

A young boy is shown from the back, sitting on the ground and holding a tablet. The tablet screen displays a video call interface with a large window showing a person and a smaller grid of other participants. The background is a blurred outdoor setting with dry grass.

# Language Learners Become Filmmakers: Connecting STEM, Digital Literacies, and Language Arts

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THE UNIVERSITY OF ARIZONA

**CERCLL**

Center for Educational Resources in  
Culture, Language and Literacy

With heartfelt gratitude to our collaborating teachers, students, and the schoolwide community with whom we were honored to collaborate. We're grateful for all we have learned and continued to learn from you!



# Welcome and Webinar Road Mapping



**Part 1:  
Filmmaking  
and  
Language  
Learning**

**Part 2:  
Instructional  
Approaches**

**Part 3:  
Language  
Supports,  
Language  
development  
and Use**

**Part 4:  
Examining  
Students  
Perspectives**

**Part 5:  
Formative  
Assessment  
Techniques**

**Each segment will have an interactive activity on a Padlet  
and will showcase one student-created film**



# Goals and Context





# Website Overview: A Resource Portal



Film School for Global Scientists

[About](#)

[What's happening](#)

[Curriculum & Instruction](#)

[Student Films](#)

[Resources](#)



Teaching students to make meaning in multimodal ways is beneficial to the language learning context because it promotes the use of Spanish for heritage and second language (L2) speakers of Spanish through taking the emphasis off of the native speaker paradigm and emphasizing content area learning. Tell your site viewers more about yourself. You can include a list of your skills, current job title, or future career goals.

## What are our goals?

The goals of the project further align with the multiliteracies framework (New London Group, 1996) because students will collaborate across linguistic identities to transform the “Available Designs” (the film clip resources, their scientific knowledge, and their linguistic knowledge) into “Designing” by making-meaning through discussion in Spanish and communal classroom discussions. Lastly, students will use Film School for Global Scientists to “Design” or transform their learning by creating and sharing their film projects.





# Filmmaking and Language Learning



# Why Pair Language Learning with Film Making?



Film making is a ***visual form of media arts***. Storytelling creates the context for meaning making. Language learning, language use and communication is nested in meaningful experiences.



# Why Pair Language Learning with Film Making?



Genres are multiple: from poetic to scientific and everything in between

Encourages authentic and flexible language use to communicate a message to an audience for a purpose

Film making

Reading, Writing, Listening, Speaking, Communication, and Visual Learning are all integrated

Taps into iterative processes of creation, rehearsal, revision, and reflection





**Language learning** is embedded in a **context that speaks** to the immediate community.

Language Use is **Contextualized, Meaningful, Personally Relevant, and Important** to the Learner



# Language Learning as Connection, Collaboration, & Community



Contextualized language



Create to learn



Filmmaking



Creativity



Self-expression through language (s)



