

USING AN AUTHENTIC AND SELECTED FILM FOR TEACHING LISTENING AND SPEAKING

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Abstract

It is said that students become motivated about language learning, especially listening and speaking practices, when an authentic film is involved. Films can be valuable classroom tools if they show interesting and authentic scenarios in which relevant English is used. Effective films can take students' attention. In this article the selected film chosen is the animated Titanic. It is intended that the students can practice listening and speaking by watching and listening the film which uses of the verbal and non verbal communication. The language teacher uses three activities of teaching; pre-viewing, viewing and post-viewing. He/she asks the students to conclude and retell the story in chain.

Key words: authentic, non verbal communication (NVC), pre-viewing, viewing, post viewing activities, in chain

A. INTRODUCTION

Most language teachers can prove that students seem to be encouraged about language learning when a film is involved. Films attract learners' attention with significant effects and because they are designed for instructional purposes, they reflect authentic use of the target language. Thus, the goal of this article is to use a film to be one of the techniques to teach listening and speaking in English classroom because of the authenticity of the language.

Traditionally audio input for second language of listening tasks has been delivered by a teacher reading aloud a text for the students. Later, as audio technology developed, a text was recorded on audiotape and played for students. However, with the advent of technology and of inexpensive, reliable, and high-quality video recording equipment, it becomes practical to deliver listening texts using video films, which involve both the auditory and visual channels. Then, the

use of film to teach listening comprehension has become more common in the classroom. As Nunan (2005) suggested, in many aspects technology has become as effective as humans in delivering content for language listening classrooms.

Currently, English teachers realize a role of non verbal communication in teaching listening and speaking as the use of a film in simple and easy English are available. A common opinion seems to have appeared among English teachers that the non-verbal components of spoken communication are an important component listening ability, and that listeners are able to more easily construct the meaning of a spoken text that includes non-verbal input than a spoken text that does not include non-verbal input (cited from Wagner E, 2007) Therefore, the non verbal input or communication is one of the factors that can help a person understand the spoken language by listening. How can a film which uses verbal or no verbal communication be used as one of the techniques in teaching listening and speaking?

B. NON VERBAL COMMUNICATION

Nonverbal communication (NVC) is usually understood as the process of communication through sending and receiving wordless messages. Language is not the only source of communication, there are also other means. NVC can be communicated through gestures and touch (or posture, by facial expression and eye contact). NVC can be communicated through object communication such as clothing, hairstyle or even architecture, and symbols. Speech contains nonverbal elements known as paralanguage, including voice quality, emotion and speaking style.

The study of nonverbal communication has focused on face-to-face interaction, where it can be classified into three principal areas: environmental

conditions where communication takes place, the physical characteristics of the communicators, and behaviors of communicators during interaction.

In listening and speaking practices, they can be effective and encouraged for the students to use a means of media that is using a film. The students watch the film, pay attention to not only the non verbal communication, such as gesture, facial expression, etc but also the spoken language. The NVC helps the students understand what a person means, for example gesture that showing anger. Most descriptive words are not expressed in a word in a sentence but it shows on the action or in body language. By knowing the NVC the students can get some ideas of plot in the film.

C. THE OBJECTIVES OF TEACHING

In teaching listening and speaking, the language teachers should set the objectives. After the objectives have been set, they can consider equipping the students with listening and speaking strategies, such as the following (cited from Noriko, 2004):

1. Understanding the background information
2. Observing the characters
3. Making an inference
4. Listening for general ideas
5. Listening for specific information
6. Describing a situation
7. Describing a series of actions
8. Making a prediction
9. Understanding tradition
10. Telling the whole story and stating opinions

Setting the objectives is necessary to guide for the teaching steps. The first, understanding the background information is helpful for the students to

understand preliminary information about the selected film. In this case the teacher can tell the students the plot of the film that looks like the story they have ever seen.

Observing the characters, the teacher can explain in a glance about the main character in order that the students can catch who is the main character.

The objectives of numbers three, four and five can be explained that the film should be watched from beginning up to ending. Then the students can make conclusion of what they have seen.

The next, the language teacher can likely ask the students to describe where the film takes place and also they can describe the actions that occur. While they explain the series of action they should know the tradition of those actions whether they have known or found in their own way of life. Understanding the tradition and also the use Non Verbal Communication might help them retell the story

Finally, they students are asked to tell the story with their own sentences based on the objectives described. Yet, the story should be similar with the plot of the film.

