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# **HOW SUBTITLES CAN HELP CHILDREN IN THE LEARNING OF ENGLISH? A DIDACTIC PROPOSAL IN PRIMARY EDUCATION WITH HARRY POTTER FILMS**

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“The stories we love best do live in us forever. So, whether you come back by page or by the big screen, Hogwarts will always be there to welcome you home.” (J.K. Rowling, 2011)

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## **ABSTRACT**

The purpose of this Master's Dissertation has been to develop an educational proposal that aims to promote the use of subtitling and revoicing through the online platform *ClipFlair*. The proposal is focused on students in the sixth level of primary education in a bilingual school in the city of Melilla and videos that have been previously selected from the eight *Harry Potter* films will be used. With this innovative proposal, a new tool for students to learn a foreign language (English in this case) is provided and work in pairs in most activities is encouraged, not forgetting that we are offering children a base to encourage autonomous learning.

## **RESUMEN**

El propósito del presente trabajo de fin de máster (TFM), ha sido elaborar una propuesta didáctica que pretende potenciar el uso de la subtitulación y el doblaje a través de la plataforma *Clipflair*, disponible en la red. La propuesta está enfocada a estudiantes del sexto curso de educación primaria de un centro bilingüe situado en la ciudad de Melilla y se utilizarán vídeos que han sido previamente seleccionados a partir de las ocho películas de *Harry Potter*. Con esta propuesta de innovación, se proporciona una nueva herramienta para que los alumnos aprendan una lengua extranjera (inglés en este caso) y se fomenta el trabajo en parejas en la mayoría de las actividades, sin olvidar que les estamos ofreciendo a los estudiantes una base para fomentar el aprendizaje autónomo.

## 1. INTRODUCTION

Nowadays, Spanish people have several problems in learning foreign languages; however, in countries of northern Europe such as Finland or Sweden, everyone knows, at least, his/her mother language and English, from children to adults. We must bear in mind that all series and films that are not made in their own language (for example Disney films or American series) are not dubbed to their language, whereas in Spain all series, cartoons or films have Spanish audio.

In countries that have a tradition of subtitling, the majority of survey respondents stated that their language level (particularly in English) is close to that of their mother tongue, i.e. level 4 or 5, whereas in the countries with a dubbing tradition, the majority of respondents said they did not exceed level 3 on a scale of 5. (Media Consulting Group, 2011:26)

I have studied what the pedagogical uses of videos and subtitles are in learning a foreign language and how we should introduce the habit of watching videos in original version to our children. After that, I have designed a didactic proposal to be used with students in the 6<sup>th</sup> year of Primary Education. To develop it, I have taken into account several factors to motivate them and make the unit enjoyable.

I have chosen to work with *Clipflair* as the main tool for carrying out all activities related to subtitling and revoicing. But apart from this, I had to use and select different motivating clips to attract our students' attention and that were appropriate for their age and level of knowledge of the foreign language. That is why I chose *Harry Potter*, because we do not only want our students to learn technical aspects of audiovisual translation, but also to know cultural aspects of English-speaking countries and improve the four main skills of listening, speaking, reading and writing.

### 1.1 Objectives

#### 1.1.1 General objective

-To design a didactic proposal for Primary Education students using *Harry Potter* films.

#### 1.1.2. Specific objectives

-To incorporate the pedagogical uses of videos and subtitles in the didactic proposal.

-To use audiovisual texts in the lesson plan as a mean to motivate students in their language learning process.

- To incorporate the use of ICTs in the didactic proposal.
- To use a fundamental cultural reference, such as *Harry Potter*, in the lesson plan.
- To promote the use of *Clipflair* software to edit subtitles in the English classroom.

## 1.2 Justification and relevance

The LOMCE does not include specific objectives in the Foreign Language Area, but it highlights the importance of ICT:

The widespread incorporation into the education system of Information and Communication Technology (ICT), which will take into account the principles of design for all and universal accessibility, will allow customizing education and adapting it to the needs and pace of each student. On the one hand, it will serve to strengthen and support in cases of low performing, and on the other, it will allow expanding knowledge taught in the classroom without limitation. Motivated students will be able to access, according to their ability, to educational resources that many institutions offer at national and international levels. Information and Communication Technology will be a key to produce the methodological change that will lead to achieve the objective of improving educational quality. Also, the responsible and orderly use of these new technologies by the students must be present throughout the education system. (LOMCE, 2013:8)

Furthermore, Royal Decree 126/2014, February 28<sup>th</sup>, includes fourteen general objectives for Primary Education, but we must take into account the following one: “To begin to use information and communication technology and develop critical awareness if the messages sent and received” (Royal Decree 126, 2014:19353)

If we have a look at the decree of the autonomous city of Melilla, which establishes the curriculum for the field of management of the Ministry of Education, Culture and Sport in Primary Education, in the Foreign Language area we can find some methodological teaching guidelines to carry out the subject:

It will also stress especially in the educational exploitation of digital resources, understood as an essential tool to initiate the students in the gradual acquisition of autonomous learning mechanisms, always adapted to their age and their peculiarities. Digital technologies, in fact, can serve as a route to "learning to learn", exercising the Faculty of evaluate and improve learning processes. It should be noted also that the digital environment is now itself a priority means in which communication occurs and

that the practice in that context is essential to acquire a full communicative competence. (Order ECD/686, 2014:34143).

Among the activities of audiovisual understanding that dictates the CEFR includes watching TV and cinema. Within the A1 level it does not include any descriptor but from A2 itself is included, and the student is gaining competence. The Common European Framework of Reference for Languages also speaks about the use of video within the strategies and activities that can be used in the classroom. Besides listening comprehension (oral reception) and reading comprehension (also called visual understanding), this document introduces a more receptive activity: audiovisual comprehension. In it the student simultaneously receives auditory and visual information in different types of situations, "following a text as it is read aloud, watching TV, video or film with subtitles, using new technologies (multi-media, CD-Rom, etc.) (Council of Europe, 2001:71).

In fact, the CEFR revitalizes translation or mediation and includes them within the communicative elements that must be present in the teaching of languages. Therefore, it must be recovered in teaching programs, but it should be done from a communicative perspective. The introduction of subtitling [...] follow these and other guidelines of the framework: it contains authentic elements (texts and the task of subtitling) and it is presented in a dynamic, family, different, multimodal and motivating way. (Talaván, 2013:31)

In addition, the European Union (EUROPEA, 2007: online) on its political agenda for multilingualism highlights the importance of using subtitles to learn foreign languages. They consider subtitling an easy and enjoyable way to motivate students, so, its potential should be exploited.

I have chosen *Clipflair* because "it is a European-funded project aimed at countering the factors that discourage Foreign Language Learning (FLL) by providing a motivating, easily accessible online platform to learn a foreign language through revoicing (e.g. dubbing) and captioning (e.g. subtitling)." (Baños and Sokoli, 2015:203). The choice of *Harry Potter* as the main element in the task of subtitling is not a coincidence. *Harry Potter* novels are a reference in children's literature (but also among adults) in Britain. The author, J. K. Rowling, includes many cultural elements that are perfect to include in the foreign language area. If we add that the seven novels were adapted into eight films, we will have a doubly motivating teaching resource in our proposal related to subtitling.



## 2. LITERATURE REVIEW

### 2.1 Educational implications of the use of new technologies

According to Yagüe (2004:4), “[m]ultimedia provides the ability to process massive amounts of information, which can be or adopt form of authentic, and, of course, stimulate learner’s autonomy.” In addition, the following table, which has been adapted from Brett, 1998; Duarte, 2000; Warschauer and Healey, 1998 and Cabero, 2007), shows the main advantages of using multimedia as material in education.

• It provides a multimodal practice with immediate response.	• It allows sequencing learning tasks better.
• It reduces learning time.	• It fosters methodological variability.
• It favours both self-learning and interaction and collaborative learning and in groups.	• It adapts to diversity and the user’s rhythm.
• It develops skills and abilities for decision-making.	• It has a unique meaning and motivating.
• It offers new possibilities for the orientation and tutoring of students.	• It represents a non-threatening and nonjudgmental environment.
• It facilitates continuous formation and expands the formative offer.	• It eliminates spatiotemporal barriers between teacher and students.
• It offers a variety of resources and learning styles used.	• It develops computer skills useful for real life.
• It offers consistent, current, infinite and almost immediate availability to real-world authentic materials in multiple formats.	• It allows quick access to complex, abstract or distant realities.
• It facilitates the processing, presentation, understanding and retention of information.	• It creates more flexible learning environments.

Table 1. Advantages of using multimedia as material in education. (Talaván, 2013:37)

Multimedia materials allow students to draw up their own path through the software and put at their disposal (and the teachers) variety of information tools, production and communication and enable a more integrated use of technology. Besides, these multimedia environments are largely authentic [...] and allow students to use a language which belongs to real communicative situations and develop, in a more effective way, the different communicative activities. (Talaván, 2013: 38).

Nowadays, we have a number of devices that in a very short time have become a very important part of our lives (tablets, mobile phones, laptops, etc.). In addition, these devices are part of the lives of our students since they were born and we cannot obviate them when teaching. In addition, we must consider the progress that means having real communicative situations in the area of foreign language.

In recent years, Internet has become a key tool to spread any news and locating information, favouring intercultural encounters beyond borders [...]. You can also enjoy any audiovisual product from home, or even while moving, thanks to the versatility of the devices that mobile technology offers us. And it is in this context where audiovisual translation (TAV), as a discipline, plays a fundamental role. (Talaván, Ávila-Cabrera and Costal. 2016:15)

Audiovisual translation in language teaching cannot exist without keeping in mind ICT, which is an essential tool in our lives. Thanks to this kind of multimedia materials that we have in the classroom, the student may have greater autonomy. Certainly it is difficult to have classrooms where all students have access to a laptop or tablet. With these materials, students can work with more visual, multimodal and interactive texts, access to a variety of information on real language or near-real and the advantage that sources are multidirectional.

The field of audio-visual translation is expanding rapidly the range of issues deal with. It has received different names, including film translation (Bravo, 2006), screen translation (Díaz Cintas, 2003) or multimedia translation. In fact, audio-visual and multimedia are becoming less and less separable as technology and translation are growing as mature disciplines. (Pérez Cañado and Pennock-Speck, 2015:181)

## **2.2 The use of video in the English class**

The video has a very important role in the teaching of languages and audiovisual translation. Thirty-one years ago, Allan spoke of the benefits to using video for learning a foreign language: "it presents realistic "slices of life", gets students into talking, provides visual support, and offers variety and entertainment" (Allan, 1985:48).

Recently, Talaván (2013) lists other advantages of the use of video in teaching and learning of a second language:

1. It is more playful and familiar than audio recordings (Stempleski and Tomalin, 1990). Its use increases motivation and creates an active, fun and attractive learning environment with a participatory dynamic (Di Carlo, 1994).

2. It constitutes an integral contextualizing tool: it helps students to understand language within its real communicative context and complete (Tomalin, 1986; Lonergan, 1989); it includes all the necessary features to understand real life situations, including pragmatic and socio-cultural.
3. It has a register (formal, informal, neutral, vulgar, etc.) and natural conversational rhythm with less dense information than the written language and an unstructured language (Stempleski and Tomalin, 1990). It also includes linguistic elements that do not usually appear in textbooks (sayings, slang or colloquial speech), but which are necessary to communicate effectively in different contexts.
4. It has great flexibility: it can be used in very different ways and with different educational objectives (Tomalin, 1986). It can be played in different ways with great speed and accuracy and its use is able to cover more than one objective at a time, depending on the purposes of the session.
5. It is a good substitute for the experience in classroom teaching in distance learning environments. Teachers and students make profitable this media proposing tasks to follow up its use, seeking links multimedia to strengthen viewing, etc.
6. It promotes cross-curricular skills or transferable skills, getting a more critical and efficient knowledge of media and multimedia reproduction programs used in the activity. [...] This can motivate students to look for themselves materials belonging to such means outside the pedagogical context. (Talaván, 2013:52)

As can be seen, the use of video as a tool for learning a second language has been enhanced by many authors. The following figure has been taken as a summary:

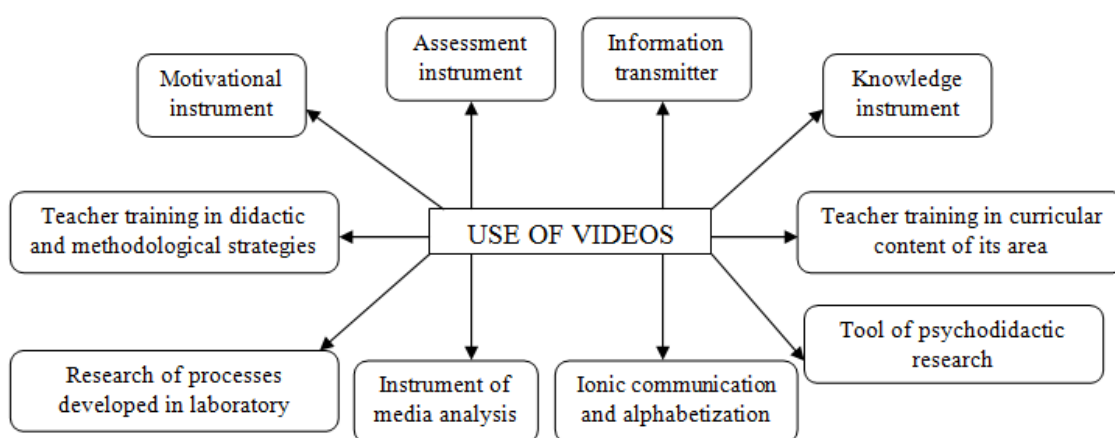


Figure 1. Educational uses of videos (Cabero 2007:132)

As teachers, we must know how to choose the video that best help students achieve their learning objectives. Therefore, Talaván (2013) distinguishes two types of video that can

be used in second language teaching: “(1) educational video, specifically created for use in environments of teaching and learning, and (2) the authentic video, that is to say, any type of audiovisual material originally created for native speakers of the language (news, movies, advertisements , TV series, etc.).” (Talaván, 2013:41). Integrating videos in the classroom provides our students with a real and authentic communicative context, so that the use of authentic videos (in this case from *Harry Potter* films) is very convenient and, therefore, is perfectly justified.