Bidirectional expertise



language is situated and alive and used in purposeful ways

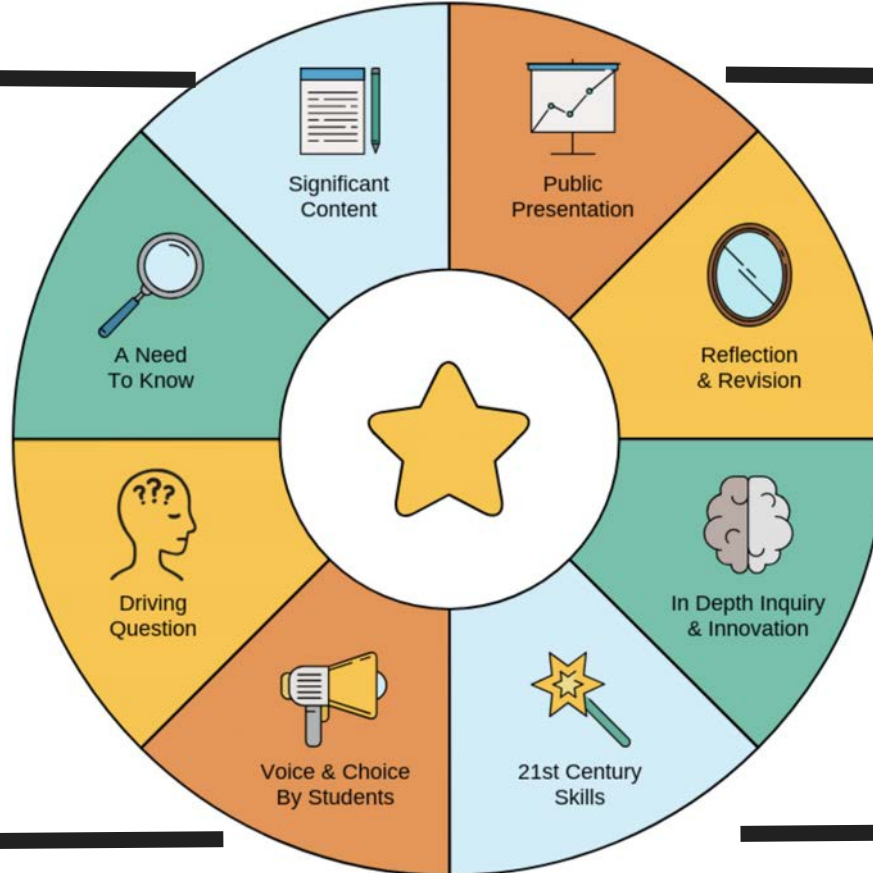




# Filmmaking is a Process Nested in Project-Based Learning



**Purpose drives the process**



**Addressing an Authentic Audience**



**Learning Language In Context**



**Digital Literacies Multimodality**







# Accepting of Approximations in Language Use



## Language Rehearsal, Collaboration, and Oral Practice Throughout



**Soy agua**



# ☰ 📺 Padlet: How film making link to language learning?



What content areas could be supportive match between filmmaking and language learning?



How might pairing support beginning, intermediate, and advanced language learners?

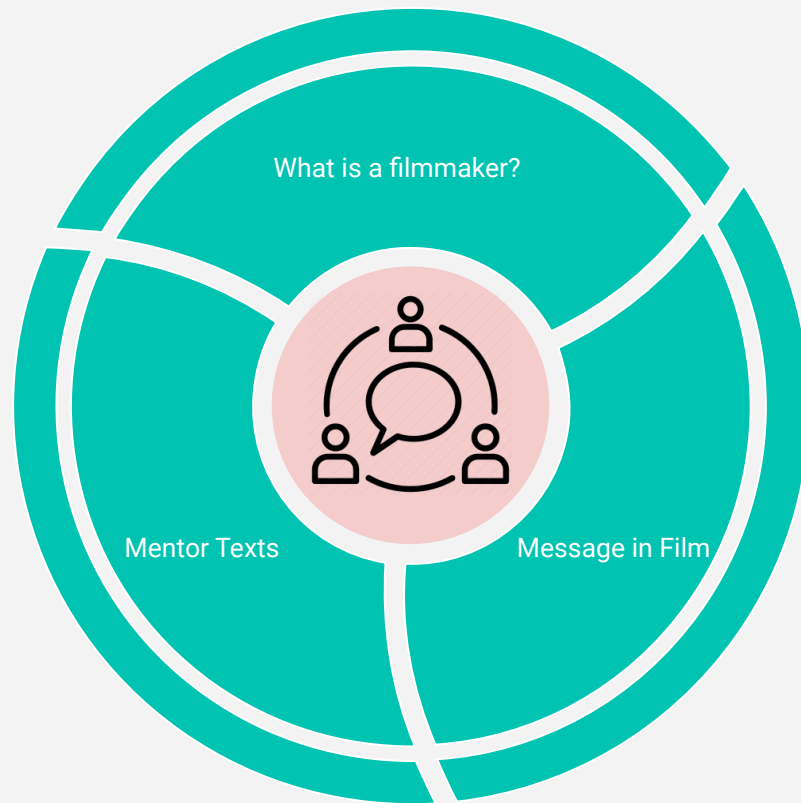
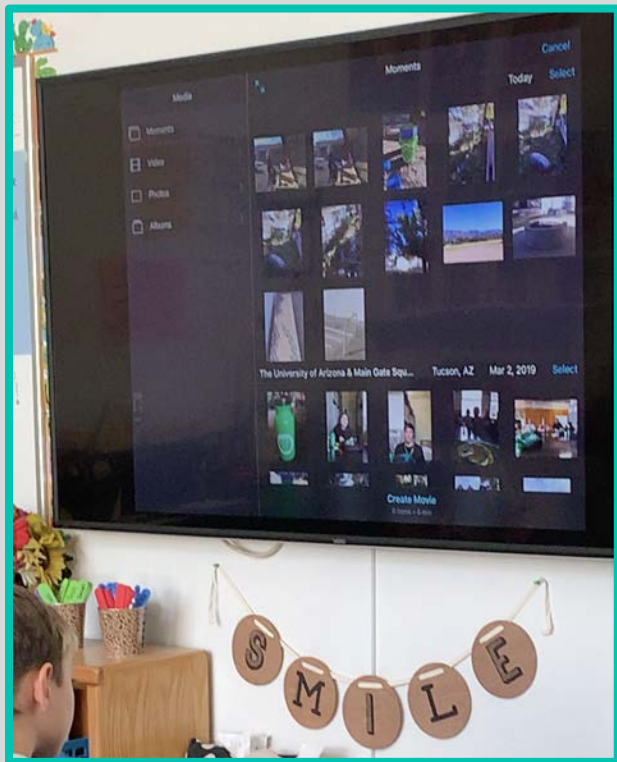






