

ТЕОРІЯ І ПРАКТИКА НЕПЕРЕРВНОЇ КОМПЕТЕНТІСНОЇ ОСВІТИ

372.881.111.1

G. Yu. Tsapro

ORCID id 0000-0002-0748-7531

V. V. Yakuba

ORCID id 0000-0003-0109-139X

SIGNIFICANT ROLE OF MOVIES IN EFFICACIOUS TEACHING COMMUNICATIVE COMPETENCE (FOR THE STUDENTS OF THE ENGLISH LANGUAGE DEPARTMENTS)

The article presents practical teaching techniques of using movies as an efficient teaching material that can motivate the 4th year students to practise their communication skills (both speaking and writing). Using movies can be a useful tool to help students to improve their proficiency in English as well as it can give them an opportunity to stimulate and develop their creative potential as future English teachers participating in classroom discussions, writing movie reviews and analysing them in class and also preparing communicative tasks for other students and acting as a teacher.

Key words: *communicative competence; movies; student motivation; teaching English techniques.*

Introduction. The aim of the article is to present efficient techniques helping to teach the 4th year students English through using movies. To meet the aim the following tasks have been singled out: 1) to analyze the recent researches on the topic; 2) to present the well-developed system of teaching techniques that includes several steps such as Pre Watching, While Watching and After Watching Stages.

The literature review shows that using films and video material has been widely discussed recently. M. Ismaili (Ismaili 2012, p. 128) claims that «movies are more sensory experience than reading – besides verbal language, there is also color, movement, and sound». M. Pegruma (Pegruma 2008, p. 136) points out that «film is an ideal medium through which to exploit the tools offered by sociocultural and critical discourses for the exploration of visual literacy and intercultural perspectives». One of the strongest points for using movies is «the possibilities of using films for teaching pragmatics in foreign language contexts» (Abrams 2014, p. 55) and also while watching a movie «in addition to word meaning, the viewer may learn the meaning of expressions or standard sentences, and in which situations these sentences may be used. There may also be improvement in the capability to distinguish separate words in the course of spoken language, word pronunciation, and proficiency in constructing correct sentences» (Almeida, Costa 2014, p.1236). Investigating the use of films in the classroom S. K. Brown (Brown 2010, p. 45) underlines the necessity to pay more attention to choose the right teach-

ing techniques: «Using English Speaking Foreign Films in the EFL classroom to teach vocabulary and culture is not a relatively new idea. However, while exposing students to new lexicons and cultural situations, teachers need to use appropriate methodology to ensure that students obtain maximum learning potential. Culture, however, is not so easily taught. Rather it is absorbed through the process of language learning».

Teaching undergraduates English has always been a challenge as the 4th year students are even more demanding compared to freshmen: most of them have got a part-time job and have got some teaching experience. Apart from working with text-books and audio material using movies can also be rather helpful to motivate students to practice their communication skills such as speaking and writing through movie-discussions and writing reviews. Finding the appropriate quality movie material and teaching techniques that allow students to master their proficiency, on the one hand, and on the other, help language teachers to interest students and involve them into the process of learning and teaching simultaneously seems pretty hard. Whereas according to J. E. Katchen (Katchen 2002, p.257) carefully chosen movies could be an incentive and extremely motivational teaching instrument for creating successful teaching atmosphere for heated «communication battles» and lively discussions in the classroom.

How to organize watching movies and not to waste time in the classroom. As watching movies is time consuming and «teachers are known to feel reluctant to use movies in the ESL classroom» (Laib

2015) to watch a certain movie is given as a home assignment while starting each new topic presented in the textbook. Watching a movie is not supposed to be seen as a merely break from studying or a kind of easy way to pass the time when students can daydream or tune out and not to follow what is going on in the classroom. Quite the contrary watching movies is attention demanding and a productive way of organizing group discussion. Students are given clear instructions. The movie section is the final one in each topic chapter of the textbook. During the first class students get to know that watching films, organizing, participating in class discussion is an obligatory graded part. There are five chapters in the textbook so there are five films to watch during the academic year. As the most tasks for classroom activities are given in the textbook students will know what movies to watch and they can do it beforehand when they have enough time for that. Thorough check of both the contents of the movie and the given assignments as well as participating in the classroom discussion or as we call «a movie battle» presupposes that students will not skip this task but they will be sure to watch it and get ready with all the tasks let alone when they are supposed to suggest some points, prepare tasks either for discussion or for checking vocabulary or general film understanding.

