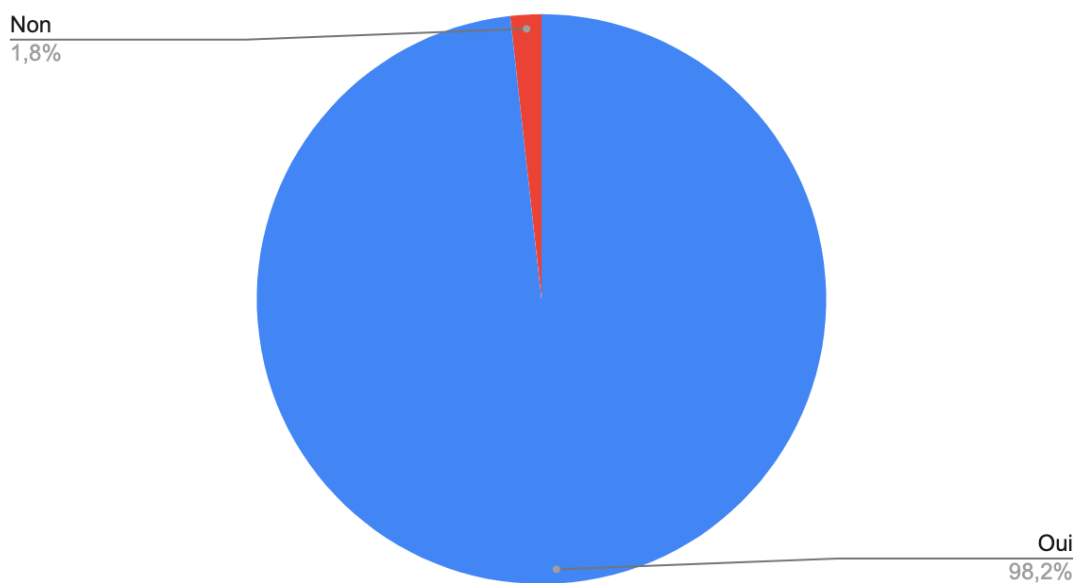
N°14

Nombre de D'après vous est-ce que l'on peut apprendre une langue par le biais d'un film / une série



N°15

Nombre de Écoutez-vous des musiques en anglais ?



N°16: Avez-vous un avis particulier sur l'audiovisuel comme support d'apprentissage ou une autre remarque dont vous voulez me faire part? (un exemple de série ou film qui vous ayant permis une amélioration en anglais ça peut m'aider)

"A l'époque je regardais pretty little liars en VO "

"Certains films/séries peuvent aider à se familiariser avec certains accents. Ex: Peaky Blinders, films américains ou Britanniques (Pride and Prejudice, the Duchess etc.) "

"Game of thrones m'a beaucoup aidé "

"l'audiovisuel peut aider a apprendre une langue mais il y a des choses comme des règles de grammaire, que l'on ne peut pas acquérir avec ça "

"C'est super pour approfondir "

"A mon sens ce n'est pas quelque chose à travailler en cours mais plutôt chacun pour lui à la maison.

Je recommande Peaky Blinders "

"Il faut juste faire attention à adapter selon son niveau. Par exemple, il est inutile de regarder un film anglais avec des accents très prononcés (ou avec des gens qui ont des accents scottish mdr) si on débute notre apprentissage

Les séries américaines ont moins souvent ce défaut de l'accent, car elles sont faites pour être exportées et comprises par un max de personnes dans le monde"

"Il y a des séries faciles à comprendre et d'autres + difficiles (comme House)."

"Je regarde tout en VO. Pour une approche cinématographique je veux voir le jeu d'acteur. Mais par exemple je ne parle pas espagnol, regarder des films en espagnol ne me fait pas parler espagnol. Je parle couramment l'anglais. Regarder des films en anglais m'ont aidé à approfondir mes connaissances mais cela ne saurait jamais substitué à l'école."

"Je regarde beaucoup de série en VOSTFR, je ne suis pas devenue bilingue, mais j'ai appris quelques expressions "

"Les films tirés de livres, pour pouvoir avoir doublé support "

“il me semble que c'est beaucoup plus sympa, ça évite de supporter les accents parfois nuls des prof d'anglais au collège / lycée. Les séries peuvent permettre aussi d'apprendre un accent et de s'éloigner de l'accent anglais de Grande-Bretagne / USA auxquels on est hyper habitués. On peut aussi apprendre certaines expressions particulières que l'on aurait pas l'occasion d'apprendre autrement. Possibilité de culture historique aussi. “

“Pas pour l'anglais mais pour l'espagnol avec las chicas del cable et Elite j'ai appris plein de mots et j'ai retenu des mots alors que je ne parle pas du tout espagnol de base. Sinon je regarde toutes les séries anglaises en VOST mais j'ai déjà un bon niveau.. Je dirais que the good place est très accessible niveau anglais ! “

“Je pense que l'audiovisuel est un bon moyen pour maintenir son niveau ou de réapprendre la langue longtemps après sans avoir pratiqué”

"J'ai beaucoup progressé en anglais durant mes années collège/lycée car je regardais mes séries en Vostfr, et un de mes profs utilisait parfois la série Desperate Housewives pour les cours, mais aussi des clips musicaux, comme Muse par exemple ! Cela permet d'intéresser une bonne partie des élèves, et le cours devient un plaisir !

Pour les séries, je regardait beaucoup Supernatural qui est assez simple au niveau de la langue, et ce sont surtout les séries américaines qui m'ont aidé, car l'accent est (pour moi) plus facilement compréhensible. Mais je pense que le mieux est de miser sur les séries très populaires. "

“Plus attractif donc plus intéressant et plus facile de retenir”

“Magnum “

“Film série c'est bien mais à titre subjectif chez soi avec un film/série qui nous plaît et non imposé, pas en cours je pense “

“Je n'ai pas d'exemple typique de séries, mais peut-être que des sitcoms amusantes comme Friends ou New Girl pourraient être utilisées comme support, puisqu'on y suit des jeunes anglophones qui utilisent leur langue au quotidien, avec leurs propres expressions langagières et culturelles, ça permettrait une immersion et une intégration du langage oral anglais, des expressions typiques, etc. Ma remarque : le but d'apprendre une langue, c'est pour pouvoir la parler, et les apprentissages scolaires sont trop basés sur de l'écrit, bien moins utile selon moi pour se balader dans un pays anglophone (à moins d'écrire une dissertation sur Shakespeare pour commander dans un resto :P)”

"Les vidéos de youtubeur anglais ou américains m'ont aidé dans l'apprentissage de la langue "

"C'est un bon support mais il ne suffit pas à lui tout seul

L'audiovisuel joue un rôle important maintenant mais il ne peut pas remplacer les interactions humaines et la présence d'un prof. Les échanges oraux sont la base dans l'apprentissage d'une langue pour moi."