Thus, we can use multiple options and we can structure them according to the profile of our students. Before playing the video, we must take into account the following aspects:

- The sequence should be short (between one and three minutes), otherwise our students will lose their attention.

- The central task must be to take advantage of the language.

- We must select a motivating sequence for the students, but at the same time it must be culturally appropriated and adapted to the didactic purpose.

- The purpose of the use of the video clip must be clear. We have to be clear about the type of tasks we want to do, the skills and the role of both teacher and students.

It is demonstrated that if the choice video of the teacher has been successful and the proposed activities are interesting, students will be doubly motivated.

To summarize, an adaptation of the different techniques or methodology that we can use with videos is shown below (Talaván, 2013):

- Sound off/vision on*, whose purpose is stimulating prediction and supposition activities.

- Sound on/vision off*, whose purpose contrary to the previous one.

- Pause/freeze frame control*, which is intended to be used in the previous cases to suggest ideas or predict meanings.

- Sound and vision on*, whose purpose would be for visual and oral comprehension activities.

- Jumbling sequences* to identify or deduce what happened before, predicting, etc.

- Split-viewing*, whose purpose is listening and collaborative comprehension tasks based on techniques to fathom the information.

In conclusion, using Talaván’s (2013:51) words, we can say that “the video is a resource with very extensive educational potential in the field of teaching and learning a L2 and its successful use depends largely on the creativity, training and experience of the teacher and the habit of use of the tool that students possess.”

### 2.3 Audiovisual translation

Following Talaván (2013:59), Audiovisual Translation (AVT) can be defined as “the translation of products transmitted through films, video, DVD, internet and television as well as multimedia products that spread through computers or video game consoles.”

AVT is based on the transfer of a source text, which can be written in any language to a target text which is what we receive as spectators. Unlike other forms of translation, audiovisual translation contains a text that is multimedia and multimodal, as it appears through different media and there are two channels that distinguish them from other modalities, which are the auditory and visual.

Zabalbeascoa (2008) talks about four signs which also communicate information: a) audio-verbal (spoken words); b) audio-nonverbal (other sounds); c) visual-verbal (written words); d) visual-nonverbal (other visual signs).

	Audio	Visual
Verbal	Words heard	Words read
Nonverbal	Music + special effects	The picture Photography

Figure 2. The four components of the audiovisual text (Zabalbeascoa, 2008:24)

Focusing on teaching and learning foreign languages, because of the new educational paradigms, such as communicative and interactive, there is a reluctance to use translation. As Díaz Cintas (2008:2) highlights, in the last few years there has been an emphasis on the use of the communicative approach. Because of that, many teachers have rejected the use of translation in the language learning process, trying to avoid the Grammar-Translation method. In fact, the use of mother tongue in the foreign language area has been banned.

### 2.4 Subtitles

Subtitling is “a modality of AVT that implies the inclusion of a written text within the image as a transfer of the audio track from the audiovisual product, which also takes into account the role of visual information that accompanies it.” (Talaván, Ávila-Cabrera and Costal, 2016:53)

Within subtitling we can find different types, such as “standard subtitles (foreign language audio with mother tongue captions), bimodal subtitles (foreign language audio with

foreign language subtitles), and reversed subtitles (mother tongue audio with foreign captions). [...] The bimodal variety, also called intralingual, is also commonly used in classroom activities” (Talaván, 2007). “Bimodal subtitles have been used for years in many countries for learning foreign languages, with very good results in terms of comprehension, both oral and written” (Talaván, 2013:74). As Neves (2004) puts it,

The magical enchantment of the moving image, the attraction of working with computers and electronic equipment and, above all, the fun element, makes tiresome tasks light and makes language learning pleasurable. Experience has shown that, while learning how to subtitle, students gain a greater command of language usage, in the broadest of senses and above all, find pleasure in manipulating text to achieve the best possible results. (Neves, 2004:138)

Talaván (2013) highlights that there are three important theories that justify the use of subtitles to support teaching/learning languages:

- a. Cognitive Theory of Multimedia Learning (Mayer, 2003).
- b. Dual Coding Theory (Paivio, 1991).
- c. Information Processing Theory (Wang and Shen, 2007).

Furthermore, using AVT as a resource in the foreign language area will promote:

- Task-based learning.
- Communicative competence.
- Collaborative learning.
- Autonomous learning.
- Improvement of the four major skills and key competences
- A motivating context within the classroom.

Talaván (2013) also proposes that the following didactic and methodological aspects should be present when developing a task related to subtitles and that I have used to prepare the didactic unit:

-Communicative approach (communicative activities, authentic materials, audiovisual language, open approach, using real language, etc.).

-Learning through tasks (real activities, functional and attractive, and multiple resources, authentic texts, learning by practice, etc.).

-The Post-method: dynamic learning process by which the student is able to be creative element and explorer.

## 2.5 Revoicing

According to Sokoli (2015:129), and focusing on our proposal, the definition of revoicing is “recording one’s own voice onto a clip, as allowing for foreign or same language dubbing, free commentary, audio description and karaoke singing.”

*Clipflair* (the software that we will use in our didactic unit) includes several areas that we will see in the next section but one of them is “Social”. Within it, we can find different blogs with different practical tips on how to use the software. There is one dedicated to language teachers written by Baños (2014), where she explains and provides us with examples about how to use the revoicing component in our activities. She divides the explanation into the four major skills. I have created a table to adapt its content focusing on our didactic proposal:

SPEAKING	-Practising phonics, rhythm, stress, intonation or pronunciation. -The clip to be revoiced will be in the L2.
LISTENING	-The audio must be in the L2. -Our students must work on the understanding of the video. -They must pay attention to specific information.
WRITING	-Students can transcribe the whole dialogue (this will be very difficult because of the level and age of our students). -They can fill in the gaps before revoicing. -They could narrate what is happening on screen, that is to say, write a description.
READING	-Before revoicing, we can give them the script to fill in the gaps and they will practise reading comprehension.

Baños (2014) states that revoicing also promotes intercultural awareness and audiovisual literacy.

## 2.6 *Clipflair*

There are many types of software we can use when we want to work with subtitles or revoicing, but I have selected *ClipFlair* because it was designed specifically to be used in

language teaching but also to enhance “interactivity when working with audio-visual material by providing a single platform where a wide community of FL tutors, learners and activity designers could interact.” (Baños and Sokoli, 2015:205)

Next, I will highlight the main characteristics of this software:

- Its approach is that learning is active.
- It focuses on captioning and revoicing.
- In addition to the four major skills, it includes watching, audiovisual speaking and audiovisual writing.
- It is free, flexible, easy to use and open source.
- It is available to all levels.
- It offers both online or offline access.
- It includes forums, groups and blogs.
- It includes tutorials to learn how to use the platform.
- Students can repeat activities as many times as they need.

The platform is divided into different areas:

- *Clipflair* Studio: it is the place where teachers and students can create activities and add the different components (text, clip, image, etc.). These activities can be saved and uploaded to access them at any time. Teachers can adapt an existing activity or to create a new one, which is perfect when preparing a lesson.
- *Clipflair* Gallery: it is the site where all activities and clips are collected. All activities have their own link, so teachers can easily share them with their students.
- *Clipflair* Social: here teachers can share information, provide feedback to students, read blogs, create their own groups, etc.

More information about the software will be provided within the didactic unit.

## **2.7 Harry Potter**

*Harry Potter* is widely-known worldwide. It is a series of seven novels written by J.K. Rowling. Its genre is fantastic and it tells the story of *Harry Potter*, an eleven year old boy who discovers that he is a wizard, and he goes to study at Hogwarts School of Witchcraft and Wizardry. Millions of copies of the books have been sold worldwide and have been translated into 73 languages.



Due to the success of the novels, they were adapted to eight films and were distributed by Warner Bros. Pictures:

- 1) *Harry Potter and the Philosopher's Stone* (2001)
- 2) *Harry Potter and the Chamber of Secrets* (2002)
- 3) *Harry Potter and the Prisoner of Azkaban* (2004)
- 4) *Harry Potter and the Goblet of Fire* (2005)
- 5) *Harry Potter and the Order of the Phoenix* (2007)
- 6) *Harry Potter and the Half-Blood Prince* (2009)
- 7) *Harry Potter and the Deathly Hallows – Part 1* (2010)
- 8) *Harry Potter and the Deathly Hallows – Part 2* (2011)

Although the last book was published in 2007 and the last film was performed in 2011, the *Harry Potter* phenomenon remains intact, being a reference in the English children's literature. A play called *Harry Potter and the cursed child* (a sequel) was premiered last July 30 in London, whose script wrote J.K. Rowling along with John Tiffany and Jack Thorne. In addition, next November 17<sup>th</sup> the film *Fantastic Beasts And Where To Find Them* (a prequel) will premiere with a script written by the same author.

## **2.8 State of the art**

After seeing the theoretical aspects and the most important advantages in terms of new technologies, AVT, subtitles, revoicing, *ClipFlair* and a brief summary of the importance of *Harry Potter*, we will briefly summarize the most important studies that have been done in this field.

Díaz Cintas was one of the pioneers in deepening into the potential of subtitles as a tool in learning foreign languages. Díaz Cintas (1995) "puts a special emphasis on the great benefits that can get students if they strive to respect the linguistic register used by the characters and establish greater coherence and cohesion as possible in the discursive material that is reflected in the subtitles." (Talaván, 2013:94). The author argues that formal conventions of subtitling must be maintained. However, Talaván (2013) rejects this idea, arguing that "perhaps it unnecessary and too complex when working with language learners with no link with the field of translation." She suggests that the features must be introduced gradually and that students are not obliged to comply with these rules rigidly.

The first empirical study in this field was conducted by Williams and Thorne (2000), where they taught subtitling to university students for two semesters. "Among the most

important findings of this research highlights the fact [...] that progressively reduced the distance between work and pleasure, so that many students increased the number of hours spent on the activity and some men came to regard more as a form of entertainment than as a means of study.” (Talaván, 2013: 94)

Bravo (2008) wrote its doctoral thesis titled “Putting the reader in the picture. Screen translation and foreign-language learning” followed by Ippoliti (2009) and Talaván (2009).

The second empirical study in the field “was from Incalterra (2009), where tests were carried out at different levels (A1, B1, C1 and C2) with Italian students as L2 using the subtitling software LvS.” (Talaván, 2013:94)

“The most current and significant proposals for greater continuity of study shown so far are related to the research group LeviS, those made by Talaván (2010, 2011a) and those presented in the monograph from Incalterra et al. (2011). [...] Sokoli et al. (2011) discuss the final evaluation of LeviS (Learning Via Subtitling) project.” (Talaván, 2013:95)

Borghetti (2011) proposes on its article “creating interlingual or traditional subtitles to enhance intercultural learning” (Talaván, 2013:96), whereas Incalterra and Lertola (2011) “present a different methodology proposal. First, they explain the selection of material depending on the needs and motivations of students, linguistic complexity of the material in relation to the proficiency of students, [...] and their duration. After describing the tools to use [...] the educational activity is described itself.” (Talaván, 2013:97)

It is worth mentioning a study by Lertola (2012) where the author “seeks to assess the effect of the teaching strategy of subtitling in indirect vocabulary learning in L2.” (Talaván, 2013:98).

Lopez Cirugeda and Sanchez Ruiz (2013) have emphasised the validity of the task of creating intralinguistic subtitles to enhance aspects such as language teachers training. Also, Talaván, Ávila-Cabrera and Costal (2016:65) mention important benefits obtained while using subtitles as understanding support. They also emphasis on the use of *Clipflair* as teaching resource because you can not only use its editor ubut also the software includes a gallery with different resources to be used or adapted .

The current state of the field can be summarized following Pérez Cañado and Pennok-Speck (2015:182), who say that “AVT scholars have done research in well-known modalities like dubbing, subtitling and voice-over, and their relationships, with a focus on both technical or on discourse-related matters”. Nowadays, studies on this topic are growing because of the importance of new technologies and language learning.

### **3. DIDACTIC PROPOSAL**

#### **3.1 Title and topic**

The title of the didactic proposal is “*Saying goodbye with Harry Potter*”. It is planned to be taught in the 3<sup>rd</sup> term, particularly as the last teaching unit of the school year. Therefore, its main aim is to review the contents learned during the course.

#### **3.2 Contextualization**

##### *3.2.1 The school*

This didactic unit is designed for a school situated in the autonomous city of Melilla, where the development of the learning process will be conditioned by the geographic location of our school and the socio-cultural variables that it comprises. It is situated in a middle-class area and this will determine to a large extent the type of students that constitutes its classrooms. To be more exact, socio-economic features will be relevant aspects to take into consideration.

There are three lines in each level of Infant Education and three lines in each level of Primary Education too.

An important aspect of our school is its bilingual character, since it is covered by the bilingual education project, through an agreement between the Ministry of Education in Spain and the British Council. In the staff, there are many specialist teachers in English and several native English teachers working as linguistic advisors.

Because of the project, students receive a minimum of seven hours a week in English language, in which an integrated curriculum is taught.