# Instructional Approaches

# Curriculum



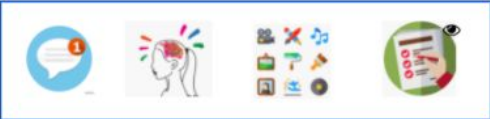
# What is a filmmaker? Building a new identity



Cineasta

A light blue rectangular title card with the word "Cineasta" in the center. On the left and right sides, there are small icons of a person holding a camera and a person with a speech bubble, respectively.

¿Que hace el cineasta?



¿Que hace el cineasta?

A collection of icons representing various aspects of the creative process: a speech bubble with a plus sign, a hand with a brain, a grid of colorful icons, and a hand holding a pencil over a notepad.



There are many different factors that play into how we perceive the world.

- A. Viewpoint
- B. Lighting
- C. Focusing
- D. Angles and Lines
- E. Color and Sound

Three images illustrating perception: a duck's head, a black silhouette of a vase, and a profile of a person's face.



Cineasta

You

A Venn diagram with two overlapping circles. The left circle is yellow and labeled "Cineasta". The right circle is red and labeled "You". In the overlapping area, there are two small icons of a person with a camera and a person with a speech bubble.

Filmmaking is more than just fun -- it's a way to communicate your unique perspective and message using your creativity!



A central illustration of a glowing lightbulb surrounded by various icons representing creativity, such as a gear, a pencil, a camera, and a speech bubble.



A collage of images related to pigs. It includes a large pink piglet, a piglet in a green field, a piglet being held, a piglet in a bowl, a piglet in a video frame, a piglet in a video frame, and a piglet in a video frame.

# Mentor Texts

**What is a Mentor Text  
and how does it support filmmaking and  
Language learning?**



# Message



**Discussion: Learning to analyze a film- Tone and message.** 0.48-1.47

**T:** What did you notice?

**Kids:** (1) I noticed that you spoke in Spanish and wrote a little script. (2) I noticed that, cause you wanted to make it sort of sad or dramatic you did it more in black and white and had some sad music

**T:** Yes, I used these techniques to create a mood of sadness. Was it effective?

**Kid:** I think I would use a little more of sad music, I would make it a little bit higher (unintelligible)

# Collaboration and Fluidity in implementation

- Water Unit implemented in Science and Spanish Classes
- Filmmaking with Support from Technology & Film Production teachers
- Incorporate Outdoor field experiences





