

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

TEACHING CONVERSATIONAL ENGLISH WITH FEATURE FILMS

A paper submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

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May, 2013

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Teaching Conversational English with Films

Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

The purpose of the present MA paper was to develop materials based on feature films to teach informal language to the students in the third year of their undergraduate program at one of the large universities in Armenia. For the above mentioned purpose the films have been selected and the materials have been developed based on the students' advanced-level textbook 'Cutting Edge'. The book consists of ten modules and ten films have been selected according to the number of films. The films have been selected based on the certain criteria identified to serve the students' needs, the specific requirements of the course and its objectives. The paper also provides recommendations for the future teachers of the course as to how to use the suggested materials.

CHAPTER ONE: INTRODUCTION

Successful target language comprehension requires proficiency in both formal and informal language styles. Armenian learners are in EFL context and they have very little or no exposure to the target language outside the classroom. For this reason the speech of nonnative speakers of English can be correct in general sense but it may not sound native like because of the lack of conversational fluency and independence in speech.

Not only learners of low level of proficiency face this challenge. Coming out of my experience with undergraduate students at one of the large Universities in Armenia during my Practicum and also considering the instructors' and students' views there, I came to the idea that conversational fluency still remains a challenge even for Undergraduate students at the English department.

Apart from the fact that Armenians do not live in the target language environment there are other gaps that do not allow the students to build their everyday language.

Although the instructors try to use authentic materials in class, particularly readings, they still have difficulties as most of those readings do not involve any colloquial language.

Another major problem, as stated by the chair and the instructors, is the lack of instructional materials and guides for the development and reinforcement of the everyday language based on authentic materials.

1.1 Purpose of the Project

In regard to the current issue this paper suggests a solution for undergraduate students at one of the Universities in Armenia who reach high levels of English proficiency but still find it extremely hard to use the colloquial language.

The purpose of this project was twofold: to select such an authentic tool that will let those learners get exposed to the colloquial English, then to develop instructional materials and guides that will contribute to the comprehension and the use of that language.

1.2 Significance of the project

The present paper will become a valuable source for all the undergraduate level students in TEFL in general and undergraduate students of the above mentioned University in particular. It will provide them with useful tasks and activities to reinforce the colloquial language they are exposed through the authentic tool.

1.3 Definitions of some key terms:

Colloquial language : Stylistically colored language which is not used or acceptable in formal writing or speech (Hayakawa, 1974; Arnold, 1973 & Goumovskaya, 2007).

Extensive watching: Watch as many different kinds of films as you can, chiefly for pleasure and only needing a general understanding of the content. It encourages watching for different reasons and in different ways.

Films with standard subtitling: Films with target language dialogue and native language subtitles.

Films with bimodal subtitling: Films with target language subtitles and target language dialogue.

Films without subtitles: Films with only target language dialogues (Hayati & Mohmedi, 2011).

Whole film approach: Feature film is shown in its entirety and is studied as a whole.

A short segment approach: an approach in which only one scene or segment from the entire film is utilized (King, 2002).

CHAPTER TWO: LITERATURE REVIEW

Words in a language either come from a learned source (authorities from science, technology and literature) or from life and experience with common people. Successful target language comprehension requires proficiency not only in stylistically neutral language but stylistically marked ones as well: official language and colloquial language (Hayakawa, 1974; Arnold, 1973 & Goumovskaya, 2007).

Why do we need to know all these functional styles? It is because people don't speak to their friends exactly as they do to their instructors or they do not write their reason for requesting a loan in exactly the same terms on a bank form as in a letter to their brother (Shopen & Williams, 1981). Also, those speakers who use inappropriate language run the risk of appearing uncooperative at the very least, or more seriously, rude or uncultured (Morakhan & Jalayer, 2010).

In a formal level foreign language instruction works well. Learners learn grammatical rules, develop their reading, writing skills properly but they have problems to exchange orally with native speakers.