Steps to work with movies. Years of teaching experience and teaching experiment have shown that the worked out scheme of working with movies in the classroom proved to be captivating, productive, efficacious, and what is the most important about it, motivating, profitable and challenging for both teachers and students. The basic textbook is «A Step to Perfection (for 4th year students of linguistics and translation)» by G. Yu. Tsapro and V. V. Yakuba (Tsapro, Yakuba 2014).

The first step is **Pre-Watching Stage**. At this stage students are supposed to get some information about the movie they are going to watch. They are given home assignment related to the main topic of the film to watch. Students may be asked to read some articles or film reviews and accordingly they have to either fill in the table with necessary information, work with vocabulary, translate a part of the article into the native language, answer the given questions.

E.g., The first movie to watch is «Amadeus». The assignments given below are offered to students (Tsapro, Yakuba 2014, pp. 85-90):

- Read about Wolfgang Amadeus Mozart. In the text there are twelve words which should not be there, e.g. been. Can you find them?
- Read Wolfgang Mozart's biography.
- Translate the sentences containing the words in bold. Make up your own sentences using these vocabulary items (E.g., In 1782 Mozart **embarked** on the composition of piano concertos, so that he could appear both as composer and soloist ...)
- Answer the following questions using the information given in the text above and additional references.

- Fill in the chronological table and be ready to speak about the famous composer.

- Read the film review. Define the words in bold and translate the sentences containing these vocabulary units. Answer the following questions:

1. Who do you think this review was written by?
2. Where was it published?
3. Is it significant for you to read a review before watching a film? Why? Why not?

During planning the next class students are allowed to decide whether they want to work in groups or get an individual task as «students should be given the freedom of choice in working individually or as a group while they are encouraged to produce creative works group work or individual work may in some ways distract them and reflect a non-realistic result. In fact, language learning style is diverse, they should be asked to decide whether they want to work individually or in groups» (Safaeia L. A., Bulca M. 2013, p. 597). While all other stages are supposed to be group work only though sometimes teachers may find it difficult to make students work in groups especially when they are grouped by a teacher. Still there is a positive result: working with different partners in groups strikingly improves the atmosphere in the classroom as students know each other better now and correspondingly are friendlier, more attentive to each other and more cooperative. So the working group is asked to watch the film with subtitles beforehand and to write out phrases they consider to be useful for them. These phrases are checked and discussed with this working group and then these phrases are suggested to the rest of students to learn and also to find the situations in which the vocabulary is used in the movie. The main aim is to exploit the film, to get a wide variety of vocabulary, idioms, set phrases, collocations and slang that the students will later come across and use in communication. This is **While-Watching Stage**.

The next phase, **After-Watching Stage**, is the most creative. One more group of students prepare, develop and elaborate tasks for the other students in the group and they act as teachers. It is necessary to give this task in advance for students to have enough time to get ready with all the tasks and for the teacher to check them, if there is a need, to correct them and also to help the students from the working group to «teach» others.

Students are offered the following scheme for the movie discussion activities:

- warming up (this part is usually presented with a statement or a quotation based on the main problems raised in the film);
- working with the vocabulary (multiple matching, definitions, filling blanks, translation, making up sentences);
- checking the plot (ordering events, filling in, true and false tests, comprehension questions,);
- film discussion (problem solving, characters' description, role-play, debates, discussion of the moral of the plot).

The form of work of such classes is offered as «a movie battle». All the students in the group are divided into two or three teams. As it was mentioned above students are divided into groups by teachers so that they will learn to cooperate with all students in the group despite their likes and dislikes. The teams usually choose their names and the movie battle starts. It is also farsighted to help the working group (that is acting as teachers) to work out the right system of giving points. It has proved to be the hottest issue of arguing among students as all of them are willing to win.