# Collaboration and Fluidity in implementation



10th and 5th grade students collaboration for script writing & storyboarding processes



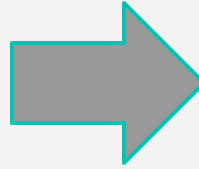
Connection to Different locations within the school campus and places in the community

# Outdoor Field Experiences

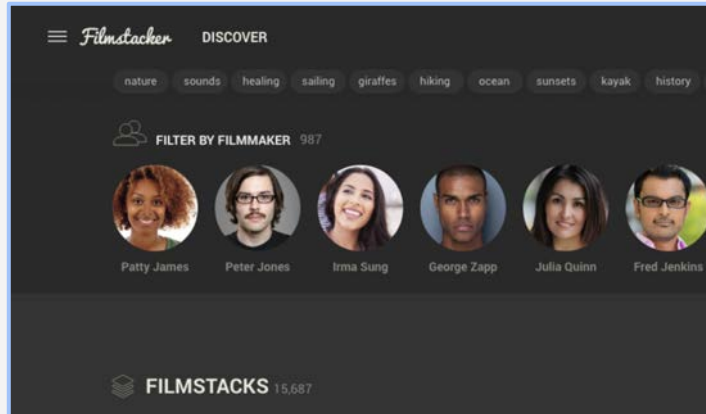




## Public Viewing of Beyond the Mirage for School Community



## School Wide Viewing and Appreciating student Films



# Fluye



# Padlet



“The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives”

Robert John Meehan

Thinking about your own contexts and learner populations, what would be some adaptations you could make to implement filmmaking as a strategy for second language acquisition?

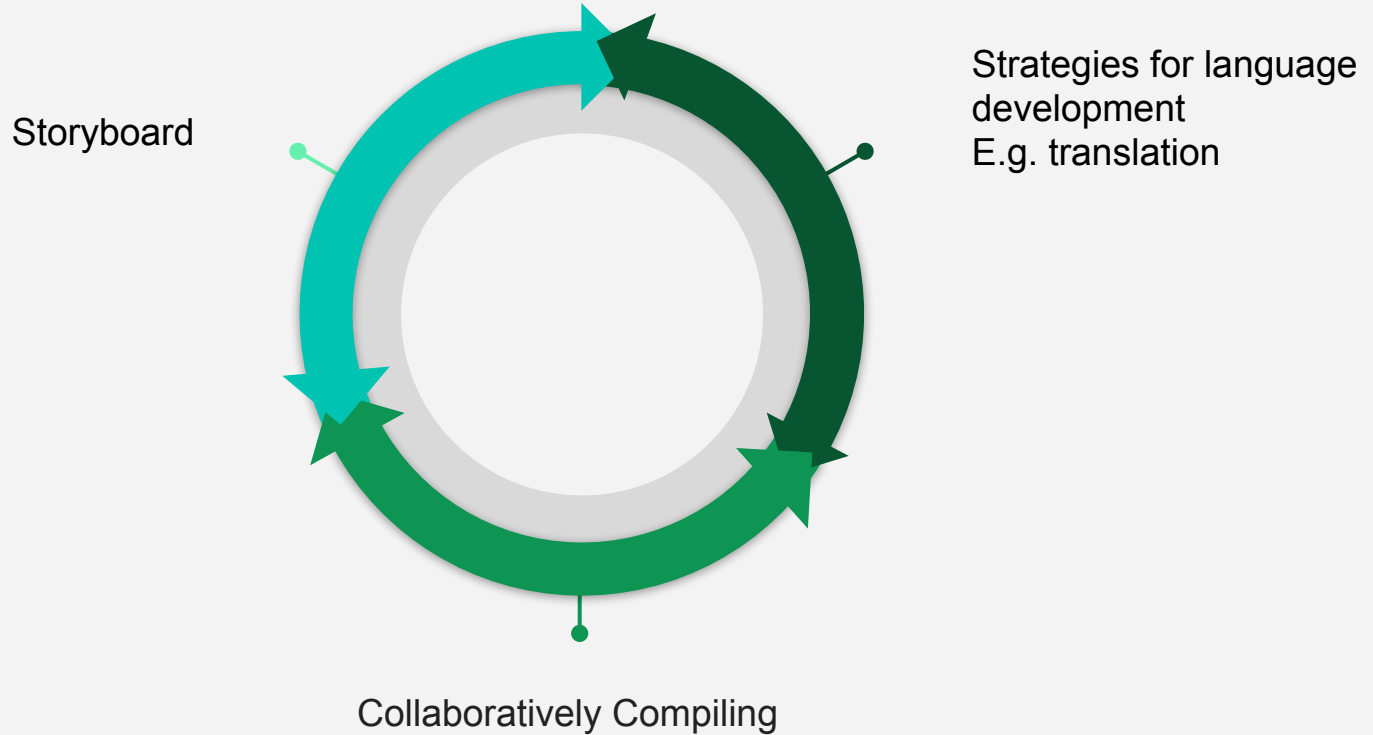
<https://padlet.com/voguilve/eie3a9z2facnrklr>