D. USING A FILM

The use of video/film texts allows listeners to use the non-verbal components of communication that can help them in processing and comprehending audio input. The purpose of the teaching listening and the addition of the non-verbal components of spoken communication through the use of video texts on listening practice might be advantageous. It not only would the practice more closely create the characteristics of authentic spoken language, but the addition of the visual channel in presenting the spoken input might lead to more construct relevant variance in the achievement, allowing for more valid inferences to be made from the results of those achievement (Wagner M, 2006).

Films can be valuable classroom tools if they represent interesting, authentic scenarios in which English is used. Effective films should take students' attention; they may do this in a variety of ways. Students will be interested in films that are aesthetically pleasing, present useful information, deal with relevant social topics, have engaging characters, and are short in duration. It is also important to consider authenticity when choosing a film, and this principally means that teachers must not overuse speeches, lectures and monologues. Students may encounter these types of discussions in real life, but they are far more likely to spend time in informal, conversational settings. Thus, teachers should choose films that use suitable, level-appropriate language.

E. SELECTING A FILM

a. Clearness

The students are expected to understand the language of the film. Don't be afraid to face up students with natural language. With a certain amount of written explanation and vocabulary instruction, along with contextual clues, students can understand far more than they might expect. When comprehension is exceptionally difficult, careful use of English description can be helpful, especially since listening comprehension is not the primary objective for this activity.

b. Attractiveness

The film which is attractive and appealing to the students arouses the curiosity. Motivation is the key element in this activity. In addition, as Tatsuki (2000) points out, the language teacher should like the film as well interested and communicable. The teacher should choose a film which the teacher can wholeheartedly share with his/her students.

c. Length

Most language teachers need to limit length of the film to fit available class time. This is not as difficult as it seems, however, since extensive sections can be cut from most films, while still maintaining an understanding of the entire plot.

d. Familiarity

Consider whether or not students have already seen a highly popular film. In many cases, however, they will have seen it in their native language, not in English. Although the film cannot be found in their native language, this can in fact be a favorable choice, since students will be familiar with the story, but still be challenged by the language. For example, they can watch the English animated film. It is easy and attractive.

F. STEPS IN TEACHING

The steps of watching a film, the first is pre-viewing, viewing and post-viewing. Careful planning and appropriate guidance can be made in any classes.

Pre-Viewing Activities

Pre-viewing activities are used to touch into the students' background knowledge. Vocabulary is introduced, and the students can read the comprehension questions and predict the answers. Such pre-viewing activities can stimulate the students' imagination.

In Pre-viewing activities the teacher prepares some brief pre-viewing questions, as well as basic background information, to help establish the necessary plan.

First, prepare a list of the vocabulary which is essential for describing each scene, and teach students these words, using whatever method works best for them. Simple, self-evident, multiple choice vocabulary-in-context exercises are suggested, to be done without dictionaries.

Second, prepare short written explanations of what is happening in the overall plot, and between selected scenes. This will be important since students are not seeing the whole movie if the duration of the film is long.

Third, the teacher can ask the students to watch again, in preparation for speaking. She asks students to describe the scene in speaking, in as much detail as possible, using the targeted vocabulary. Then, try prompting them to encourage more detail by asking questions using W-H questions. (For example: What kinds of.....? What was doing? How ?)

Then, the teacher goes around the class and sees what students are writing. If they are missing important details, show the scene again, pointing out what they have missed.

Next, the teacher asks students to find out the use of verbs or verbal sentences. To increase the effectiveness of this activity, have them rewrite the descriptions. Once students are familiar with the longer film, and experienced at describing what they see, ask them to predict what will happen. Then, watch the next scene to see if their predictions were correct.

Viewing Activities

The students should watch the film and listen to the use of spoken language. Listening strategy is emphasized by having the listeners write down key words and pay attention to tone of voice, intonation, and pauses. In this step the

students can do an activity which is designed as an alternative to note taking. For instance, as it has explained in the pre-viewing step, the students can write down verbs that describe the actions in the scene and pay attention to non verbal communication and the setting to get a general idea of the film they watch. After that they can practice speaking by expressing and answering the questions that have been given in a group. They can be divided into the roles and they practice speaking after the listen the verbal and non verbal communication from the film.