One of the reasons that foreign language learners bring is that they do not have a chance to use the everyday language outside the class (Crawford, 2004).

Casual language occurs in natural situations, it is authentic, spontaneous, occurs in real contexts, in the everyday lives of real participants. Casual talk is safe, comfortable, nonthreatening (Gaudio, 2003), exactly the kind of talk which we do not expect to be taped, and transcribed and frozen in a written form. In the US and other western societies participants in the casual conversation should be socially equal, able to talk together freely, should be free of tasks that might attract their attention.

Besides, casual talk is not the mechanical process of taking turns; it's a process of making meanings by simplifying the speech (Tannen, 1982; Eggins & Slade, 2004).

Engagement in real conversation is the only possibility to acquire conversational fluency. Moreover, concentration on the grammar drills all the time bores the students and doesn't sufficiently train them to get engaged in the target language and speak it. Such drills are useful but they do not energize the students. But when teachers go creative in way students do not expect, difference becomes obvious (Crawford, 2004; Shahla Yassaei, 2012 & Tannen, 1982).

Spoken language exhibits a high degree of involvement which Chafe thinks are created by a number of devices such as use of first person pronouns, emphatic particles (really, just), fuzziness and others(see Tannen,1982).

Unlike EFL learners ESL learners acquire conversational fluency more easily and use the target language more independently.

This was proved based on the results of the experiment done by Lightbown & Kojic-Sabo (1999), which aimed at finding out the different strategies used by EFL and ESL students to learn the vocabulary.

ESL learners are self-initiated to learn and practice new words. They also prefer to do outside classroom activities unlike EFL learners who give their preference to more traditional methods such as reading and rereading their notes.

ESL learners use the words they learn in everyday conversations. In their everyday life they have the chance to practice the target language in an immediate environment as a result of which context-based lexical learning takes place.

Exposure to the target language outside the classroom, learner independence and initiative, the use of extensive strategy are the factors that make ESL learners' achievement higher than that of the EFL learners. The lack of opportunity to practice the target language vocabulary authentically in their immediate environments made EFL learners more creative in reviewing technique.

For a number of reasons feature films are highly useful authentic resources in the language classroom. According to Eken (2003), King (2002) & Ryan (1998), they increase the learners' critical thinking skills, give them more awareness of the pragmatic features of the language and make them more motivated to learn the foreign language.

Hours of exposition in any language cannot assure the same accuracy of meaning as that conveyed by the visual image.

In addition to providing a rich source of exposure films can be used as a focus for generating learner output during interaction and in this way make up for the inevitable loss of face-to-face contact during viewing (Keene, 2006).

Some students are not familiar with the approach of learning English through feature films. Such students assume that the concept of learning is only test taking and using textbooks. They are more focused on the formation of grammatically correct and accurate sentences rather than effective communication. Such teaching materials do not reflect aspects of real life unlike films which have an emotional impact on students and can thus more easily connect them personally to content (Ward & Lepeintre, 1996).

Which approach is better to take: viewing the entire film or in segments? Which one will better serve the purpose to teach casual speech?

Short-segment approach is useful with TV commercials, or news to supplement content materials. However, according to Wood, (1995) "if communication is to be emphasized, the complete communicative process of a movie is in order as the vehicle for study" (see King, 2002, p. 5)

Showing the entire film highly enhances learners' motivation as they start to figure out the content of the film which at first seemed to be incomprehensible. Also the limited amount of listening prevents the learners from the opportunity to get exposed to the realistic usage of English.

In addition, "the language in the majority of current popular EFL authentic materials usually contains roughly 20% culture-specific expressions or concepts and can hence serve as smooth foray into the real English-speaking world" (Hwang, 2000)(see King,2002, p. 5).

On the other hand, it is argued that film showing is not teaching because the instructor is passive, he/she only turns on the television to deliver the material instead of lecturing and engaging students in meaningful discussions. Therefore, it is recommended to use films actively without class time abuse.