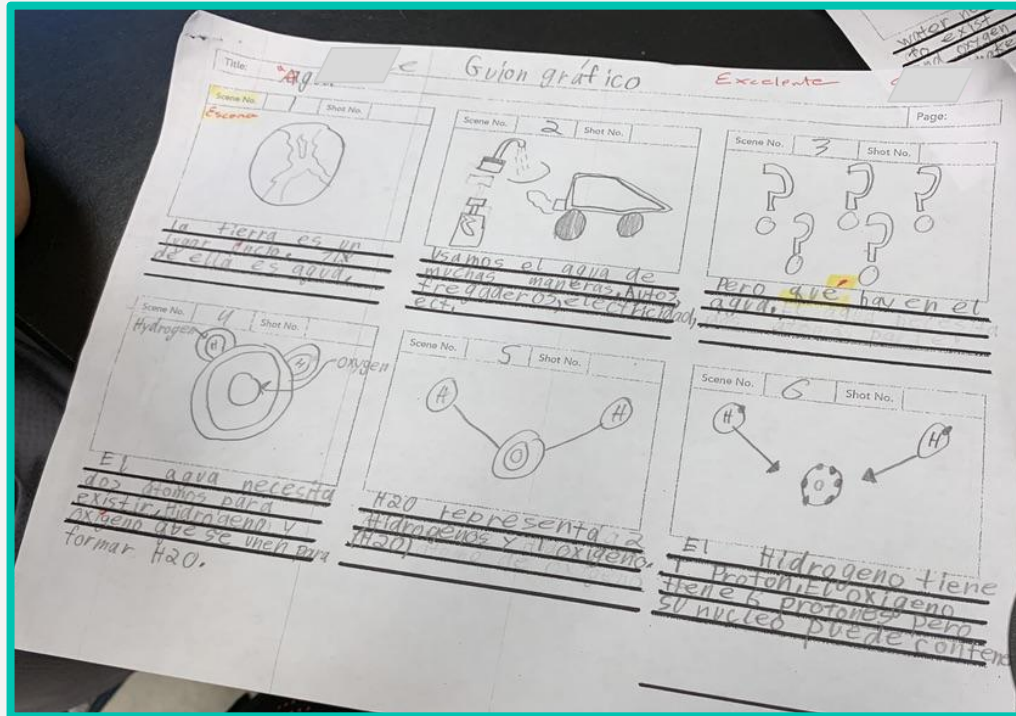
# Language Supports, Language Development, and Use