"Friends ! "

"Les séries courtes d'épisode De 20-25 min sont très faciles à comprendre au début avant de se lancer dans un film. Genre HMYM ou friends ou qqc comme ça permet de travailler l'oreille face à la langue sans se dégoûter de ne rien comprendre "

"Toute vidéo / film / série regardé en vo(stfr) me permette d'améliorer mon accent et surtout ma compréhension orale"

"Dans certains pays (danemark par ex) les enfants regardent la tv en anglais dès leur plus jeune âge (la plupart du temps ^^), ça leur permet de devenir bilingues très tôt et c'est ensuite renforcé à l'école; je trouve que c'est une très bonne méthode pour apprendre une langue et se familiariser avec certains accents.

Personnellement j'ai commencer à regarder des séries en VO comme Friends et how I met your mother, je trouvais que c'était plus simple de commencer avec des séries fun et pas compliquées à suivre. Et au départ je regardais avec les sous titres en français plus quand j'ai remarqué que je les lisais plus je les ai mit en anglais histoire de voir la grammaire et l'orthographe.

Voilà ! J'espère que ça t'aidera, bonne chance 😊 Eva "

"Je pense que oui, ça nous aide. Mais qu'il ne faut pas remplacer les cours par des films.

Par contre améliorer la méthode de l'apprentissage des langues à l'école est importante. Les français parement très mal les autres langues.

J'ai du partir à l'étranger pour apprendre l'anglais. Et j'entretiens mon anglais grave aux livres/ films/séries et la c'est un gros avantage.

Mais cela ne suffit pas pour apprendre une langue correctement "

J'ai eu beaucoup de mal durant ma scolarité, surtout à cause de ma langue maternelle (que je parle beaucoup à la maison) et le français. Et depuis que je regarde beaucoup de films et séries en anglais (parfois sous-titrés), ça m'a beaucoup aidé pour l'intonation et l'accentuation des

mots. Les séries stranger things et sex education m'ont beaucoup aidé dans l'apprentissage de la langue, pour changer mon accent.

“Utiliser des films précis traitant de sujet précis pour découvrir le vocabulaire lié à ce sujet “

“je voulais préciser que la vostfr était inutile pour l'apprentissage mais que la vost par contre était bénéfique 🤔 Ensuite ça dépend de la série car parfois le vocabulaire est trop technique ou alors l'accent est trop prononcé, ça peut être un frein à l'apprentissage... Sinon niveau série pour apprendre il faut taper dans des trucs grand public (Friends, Simpson, modern family, Desperate housewives...) ou pour ados (pretty little liars, gossip girl...) pour apprendre une langue. En ce moment il y a une série sur Netflix où le niveau de langue et le vocabulaire sont super accessibles, ça s'appelle mes premières fois (je sais plus le titre en anglais 😂) Personnellement pretty little liars et sons of anarchy m'ont pas mal apporté niveau vocabulaire 😊 mais j'apprends encore des expressions grâce aux séries “

“Un film qu'on adore et qu'on connaît par cœur peut nous aider énormément à retenir plus facilement et à comprendre”

“La plateforme Skilleos est incroyable pour apprendre une langue étrangère ! Je la recommande vivement ! “

“Je pense que regarder un film/ une série ne suffit pas à apprendre une nouvelle langue mais c'est un excellent complément des cours "classiques" ,comme on peut les avoir au collège/ lycée. La première série que j'ai regardée en VO (STFR) c'est Glee, comme il y a déjà pleins de chansons en anglais ça m'a paru plus abordable. “

“La série Friends permet d'apprendre du vocabulaire courant tout en s'amusant, c'est un bon biais d'apprentissage quand on est hors de l'école je pense.”

"Je regarde plusieurs séries en vostfr, je pense que des séries sur des thèmes un peu précis (à tout hasard : Brooklyn 99 pour la police, The Big Bang Theory pour les sciences) permettent d'approfondir le vocabulaire de ce domaine, à condition d'être curieux : j'ai pris l'habitude d'avoir WordReference à côté de moi quand je regarde une série, pour voir l'orthographe, l'usage dans la langue, les synonymes, etc. d'un mot (même si on peut aussi s'améliorer en anglais quand on regarde de manière plus ""passive"")

Enfin, le support audiovisuel ne fait pas tout (je ne pense pas qu'on puisse apprendre un anglais scolaire seulement grâce à des supports audiovisuels) mais il peut aider à améliorer la fluidité du discours, l'utilisation d'expressions dans un contexte particulier, enrichir le vocabulaire et surtout, donner envie d'enrichir son langage. "

“Netflix en général”

“Les séries qui fonctionnent bien en tant que support d'apprentissage pour débiter sont les séries qui parlent de la vie courante (friends par ex), et les dessins animés sont aussi intéressants puisqu'à la base destinés aux enfants donc vocabulaire abordable mais il y a des jeux de mots, parfois des doubles sens donc permet plusieurs lectures ; si on les connaît déjà permet aussi de débiter les visionnages sans sous titres ou en vosto (disney par ex)”

“Orphan black car il y a différents accents ca m'a aidé à habituer mon oreille”

“Bien mais ca doit rester en plus des cours de base”

“Je pense que chaque film/série est enrichissant car ils traitent des sujets différents donc le vocabulaire est riche (vocab judiciaire, vocabulaire utilisé professionnellement, expressions utilisées par les jeunes, ce dernier on ne l'apprends pas à l'école ça peut pourtant être très utile etc) “

“j'ai regardé toute la série Friends, d'abord en VOSTFR et ensuite en VO et j'ai beaucoup progressé “

“On apprend sans s'en rendre compte, rien que le fait d'écouter en vo pour la prononciation ou pour enrichir son vocabulaire. Ce n'est peut-être pas la manière la plus simple et efficace mais c'est un plus.”