Our school has got the following installations:

- ◆ A gymnasium, where they develop their Physical Education.
- ◆ A library, where our students can read or take books easily, because we want create customs of reading,
- ◆ We can find two playgrounds in our school, a small one for Infant Education and a bigger one for Primary Education. In the second one we can find a football and basket ground where students enjoy their breaks.
- ◆ A music room, where our students can develop their music classes.
- ◆ A computer room, where our students can learn to manage computers and to hand new technologies to achieve their aims in the different areas. There are computers to work in pairs and we can't program many activities as we would like to develop in this

classroom. In the 5<sup>th</sup> and 6<sup>th</sup> courses there are laptops for every student within the classroom.

- ♦ An assembly hall which we can use as audiovisual room too because is equipped with a TV and a DVD player. In addition, all classes have an interactive whiteboard (IWB).

### 3.2.2 The students

The unit is designed for the sixth course of Primary Education and the number of students in our class is twenty-four.

Now, it is necessary to consider the more specific characteristics of our students. We can say that:

-Our students have enough experience and contact with English language. They have studied English during the first and second cycle of primary education and Infant education. They have a good use of English because of the bilingual nature of the centre. In addition, during the second term they were in a language immersion program where students spent 24 hours doing an entertainment program in English for three days.

-They show a positive attitude towards English, since they started the teaching learning process in this foreign language.

-In relation to pupils with special needs in one of the groups there is a girl with a motoric deficiency although do not present cognitive deficiency.

### 3.3 Key competences

As established by the Royal Decree 126/2014, February 28<sup>th</sup>, there are seven key competences. They are defined as “the ability to apply in an integrated way the content of each subject and educational stage in order to carry out activities appropriately and efficiently solve complex problems”.

These are the key competences, English as a foreign language contributes to their development in the following way:

- 1) *Competence in linguistic communication*: the subject contributes in an obvious way to the development of this competence. The main aim in the teaching of English is that the students acquire the communicative competence. In the present didactic unit, among other things, our pupils will create and record a dialogue.
- 2) *Mathematical competence and basic competence in science and technology*: it seems that when someone is learning a foreign language such as English, only

linguistic competence is present. But there are mathematical aspects that should be taken into account, for example, when students must introduce subtitles and they have to do it in the corresponding second or seconds.

- 3) *Digital competence*: along with linguistic competence, digital competence is vital for the development of this teaching unit, because students will use laptops in the English classroom to learn how to add subtitles or revoicing. In addition, with the help of laptops, our students can access a wealth of information and help them meet and communicate with other cultures.
- 4) *Competence in learning to learn*: this competence will be present throughout the unit, since it is a review of the whole course. Students will reflect on their own learning and realize how much they have learned.
- 5) *Social and civic competences*: they will learn about British culture through the different videos. Besides this, our students will work in pairs and they will have to respect each other and work together.
- 6) *Sense of initiative and entrepreneurship*: this unit can be seen as a little project. As teachers, we will give them different tools to carry out several activities, but they will be able to use *Clipflair* or any other type of audiovisual translation to keep learning on their own.
- 7) *Cultural awareness and expression*: the unit will contribute to this competence because we will use different clips or videos taken from the eight *Harry Potter* films. Also, students will use their imagination and creativity in some activities proposed, for example, when they invent a dialogue.

### **3.4 Evaluation criteria**

Based on the evaluation criteria developed by Royal Decree 126/2014 of February 26<sup>th</sup>, which establishes the minimum contents and structure in Primary Education in the nation-wide, these are the evaluation criteria proposed for this didactic unit:

- To use laptops with progressive autonomy to communicate in the foreign language through *Clipflair*.
- To watch and understand a *Harry Potter* short clip related to a centre of interest learnt during the course.
- To complete a *Harry Potter* short clip.
- To write an invented dialogue to insert it in a *Harry Potter* short clip.

- To add subtitles of an invented dialogue in a *Harry Potter* short clip using *Clipflair*.
- To add voices of an invented dialogue in a *Harry Potter* short clip using *Clipflair*.
- To revise vocabulary and grammar learnt during the course.
- To recognise the main *Harry Potter* characters and its author, J.K. Rowling.
- To write and read a brief description of a scene.
- To interact with others using pair-work.

### 3.5 Contents

Based on the contents developed by Royal Decree 126/2014 of February 26<sup>th</sup>, which establishes the minimum contents and structure in Primary Education in the nation-wide, these are the contents proposed for this didactic unit:

#### *Block 1: Comprehension of oral texts*

- Listening to and watching a video to complete short texts.
- Listening to the teacher's instructions about how to use *Clipflair*.
- Using a video to learn words and sentences.

#### *Block 2: Producing oral texts*

- Recording an invented dialogue in *Clipflair*.
- Interacting with your partner to carry out the different activities.
- Reading your brief description.

#### *Block 3: Understanding written texts*

- Reading instructions about how to use *Clipflair*.
- Reading an original script and complete it.
- Reading and understanding all activities proposed.
- Reading a text about J.K. Rowling.

#### *Block 4: Producing written texts: expression and interaction*

- Completing a script with words from a video.
- Writing and adding subtitles using *Clipflair*.
- Writing a new dialogue using structures and vocabulary learnt during the course.
- Writing a greeting in the corresponding group's wall in *Clipflair*.
- Write a brief description of a clip.

### 3.6 Methodology

Royal Decree 126/2014, which establishes the minimum contents and structure for Primary Education in the nation-wide, defines the concept of didactic methodology as the set of strategies, procedures and organized and planned actions by teachers, consciously and reflectively, in order to enable students' learning and achievement of objectives.

The communicative approach must be central in teaching English. The most appropriate methodology will be one set of practical learning, teaching and assessment that helps students to acquire various skills (strategic, socio-cultural, functional and linguistic) involved in communication, and on the other hand, develop the ability to put all these practical skills together to produce and process oral and written texts appropriate to the corresponding contexts.

There is no perfect methodology, but all of them have something to offer. It should be:

- Active: to promote our students' participation in the learning process.
- Interdisciplinary: all areas have to be interrelated so we will collaborate with the other teachers to achieve all objectives.
- Open and flexible: we must be able to change something if it does not work.

Within the CEFRL (2001:142) we can find some methodological principles for modern language learning and teaching:

- It must be comprehensive.
- It must reach the needs of individual learners in their social context.
- It must be effective taking into account motivation and characteristics of the learner.
- Materials must be selected depending on the learning situation and used so as to achieve the agreed objectives.

#### 3.6.1 Teacher's role

The role of the teacher will be to:

- Ensure that learners take an active role in the learning process.
  - Show appreciation of everyone's ideas.
  - Encourage learners to give good reasons for their ideas.
  - Involve everyone in discussions.
  - Inspire confidence in learners to test their own ideas.
- Make sure learners have enough time to explore ideas properly.

- Help learners to work together and share their ideas with others to appreciate the ideas of others.
- Encourage learners to make their own decisions.
- Use varied questioning techniques and encourage learners to think of their own questions.
- Make learning English enjoyable and fun. (Brewster, 2002:65)

Sokoli (2015:130) emphasizes that teachers must be involved in the sessions “from minimum to maximum”. It is better to be involved by creating activities within Clipflair Studio and provide students with feedback in the Clipflair Social area.

The teacher will be a helper whereas students are working with *Clipflair* because we know that some technical aspects can be difficult for them. Also, feedback and correction of activities is essential to demonstrate what they have done.

Besides, the teacher must be an organizer. He/she must organize activities and materials before starting the lesson and he or she must know how to work with videos and *Clipflair*. In the present didactic unit, it is essential to prepare the following aspects:

- To look for and choose the different videos from the eight *Harry Potter* films. Next, I will talk about the software chosen to cut the corresponding videos but also, you will find a table with relevant information about each pair, showing vocabulary and grammar learnt when the previous didactic units were developed.

For editing videos, we have selected the video editing software *VideoPad*, developed by NCH Software, available for free on <http://www.nchsoftware.com/vepad/es/index.html>. Once downloaded and installed the program in our computer, we will see a screen like that:

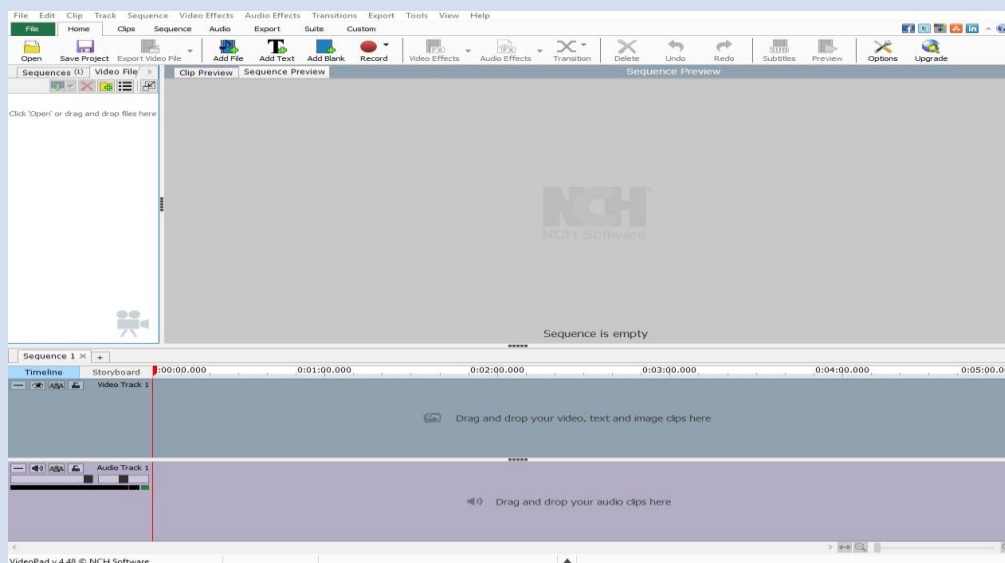


Image 1



Here, we can see the program interface with the different options available. For our work, we will need to follow these steps:

1. Click on “Open” to select the video file that we will use.

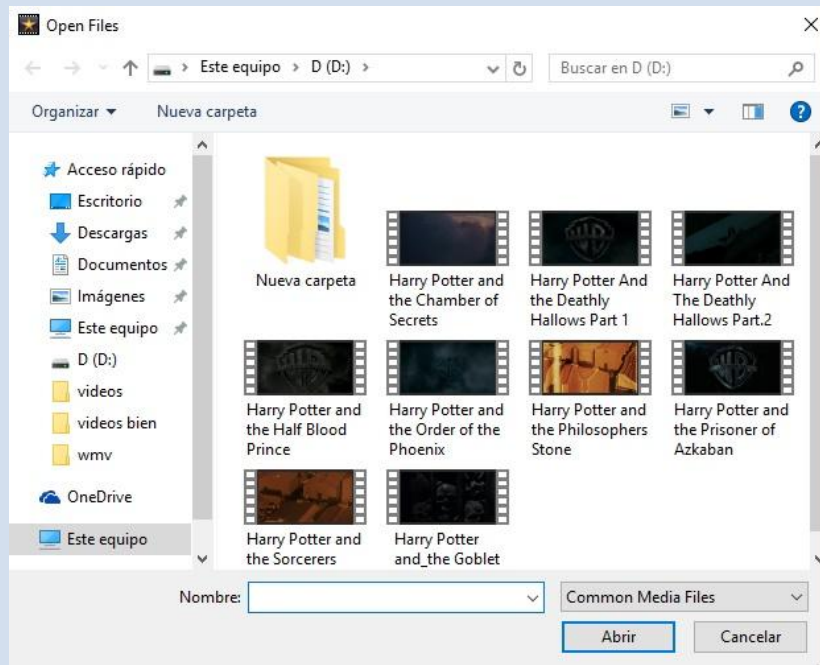


Image 2

2. Once loaded, we will see on the left an image of the video file that we have selected and on the the right of the footage, the film.

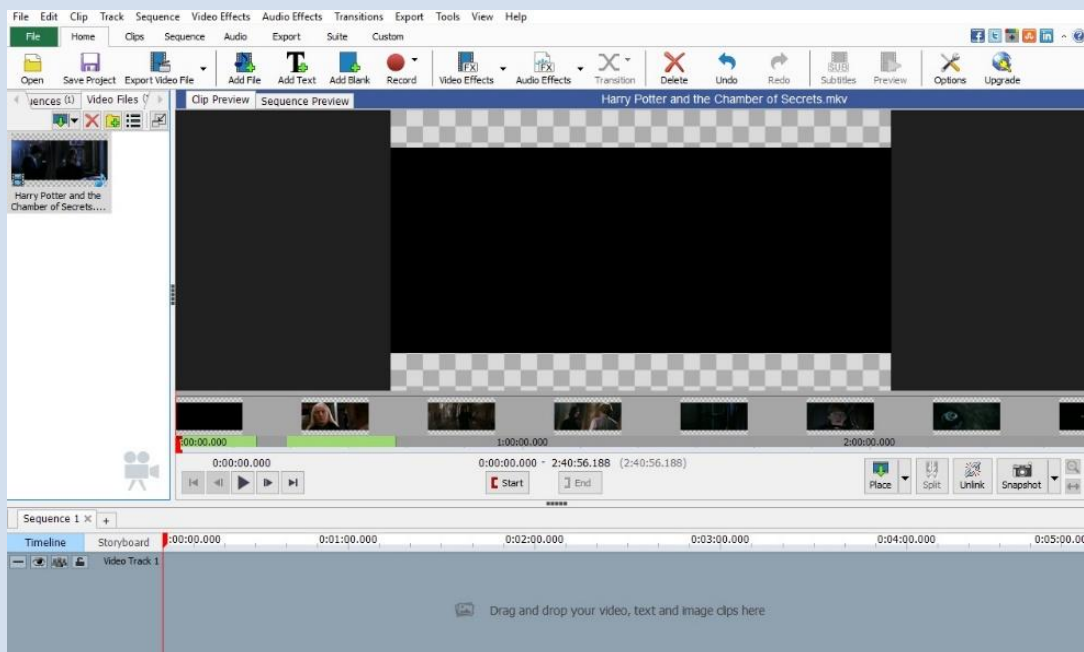


Image 3

3. We must put the red line in the place we want to make the initial cut of the sequence and click on the parentheses “Start”.