# Filmmaking Process in Three Steps



# Story Maps



- > Unpacking the topic
- > Organizing thinking
- > Visual Design and language

# Language development



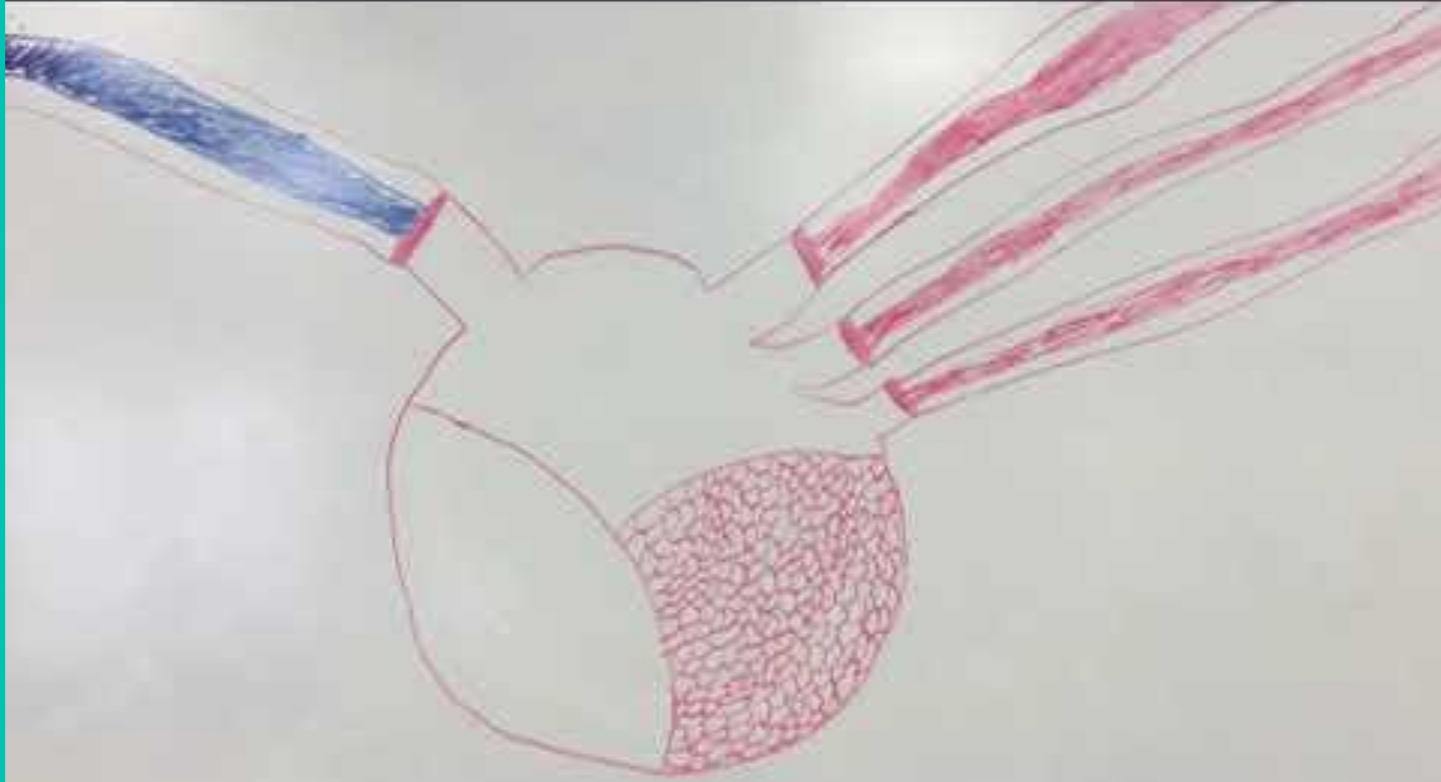
- > Own background knowledge
- > Online Translators
- > Teachers & Peers
- > Integrated communication system

# Language Use- Collaboratively Compiling



- > Driven by the learners
- > Expertise exchange
- > Media production
- > Rehearsal & Feedback

# Water in the human body





# Padlet

Role of the teacher



**Film  
making**

Role of technology

Role of the students

How do we see the roles changing? How do these elements working together?



# Examining Students' Films & Students Perspectives

# Insights from the Students' Films

- > Unique ways to tell stories
- > Contextualized language
- > Language choice
- > Interactive language use
- > Language Practice



# Insights from the Students' Interviews

"I learned **a lot about a lot about water** which I didn't already know about and I also learned a bunch of different, a bunch of **new Spanish words that really helped me with this, my film**".