N°17: [Jordan & LeVallois, 2015 : 29] Thaler's criteria of movie selection to limit the difficulties:

Critères de sélection	
<i>Critères</i>	<i>Difficultés possibles</i>
Caractéristiques audio	- Bruit de fond - Mauvaise qualité sonore - Plusieurs personnes qui parlent en même temps - Utilisation d'accents peu familiers - Personnes qui parlent trop vite - Syntaxe complexe - Style élaboré - Sujet abstrait
Caractéristiques visuelles	- Manque de cohérence - Présentation non-linéaire - Information seulement donnée de manière implicite - Beaucoup de scènes violentes et/ou à caractère sexuel
Relation entre le son et l'image	- Beaucoup de paroles/dialogues par scène - Manque de correspondance entre le son et l'image
Pertinence	- Sujet peu pertinent aux yeux des élèves, qui ne correspondent pas à leurs intérêts/leur réalité
Méthodologie	- Manque de suggestions pour accompagner l'enseignement - Manque de pertinence didactique et thématique

N°18: Kate Voegle's instagram story on learning French— transcript:

- Nov 2nd, 2019 -

« ‘- Quelle est pour toi la meilleure façon d’apprendre l’anglais ?’

Ja crois que la meilleure façon d’apprendre l’anglais aussi serait : les séries, les films, écouter de la musique. Mais les séries avec les sous-titres anglais, oui ça marche.

And if it’s French that you’re learning hum there’s a show right now on Netflix, — in the US at least — that’s called the Hook-up Plan, and it’s in French, and if you watch that show, with the French subtitles which is something Netflix will let you do — that helps a tone! *Cause you can see the words as the sounds are like coming out of people’s mouths, you know you can see the words that corresponds to the sounds, and that helps slowly like train you to be like ‘oh okay that combination of vowels actually sounds like this and all that. »

N° 19 : *Using English Movie as an attractive strategy to teach Senior High School Students English as a Foreign Language* Deny Kusumaningrum

2. While-watching :

- [The] teacher plays a movie entitled *Groundhog Day*.
- [The] teacher plays the movie without showing its Indonesian subtitle.
- [The] teacher asks students to take notes while watching movie.

3. Post-watching :

- After watching the movie, [the] teacher can start asking [the] students’ opinions about the movie. Teacher can ask, “What do you think about [the] *Groundhog Day* movie? Is it interesting?”
- Having heard [the] students’ responses, [the] teacher leads to individual task for students.
- [the] teacher distributes a worksheet containing some comprehension questions related to the movie. The worksheet can contain several questions such as:
 1. What is Phil Connors’ profession?
 2. Where are Phil Connors and his team asked to go, to cover Groundhog Day celebration?
 3. What happens to Phil when he wakes up in the morning?
 4. What does Rite suggest to do when Phil explains the situation to him?
 5. What does Phil do during his stay in Punxsutawney Phil? [2015 : 14]

N°20: extracts of movie corners/ selections from Fireworks 2nde [2019].

4 Movie corner

Movie selection

- Depending on whether you miss the train or not, your life might be completely changed like Gwyneth Paltrow's in *Sliding Doors* (1998).
- Wait with the taxi driver while the eponymous heroine of *Bridget Jones's Diary* (2001) finds the right clothes to wear.
- Go on a crazy ride through London on the Knight Bus in *Harry Potter and the Prisoner of Azkaban* (2004).
- Watch *Skylfall* (2012) to chase a villain through the Tube at rush hour with James Bond.

You are in charge of one film from the selection.

- Look up information on the Internet. Be ready to present it (genre, director, actors, storyline...). You can watch the trailer if you want.
- Explain what vision of London transports it



Harry Potter and the Prisoner of Azkaban, by Alfonso Cuarón, 2004.

3 Screen corner

You are in charge of a movie from the selection below.

- Look for information about it on the Internet. When was it released? What is the plot?
- Present the female scientist(s) in this movie.
- How are women of science characterized in this movie?

Useful vocabulary: This movie is the real story of / based on true facts... This is really insightful / thought-provoking...

Let's talk this out! **Group work** **MEDIATION**

Share your findings with your classmates and learn more about other movies presenting women scientists.

- What do you think about them? Would you watch them?
- Do you notice any evolution in the way women of science are depicted in films?

It's time to share! **Group work**

- Select four movies from the list and create a digital wall entitled *Inspiring women scientists in films*. Present your wall, describing your chosen films. Each of you should speak, giving your reactions and recommendations.

Useful vocabulary: It is essential that you watch... This movie is quite awakening because... For the first time ever, a woman scientist is...



Ghostbusters, by Paul Feig, 2016.

Toolbox

- confidence (n.) → confident, self-assured (adj.)
- inspiring (adj.)
- overcome difficulties (exp.)
- determination (n.) → determined (adj.)
- role model / role model (n.)
- scientific breakthrough (n.)
- encourage / inspire (v.)
- pay tribute to (v.)
- set a milestone (v.)

Movie / Series selection

- Alien*, by Ridley Scott, 1979.
- Serious on the West*, by Michael Apted, 1988.
- Jurassic Park*, by Steven Spielberg, 1993.
- Contact*, by Robert Zemeckis, 1997.
- James*, produced by Hart Hanson and Barry Josephson, 2005.
- The Big Bang Theory*, by Chuck Lorre and Bill Prady, 2007.
- Temple Grandin*, by Mick Jackson, 2010.
- Thor*, by Kenneth Branagh, 2011.
- Pranathas*, by Ridley Scott, 2012.
- Interstellar*, by Christopher Nolan, 2014.
- Scorpion*, by Justin Lin, Nicholas Wootton, Nick Santora, Alex Hartman, Roberto Orci, 2014.
- Ghostbusters*, by Paul Feig, 2016.



Thor, by Kenneth Branagh, 2011.

4 Video club corner

You are in charge of one film or TV show from the selection below.

- Look for information on the Internet. You can even watch the trailer. Be ready to present your film or TV show.
- Would you watch it or recommend it?