4. Subsequently, visualize the clip we want to include, and then click on "End" to indicate the final cut of the sequence.

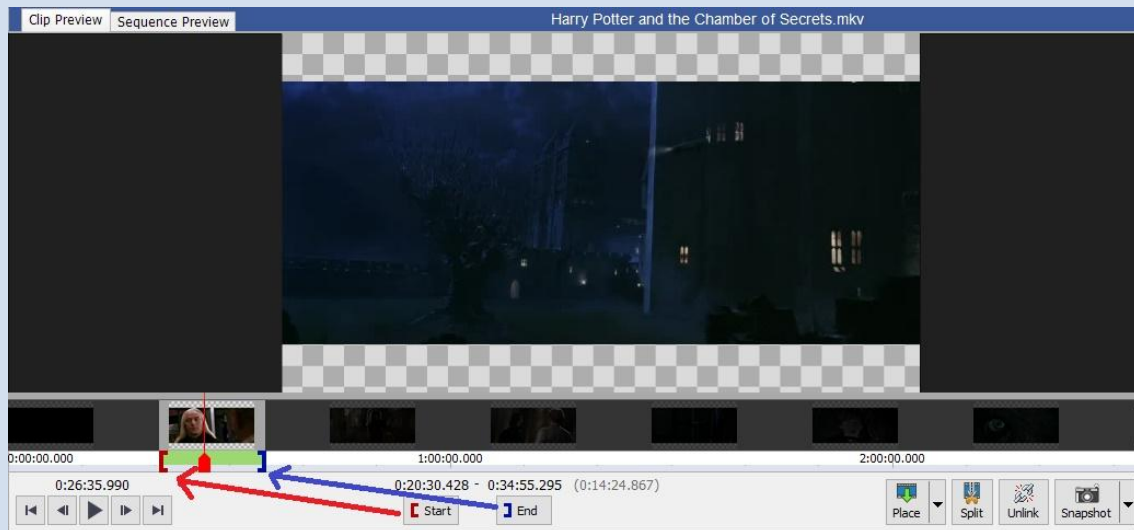


Image 4

5. Click on "Place" and automatically, it will be included in the sequence. Check the cut is completed successfully by clicking the "Play" button.

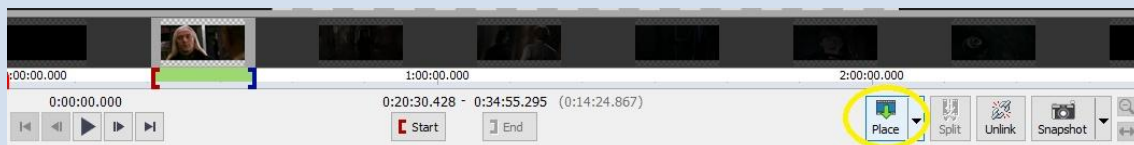


Image 5

6. Then, click on "Export Video File" and enter the following options:

- Save to: where you want to save the file.
- Preset: custom.
- File Format: .wmv (very important to be compatible with *ClipFlair*)
- Resolution: 1280 x 720 720p YouTube.
- Maximum Frame Rate: 25.00 [TV PAL]

7. Click on "Create" and wait meanwhile the video is rendered.

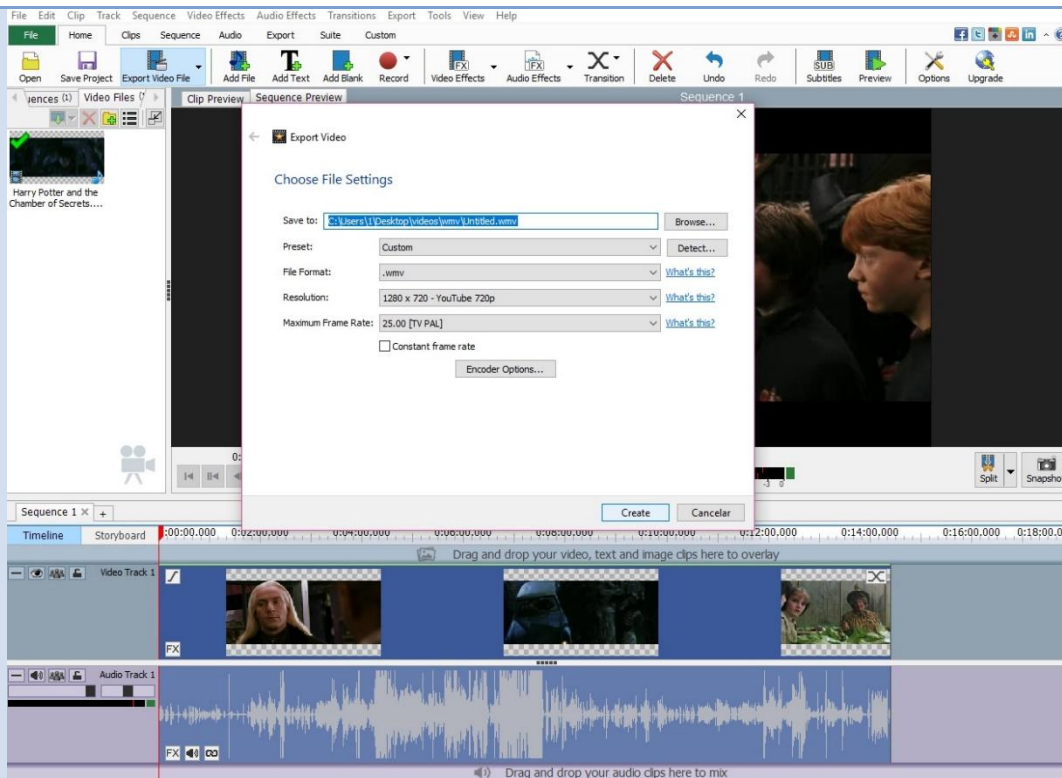


Image 6

8. Check that the video has been exported successfully and we can use it in *ClipFlair*.

Although now I have them in my computer in .wmv format, I have uploaded the twelve clips to Youtube (It is also possible to use a link to upload videos to *Clipflair* but you can find problems with different browsers, so it is better to upload them directly from your computer. You will find all video links on webgraphy and on page 28:

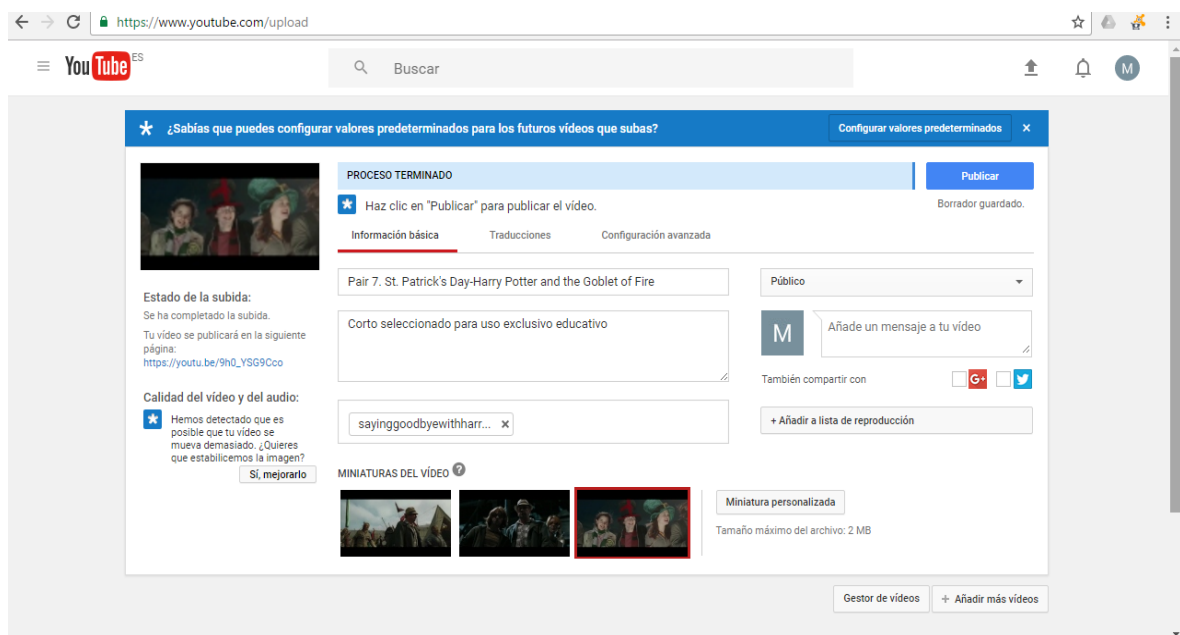


Image 7

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PAIR: 1

VIDEO LINK: [https://www.youtube.com/watch?v=mMNcAPYIL\\_U](https://www.youtube.com/watch?v=mMNcAPYIL_U)

CENTRE OF INTEREST: School

VOCABULARY LEARNT: *ICT, PE, gym, uniform, teacher, Music, classroom, sessions, Geography, Maths, History, Arts, Science, interesting, fun, easy, nice, boring, difficult, useful, use a calculator, draw a map, write about, use the Internet, open your book/notebook*

GRAMMAR LEARNT: *have (got), use of and, or, but, because, to +infinitive.*

DURATION: 2:07

SCRIPT: (Appendix 1)

PAIR: 2

VIDEO LINK: <https://www.youtube.com/watch?v=X4tkIZqNMWw>

CENTRE OF INTEREST: Halloween

VOCABULARY LEARNT: *bat, monster, ghost, sweets, witch, wizard, costume, pumpkin, black cat, skeleton, cauldron, werewolf, mummy, spider web, vampire, haunted house, broom, tombstone*

GRAMMAR LEARNT: Affirmative sentences (*Yes+tag*), negative sentences with *not, never, no (adj.), nobody, (No+tag)*. Cardinal numerals up to four digits; ordinal numerals up to two digits.

DURATION: 1:48

SCRIPT: (Appendix 2)

PAIR: 3

VIDEO LINK: <https://www.youtube.com/watch?v=NuhC5u2fzc4>

CENTRE OF INTEREST: Food

VOCABULARY LEARNT: *recipes, dishes, dessert, spices, boil, vinegar, mix, peel, add, bake, weigh, fry, chop, packet, bowl, plate, flour, salt, beans, citrus fruits, sugar, olives, spoon*

GRAMMAR LEARNT: *there is/there are, singular and plural, quantity (all, many, a lot, some, (a) few, (a) little, more, much, half, a bottle/cup/glass/piece of).*

DURATION: 1:50

SCRIPT: (Appendix 3)

PAIR: 4

VIDEO LINK: <https://www.youtube.com/watch?v=SOxGXrZvfWI>

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CENTRE OF INTEREST: Christmas

VOCABULARY LEARNT: *Christmas tree, carol, holly, candle, bells, mistletoe, wreath, gingerbread, reindeer, presents, candy cane, ribbon, wrapping paper*

GRAMMAR LEARNT: Interrogation (Wh- questions: *Who, Where, When, What, Which*), prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement.

DURATION: 2:05

SCRIPT: (Appendix 4)

PAIR: 5

VIDEO LINK: <https://www.youtube.com/watch?v=HdRs73qCcMo>

CENTRE OF INTEREST: Camping

VOCABULARY LEARNT: *waterproof jacket, blanket, sleeping bag, tent, torch, first aid kit, penknife, map, binoculars, compass, north, south, east, west*

GRAMMAR LEARNT: Future tense (*will, going to*)

DURATION: 2:09

SCRIPT: (Appendix 5)

PAIR: 6

VIDEO LINK: <https://www.youtube.com/watch?v=BvuYRLsJnto>

CENTRE OF INTEREST: Jobs

VOCABULARY LEARNT: *doctor, teacher, police officer, taxi driver, shop assistant, security guard, nurse, office worker, ambulance, hospital, police station, office, school, shop, building*

GRAMMAR LEARNT: Present tense (Simple present), adverbs of frequency (*sometimes, always, usually, never*), simple tenses (+adverb) with *everyday, always, etc.*

DURATION: 2:05

SCRIPT: (Appendix 6)

PAIR: 7

VIDEO LINK: [https://www.youtube.com/watch?v=9h0\\_YSG9Cco](https://www.youtube.com/watch?v=9h0_YSG9Cco)

CENTRE OF INTEREST: St. Patrick's Day

VOCABULARY LEARNT: *Ireland, Irish flag, Irish, March 17<sup>th</sup>, hat, shamrock, harp, music, dance, leprechaun, pot of gold, coins, rainbow, treasure, parade, badge, priest*

GRAMMAR LEARNT: Past tense (Simple past), use of *when, before, after, first...then, at the same time, etc.*, Irregular verbs

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DURATION: 2:22

SCRIPT: (Appendix 7)

PAIR: 8

VIDEO LINK: <https://www.youtube.com/watch?v=XkwKPdNYsOQ>

CENTRE OF INTEREST: April's Fool Day

VOCABULARY LEARNT: *spontaneous, joke, prank, prankster, hoax, mischief, surprise, fool, childish, playful, funny, sense of humour, nonsense, gullible, play a trick on (someone)*

GRAMMAR LEARNT: Exclamation (*What+noun, how+adjective* and exclamatory sentences. Expressing quality (*Very+adj.*)

DURATION: 1:33

SCRIPT: (Appendix 8)

PAIR: 9

VIDEO LINK: [https://www.youtube.com/watch?v=kZ5ejf\\_tHqU](https://www.youtube.com/watch?v=kZ5ejf_tHqU)

CENTRE OF INTEREST: The forest

VOCABULARY LEARNT: *trees, butterflies, spiders, birds, insects, environment, bear, rabbit, flowers, bushes, grass, wild boar, pine trees, leaf, wild plant, frog, nature, stone, jungle, land, shade/shadow, big, small, wild, large, long, good, bad, beautiful*

GRAMMAR LEARNT: Comparatives (*as+adj+as, -er than*) and superlatives (*the...-est*). Adverbs of manner (*slowly, well*)

DURATION: 2:00

SCRIPT: (Appendix 9)

PAIR: 10

VIDEO LINK: <https://youtu.be/uZrojuxJvgM>

CENTRE OF INTEREST: Geographical features

VOCABULARY LEARNT: *volcano, glacier, cliff, waterfall, mountain range, cave, rainforest, desert, island, valley, coast, erosion, bay, ocean, sea, sand, hill, delta, reef, river, lake*

GRAMMAR LEARNT: Modal verbs: *can, could, must, need, may*

DURATION: 2:07

SCRIPT: (Appendix 10)

PAIR: 11

VIDEO LINK: <https://www.youtube.com/watch?v=HdUDYFZWqig>

CENTRE OF INTEREST: Sports

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VOCABULARY LEARNT: *ice-skating, skiing, baseball, rugby, mountain biking, caving, paragliding, rock climbing, diving, equipment, talented, practice, run, fly, win, team, ball, referee, rules*

GRAMMAR LEARNT: Present Perfect, use of *for, since, already, just, yet*

DURATION: 2:13

SCRIPT: (Appendix 11)

PAIR: 12

VIDEO LINK: <https://www.youtube.com/watch?v=-fOwdw-88Ds>

CENTRE OF INTEREST: Wild animals

VOCABULARY LEARNT: *giraffe, snake, elephant, zebra, tiger, lion, endangered animals, dangerous, panther, damage, extinct, species, prevent, population*

GRAMMAR LEARNT: Use of present and past continuous

DURATION: 2:23

SCRIPT: (Appendix 12)

-In *Clipflair*, we must sign up on the website.