Such team work motivates students to prepare thoroughly for the movie discussion, on the one hand, and on the other, they are even more involved in the process of studying because they are taught and evaluated by their peers. During the academic year all students from the group have to act as teachers. The experience has shown that students tend to be resourceful and inventive thinking of new issues for discussion, finding creative tasks, creating striking presentations, original handouts, asking provocative questions. As teachers we always try to give students the chance to manifest their potential, talents, creativity, professionalism and we have to admit that each time despite years of teaching experience students give us push for improvement and perfection.

At the beginning of the class students are given a questionnaire to fill in at end of the movie discussion class. This is done in order to feedback the teaching techniques used by the working group. Students are taught to analyze, to criticize and to express their opinion in a friendly way, to be objective and constructive while talking about different methods of teaching and also that is probably the most difficult to be patient while being discussed and criticised. Here is given an example of the questionnaire.

name	the organized discussion covered the material well	the speaker was well-prepared with tasks	the speaker was knowledgeable about the topic	the visual aids	the handouts	the power point presentation made sense and easy to follow	the best thing(s) about this movie discussion class	thing(s) that could have been better about this movie discussion class
1.								

The last step in movie discussion class is writing. There are given several examples of reviews on the film watched in the textbook. Students are supposed to read them and later to discuss in the classroom. There also several points to consider them by talking over (Tsapro, Yakuba 2014, p. 96), e.g.:

1. Do you ever read film reviews by ordinary spectators?
2. What impresses you more: a review by a master or an amateur?
3. Have you ever contributed any movie review to an Internet site? Why (not)?
4. Why do you think people leave their feelings and emotions about films on Internet sites?
5. Do you think writing a review is the best way to share what you feel about a movie?

Students are asked to write their own review as a written homework assignment. The best reviews are read and talked over in the classroom.

Conclusions. Using movies in the process of teaching students such constituents of the communicative competence as speaking and writing proves to be extremely efficacious. First of all watching movies positively influences students' emotions making them eager to absorb the information suggested and comprehend it. Second, movies are pure language authenticity catching our students and involving them into the live process. This becoming a part of life, this involvement seems to be quite encouraging. As a result, the discussions following the watching of the movies are sure to be involving, fruitful and realistic. Such talks motivate students to develop their language and speech competences: they improve and perfect grammar vocabulary and phonetics saturating their speech with new patterns and vocabulary units, practising their pronunciation and intonation. Each student's initiative utterance is a great stimulus for other students' constructing their well-thoughtout detailed answers. Besides movies discussion is a chance for the students to work in teams and team work has proved to be quite effective and resultful. When wishing to win students make their communication even more productive and flawless. Using films in teaching helps make the process captivating, even real fun; meanwhile it helps students become and feel involved being participants of real English-speaking communication.

Further step in working with movies in the classroom may be organizing movie battles among students from different groups that may motivate and encourage students to improve their communication competence.

References

1. **Abrams Z. I.** Using film to provide a context for teaching L2 pragmatics // System. An International Journal of Educational Technology and Applied Linguistics. – Vol. 46, 2014. – P. 55-64, doi: 10.1016/j.system.2014.06.005
2. **Almeida P. A., Costa P.D.** Foreign language acquisition: the role of subtitling // Procedia – Social and Behavioral Sciences. – Vol. 141, 2014. – P. 1234 – 1238.