Useful vocabulary: This is an action movie set in (country) in (year). It was released in (year). It stars (main actor / actress), and also features (actors).

Let's talk this out! **Group work** **MEDIATION**

Share your findings with your classmates and learn about other movies or TV shows.

- Present your movie or TV show.
- Does it remind you of something you studied in the unit? How is it representative of one or several generation(s)?
- Which movie or TV show do you feel like watching?

Useful vocabulary: I'm interested in... I have never seen... I have already seen...



Timeless, by Eric Kripke, 2017.

Movies / Series selection

- Back to the Future*, movie by Robert Zemeckis, 1985.
- Gran Torino*, movie by Clint Eastwood, 2008.
- The 100*, TV show by Jason Rothenberg, 2014.
- Travelers*, TV show by Brad Wright, 2016.
- Timeless*, TV show by Eric Kripke and Shawn Ryan, 2017.

It's time to share!

- Movie review:** Make a short presentation of the movie or TV show you elected as "video of the week". Be convincing.

Useful vocabulary: I liked the fact that... I strongly recommend... because... You should see this movie because... / (actor) is flamboyant in this TV show... I'm interested in watching it because...



Back to the Future, by Robert Zemeckis, 1985.

2 Movie corner

- Pick a movie from the selection and watch its trailer.
- Be ready to present your film. Focus on the representation of the workplace and describe it.

Useful vocabulary: This movie was released in... It deals with... The workplace looks...

Let's talk this out! **Group work** **MEDIATION**

Share your findings with your classmates and learn about other films.

- Would you consider working there?

Useful vocabulary: This kind of environment is / seems to be a good environment for... I would love to work in an environment where I can... I would hate to... I loathe... I dislike...

Movie / Series selection

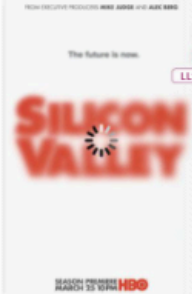
- Pirates of Silicon Valley*, by Martyn Burke, 1999.
- The Social Network*, by David Fincher, 2010.
- The Internship*, by Shawn Levy, 2013.
- Jobs*, by Joshua Michael Stern, 2013.
- Silicon Valley* (series), by Mike Judge, 2014.
- Steve Jobs*, by Danny Boyle, 2015.
- The Circle*, by James Ponsoldt, 2017.

From French to English **MEDIATION**

La traduction de « trop »

TROP	
• Trop + adj / adv : → Too + adjective ou adverb Ex : Is Silicon Valley too powerful?	• V + trop : → V + too much Ex : Since he has moved to Silicon Valley, he works too much.
	• Trop + nom : → Too many + nom dénombrable Ex : There are too many people left behind. → Too much + nom indécomposable Ex : Some CEOs have too much power.

► Exercises p. 58



Silicon Valley, by Mike Judge, 2014.



The Internship, by Shawn Levy, 2013.

Let's learn!

Where is it?

Choose a logo on the map and describe the company to your classmates to help them locate the company you have chosen.

N°21: extracts of movie corners/ selections from Fireworks 1ere [2019].

2 Bollywood movie corner

You are in charge of one poster.

- Pick one film from the selection. Find information on the Internet and watch the trailer.
 - What are the typical Bollywood ingredients?
 - Write a recap of the plot and the characteristics of the heroes (personality, actions).
- Is the movie poster coherent with the plot?

Useful vocabulary: This movie is about... It casts a light on... The poster suggests / hints at... The title makes me think that...

Let's talk this out! **Group work** **MEDIATION**

Share your findings and learn about other Bollywood films.

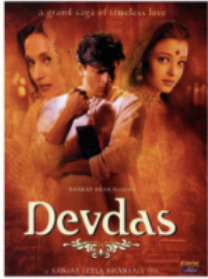
- What are the similarities and differences between these films?
- Classify them in one of the categories:
 - modern India
 - Indian civil rights
 - Indian women
 - impossible love story
 - roga to richas
- Decide which movie is the most representative of Bollywood films.

Useful vocabulary: It perfectly shows... It fully matches... It portrays... It sticks to... It raises the question of...

— Bollywood movie selection —

- Devdas*, by Sanjay Leela Bhansali, 2002.
- Bride and Prejudice*, by Gurinder Chadha, 2004.
- Dars*, by Nani Ratnas, 2007.
- Sunday Millionaire*, by Danny Boyle and Loveleen Tandon, 2009.
- My name is Khan*, by Karan Johar, 2010.
- Pad Man*, by R. Balki, 2017.

Phonology in progress



Devdas, by Sanjay Leela Bhansali, 2002.



Padman, by R. Balki, 2017.

5 Movie corner

You are in charge of one movie from the selection.

- Look for information about it on the Internet. When was it released? What is the plot? You can watch the trailer online.
- To what extent are the woman / women in the film representing power? Why?

Useful vocabulary: This movie is the real story of... It is based on true facts... This is really insightful / thought-provoking.

Let's talk this out! **Group work** **MEDIATION**

Share your findings with your classmates and learn about other films.

- To what extent are the women in the films women of power?
- Which film do you want to watch? Why?



Suffragette, by Sarah Gavron, 2015.

Your time to shine! **Group work**

- In groups of four, select four movies in the list and create a wall entitled Empowerment movies that will inspire you.

Tip: You can use **NetBoard**.
- One of you will comment the four works to advise future viewers.

Useful vocabulary: It is essential that you watch... This movie is quite awakening because... I am (not) keen on this film because...

— Movie selection —

- Born a Free*, by Martin Ritt, 1979.
- Erin Brockovich*, by Steven Soderbergh, 2000.
- Roma Lisa Smile*, by Mike Newell, 2002.
- The Queen*, by Stephen Frears, 2006.
- Made in Dagenham*, by Nigel Cole, 2010.
- The Help*, by Tate Taylor, 2011.
- Suffragette*, by Sarah Gavron, 2015.
- Joy*, by David O. Russell, 2015.
- Hidden Figures*, by Theodore Melfi, 2016.

Toolbox

- inspirational / *inspiresjonal* (adj.)
- live up to one's dream (exp.)
- pay tribute to (exp.)
- set a milestone (exp.)
- admire / *ad'maire* (v.)
- compromise / *kompromatz* (v., n.)
- encourage (v.)



