

Dear AEDEAN members,

The information in the tables below is a humble contribution to the *Teaching and Research Resources* section on this website. After the presentation at the 45th AEDEAN Conference in Cáceres and the publication of the study (please see reference below), some colleagues suggested we could make the data public so that it could become some sort of collaborative database.

So here we are! The tables below contain a selection of clips from movies and series that showcase instances of second language acquisition / learning (SLA) taking place as part of the plot, that is to say, the characters themselves are learning second / foreign languages for different reasons. The analysis of such clips in the light of SLA topics may be useful to other colleagues who also lecture on applied linguistics in English Philology. Additionally, the students themselves can contribute to this analysis by looking for new instances in line with their course syllabi.

Should you wish to make your own contribution to the data below, please contact me at mluzcelaya@ub.edu. As agreed with AEDEAN, I will be in charge of updating the tables once a year and sending them to be uploaded to the website.

I am very grateful to the president of our association (and all the board members) for accepting to host this document on AEDEAN's website.

Best,
María-Luz Celaya

Table 1: Analysis of clips in relation to SLA topics*

*In: Celaya, M. Luz, Marian Amengual, Alicia Martínez-Flor & Júlia Barón. (2023). Using audiovisual material in *Second Language Acquisition* courses: An analysis for English Philology/English Studies. In Luis Javier Conejero Magro, Cristina Blanco García, Laura Méndez Márquez & Jennifer Ruiz Morgan (Eds.), *Bridging Cultures. English and American Studies in Spain*, pp. 121-127. Cáceres: Universidad de Extremadura.

Title	Clip	Plot in the scene	Character	Target of analysis	SLA Topic	SLA Subtopics
The Terminal	https://www.youtube.com/watch?v=kYVaqB63aaA	Viktor must learn English to survive in the airport.	Viktor Navorski	Vocabulary	Stages of acquisition	Learning methods
Spanglish (1)	Film	Cristina is angry and shouts at her mother (Flor) because Flor does not want her daughter to attend a private American school where she thinks her daughter would lose her Hispanic culture and identity.	Flor Cristina	"Not space between us"	Social models of SLA	The Acculturation Model Culture shock
English Vinglish	https://www.youtube.com/watch?v=wmGVY4T88dc	Shashi learns English to change her situation and her role as an Indian housewife, and as self-improvement.	Shashi Godbole	"The India; the USA" May; can	ELF Context Interaction The L2 ideal-self Cross-linguistic influence	Classroom context Grammar and pragmatics Pragmatic awareness
Eat, Pray, Love	https://www.youtube.com/watch?v=WhjXiyBqIBs 1:12-2:14	Liz is visiting Italy where she makes some friends. Liz is living in India where she wants to find her inner self.	Liz Gilbert	L2 Italian L2 Sanskrit	Attitude Motivation Language awareness	Integrative motivation Grammar Phonetics Translation
Friends	https://www.youtube.com/watch?v=MnxPInyZ-Uc	Phoebe is teaching Joey French to help him get a role in a film.	Joey and Phoebe	Unintelligible utterances in (French)	Imitation Motivation	Instrumental motivation
Breakfast at Tiffany's	1:29:15- 1:31:42	Holly is planning to move to Rio with her lover, so she is learning Portuguese.	Holly Golightly	Audio in Portuguese	Oral input	Affective factors

Emily in Paris	Episode 7: 7:05-8:36	Alfie (a British man) is learning French in a classroom context. He is working in Paris and his company makes him attend French lessons.	Alfie	A written composition	Attitude Motivation	Negative attitude Lack of motivation
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(1) A few years ago, one of my students in the SLA class recommended this movie as an example of SLA social models; thanks, Judith!

Table 2: Analysis of clips in relation to SLA topics**

** Table 2: Created by M. Luz Celaya from projects in her class of “Adquisició de l’anglès com a segona llengua II” (English Studies, University of Barcelona, 2023-2024); the following students granted me their permission for their data to be included in the table: Rabia, Tamia, Rupinder, Laia, Emilia Ioana.

Title	Clip	Plot in the scene	Character	Target of analysis	SLA Topic	SLA Subtopics
<i>Emily in Paris</i>	Season 1, Episode 1, 08:10–09:23	Emily’s first encounter with her colleagues	Julian (co-worker), Emily and Sylvie (the boss)	1st impression of each other	Social models of SLA	Acculturation
<i>Emily in Paris</i>	Season 1, Episode 1, 17:27-18:16	Emily invites Sylvie for dinner to which her response is very negative	Emily and Sylvie (the boss)	Identification with in-group or out-group	Social models of SLA	The Inter-group Model Demotivation
<i>Emily in Paris</i>	Season 1 Episode 1, 11:20:11:56	Emily’s first work meeting with her colleagues	Emily, Luc, Sylvie, Patricia and Paul	Motivation in SLA	Social models of SLA	The Socio-educational Model

<i>Mind your language</i>	https://www.youtube.com/watch?v=vhd1IqNM3M8 (6:40-7:09)	The teacher asked the students to say their name, where they are from and what their job is	Max and Teacher	Pronunciation	Interaction between Teacher-NNS	Teacher talk Gestures
<i>Mind your language</i>	https://www.youtube.com/watch?v=IFASlZQeDac (3:52-3:57)	Ali is explaining he found a new job	Ali and Teacher	Vocabulary Kicking/ knocking	Interaction	Teacher Talk
<i>Mind your language</i>	https://www.youtube.com/watch?v=nAfWXVX6tDE (5:31- 6:06)	The teacher is asking students to talk about what they did during the weekend	Taro and Teacher	Pronunciation	Interaction between Teacher-NNS	Teacher talk
<i>Mind your language</i>	https://youtu.be/8AJqadFhgrs?si=MDENtXoIEqrQB13U (09:09-09:23)	S2 wants to help S1 to understand a concept, and it results into failure	Teacher, Juan (S1), and Giovanni (S2)	Collaborative task	Interaction between learners	Peer-talk