Post-Viewing Activities

Students can work in a group. Then they are encouraged to demonstrate what they saw. The teacher provides questions about the film. They can work in pair or group to discuss about the provided questions. It is nice to show the film once more to give all the students an opportunity to listen and watch again. It is often motivating for the students to review the vocabulary and later they speak about the film by answering the questions and retell a story based on the film. Another activity is the students can tell the story in a chain, they can add sentences one after another. In this step the students practice their speaking ability after watching the film

G. SAMPLE ACTIVITY

The activity is described here to demonstrate the ways in which some of the listening and speaking strategies can be learned and practiced through class activities while being taught inductively. Here it can be implemented using the film about “The Titanic (Animated)”, but similar tasks can be done with other films. The activity makes use of teaching objectives; (1) Understanding the background information; (2) Observing for characters; (4) Listening for General Ideas; (6) Describing a series of actions and (7) Describing situation. (8) Making prediction, (10) Retelling the story.

The Previewing activity

The ocean and on the boat scenes

The boat scene is a scene where a young lady (Angelica) and another person rowed the boat. After the boat scene, the young lady was on board of a yacht. The scene offers a variety of visual and auditory clues, which assists in comprehension of the key language used. What makes this activity so motivating is that students are not asked to passively watch and repeat back what they saw or heard; rather, they are to take separate roles, one as the listener and one as the viewer, practicing listening and speaking strategies for effective comprehension.

Students should be prepared for as much of the vocabulary as possible short of giving away what happens in the scene. For example, a short lesson on action verbs that includes verbs used in the scene. It is not necessary to prepare students for all new vocabulary words because they can be learned through attention to context clues. When the vocabulary lesson is finished, students are supplied with a scene title and short description of the scene.

One group is given a suggested title is “The Boat Scene”, followed by the description of a young lady would be on a carriage. The young lady was always to be blamed but she accepted everything patiently.

Another group will be given the title that is suggested is “In the carriage” where the young lady is sitting and looking at the locket. Then a lady with a bonnet said to her to stop looking at the picture. However, there are many scenes in this Titanic film; the language teacher can be free to divide the group which depends on the selected film.

Viewing activities

In this step, students should listen to the sentences or conversations from the films. This listening strategy is emphasized by having the listeners write down key words and pay attention to tone of voice, intonation, and pauses. An activity can be designed as an alternative to note taking. For instance, they can write down verbs that describe the actions in the scene and pay attention to nonverbal communication (body posture, gestures and facial expressions) and the setting to get a general idea of what is happening in the scene. Note that the film should be played two or three times. It is expected that each student can feel somewhat confident about his/her listening. In this case the students practice speaking by answering the questions given.

The questions are W-H Questions. The following is the questions from the Titanic (Animated):

The first scene is on the boat

1. What did you see on the first scene?
2. Who was the girl with long hair?
3. Ho many persons were there?
4. What were they doing?

The second scene is on the carriage

1. What did Angelica do?
2. With whom did she sit?
3. What did the lady with a bonnet tell her to do?
4. How many persons shouted at her?
5. Who was Angelica?
6. What happened to her?

Those are the samples of the scenes that occur in the film. There are also questions for the students to practice speaking after they listen and watch the

film. However, there are still many scenes that the teacher can explain and also create questions.

Post activities

The students can listen and watch the film again. They can work in a group in order that they can collaborate and conclude the plot of the film. They are encouraged to practice speaking.

To enclose this activity, each group is asked to share its conclusions with the class. It would be nice to show the film once more to give all students an opportunity to listen and watch at the same time. It is often motivating to conclude with a communicative activity, such as a role-play task. Students look for good qualities of communication and cheer for the best-performing actors. Teachers may want to consider recording these role-plays on videotape to use for additional language feedback, to review new vocabulary, or to demonstrate the students' progress.

Another alternative activity, the teacher can ask the students to retell the story that they have already prepared. They retell in chain. Each group which consists of three or four students tells the story by expressing one sentence by one sentence, then followed by another student to add one more sentence and in turn until the story finishes. The teacher can observe which group tells the story similarly with the film and of course it is spoken fluently.

H. CONCLUSION

Using an authentic and selected film in teaching listening and speaking can be motivated and attractive. It can encourage the students to enjoy the listening and speaking lesson. The use of a film has a definite place in teaching a language. Such a film provides meaningful language through interesting content. It can make the students become more motivated to learn and communicate in the language.

Once the students get confidence through understanding and enjoying authentic film, they might feel that they prepare to consider other films. The more the teacher focuses the learning strategies connected with listening comprehension and speaking, the more likely it will be that students will get advantages in practices the language.

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