Joy, by David O. Russell, 2015.

4 A never ending propaganda?

You are in charge of one poster.

- Look at the two posters. Which one?
- Select one film and gather information. Be ready to present.
- How are the characters?
- Is it a patriotic film?

Useful vocabulary: I find very positive...

Let's talk this out! **Group work** **MEDIATION**

Share your findings with your classmates and learn about other films.

- What are the differences and similarities between them?
- Are these films a form of propaganda? What message does each convey?

Useful vocabulary: It was released in... It was directed by...

Your time to shine!

- Make a one-minute podcast entitled "Subliminal messages in comics!" using these films as examples.

Toolbox

LLS.fr/LabDeLangues



Captain Marvel, by Anna Boden and Ryan Fleck, 2019.

— Movies Selection —

- Iron Man*, by Jon Favreau, 2008.
- Avengers*, by Joss Whedon, 2012.
- Captain America, The Winter Soldier*, by Joe Russo and Anthony Russo, 2014.
- Avengers: Age of Ultron*, by Joss Whedon, 2015.
- Wonder Woman*, by Patty Jenkins, 2017.
- Avengers, Infinity War*, by Anthony Russo and Joe Russo, 2018.
- Black Panther*, by Ryan Coogler, 2018.



4 Screen Corner [DIFFERENTIATION]

— Selection —

- *The Roaring Twenties*, movie by Raoul Walsh, 1939.
- *Some Like It Hot*, movie by Billy Wilder, 1959.
- *Bugsy Malone*, movie by Alan Parker, 1976.
- *The Untouchables*, movie by Brian De Palma, 1987.
- *Boardwalk Empire*, TV series by Terrence Winter, 2010-present.
- *The Artist*, movie by Michel Hazanavicius, 2011.
- *The Great Gatsby*, movie by Baz Luhrmann, 2013.
- *Z: The Beginning of Everything*, TV series by Dawn Prestwich and Nicole Yorkin, 2015-2017.

You are in charge of one item from the selection.

- 1 a. Search online for information about it and watch the trailer. Be ready to present it.
- b. What characteristics of the Roaring Twenties can you identify? Extravagance, flappers, gangsters, prohibition...
- 2 a. How are the characters depicted?



4 Screen Corner [DIFFERENTIATION]



Promotional picture for Pan Am, by Jack Orman, 2011.

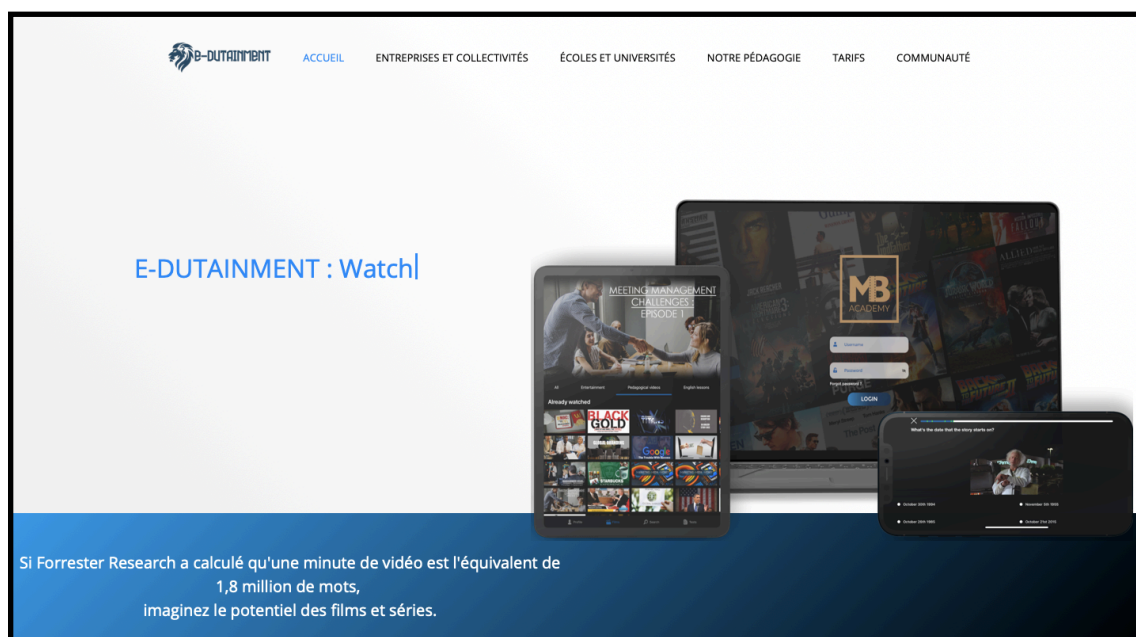
— Selection —

- *Mona Lisa Smile*, movie by Mike Newell, 2003.
- *Mad Men*, TV series by Matthew Weiner, 2007-2015.
- *Revolutionary Road*, movie by Sam Mendes, 2008.
- *The Help*, movie by Tate Taylor, 2011.
- *Pan Am*, TV series by Jack Orman, 2011-2012.
- *Hidden Figures*, movie by Theodore Melfi, 2016.

N°23: Screenshot from QIOZ application



N°24: Screenshot from e-dutainment application:



N°25: Screen from Youtube - Learn English with TVseries



N°26: movie vocabulary

Formes Filmiques	
Catégories	Notions
La cinématographie (Cinematography)	- l'échelle des plans - l'angle des plans - le mouvement de caméra - la composition - le cadrage (champs/hors champs) - la profondeur de champs - le son - les couleurs - le montage
La mise en scène (Mise-en-scène)	- les lieux/décors - les acteurs - le jeu d'acteur - les dialogues - les costumes - la lumière
La dramaturgie (Literary dimension)	- l'histoire - la narration - le point de vue narratif - les personnages - les lieux