The screenshot shows the registration page for ClipFlair. The form includes fields for 'User name' (filled with 'MariaFS'), 'E-mail' (filled with 'grawpy87@gmail.com'), 'Password', and 'Repeat password'. There are also social login options for Facebook and Google+. A 'PROCEED' button is located below the email field. At the bottom, there is a red 'CREATE ACCOUNT' button and a link 'here' for existing users. A note at the bottom right states: 'Do not use social login if you've already registered directly with ClipFlair Social: enter your User name and Password instead and click the Log in button'.

Image 8

-Then, we have to create a group:



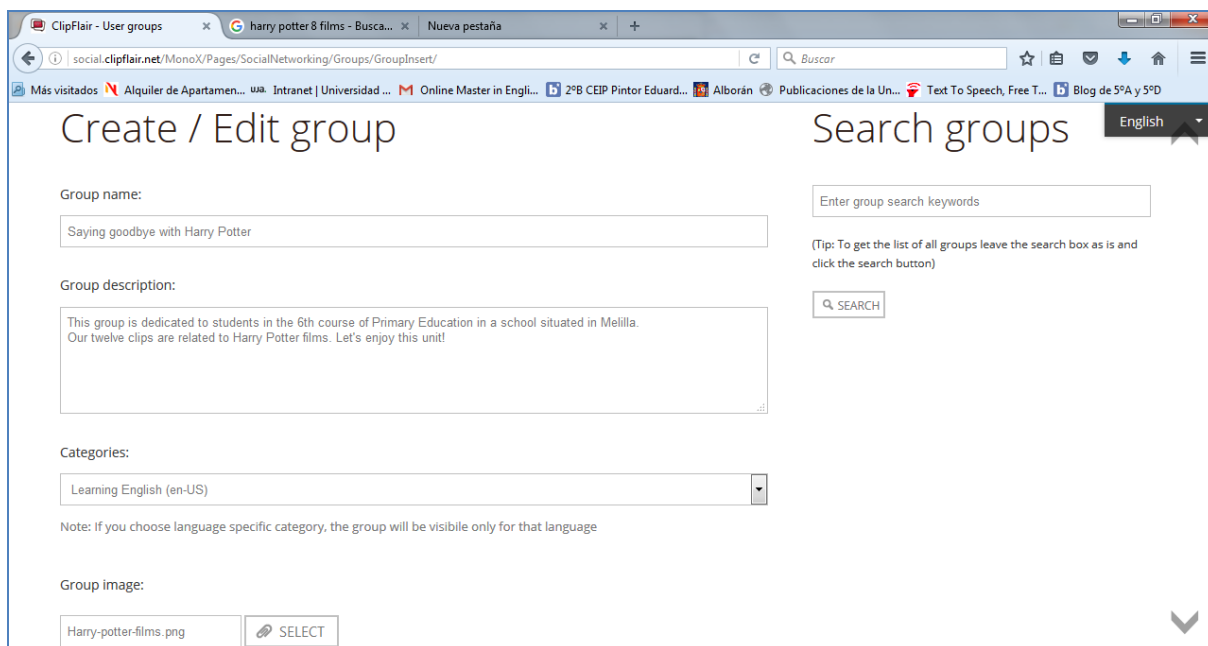


Image 9

-Steps to upload videos in *Clipflair*:

a. Once we are logged in, we have to click on “Start studio”.

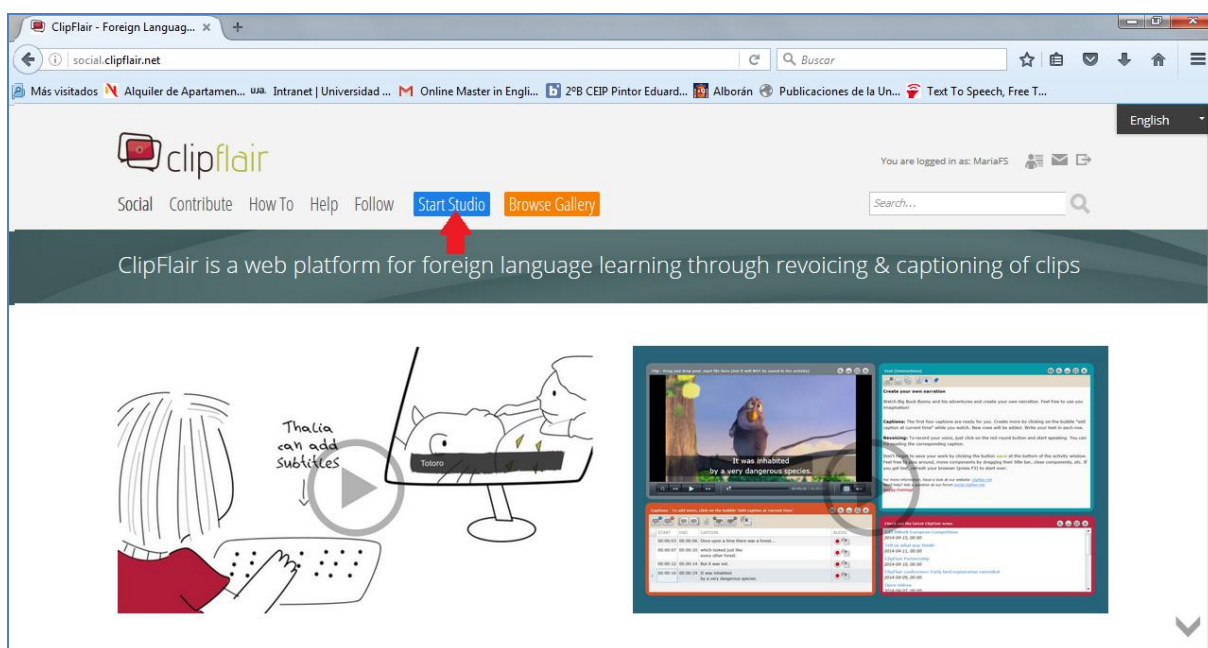


Image 10

b. Then, click on “New Activity”.



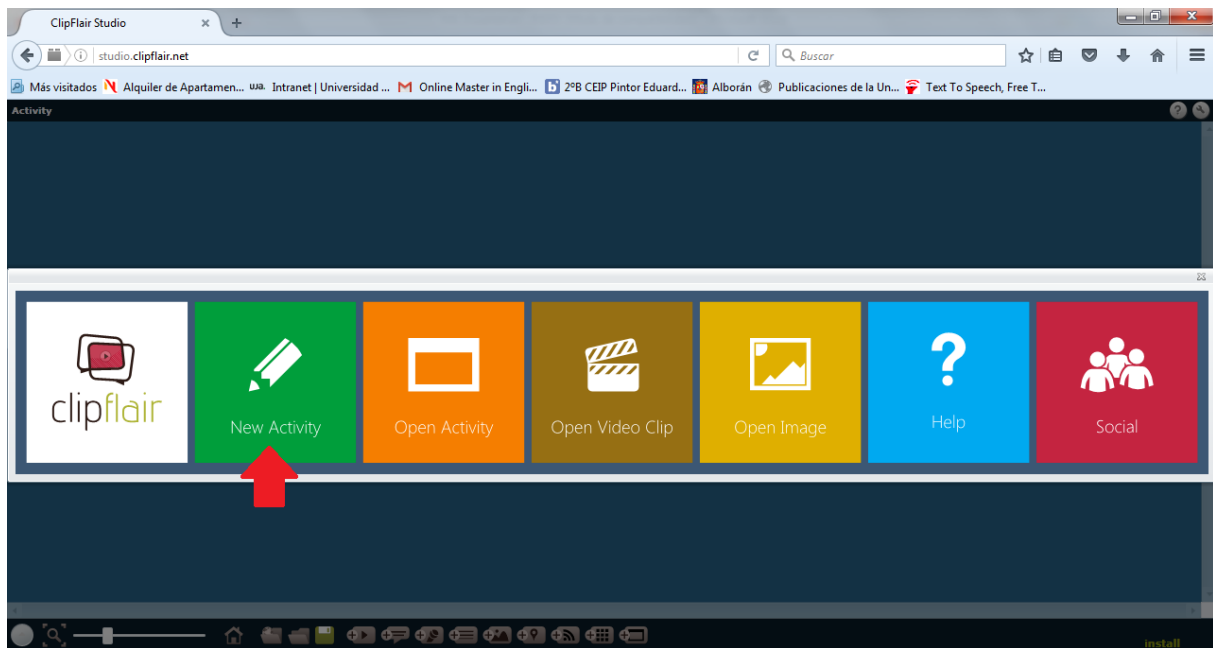


Image 11

c. Next, click on “Add clip”, then in “Options” and “Load component from file”. (Also, we can load a component from an URL).

