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## **ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ КОММУНИКАТИВНЫХ ГОТОВНОСТЕЙ И РЕЧЕВЫХ НАВЫКОВ У СТУДЕНТОВ УРОВНЯ В2 С ПОМОЩЬЮ СЕРИАЛОВ НА АНГЛИЙСКОМ ЯЗЫКЕ**

**Аннотация:** Статья посвящена исследованию использования сериалов в обучении английскому языку упускают развития разговорных и коммуникативных навыков, особенно среди учащихся уровня выше среднего. Теоретическая основа в основном основана на SLT (ситуационном обучении языку) и устном подходе, которые существовали с 1920-х и 1930-х годов, когда британские прикладные лингвисты Ричардс и Роджерс (2004) начали разрабатывать основы принципиального подхода к методологии преподавания языков. В этом подходе упор делается на словарный запас. Таким образом, подход к обучению языку предполагает первоначальное сосредоточение на устном дискурсе в контексте через устное понимание во время процесса просмотра фильмов и сериалов. В центре внимания этой статьи - использование сериалов в качестве инструмента для развития разговорных навыков учащихся английского языка как иностранного. Настоящее исследование также рассматривает эффективность использования фильмов в качестве метода обучения навыкам говорения на английском языке с особым акцентом на реальную лексику родного языка; реальные выражения, фразовые глаголы и идиомы. Наряду с этим, в статье дополнительно рассматриваются особенности и представлена методика работы с сериалами. Полученные данные могут быть полезны учащимся, учителям, специалистам по учебным программам и исследователям ELT, чтобы понять преимущества английских фильмов и сериалов в обучении и развитии разговорных и коммуникативных навыков.

**Ключевые слова:** разговорные навыки, коммуникативные навыки, английские фильмы, преподавание английского языка как иностранного.

**Abstract:** The article explores the use of English language teaching skills overlooked by the development of communication skills, especially among Upper-intermediate learners. The theoretical foundation is principally based on the SLT (Situational Language Teaching) and Oral Approach, which has existed since the 1920s and 1930s when British applied linguists Richards and Rodgers (2004) began developing the basis for principles approach to methodology in language teaching. In this approach, emphasis is placed on vocabulary content. Therefore, the language teaching approach involves an initial focus on spoken discourse in context through oral comprehension during the viewing process of the TV series. The focus of this article is the implementation TV series as a tool to develop EFL students speaking skills. The present study also investigates the effectiveness of using films as an approach to teach English language speaking skills with specific focus on the real native vocabulary; real-life expressions, phrasal verbs and idioms. Along with that, the paper further considers the peculiarities and presents a technique working with films and TV series. The findings may be helpful for the students, the teachers, the curriculum specialist and the ELT researchers to realize the benefits of English TV series in learning and developing speaking skills.

**Key words:** speaking skills, English films, EFL teaching.

## **Introduction**

At the present stage of teaching a foreign language, there are two directions for the development of the educational system - innovative and traditional. Despite the intensive development and introduction of innovative learning technologies, traditional means not only remain the basic means of learning, but also find new applications and give rise to new directions in the teaching of foreign languages. It is possible to include the use of video materials in teaching foreign languages to such means. The expediency of using video in the educational process is explained, primarily by the availability of

video materials, the presence of certain experience with video equipment and video production, as well as the possibility of more active teacher activity. According to Mishan [1], the purpose of learning a foreign language is, above all, the practical acquisition of the language as a means of communication. This skill lies in the basis of the organization of production and the public sphere, management and service. Consequently, mastering the basics of foreign language communication serves as a kind of basis not only for the developing of a communicative culture and competence, but also for the professional development of the student's personality and the linguistic personality. Communicative competence, according to I.A. Zimnaya, 'it is the formed ability of a person to act as a subject of communicative activity of communication' [2]. However, mastering communicative competence in English not being in the country of the target language is not very easy. Nowadays the foreign language learners in school are rather heterogeneous not only as far as their proficiency level is concerned but also when it comes down to their interests and learning strategies. Thus, this should be taken into account when planning teaching and lessons. One way of bringing variety and flexibility into the classroom is the use of movies in EFL teaching. When teaching oral skills, it is important to notice that textbooks usually focus on language that is more formal and do not focus on, for instance, small talk or conversational interaction. Movies, on the other hand, can be a good way to teach these skills needed in everyday speech since the language used for instance in contemporary movies can be rather up-to-date and can thus motivate the pupils. Gebhard [1] considers films as authentic material, and they provide the learners with genuine input. The genuine input helps the pupils to understand that there is a connection between the more traditional classroom teaching and the real world and that the foreign language is used in real everyday situations outside the classroom. Moreover, as Krashen [3] points out, 'a natural input helps the learners to acquire language without necessarily even noticing that they are hearing or reading a foreign language' [3]. It has been studied that films enhance English language skill development since they bring variety, reality, authenticity and flexibility into the EFL classroom and before anything, diversify the curriculum. According to Champoux [4] using films or TV shows can motivate the students to

study English and the visuality of the film may help the weaker students to understand since it offers another channel of understanding in addition to just listening to the language.

**The purpose of this article** was to study the past experience of using films in ESL lessons, the approaches in teaching speaking and consider selection criteria of using films or TV shows in the ESL lessons which could develop students' communicative and speaking skills and increase their motivation.