N°27: Thaler's movie analysis vocabulary

Cinematic Techniques	
Shots	
Shot	a single piece of film uninterrupted by cuts
Establishing shot	often a long shot ➤ to set the scene or show transitions between locations
Long shot (full shot)	a shot from some distance, e.g. showing the full body of a person ➤ may show the isolation or vulnerability of sb.
Medium shot	most common shot; camera seems to be a medium distance from the object / person ➤ to ground the story
Close up	image taking up at least 80 per cent of the frame ➤ to facilitate identification
Extreme close up	image being shot is a part of a whole, e. g. an eye ➤ to focus on an object / emotion
Two shot	a scene shot exclusively from an angle that includes two characters equally ➤ love scenes
Camera angles	
Eye level	a shot taken from a normal height, i.e. the character's eye level ➤ most natural angle (90 % of the shots)
High angle	camera being above the subject ➤ to make the subject look smaller, weaker, powerless, trapped
Low angle	camera filming subject from below ➤ to make the subject look larger, stronger, powerful, threatening
Camera movements	
Pan	a stationary camera moving from side to side on a horizontal axis
Tilt	a stationary camera moving up or down along a vertical axis

Zoom	a stationary camera with the lens moving ► to make an object seem to move closer to or further away from the camera ► moving into a character: revealing movement; moving away: distancing the audience from the character
Dolly / Tracking	the camera being on a track ► to move with the action
<i>Lighting</i>	
High key	the scene being flooded with light ► to create a bright and open looking scene
Low key	the scene being flooded with shadows and darkness ► to create suspense or suspicion
Bottom or side lighting	direct lighting from below or the side ► to make the subject appear dangerous or evil
Front or back lighting	soft lighting on the actor's face or from behind ► to give the appearance of innocence or goodness
<i>Editing</i>	
Cut	most common editing technique: two pieces of film are spliced together to "cut" to another image
Fade	to or from black or white: beginning in darkness and gradually assuming brightness (fade-in), or image gradually getting darker (fade-out) ► to imply that time has passed; to signify the end of a scene
Dissolve	kind of fade with one image being slowly replaced by another ► to create a connection between images
Wipe	a new image wiping off the previous one ► more fluid than a cut and quicker than a dissolve
Flashback	cutting or dissolving to action that happened in the past ► to show events in the past; to explain present behaviour
Cross cutting (parallel editing)	cutting into action that is happening simultaneously ► to create tension; to form a connection between scenes
<i>Sound</i>	
Diegetic	sound that could be heard by the characters in the film ► to heighten authenticity
Non-diegetic	sound that cannot be heard by the characters ► to trigger audience reaction (e.g. ominous music for foreshadowing)

N° 28



Frog



Dog

Partie didactique annexes:

Annexe visionnage n° 1

Pré Visionnage Brooklyn Nine-Nine - ep 1:

Connaissez vous Brooklyn Nine-Nine (B99): ☐ Oui ☐ Non
Quel mots de vocabulaire autour du champ lexical de la police connaissez-vous déjà en anglais ?
Savez-vous comment fonctionnent les commissariats aux États-Unis ?

Post visionnage Brooklyn Nine-Nine - ep 1:

Quels mots de vocabulaire avez-vous appris?
Qu'avez-vous compris de l'épisode? (En quelques phrases)
Pensez-vous maîtriser ces mots ?
Comment dit-on 'un voyou' ?
Comment dit-on 'tous SAUF toi' ?
Comment dit-on un 'commissariat de police' ?
Donnez moi du vocabulaire en accord avec le champ lexical de la police

Annexe visionnage n°2

Pré Visionnage Brooklyn Nine-Nine - ep 2:

What's the English for un commissariat ?
What's the English for un voyou ?
Savez-vous comment fonctionnent les commissariats aux États-Unis ?

Post visionnage Brooklyn Nine-Nine - ep 2:

In French, what did you understand from the episode?
Answer the question: what does Terry love?
What's the English for: un bureau ?
What's the English for: un commissariat ?
What's the English for: un casier ?
What's the English for: fou ?
What's the English for: un mandat?
What's the French for: a minivan ?
What's the French for: glitter ?
What's the French for: a precinct ?
What's the French for: a ceiling? And bedrooms ?
What's the French for: undercover vehicle?
What's the French for: a cantaloup ?
How could we say 'ne le prend pas mal'?
+ what answer could we have?
What is the meaning of the expression 'baby steps' ?

Annexe visionnage n°3

Visionnage Brooklyn Nine-Nine - ep 7:

ACTIVE VIEWING!!

Pay attention to what you hear and ONLY what you hear.

Take **notes** and **guess** what these words & expressions means?

What do they have to do in **48 hours**?

Why doesn't Terry want to go home?

What is the subject over Rosa and Gina's fight ?

What is Gina saying about bullying?

Translation finding:

Something conclusive=	« Permission to yawn »=
To confess =	« you're a blind cop »=
Dedicated detectives=	« Whale songs » =
lame=	« He walks » =
« None of the <i>partials</i> match Whitman» none =	Cellmate =
Think so little of me=	

Annexe n° 4

Pré Visionnage Brooklyn Nine-Nine - ep 1:

Connaissez vous Brooklyn Nine-Nine (B99): ☒ Oui ☐ Non
Quel mots de vocabulaire autour du champ lexical de la police connaissez-vous déjà en anglais ? - gun - policeman - sheriff
Savez-vous comment fonctionnent les commissariats aux États-Unis ? No

Pré Visionnage Brooklyn Nine-Nine - ep 1:

Connaissez vous Brooklyn Nine-Nine (B99): ☐ Oui ☒ Non
Quel mots de vocabulaire autour du champ lexical de la police connaissez-vous déjà en anglais ? Gun, SWAT, Sheriff, prison, Shotgun.
Savez-vous comment fonctionnent les commissariats aux États-Unis ? No.