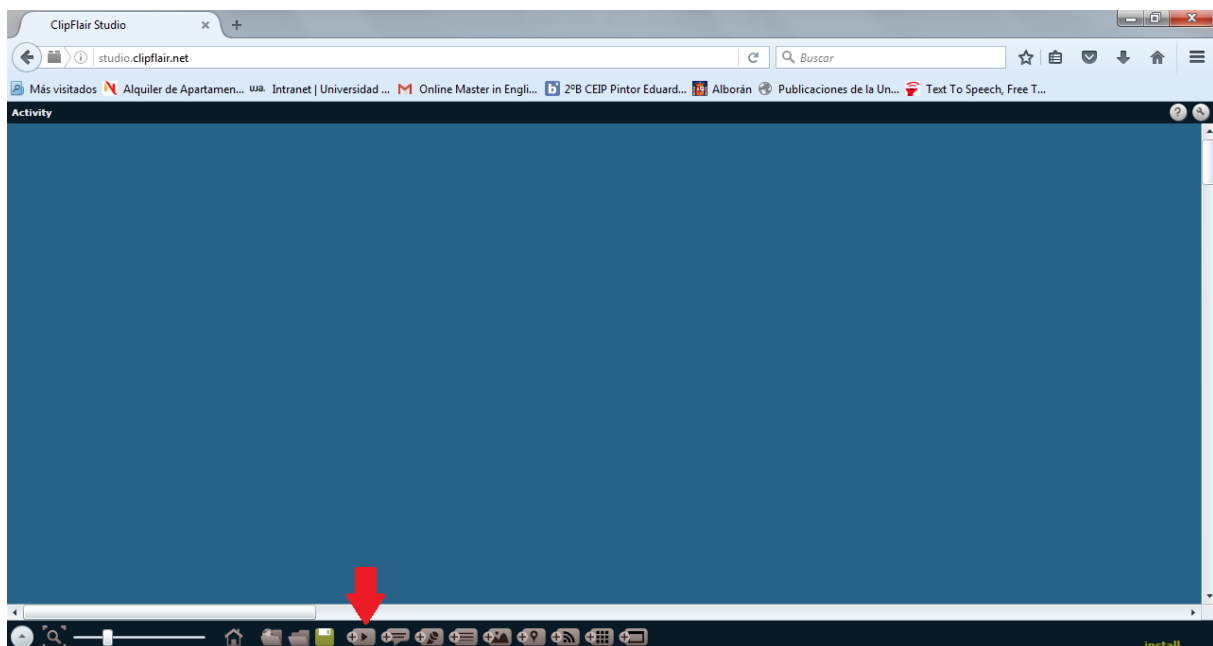


Image 12

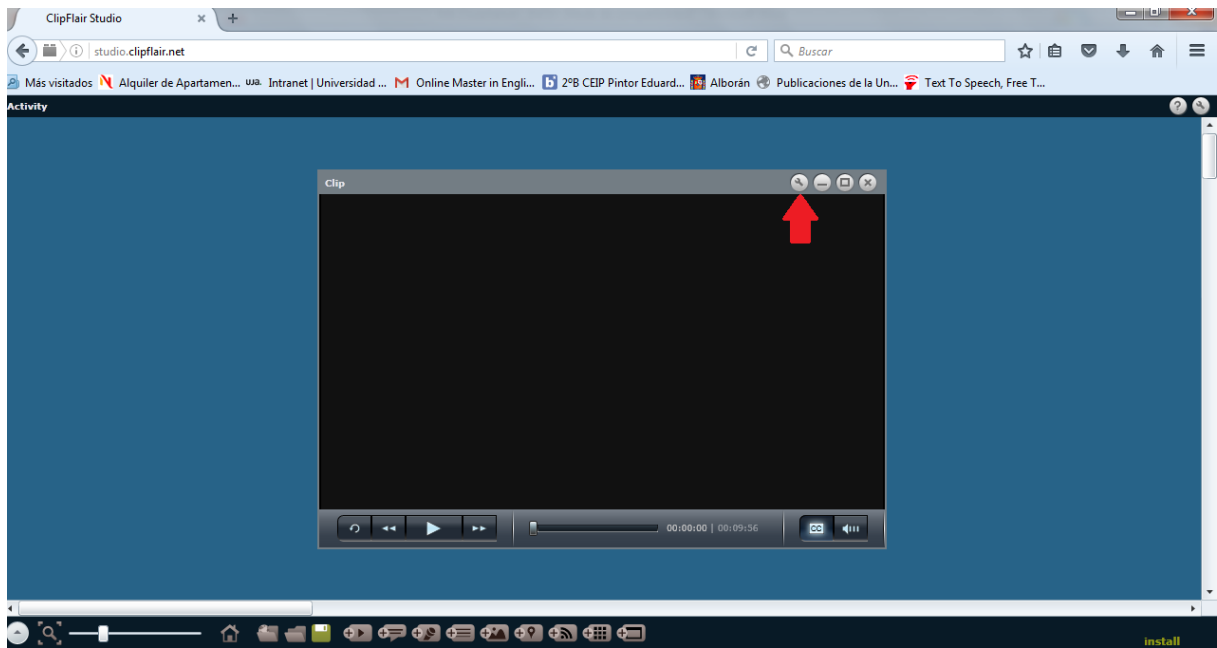


Image 13

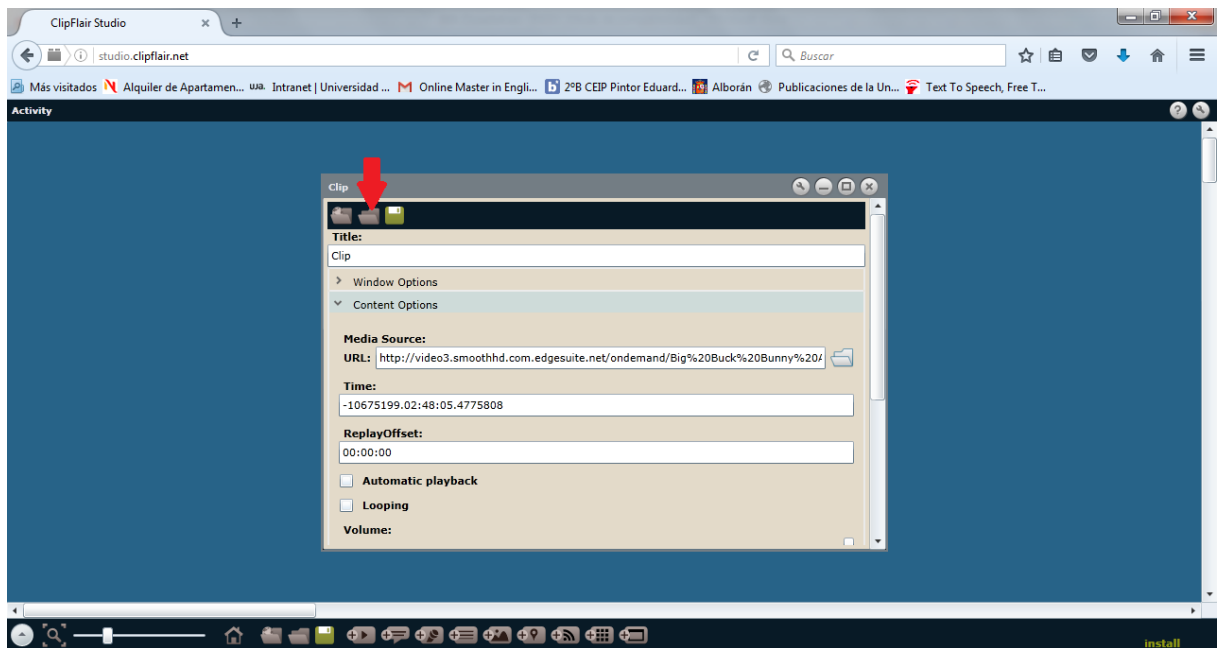


Image 14

d. The following step is to choose the video and click on “open”.

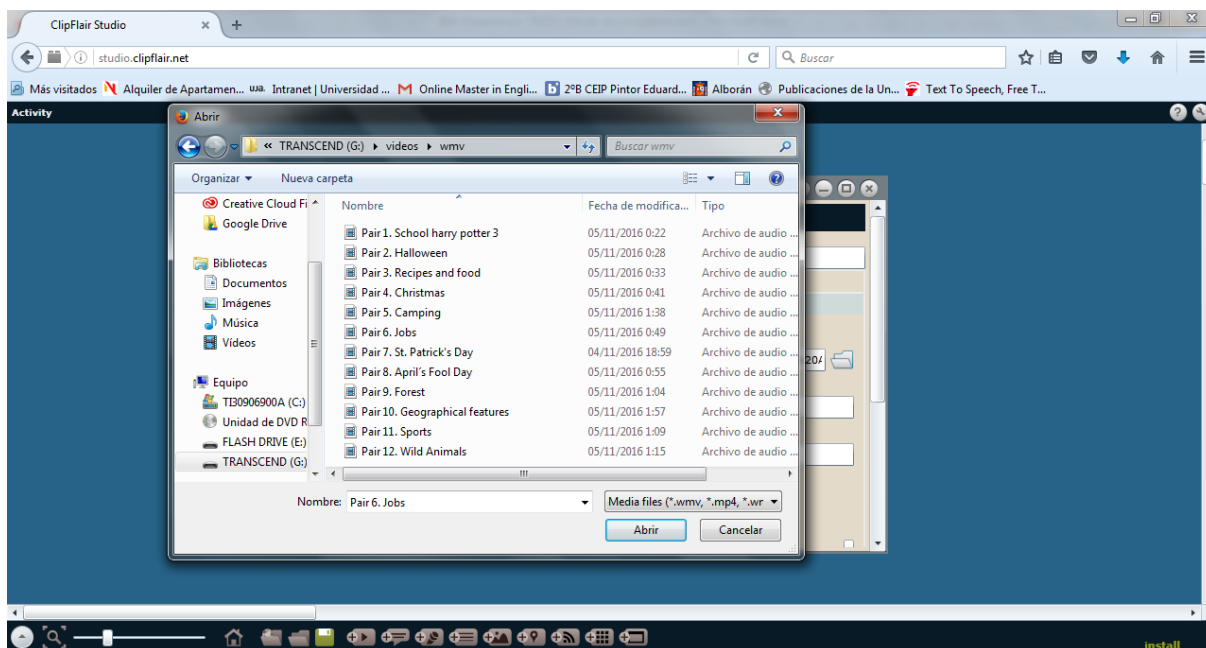


Image 15

e. Once we have our video uploaded, we can start adding activities to our video. At the bottom of the page we can find different components: to add texts, revoicing, images, maps, news, etc.

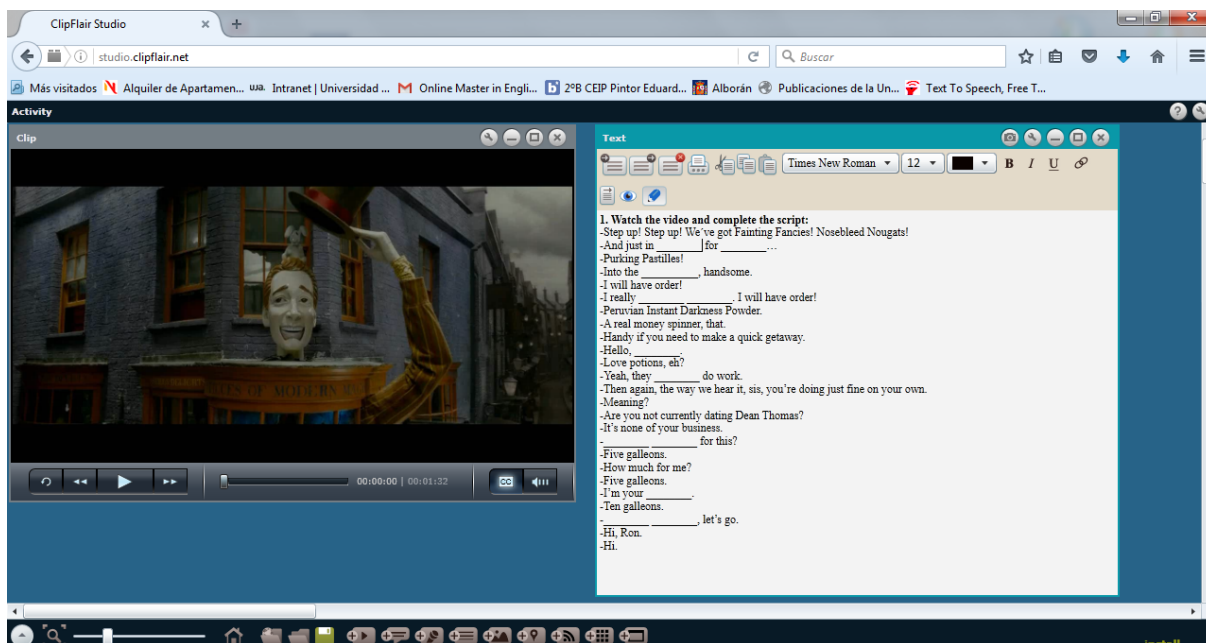


Image 16

f. To check our students activities to send them the corresponding corrections (if it is necessary).

g. To prepare a good explanation about the main theoretical aspects related with the unit, adapted to our student's age.

For Lonergan (1989:5): “it is the teacher who must harness the power of video films; it is the teacher who has the prime responsibility for creating a successful learning environment”. Activities have been designed following the following guidelines proposed by Talaván (2013):

<b>Pre-watching</b>	To prepare students, mental activation tasks and previous knowledge.	Examples: brainstorming, development of semantic fields, debates on a topic, etc.
<b>While-watching</b>	Students focus on the relevant aspects of visual and oral level.	Examples: true / false, multiple choice questions, fill gaps, etc.
<b>Post-watching</b>	To stimulate linguistic and communicative elements of the video for a better understanding.	Examples: summarize, imagine different endings, open debates, writing, etc.

Table 2. Activities design adapted from Talaván. (Talaván,2013:47-48)

To summarize, we must be mainly a facilitator of students’ learning. We must manage class activities but there is a set of secondary roles, such as needs analyst, counsellor and organizer of resources that must be taken into account.

### 3.6.2 Pupils’ role

Students will have an active and participatory role, since due to the characteristics of the activities of this didactic unit, they will be an active part of their own learning process.

In addition, students will be creators of new content, since they will create new dialogues for different videos, among other things.

It is very important that students take care of the material, since they will work with laptops and they will have to adhere to look for information in order to carry out the activities.

### 3.6.3 Time and space organization

This didactic unit is intended to be the last one in the academic year, to review all contents seen during the course, so it will take place in June. It will have eight sessions but, as teachers, we must respect the rhythm of our students. The number of sessions per week is five (45 minutes each).

Pair work is a good way to improve relations between the students but, due to the “special characteristics” of this unit and the learners’ age, they will be grouped in pairs with a laptop for each pair. Pair work helps the students to practise more, because they can speak to each other and they do not have to wait their turn as may occur when the work is individual. Furthermore, it is similar to real life because they can have a real conversation without the pressure from the teacher.

#### *3.6.4 Resources and materials*

The main resources will be the laptops and connection to the internet to use *Clipflair*. Also, for the development of the unit different clips from *Harry Potter* films will be used (authentic material). Each fragment will last approximately two minutes. Furthermore, it can be seen on Appendix that some videos are longer than others, that is why they have been selected taking into account fast and slow learners.

During the explanation of some theoretical aspects about how to use *Clipflair* (add subtitles or include audio in the videos) the teacher will use the interactive whiteboard (IWB).

#### *3.6.5 Cross-curricular elements*

Royal Decree 126/2014, which establishes minimum contents and structure in Primary Education in the nation-wide, establishes a series of cross-curricular elements that must be included in all subjects at the stage of Primary Education, next I will explain briefly the ones included in the present didactic unit:

- Reading comprehension and oral and written expression.
- Audiovisual communication and Information and Communication Technologies (ICT).
- Entrepreneurship: students must participate in activities that will allow strengthening entrepreneurship as of skills like creativity, autonomy, initiative, teamwork, self-confidence and critical sense.
- The development of values that promote equality between men and women will be encouraged.