### **Methodology**

A quantitative research method was used to collect and analyze data for this study. Using movies in the EFL lessons has been concerned to be effective by many researchers. The impact of English movies as a tool to enhance students' speaking and listening skills was investigated by Chinese researcher Wang [5]. He used English films for their English course providing the students with the set of oral and written tasks. The participants of the course had to retell the plot of the film Wang also noticed that not only speaking and listening skills had been improved but also students' cultural awareness increased. The researcher came to the conclusion that watching films for educational purposes enable students to learn the language in a real language environment and find out the cultural differences between Chinese and Western, then students' motivation can be aroused, and flexibility in real occasions will be cultivated, therefore, enhancing the ability of foreign language communication and application'. [6]. Likewise, Ismaili [7] analyzed the effect of using movies in English classrooms among South East European University students. The participants of the experiment consisted of two groups: experimental and controlled, both of them were of pre-intermediate level. The treatment group received teaching materials based on the English films whereas the control group was given more traditional ways of teaching without being exposed to English films. The results of the study indicated that there were significant differences between the two groups with regard to their language proficiency: the researcher found that using movies as teaching materials increased students' motivation and improved their speaking skills, enhanced students' motivation and encouraged them for collaboration. Another researcher Kusumaningrum [8]

examined some potential benefits of implementing English films into ESL classes. The study was conducted in Indonesia where the EFL class is a mandatory subject in senior high school, where the students should raise the academic level of language literacy. The main problem of the subject was likely to be that students received poor learning style and didn't enjoy classroom environment. Kusumaningrum's study was intended to find ways of incorporating English films to teach English to senior high school students. The researcher drew to the conclusion that English films contributed to authentic learning environment and facilitated learners of developing their language skills, like speaking, writing, and listening in more exciting and interactive way.

### **Selection criteria**

The careful selection of a film should be taken into account when teachers decide to apply them in the teaching learning activities since not all English films are suitable to the students, their abilities or learning objectives. Having studied such researchers' criteria as C. Doye, Donley [9], J.King [10], Massi [11] the following criterion was summarized:

1. Consider students' needs and interests;
2. Take into consideration the actual level of students' English;
3. Choose up-to-date films;
4. Avoid films overloaded with specific vocabulary and terminology;
5. Scrutinize the language of video materials used for teaching in terms of dialect, pronunciation, intonation, authenticity and cet;
6. Review the vocabulary that is supposed to be learnt by the students;
7. Choose an appropriate genre.

As to genres, a teacher should know its grading related to the difficulties of perception. Basically, the genres are graded in the following way:

1. Family films.
2. Actions.
3. Adventures.
4. Dramas.
5. Detectives.

6. Comedies.
7. Horrors.
8. Thrillers.
9. Science fiction.
10. Historical.

In the meantime Massi and Merino [12] added that films should consider cultural aspects. It was also suggested that the length of the films should be considered. Besides, the content of the films is important, which would have something to make students think about.

### **The approaches in teaching speaking**

Having studied different strategies of working with films and principles of creating activities based on them, it has been distinguished four main stages.

#### **1. The preparatory or pre-demonstration stage (pre-viewing).**

In this stage teacher introduces and discussed glossary of key words, unknown and useful vocabulary, the content of the film, presents its characters. In pre-viewing activity, a teacher allows students to look through the questions and ask students to predict answers. Some possible activities are [15]:

- Learners Interview;
- Problem solving;
- Vocabulary work.

#### **2. Film perception or demonstration stage (viewing).**

As most students will be experienced in passive viewing at this stage, the materials created by a teacher should encourage the learners to participate so that the output from film is not just one-way, to unresponsive audience. The activities should provide pertinent information about the subject matter of the film and offer project work. Each student should have his/her individual working sheet completing the tasks while watching the film [13].

In this stage, the films can be interrupted to clarify key points in the language function of the film or to give a chance for students to discuss the content of the film up to that point and suggest their own ideas what might happen next. Moreover, a

teacher can pause a film if he wants to pay students' attention to some useful vocabulary of functional language.

Some parts of the film can also be shown entirely the second time if in the discussion of the film a teacher understands that there are many unanswered questions.

The activities are as follow:

- Directed listening – the students are asked to listen to general information or specific details.
- Information gathering – gathering information during the viewing and answering questions based on the film.

### **3. Post-viewing**

This stage considers raising students' speaking skills of the target language by using information from the film. Since the entire class now has a shared experienced – film related questions on issue, personal experiences can be introduced to stimulate students' discussion. The students can be required to practice the vocabulary they have learnt from the film in oral, for example in small talk discussions.

There is a list of activities represented above as a sample for teachers who can use and adapt them to their lessons [14].

- Polls or Interview – interviewing group mates to find out their opinion on the film or to explore issues of the subject matter.
- Alternative endings – coming up with one's alternative endings of the film and present them orally.
- Discussion – the students can examine some issued raised in the film and propose their own solutions.
- Retelling a story.

### **Discussion**

Based on the analyzed literature above it appears to be that films may provide exciting language learning opportunities for students if the teacher chooses appropriate length films, either complete one or segments, which are purposeful and tailored to students' learning needs and proficiency level. English-captioned films are a rich source of instructional materials that provide examples and content in oral

communication. it is no doubt that some English films are challenging and can be exploited for listening comprehension practice, even if the comprehension is limited to advanced students. An instructor's initial attempts to implement the teaching of films in the classroom may be overwhelming. However, with each successive attempt, by using modified guidelines and increasing teaching experience, developing students' speaking skills with the help of authentic films may turn into a rewarding experience for both teachers and students whose enthusiasm become evident. When students are provided with well-structured tasks and activities designed to promote active viewing and stimulate involvement for making the most of learning opportunities of films, it can result into stimulating and enjoyable learning materials for the learners.

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