First, the teacher must know what he expects to achieve by using a particular film. Films add variety to the classroom procedure, they are good for motivating the class, and they can supplement the text.

For maximum accomplishment, the teacher's objective must be precise. The varied procedure must still proceed toward a specific end. The motivation must be directed toward a definite goal. The teacher must know what skill or knowledge can be taught by a particular film.

A list of possible goals would sound like an entire course of study: aural comprehension, including regional dialects; the learning of social formulas, sentence structure, intonation patterns, new vocabulary, geographical and historical facts of the country, contemporary life with attention to family attitudes, education, religion, or government.

Quite likely, the film can teach many of these things, but the teacher will want to select only one or two on which to concentrate at any one time. The same film can be shown again later with attention directed to other areas.

The next point is that English teachers sometimes don't know whether to show films with bimodal subtitles, standard subtitles or without subtitles. Which one is more effective to develop listening comprehension? (Hayati & Mohmedi, 2011).

Hayati and Mohmedi (2011) conducted a study with 90 students majoring in Teaching English as a Foreign Language with the average age of 22. The students were selected and based on the scores of their language proficiency tests they were divided into three groups. ESG (English subtitle group), PSG (Persian subtitle group) and WSG (group without subtitles)". For some weeks all the three groups came and watched one episode. The study found that ESG had a better performance than PSG followed by WSG. The results of Scheffe tests revealed that differences among groups were significant.

In his report Vanderplank(1988) mentioned how valuable subtitles are in the process of language acquisition. They greatly support learners to comprehend the authentic language input which would be incomprehensible without them (Chung, 1996).

According to King (2002), subtitles make reading skills and listening skills interconnected. This interconnection reinforces students' understanding of meaningful

content of English, helps them easily follow the plot, learn new vocabulary and idioms. It also develops word recognition, rapid reading and enables them to keep up with the content.

On the other hand, King (2002), observed some reasons for using films without subtitles. They help students to develop such listening strategies as guessing the meaning from the context, making inferences from the visuals and facial expressions, they encourage active viewing and listening for key words and main ideas and at last they motivate students to use the authentic material independently.

However, due to language difficulties watching films without subtitles may lead to complete frustration because too unclear speech and accent and overload of slang may get the learners to think that they are too far from what is called “real” English (Doye, 1998).

Film selection criteria, film types and sources must be appropriate for the teaching-learning context if the whole film is being planned to be used as a teaching tool.

According to Berk (2009), there are three sets of film selection criteria: (a) the students’ characteristics: involving their age, level, gender, grade, ethnicity and language dominance, (b) the offensiveness of the video, such as ridicule of females, racial and ethnic groups, professions, politicians and other offensive content and (c) the video structure which must be appropriate for the instructional use (p.7).

According to King (2002), entertaining films do motivate students and language difficulties are forgotten if the film has got some dramatic tension. This makes them more focused on the plot.

Students also prefer to watch recently released films although old films are mostly inoffensive.

When teaching with films entertainment is not the only main factor that the instructor must take into consideration. A more important factor for him/her is to structure the film activity educationally (Lottmann, 1961).

Also it would be preferable to choose films that will bring the learner nearer to the reality. The distinction between fact and fiction is not so visibly reflected in feature films but some films are undoubtedly about real life events and do reflect the unpredictable events of real life.

According to Sherman (2003), “there are two main types of ‘true story’: biographical films (biopics) which put one individual’s life at the centre of the story” (p. 22) and history films which are interested in events and introduce a range of characters. They deal with themes which are found in all the countries: rebellion, invasion, social oppression, civil war, struggles for human rights and so on. They give rich opportunities of comparisons with students’ own countries and are good basis for oral discussions and presentations.

Films about contemporary events focus on the understanding of the important facts in the situation. They show how people decide what to do in certain situations. There are also films about relatively ordinary people which invite comparison with oneself and it can be done before, during and after the film. They are also suitable for making predictions about future (Sherman, 2003).