Pré Visionnage Brooklyn Nine-Nine - ep 1:

Connaissez vous Brooklyn Nine-Nine (B99): ☐ Oui ☒ Non
Quel mots de vocabulaire autour du champ lexical de la police connaissez-vous déjà en anglais ? police - arm - gun - sniper - FBI
Savez-vous comment fonctionnent les commissariats aux États-Unis ? Il y a un Sheriff dans les petites villes

Annexe n°5

Post visionnage Brooklyn Nine-Nine - ep 1:

Quels mots de vocabulaire avez-vous appris?	kill les mots que j'ai repéré se les connaissent
Qu'avez-vous compris de l'épisode? (En quelques phrases)	C'est un centre de police qui doivent résoudre un meurtre.
Pensez-vous maîtriser ces mots ?	oui
Comment dit-on 'un voyou' ?	
Comment dit-on 'tous SAUF toi' ?	everyone but not you
Comment dit-on un 'commissariat de police' ?	a police center
Donnez moi du vocabulaire en accord avec le champ lexical de la police	

Post visionnage Brooklyn Nine-Nine - ep 1:

Quels mots de vocabulaire avez-vous appris?	district
Qu'avez-vous compris de l'épisode? (En quelques phrases)	Il y a un nouveau, capitaine ggg au 99 ^e district, Ils enquête sur un meurtre, et interrogent un suspect.
Pensez-vous maîtriser ces mots ?	Oui.
Comment dit-on 'un voyou' ?	Thug
Comment dit-on 'tous SAUF toi' ?	
Comment dit-on un 'commissariat de police' ?	Police district
Donnez moi du vocabulaire en accord avec le champ lexical de la police	policeman.

Post visionnage Brooklyn Nine-Nine - ep 1: XXXXXXXXXX	
Quels mots de vocabulaire avez-vous appris?	
Qu'avez-vous compris de l'épisode? (En quelques phrases) <i>J'ai compris que les policiers ont peur de la police fédérale</i> <i>Equipe et que la craint les uns par l'uniforme</i>	
Pensez-vous maîtriser ces mots ? <i>Oui a peu près</i>	
Comment dit-on 'un voyou' ?	
Comment dit-on 'tous SAUF toi' ?	
Comment dit-on un 'commissariat de police' ? <i>a district</i>	
Donnez moi du vocabulaire en accord avec le champ lexical de la police <i>captain, agent, officer</i>	

Annexe n°6

Pré Visionnage Brooklyn Nine-Nine - ep 2: XXXXXXXXXX	
What's the English for un commissariat ? <i>a post of police.</i>	
What's the English for un voyou ? <i>a gangster.</i>	
Savez-vous comment fonctionnent les commissariats aux États-Unis ? <i>(Non) I don't no!</i>	

Pré Visionnage Brooklyn Nine-Nine - ep 2:	
What's the English for un commissariat ? <i>police station</i>	
What's the English for un voyou ? <i>a thug</i>	
Savez-vous comment fonctionnent les commissariats aux États-Unis ? <i>comme en France?</i>	

Pré Visionnage Brooklyn Nine-Nine - ep 2:	
What's the English for un commissariat ? <i>Police Station</i>	
What's the English for un voyou ? <i>Thug</i>	
Savez-vous comment fonctionnent les commissariats aux États-Unis ? <i>Plusieurs enquêteurs avec un chef/commandant</i>	

~~XXXXXXXXXXXX~~
~~XXXXXXXXXXXX~~

Pré Visionnage Brooklyn Nine-Nine - ep 2:

What's the English for un commissariat ?	police department
What's the English for un voyou ?	thug
Savez-vous comment fonctionnent les commissariats aux États-Unis ?	
CUJ comme les enquêteurs	

Annexe n°7:

Post visionnage Brooklyn Nine-Nine - ep 2: ~~XXXXXXXXXXXX~~

In French, what did you understand from the episode?

Answer the question: what does Terry love?

What's the English for: un bureau ?	
What's the English for: un commissariat ?	police station
What's the English for: un casier ?	
What's the English for: fou ?	
What's the English for: un mandat?	warrant
What's the French for: a minivan ?	monospace
What's the French for: glitter ?	paillettes
What's the French for: a precinct ?	
What's the French for: a ceiling? And bedrooms ?	plafond
What's the French for: undercover vehicle?	
What's the French for: a cantaloup ?	
How could we say 'ne le prend pas mal'?	
+ what answer could we have?	
What is the meaning of the expression 'baby steps' ?	pas de bébé aller doucement

Post visionnage Brooklyn Nine-Nine - ep 2:

In French, what did you understand from the episode?

Le perso principal se fait régulièrement harceler parce qu'il a fait pas son travail sérieusement donc le nouveau chef lui dit que quelque'un le surveillera jusqu'à ce que son travail soit parfait, une voyante vient prédire l'amour et la coque de la fille du président adjoint ce jour-là et la pour vandaliser moi ect...

Answer the question: what does Terry love?

He likes a work do perfectly to a 2 -

What's the English for: un bureau ?

a desk

What's the English for: un commissariat ?

police station

What's the English for: un casier ?

What's the English for: fou ?

What's the English for: un mandat ?

What's the French for: a minivan ?

un monospace

What's the French for: glitter ?

paillette

What's the French for: a precinct ?

prevoiant une voyante

What's the French for: a ceiling? And bedrooms ?

cellier chambres

What's the French for: undercover vehicle?

voiture vandalisée

What's the French for: a cantaloup ?

How could we say 'ne le prend pas mal'?

don't take back -

+ what answer could we have?

What is the meaning of the expression 'baby steps' ? une chose à la fois

Annexe n°8:

Pré Visionnage Brooklyn Nine-Nine - ep 3:

What's the English for un mandat ? a mandate

What's the English for un voyou ? a thug

What is the French for minivan ? Insane ?

monospace r insensé

What is the French for '-No offense. -None taken.' ? Sans vouloir offenser, Pas de mise

What does Baby steps means? a petit pas

Pré Visionnage Brooklyn Nine-Nine - ep 3:

What's the English for un mandat ?

What's the English for un voyou ? A Thug

What is the French for minivan ? Insane ?

A monospace

What is the French for '-No offense. -None taken.' ?

What does Baby steps means? Une marche de bébé

~~3°A~~ 3°A

Pré Visionnage Brooklyn Nine-Nine - ep 3:

What's the English for un mandat ?
What's the English for un voyou ? <i>a criminal</i>
What is the French for minivan ? Insane ? <i>monospace, incroyable</i>
What is the French for '-No offense. -None taken.' ?
What does Baby steps means?