### **3.7 Evaluation**

#### *3.7.1 Learning standards*

Based on the learning standards developed by Royal Decree 126/2014 of February 26<sup>th</sup>, which establishes the minimum contents and structure in Primary Education in Spain, these are the learning standards proposed for this didactic unit:

- Signs up in the following website: <http://clipflair.net/>
- Becomes a member in the group “Saying goodbye with *Harry Potter*” within *Clipflair*.
- Writes a greeting on the group’s wall.
- Watches a *Harry Potter* short clip related to a centre of interest learnt during the course.
- Understands a *Harry Potter* short clip related to a centre of interest learnt during the course.
- Learns how to use *Clipflair* to carry out different activities.
- Completes a dialogue of an original script from a *Harry Potter* short clip related to a centre of interest learnt during the course.
- Inserts the original subtitles from a *Harry Potter* short clip using *Clipflair*.
- Writes an invented dialogue to insert it in a *Harry Potter* short clip.
- Uses grammar learnt during the course.
- Uses vocabulary learnt during the course.
- Inserts subtitles of an invented dialogue in a *Harry Potter* short clip using *Clipflair*.
- Records an invented dialogue about a *Harry Potter* short clip using *Clipflair*.
- Uses a correct intonation and pronunciation when recording.
- Works in pairs.
- Reads and understands instructions.
- Learns about the importance of *Harry Potter* in the UK and the entire world.

### 3.7.2 Rubrics

	1	2	3	4	5
<b>Signs up in the following website:</b> <a href="http://clipflair.net/">http://clipflair.net/</a>	Is unable to sign up in the website.	Is able to sign up in the website with difficulty.	Is able to sign up in the website with some difficulty	Is able to sign up in the website with minimal support.	Is able to sign up in the website with no support.
<b>Becomes a member in the group “Saying</b>	Is unable to become a member in	Is able to become a member in	Is able to become a member in	Is able to become a member in	Is able to become a member in

<b>goodbye with <i>Harry Potter</i>” within <i>Clipflair</i>.</b>	the group.	the group with difficulty.	the group with some difficulty.	the group with minimal support.	the group with no support.
<b>Writes a greeting on the group’s wall.</b>	Is unable to write a greeting on the group’s wall.	Is able to write a greeting on the group’s wall with difficulty.	Is able to write a greeting on the group’s wall with some difficulty.	Is able to write a greeting on the group’s wall with minimal support.	Is able to write a greeting on the group’s wall with no support.
<b>Watches a <i>Harry Potter</i> short clip related to a centre of interest learnt during the course.</b>	Is unable to watch a clip.	Is able to watch a clip with difficulty.	Is able to watch a clip with some difficulty.	Is able to watch a clip with minimal support.	Is able to watch a clip with no support.
<b>Understands a <i>Harry Potter</i> short clip related to a centre of interest learnt during the course.</b>	Is unable to understand a clip.	Is able to understand a clip with difficulty.	Is able to understand a clip with some difficulty.	Is able to understand a clip with minimal support.	Is able to understand a clip with no support.
<b>Learns how to use <i>Clipflair</i> to carry out different activities.</b>	Is unable to learn how to use <i>Clipflair</i> .	Is able to learn how to use <i>Clipflair</i> with difficulty.	Is able to learn how to use <i>Clipflair</i> with some difficulty.	Is able to learn how to use <i>Clipflair</i> with minimal support.	Is able to learn how to use <i>Clipflair</i> with no difficulty.
<b>Completes a dialogue of an original script</b>	Is unable to complete a dialogue of	Is able to complete a dialogue of	Is able to complete a dialogue of	Is able to complete a dialogue of	Is able to complete a dialogue of

<b>from a <i>Harry Potter</i> short clip related to a centre of interest learnt during the course.</b>	an original script.	an original script with difficulty.	an original script with some difficulty.	an original script with minimal support.	an original script with no difficulty.
<b>Inserts the original subtitles from a <i>Harry Potter</i> short clip using <i>Clipflair</i>.</b>	Is unable to insert the original subtitles from a clip using <i>Clipflair</i> .	Is able to insert the original subtitles from a clip using <i>Clipflair</i> with difficulty.	Is able to insert the original subtitles from a clip using <i>Clipflair</i> with some difficulty.	Is able to insert the original subtitles from a clip using <i>Clipflair</i> with minimal support.	Is able to insert the original subtitles from a clip using <i>Clipflair</i> with no support.
<b>Writes an invented dialogue to insert it in a <i>Harry Potter</i> short clip.</b>	Is unable to write an invented dialogue.	Is able to write an invented dialogue with difficulty.	Is able to write an invented dialogue with some difficulty.	Is able to write an invented dialogue with minimal support.	Is able to write an invented dialogue with no support.
<b>Uses grammar learnt during the course.</b>	Is unable to use grammar learnt during the course.	Is able to use grammar learnt during the course with difficulty.	Is able to use grammar learnt during the course with some difficulty.	Is able to use grammar learnt during the course with minimal support.	Is able to use grammar learnt during the course with no support.
<b>Uses vocabulary learnt during the course.</b>	Is unable to use vocabulary	Is able to use vocabulary	Is able to use vocabulary	Is able to use vocabulary	Is able to use vocabulary



	learnt during the course.	learnt during the course with difficulty.	learnt during the course with some difficulty.	learnt during the course with minimal support.	learnt during the course with no support.
<b>Inserts subtitles of an invented dialogue in a <i>Harry Potter</i> short clip using <i>Clipflair</i>.</b>	Is unable to insert subtitles of an invented dialogue using <i>Clipflair</i> .	Is able to insert subtitles of an invented dialogue using <i>Clipflair</i> with difficulty.	Is able to insert subtitles of an invented dialogue using <i>Clipflair</i> with some difficulty.	Is able to insert subtitles of an invented dialogue using <i>Clipflair</i> with minimal support.	Is able to insert subtitles of an invented dialogue using <i>Clipflair</i> with no support.
<b>Records an invented dialogue about a <i>Harry Potter</i> short clip using <i>Clipflair</i>.</b>	Is unable to record an invented dialogue using <i>Clipflair</i> .	Is able to record an invented dialogue using <i>Clipflair</i> with difficulty.	Is able to record an invented dialogue using <i>Clipflair</i> with some difficulty.	Is able to record an invented dialogue using <i>Clipflair</i> with minimal support.	Is able to record an invented dialogue using <i>Clipflair</i> with no support.
<b>Uses a correct intonation and pronunciation when recording.</b>	Is unable to use a correct intonation and pronunciation.	Is able to use a correct intonation and pronunciation with difficulty.	Is able to use a correct intonation and pronunciation with some difficulty.	Is able to use a correct intonation and pronunciation with minimal support.	Is able to use a correct intonation and pronunciation with no support.

<b>Works in pairs.</b>	Is unable to work in pairs.	Is able to work in pairs with difficulty.	Is able to work in pairs with some difficulty.	Is able to work in pairs most of the time.	Is able to work in pairs always.
<b>Reads and understands instructions.</b>	Is unable to read and understand instructions.	Is able to read and understand instructions with difficulty.	Is able to read and understand instructions with some difficulty.	Is able to read and understand instructions with minimal support.	Is able to read and understand instructions with no support.
<b>Learns about <i>Harry Potter</i> characters and its author.</b>	Is unable to learn about <i>Harry Potter</i> characters and its author.	Is able to learn about <i>Harry Potter</i> characters and its author with difficulty.	Is able to learn about <i>Harry Potter</i> characters and its author with some difficulty.	Is able to learn about <i>Harry Potter</i> characters and its author with little difficulty.	Is able to learn about <i>Harry Potter</i> characters and its author.

### 3.8 Sessions and activities

Activities will be interactive, unpredictable, within a context and authentic, but also, we will find different types of activities such as: functional communication activities (following directions or completing information) and social interaction activities (dialogues or improvisations). As stated above, work in pairs will help these types of activities take place.

#### Session 1:

In this session, we will start with daily routines and the main *Harry Potter* characters will be introduced afterwards. We will divide our students in twelve pairs, mixing them (boys and girls), trying to join advanced learners with slow learners and separate those advanced in ICT. These pairs will be the same during the development of the unit every time that they have to work in pairs.

ACTIVITY	TIMING	SKILLS	INTERACTIVE PATTERNS	MATERIALS AND RESOURCES
1. Daily routines	5'	Speaking	Whole-class	Blackboard, posters and flashcards.
2. Can you remember the topics we have worked? (Brainstorming of ideas about contents learnt during the course)	10'	Speaking	Whole-class	Blackboard
3. Complete a conceptual map about the twelve topics learnt.	5'	Writing	Individual work	Notebook
4. Write a brief description about your <i>Harry Potter</i> character. Look for information on the internet. (No more than four lines) (Previously, we have made the couples and we have awarded a character)	15'	Writing	Pair work	Laptop and notebook.
5. Who's who? Try to guess what characters are being described by the other pairs. (They will have a worksheet with the characters' name and photos. Every pair must read their description to the whole class.)	10'	Writing Speaking Reading	Pair work Whole class	Worksheet and notebook.

## Session 2:

On the interactive whiteboard, students will have the instructions for carrying out the first activity during the session; they must read instructions carefully because they are learning how to use *Clipflair*.

ACTIVITY	TIMING	SKILLS	INTERACTIVE PATTERNS	MATERIALS AND RESOURCES
1. Daily routines	5'	Speaking	Whole-class	Blackboard, posters and flashcards.
2. Follow these instructions: -Get in the following website and sign up: <a href="http://clipflair.net/">http://clipflair.net/</a> -Click on the “social” section. -Look for the group “Saying goodbye with <i>Harry Potter</i> ” and become a member. -Write a greeting on the group’s wall.	15'	Reading Writing	Pair work	Laptops, Interactive Whiteboard, Internet
3. What is <i>Clipflair</i> ? (Brief explanation from the teacher about what is <i>Clipflair</i> and what can they do with this software.	10'	Listening	Whole class	Interactive Whiteboard and Internet
4. Follow these instructions: -Go back and click on the “gallery” section. -Then, click on the “gallery activities”. -Look for your video and watch it.	5'	Reading Writing	Pair work	Laptops, Interactive Whiteboard, Internet

5. Watch your video again and complete the script.	10'	Reading Writing Listening	Pair work	Laptops, Internet
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### Session 3:

In this session, the teacher will explain to students how they must insert subtitles in their videos. Then, students will enter *ClipFlair* and they will look for their videos. There, they will find the next activity to be fulfilled.

ACTIVITY	TIMING	SKILLS	INTERACTIVE PATTERNS	MATERIALS AND RESOURCES
1. Daily routines	5'	Speaking	Whole class	Blackboard, posters and flashcards.
2. What are subtitles? How can I introduce them in my video?	10'	Listening	Whole class	Interactive Whiteboard and Internet
3. Now, try to insert subtitles of the original script from your video.	20'	Writing	Pair work	Laptops, script and Internet
4. Read the text about J.K. Rowling and answer the questions.	10'	Reading Writing	Individual work	Worksheet

### Session 4:

In the fourth session, the teacher will explain how to use the component "revoicing" in *ClipFlair*. As in the previous session, students will enter *ClipFlair* to find the next activity in their video.

ACTIVITY	TIMING	SKILLS	INTERACTIVE PATTERNS	MATERIALS AND RESOURCES
1. Daily Routines	5'	Speaking	Whole class	Blackboard, posters and

				flashcards.
2. What is “revoicing”? How can I introduce it in my video?	10’	Listening	Whole class	Interactive Whiteboard and Internet
3. Now, try to insert your voice using the original script from your video.	20’	Speaking	Pair work	Laptops, original script and Internet
4. Write five sentences in your notebook with the main information about the author (J.K. Rowling)	10’	Writing	Individual work	Notebook

### Session 5:

In this session, our students must be really creative to invent a new dialogue/script for their video clips. The purpose is that they use vocabulary learnt during that unit and use grammar learnt during the course (you can see all these aspects in the section on methodology).

<b>ACTIVITY</b>	<b>TIMING</b>	<b>SKILLS</b>	<b>INTERACTIVE PATTERNS</b>	<b>MATERIALS AND RESOURCES</b>
1. Daily routines	5’	Speaking	Whole class	Blackboard, posters and flashcards.
2. Invent and write a new dialogue for your video. It can be funny, romantic, fantastic, etc. Use grammar and vocabulary learned during the course.	20’	Writing	Pair work	Notebook
3. Now, you know how to insert your voice (revoicing) in <i>Clipflair</i> . Insert the audio of your new script. Try that voices square up with the	20’	Speaking	Pair work	Laptop, Internet, Invented script

image we are seeing on the screen.				
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Session 6:

Our students will continue working on its invented script, today, they will insert their invented subtitles in the video.

<b>ACTIVITY</b>	<b>TIMING</b>	<b>SKILLS</b>	<b>INTERACTIVE PATTERNS</b>	<b>MATERIALS AND RESOURCES</b>
1. Daily routines	5'	Speaking	Whole class	Blackboard, posters and flashcards.
2. Now, you know how to insert subtitles in <i>Clipflair</i> . Insert subtitles of your new script.	20'	Writing	Pair work	Laptops, Internet, invented script
3. Work in pairs: one member has to write a brief summary about what happens in the original script of the video and tries to describe the most important elements of the scene; the other one has to write a brief summary about your invented script and also tries to describe the most important elements of the scene. (No more than four lines).	20'	Writing	Individual work	Internet, original and invented scripts notebooks

### Session 7:

The day before, students wrote a brief summary of their videos (one for the original script and other for the invented one). During this session every pair will read the descriptions to the class and the rest of the class must vote to decide which description is about the original script. Later, they will do an interesting multiple choice activity about the different *Harry Potter* characters, its author J.K. Rowling which also includes grammar learnt during the course.

<b>ACTIVITY</b>	<b>TIMING</b>	<b>SKILLS</b>	<b>INTERACTIVE PATTERNS</b>	<b>MATERIALS AND RESOURCES</b>
1. Daily routines	5'	Speaking	Whole class	Blackboard, posters and flashcards.
2. Read your description	3' each pair = 36'	Reading Speaking Listening	Individual work Whole class	Blackboard, notebooks, descriptions
3. Complete the online test. <a href="http://www.daypo.com/what-do-you-know-about-harry-potter-and-j-k-rowling.html">http://www.daypo.com/what-do-you-know-about-harry-potter-and-j-k-rowling.html</a> (It includes grammar and vocabulary learnt during the course)	9'	Reading	Pair work	Laptops, Internet

### Session 8:

In the last session, we will see the twelve videos with the invented script. Then, students will complete a questionnaire about the development of the unit.