"it's **very easy to memorize Spanish words by kind of matching them up with the video...**

You can say "**Oh look that's a river! "Oh it's that!"** and you could, you know, see what everything is and you'd be like **Oh that's a *Rio!***"

"**I used to think filmmaking was just a "Take one, action cut!"** ... there's this bunch of other **stuff that you need to do....Putting together the movie, finding the right scene like cutting off and putting in the noise and off noise, different music..**"

"We got a lot of **inspirational by looking at images and thinking how we could describe that in Spanish, make that into a film**"...



# Formative and Summative Assessment Process



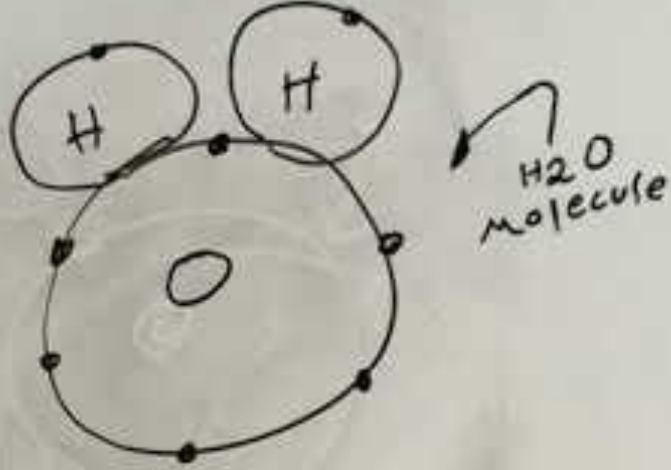
# Watch Sample Films, and Think About Assessment

Formative

Summative

<b>Project Stage</b>	Storyboard	Language development and use	Film Compilation	Impact Outcome
<b>Questions Asked</b>	What kinds of content knowledge will your students demonstrate in film?	What kinds of language skills will your students develop by making films?	How can filmmaking help students make meaning of content in your curriculum?	How will students think differently about what they are learning in your class by making films?
<b>Evaluation Type</b>	Content Assessment	Language Assessment	Outcome Evaluation	Impact Evaluation

# What's in the Water



# Padlet



**What kinds of content knowledge can your students demonstrate with film?**

**What kinds of language skills will your students develop by creating films in your class?**

**How will students think differently about what they are learning in your class by creating films?**

<https://padlet.com/jjsummers906/onquhqg4eppgbdz>



# Wrapping up

# Take-Aways

Language development and use

Desire to understand the world around them and communicate ideas

Voice and choice

Flexibility in topics and language forms

Varied language forms

Emergent to convey specific messages

Multimodal meaning-making

Language is reinforced with the curation of modes: imagery, sound, and other modes and semiotic resources through the use of different filming techniques



**Q&A**



**K-12  
educators!**

take part in

# Worlds of Experience

with International Immersive Virtual Field Experiences (IIVFE)



During this **4-part professional learning series**, educators will learn to design and implement IIVFEs that facilitate global learning through virtual exploration of cities, museums, cultural sites and more from around the world!

CLICK HERE FOR MORE  
INFO & TO APPLY! 



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES  
Latin American Studies  
Center for Middle  
Eastern Studies  
**D'vall**  
Professional Learning Lab

## WHO?

current k-12 &  
pre-service teachers  
**\*language teachers  
encouraged to apply\***

## WHEN?

Spring 2022  
(12+ PD hours)

## WHERE?

Online via Zoom

We are recruiting teachers from rural, underserved, and/or Title I schools for the Spring cohort for ***Worlds of Experience***.

Participants will work collaboratively to design and implement an **International Immersive Virtual Field Experiences** for their students and share the process with participating educators and schools.

Fill out an interest Form by Dec. 17, 2021:

[https://docs.google.com/forms/d/e/1FAIpQLSdBda3OAAwWsrIpd\\_-TQcaopYvIK3yK3-hXzUNK5EdURFMX9Q/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdBda3OAAwWsrIpd_-TQcaopYvIK3yK3-hXzUNK5EdURFMX9Q/viewform)

# Keep the Conversation Going



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