3. **Brown S. K.** Popular films in the EFL classroom: Study of methodology // *Procedia – Social and Behavioral Sciences*. – Vol. 3, 2010. – P. 45–54, doi:10.1016/j.sbspro.2010.07.011
4. **Ismaili M.** The effectiveness of using movies in the EFL classroom: A study at South East European University // *Academic Journal of Interdisciplinary Studies*. – Vol. 2(4), 2013. – P. 121-132. doi: 10.5901/ajis.2012.v2n4p121
5. **Katchen J.E.** Video in ELT – Theoretical and pedagogical foundations // *Proceedings of the 2002 KATE International Conference*. – 2002. – P. 256-259.
6. **Laib M.** Whole-Movie Lessons for ESL and EFL from <http://www.moviesgrowenglish.com/Teacher.htm>
7. **Pegruma M.** Film, Culture and Identity: Critical Intercultural Literacies for the Language Classroom // *Language and Intercultural Communication*. – Vol. 8(2), 2008. – P. 136-154, doi: 10.1080/14708470802271073
8. **Safaeia L. A., Bulca M.** Extensive reading and creative practices // *Procedia – Social and Behavioral Sciences*. – Vol. 70, 2013 – P. 592 – 597.
9. **Tsapro G.Yu., Yakuba V.V.** A Step to Perfection: textbook for 4th year students of linguistics and translation. – К., 2014. – 250 p.

Г. Ю. Цапро, В. В. Якуба. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ФИЛЬМОВ В ПРОЦЕССЕ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

В статье предлагается практическая методика по использованию фильмов как эффективного мотивирующего материала для студентов 4 курса языковых ВУЗов для развития их коммуникативных компетенций, а именно говорения и письма. Использование фильмов может помочь студентам повысить их языковой уровень мастерства, а также дает им возможность развить свой потенциал будущих креативных учителей английского языка, принимая активное участие в дискуссиях, составляя письменный обзор просмотренного фильма, анализируя эти обзоры в аудитории, а также разрабатывая коммуникативные задания для других студентов, выступая в роли преподавателя.

Ключевые слова: коммуникативная компетенция; фильм; мотивация студентов; методика обучения английскому языку.

Г. Ю. Цапро, В. В. Якуба. ЕФЕКТИВНІСТЬ ВИКОРИСТАННЯ ФІЛЬМІВ У ПРОЦЕСІ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ МОВНИХ СПЕЦІАЛЬНОСТЕЙ

У статті запропоновано практичну методику використання фільмів як ефективного матеріалу, що мотивує студентів 4 курсу мовних спеціальностей університетів до подальшого розвитку комунікативних компетенцій, а саме говоріння і письма. Методика розроблена до посібника з першої іноземної мови для студентів IV курсу (Цапро . Ю., Якуба В. В. A Step to Perfection). Застосування фільмів уможливує урізноманітнити види роботи на практичних заняттях з англійської мови, з одного боку, а, з іншого, запропонована модель проведення занять спонукає студентів до самостійної підготовки занять і надає можливість випробувати себе у ролі викладача. Модель навчання складається з декількох етапів, що містять організацію роботи студентів до перегляду фільму (Pre-Watching Stage), під час перегляду (While-Watching Stage) і після перегляду (After-Watching Stage). На першому етапі студентам надається можливість обирати форму роботи: групова або індивідуальна. Метою цього етапу є перегляд фільму з субтитрами та створення активного вокабуляру (фрази, ідіоми, сленг, тощо) для подальшого опанування. Це завдання виконується або одним студентом, або групою. Другий етап складається з перегляду фільму і опрацювання запропонованого активного вокабуляру. Для роботи на третьому етапі обирається робоча група студентів, які розробляють завдання для обговорення фільму на занятті. Третій етап включає певні підрозділи: 1) введення в тему, 2) робота з вокабулярем, 3) перевірка змісту фільму, 4) обговорення фільму. Кожен підрозділ представлений низькою певних завдань для розвитку відповідних компетенцій. Викладач контролює і корелює роботу студентів на всіх етапах. Студенти працюють у групах і змагаються за отримання більшої кількості балів, що заохочує їх до ретельної підготовки до заняття. Студентам пропонується робота з анкетой для оцінки підготовленого і проведеного заняття студентами з робочої групи. Заключним є написання відгуку до фільму.

Ключові слова: комунікативна компетенція; фільм; мотивація студентів; методика навчання англійській мові.

Рецензенти

Бондарева О. Є. – д. філол. н., проф.

Желанова В. В. – д. п. н., доц.

Стаття надійшла до редакції 17.04.15

Прийнято до друку 23.04.15