<b>ACTIVITY</b>	<b>TIMING</b>	<b>SKILLS</b>	<b>INTERACTIVE PATTERNS</b>	<b>MATERIALS AND RESOURCES</b>
1. Daily routines	5'	Speaking	Whole class	Blackboard, posters and flashcards.



2.Watching the videos with the invented scripts.	3' each video approximately: 36'	Listening Reading	Whole class	Interactive Whiteboard and Internet.
3.Complete the questionnaire about the unit.	9'	Reading Writing	Individual Work	Worksheet (questionnaire)

#### 4. CONCLUSION

This MA thesis has focused on the analysis of a given methodology, as is the field of audiovisual translation, trying to propose an innovative and reasoned application to the classroom in the foreign language area.

The main goal of the current paper was to design a didactic proposal for Primary Education students using *Harry Potter* films, and in this sense, I have tried to design a realistic and practical proposal, so that it could be carried out in the future.

More work will need to be done to determine the validity of this proposal, for instance, many more research studies in this field would be of great help. Despite being a hotly debated issue, we cannot deny that it is possible to use authentic videos at all levels, even in Primary Education. We cannot forget that our students were born in a digital revolution and they know how to use the Internet more than enough. In fact, many of them are accustomed to using different webs related to videos (such as *YouTube*) in their daily life.

With the tools provided in the proposal I intended to inculcate a greater interest in watching television or films in English in students, which will make them more autonomous.

Using *Harry Potter* as a fundamental reference will promote cultural competence, since the images show cultural aspects of interest that are not reflected in words or in the classroom. The author of the novels on which the films are based, J.K. Rowling, is also included in the lesson, as she is a reference in English literature.

All in all, I think that this proposal is an innovative and motivating way of teaching in Primary Education, ideal to review all contents learnt during the course and to prepare them to start a new stage in Secondary Education.

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### Webpages:

<http://clipflair.net/>

<http://www.daypo.com/what-do-you-know-about-harry-potter-and-j-k-rowling.html>

<http://www.nchsoftware.com/videopad/es/index.html>

[https://www.youtube.com/watch?v=mMNcAPYIL\\_U](https://www.youtube.com/watch?v=mMNcAPYIL_U)

<https://www.youtube.com/watch?v=X4tkIZqNMWw>

<https://www.youtube.com/watch?v=NuhC5u2fzc4>

<https://www.youtube.com/watch?v=SOxGXrZvfWI>

<https://www.youtube.com/watch?v=HdRs73qCcMo>

<https://www.youtube.com/watch?v=BvuYRLsJnto>

[https://www.youtube.com/watch?v=9h0\\_YSG9Cco](https://www.youtube.com/watch?v=9h0_YSG9Cco)

<https://www.youtube.com/watch?v=XkwKPdNYsOQ>

[https://www.youtube.com/watch?v=kZ5ejf\\_tHqU](https://www.youtube.com/watch?v=kZ5ejf_tHqU)

<https://youtu.be/uZrojuxJvgM>

<https://www.youtube.com/watch?v=HdUDYFZWqig>

<https://www.youtube.com/watch?v=-fOwdw-88Ds>

**Legal framework:**

Organic Law 8/2013 of December 9<sup>th</sup> for the Improvement Education Quality (also known as LOMCE)

Royal Decree 126/2014 of February 26<sup>th</sup>, which establishes the minimum contents and structure for Primary Education in the nation-wide.

Order ECD686/2014 of April 23<sup>rd</sup>, which establishes the Primary curriculum for the field of management of the Education, Culture and Sport Ministry and which regulates its implementation, as well as the evaluation and certain organizational aspects of the stage.

## **6. APPENDICES**

### **6.1 Appendix 1**

- That's it. Come on, now. Come closer. Less talking, if you don't mind. I got a real treat for you today. A great lesson. So follow me. Right, you lot. Less chattering. Form a group over there. And open your books to page 49.
- Exactly how do we do that?
- Just stroke the spine, of course. Goodness me.
- Don't be such a wimp, Longbottom.
- I'm okay. Okay.
- I think they're funny.
- Oh yeah. Terribly funny.
- Witty. God, this place has gone to the dogs. Wait until Father hears Dumbledore's got this oaf teaching classes.
- Shut up, Malfoy.
- Dementor! Dementor!
- Just ignore him
- You are supposed to stroke it.
- Yeah.
- Isn't he beautiful? Say hello to Buckbeak.
- Hagrid, exactly what is that?
- That, Ron, is a hippogriff. First thing you want to know is they are very proud creatures. Very easily offended. You do not want to insult a hippogriff. It may be the last thing you ever do. Now, who would like to come and say hello?

### **6.2 Appendix 2**

- Where is Hermione?
- Parvati said she would not come out of the bathroom. She said that she would been in there all afternoon, crying.
- Troll in the dungeon! Troll in the dungeon! Thought you ought to know.
- Silence! Everyone will please not panic! Now...prefects will lead their house back to the dormitories. Teachers will follow me to the dungeons. Gryffindors, keep up, please, and stay alert.
- How could a troll get in?
- Not on its own. Trolls are really stupid. Probably people playing jokes.

-What?

-Hermione! She doesn't know.

### **6.3 Appendix 3**

-Your attention, please.

-Let the feast begin.

-I'm half and half. My dad is a Muggle. Mum is a witch. Bit of a nasty shock for him when he found out.

-Percy, who is that teacher talking to Professor Quirrell?

-Professor Snape, head of Slytherin house.

-What is he teach?

-Potions. But he fancies the Dark Arts. He is been after Quirrel's job for years.

-Hello! How are you? Welcome to Gryffindor.

-It is the Bloody Baron!

-Hello, Sir Nicholas. Have a nice summer?

-Dismal, Once again, my request to join the Headless Hunt has been denied.

-I know you. You are Nearly Headless Nick.

-I prefer Sir Nicholas, if you don't mind.

-“Nearly” headless? How can you be nearly headless?

-Like this.

### **6.4 Appendix 4**

-Ho, ho, ho, Merry Christmas.

-Here we go. Daddy's back. Sit down, everybody, sit down. That's it. Now, presents.

-And a nice big box for Ron.

-Big box for you. And Fred and George. Come on, open up. I want to see your faces.

-Yes

-Try it on.

-Thanks, mum. It's perfect.

-Just what he wanted, actually.

-Yeah, right. Thanks, mum.

-Come on, then, everybody. Let's clear this away. Oh, Harry, Harry. There you are. Happy Christmas.

-Thank you.



-Lovely to have you with us.  
-Thank you.  
-Now, Daddy. Pass that to Daddy.  
-Thank you.  
-Has everybody got? Fred? George? Hermione.  
-A Christmas toast. To Mr. Harry Potter without whom I would not be here.  
-Harry .  
-Harry.  
-Harry.  
-That is delicious. I shall be needing some more of that.  
-Daddy, don't forget last Christmas.  
-I can't understand why you don't want to wear it, Ronald.  
-I look like a bloody idiot, that's why.  
-No more than usual, Ron. I don't know why...  
-Nasty brat, standing there as bold as brass. Harry Potter, the boy who stopped the Dark Lord. Friend of Mudbloods and blood-traitors alike. If my poor mistress only knew...  
-Kreacher! That's enough of your bile. Away with you!  
-Of course, master. Kreacher lives to serve the noble house of Black.

## 6.5 Appendix 5

-Oh my God.  
-Shh, shh, shh. It's all right. It's okay.  
-Harry. Harry. Quickly, in my bag. There's a bottle labeled "Essence of Dittany". Shh, shh. Okay, okay. Quickly.  
-Accio Dittany.  
-Shh. It's all right. Unstopper it.  
-Hermione, his arm.  
-I know, just do it. It's okay. Okay, it's gonna sting a little bit.  
-What happened? I thought we meant to be going back to Grimmauld Place.  
-We were. We were. Shh. It's all right. One more, one more. We were there, we were there, but Yaxley had hold of me, and I knew once he'd seen where we were, we couldn't stay so I brought us here but Ron got splinched. It's all right. *Protego Totalum. Salvio Hexia.*  
-What are you doing?

-Protective enchantments. I don't fancy another visit like the one we had in Shaftesbury Avenue, do you? You can get going on the tent.

-Tent?

*-Protego Totalum.*

-Where am I supposed to find a tent?

*-Repello Muggletum. Muffliato.*

## **6.6 Appendix 6**

-I've never used the visitors' entrance before. Should be fun. Right. Good. I'll just get my Muggle money.

-Terrible. Lost a lot of Galleons trading on the potions market.

-Daily Prophet, ladies and gentlemen. Anybody for Daily Prophet?

-Dumbledore: Is he daft, or is he dangerous?

-Morning, Arthur.

-Morning, Bob.

-Interdepartmental memos. We used to use owls. Mess was unbelievable. Merlin's beard. Thank you, Kingsley. They've changed the time of your hearing.

-When is it?

-In five minutes.

-Department of Mysteries.

## **6.7 Appendix 7**

-Stay together! Keep up, girls!

-Look!

-Come on! Keep up, girls!

-Blimey! Parting of the ways, I think, old chap. See you at the match.

-See you.

-Cedric.

-Ced, come on.

-See you later Cedric.

-Home sweet home.

-What?

-Excellent, excellent!

-Ginny, look!

-All to the bath.  
-Look.  
-Girls, choose a bunk and unpack. Ron, get out of the kitchen. We are all hungry.  
-Yeah, get out of the kitchen, Ron!  
-Feet off the table!  
-Feet off the table!  
-I love magic.  
-Get your Quidditch World Cup programs here!  
-Bilmey, Dad. How far up are we?  
-Well, put it this way: if it rains... you will be the first to know.  
-Father and I are in the minister's box... by personal invitation of Cornelius Fudge himself.  
-Don't boast, Draco. There is no need with these people. Do enjoy yourself, won't you?  
While you can.  
-Come on up. Take your seats. I told you these seats would be worth waiting for.  
- Come on!  
- It's the Irish! There is Troy!  
-And Mullet!  
-And Moran!

## **6.8 Appendix 8**

-Step up! Step up! We've got Fainting Fancies! Nosebleed Nougats!  
-And just in time for school...  
-Purking Pastilles!  
-Into the cauldron, handsome.  
-I will have order!  
-I really hate children. I will have order!  
-Peruvian Instant Darkness Powder.  
-A real money spinner, that.  
-Handy if you need to make a quick getaway.  
-Hello, ladies.  
-Love potions, eh?  
-Yeah, they really do work.  
-Then again, the way we hear it, sis, you're doing just fine on your own.  
-Meaning?

-Are you not currently dating Dean Thomas?

-It's none of your business.

-How much for this?

-Five galleons.

-How much for me?

-Five galleons.

-I'm your brother.

-Ten galleons.

-Come on, let's go.

-Hi, Ron.

-Hi.

### **6.9 Appendix 9**

-Come on.

-What?

-You Heard what Hagrid said. "Follow the spiders".

-They're heading to the Dark Forest. Why spiders? Why couldn't it be "follow the butterflies"?

-Harry, I don't like this. Harry, I don't like this at all.

-Shush!

-Can we go back now?

-Come on.

### **6.10 Appendix 10**

-Oh, Harry. You need a shave, my friend. You know, at times, I forget how much you've grown. At times, I still see the small boy from the cupboard. Forgive my mawkishness, Harry. I'm an old man.

-You still look the same to me, sir.

-Just like your mother, you're unfailingly kind. A trait people never fail to undervalue, I'm afraid. The place to which we journey tonight is extremely dangerous. I promised you could accompany me, and I stand by that promise. But there is one condition; You must obey every command I give you, without question.

Yes, sir.

-You do understand what I'm saying? Should I tell you to hide, you hide. Should I tell you to run, you run. Should I tell you to abandon me and save yourself, you must do so. Your word, Harry.

-My word.

-Take my arm.

-Sir, I thought you couldn't Apparate within Hogwarts.

-Well, being me has its privileges.

### **6.11 Appendix 11**

-Quidditch is easy to understand. Each team has seven players. Three Chasers, two Beaters, one Keeper and a Seeker. That is you. There are three kinds of balls. This one is called the Quaffle. The Chasers handle the Quaffle and try to put it through one of those three hoops. The Keeper, that is me, defends the hoops. With me so far?

-I think so. What are those?

-You better take this. Careful now, it is coming back. Not bad, Potter. You would make a fair Beater.

-What was that?

-Bludger. Nasty little buggers. But you are a Seeker. The only thing I want you to worry about is this. The Golden Snitch.

-I like this ball.

-You like it now. Just wait. It is wicked fast and damn near impossible to see.

-What do I do with it?

-You catch it. Before the other team's Seeker. You catch this, the game is over. You catch this, Potter, and we win.

### **6.12 Appendix 12**

-You have performed extraordinary magic with this wand my lord in the last few hours alone.

-No. no, I'm extraordinary but the wand resists me.

-There is no wand more powerful. Ollivander himself has said it. Tonight, when the boy comes, it will not fail you. I am sure of it. It answers to you and you only.

-Does it?

-My Lord?

-The wand, does it truly answer to me? You're a clever man, Severus. Surely you must know. Where does its true loyalty lie?

-With you, of course, my Lord.

-The Elder Wand, cannot serve me properly because I am not its true master. The Elder Wand belongs to the wizard who killed its last owner. You killed Dumbledore, Severus. While you live, the Elder Wand cannot truly be mine. You've been a good and faithful servant, Severus, but only I can live forever.

-My Lord.

-Nagini, kill.