Annexe n°9 :

Post Visionnage Brooklyn Nine-Nine - ep 3: ~~3°A~~ 3°A

In French, what did you understand from the episode? <i>Jake pense être maudit. La capitaine le toquise car il n'y voit pas. Jake doit aussi résoudre une nouvelle affaire.</i>
What's the English for un voyou ? <i>a criminal</i>
What's the English for portefeuille ? <i>portefeuille ? wallet</i>
What's the English for maudit ? <i>curse</i>
What's the English for preuves ? <i>proofs</i>
What's the English for un vol ?
What's the English for cambriolage ? <i>burglary / robbery</i>
What's the English for une balance (dans le sens poucave)? <i>snitch</i>
What is the French for precinct ? <i>gendarmerie</i>
What is the French for wedding ring ? <i>bague de mariage / alliance</i>
What is the French for sit-ups ?
What is the French for cursed ? <i>maudit</i>
What is the French for 'I'm messing with you' ?
What is the French for closed cases ? <i>affaire close</i>
What is the French for leads ?
What is the French for 'Roger that.' ?

In French, what did you understand from the episode?

What's the English for un voyou ? *thug*

What's the English for portefeuille ? *wallet*

What's the English for maudit ? *damned* *cursed*

What's the English for preuves ? *evidences*

What's the English for un vol ? *flight*

What's the English for cambriolage ? *burglary*

What's the English for une balance (dans le sens poucave)?

What is the French for precinct ? *enceinte*

What is the French for wedding ring ? *Alliance*

What is the French for sit-ups ? *s'assoire*

What is the French for cursed ? *maudite*

What is the French for 'I'm messing with you' ? *Je te taquine*

What is the French for closed cases ? *cas clos*

What is the French for leads ? *pistes*

What is the French for 'Roger that.' ? *Bien reçu*

In French, what did you understand from the episode?

le policier ne résout aucune enquête car il est "maudit" .

What's the English for un voyou ? *thug*

What's the English for portefeuille ?

What's the English for maudit ? *curse*

What's the English for preuves ? *proofs* *compust*

What's the English for un vol ?

What's the English for cambriolage ?

What's the English for une balance (dans le sens poucave)? *sneaks*

What is the French for precinct ? *commissariat*

What is the French for wedding ring ? *alliance*

What is the French for sit-ups ? *galeries*

What is the French for cursed ? *maudite*

What is the French for 'I'm messing with you' ?

What is the French for closed cases ? *affaires résolues*

What is the French for leads ?

What is the French for 'Roger that.' ? *J'ai compris*

Annexe n° 10:

Visionnage Brooklyn Nine-Nine - ep 7: ACTIVE VIEWING!!

Pay attention to what you hear and ONLY what you hear.

Take **notes** and **guess** what these words & expressions means?

What do they have to do in 48 hours?

to find proves before let him go
fix mistake

Why doesn't Terry want to go home?

24 min sleep brother came make him small
Terry have 74 min of sleep because he brother came and he make

What is the subject over Rosa and Gina's fight ?

They want to know which tastes are the best

What is Gina saying about bullying?

Translation finding:

Something conclusive=	« Permission to <u>yawn</u> » = <u>poster parkir</u>
To confess = <u>se déclarer</u>	« you're a <u>blind cop</u> » = <u>benette aveugle</u>
Dedicated detectives= <u>detective privé</u>	« Whale songs » =
lame= <u>amputé</u>	« He walks » = <u>il partira / sera libre</u>
« <u>None</u> of the <u>partials</u> match Whitman » none = <u>rien</u>	Cellmate = <u>voisin de cellule</u>
Think so little of me= <u>pense un peu moins</u>	

Visionnage Brooklyn Nine-Nine - ep 7: ACTIVE VIEWING!!

Pay attention to what you hear and ONLY what you hear.

Take **notes** and **guess** what these words & expressions means?

What do they have to do in 48 hours?

They need to ask questions to the cellmate

Why doesn't Terry want to go home?

Because the brother of his wife was
in his house.

What is the subject over Rosa and Gina's fight ?

They are fighting over the best restaurant in
the street with pie.

What is Gina saying about bullying?

Translation finding:

Something conclusive=	« Permission to <u>yawn</u> » =
To confess =	« you're a <u>blind cop</u> » = <u>Tu es un policier aveugle</u>
Dedicated detectives=	« Whale songs » =
lame=	« He walks » = <u>il marche</u>
« <u>None</u> of the <u>partials</u> match Whitman » none =	Cellmate = <u>Prisonnier</u>
Think so little of me=	

Pay attention to what you hear and ONLY what you hear.Take **notes** and **guess** what these words & expressions means?

What do they have to do in 48 hours?

They eat, they do game, ils interrogent l'homme suspect, il regarde les caméras de surveillance

Why doesn't Terry want to go home?

Son frère le fait se sentir petit, il le prend de haut

What is the subject over Rosa and Gina's fight ?

What is Gina saying about bullying?

Translation finding:

Something conclusive= à moitié conclu	« Permission to <u>yawn</u> » = permission d'aller interroger le suspect
To confess = avouer l'aveu	« you're a <u>blind</u> cop » = tu es aveugle tu ne vois rien
Dedicated detectives= détective privé	« Whale songs » = son des baleines
lame=	« He walks » = il marche
« <u>None</u> of the <u>partials</u> match Whitman» none =	Cellmate =
Think so little of me= tu pense si petit de moi.	

Pay attention to what you hear and ONLY what you hear.Take **notes** and **guess** what these words & expressions means?

What do they have to do in 48 hours?

ils se font a maximum prove before released suspect.

Why doesn't Terry want to go home?

son se the brother of his wife.

What is the subject over Rosa and Gina's fight ?

The subject is the best restaurant

What is Gina saying about bullying?

Translation finding:

Something conclusive=	« Permission to <u>yawn</u> » =
To confess = confession	« you're a <u>blind</u> cop » = tu es un policier aveugle
Dedicated detectives=	« Whale songs » =
lame=	« He walks » = il marche
« <u>None</u> of the <u>partials</u> match Whitman» none = aucun	Cellmate = prisonnier
Think so little of me= penser trop petit de moi.	

Back cover:

Summary: This thesis analyses the use of movies and/or series in language learning. It tackles the different possibilities of using them, whether it is in class or out of class with or without subtitles on, whether one is motivated or not by this medium and by the will to improve one's language. The study also gives examples of skill improvements made by users with this method and a lesson plan centered around movies and series.

Keywords: language learning; movies; series; motivation; in-class; out-of-class; VO; VOST; VOSTFR; subtitles; language acquisition