The results of the study done by Morad Khan and Jalayer (2010) with 54 learners highlights the importance accompanying video-taped materials with textbooks.

The statement, question or response for the given situation given in the textbook may have its equal or more appropriate alternatives in the film. Film gives students a variety of situations where they can find out what else is appropriate to say in each situation.

Textbooks, as mentioned by Xiaoping & Xianxing (2008), usually do not provide with such layer of language as idioms and slangs are. But with films the instructor can introduce idioms and slang to his students, also point to what is vulgar and should not be used (Xiaoping & Xianxing, 2008).

Unless students are provided with well-structured tasks and activities feature films will not be good learning materials. With the same time it's not an easy task to do it because of the length of movies and shortage of teaching hours which should appropriately be fitted together (King, 2002).

“ Illustrated talk “ (Sherman, 2003, p. 18) is one of the techniques suggested to save the time and with the same time introduce the whole film. This is when the teacher tells nearly the whole film stops at a climatic point asking the students to go home, reveal the ending and later come to the class make a report on it.

The next technique is called “Salami tactics” (Sherman, 2003, p. 19). The film is divided into some episodes and is done over several lessons. It is started with the lead in activities, then the plot and schema. Afterwards a recap and prediction/anticipation activities are done.

The third technique is called “ Front Loading “ (p. 19) which is working with the introductory part and it really helps understand the whole film. This work can be done

before and after watching the film. The activities can be on the whole film or individual scenes (Sherman, 2003).

Showing film scenes before discussion reminds the students about what they are going to discuss by giving them ‘recallable visual image’ (Champoux, 1999, p. 212) to compare the discussed topics to it. It is a quick reference to the examples shown in the film.

Showing scenes after discussing the questions helps learners develop their analytical skills and put into practice what they have already learned.

Scene repetition is very useful when a difficult topic is under discussion. Running the scene for the first time helps the students to visualize the content and guides them throughout the whole discussion process. Running the scene for the second time aims at encouraging students’ critical thinking (Champoux, 1999).

Film watching is introduced in three stages: pre watching, while watching and post watching stages (Massi & Blázquez, 2008 & Sheferoglu, 2008).

Pre Watching Stage

During the pre watching stage the learners activate their background knowledge by making different predictions. Visuals and auditory clues are great sources of information and relate the new information to what the students already know.

Among pre watching tasks warm-up questions are one of the most commonly used ones with the help of which the scene is introduced. The general aim of this stage is to give enough scaffolding to students and make them sure that what they are going to watch is purposeful (Massi & Blázquez, 2008).

While watching stage:

During the while watching stage some parts from the film are identified around which the questions are formed. The learners are first asked to look for the general information, and later on they are asked for the specific one. While watching tasks are the following: note taking, writing down some new words and expressions and answering short questions (Sheferoglu, 2008).

Post watching stage:

The post watching stage is checking the learners' comprehension of the film. It aims at finding out how students interpret certain important concepts, how they think critically and do analysis. Post watching tasks are as follows: completing multiple-choice texts, open-ended tasks, gap-fillings, discussions, debates, role plays, writing follow-ups, doing collaborative project work and others.

In fact post watching activities aim at transferring the information gained through watching to real-life situations (Massi & Blnzquez, 2008 & Sheferoglu, 2008).

According to Paul Sommer (2001), students need to do follow-up discussions and group activities to develop their critical thinking. "If the teacher develops a technique of presentation and follow-up suitable to his own classroom procedure, he will find that the film provides a significant contribution to the language class" (Lottmann, 1961, p. 178).

Also, Sommer prefers to do mapping activities which involve plot description. Engaging students in "focused viewing" and bringing them to the "discussions at strategic points" is what Sommer does during his classes (Sommer, 2001, p. 486).

One of the most important issues that Massi and Blnzquez consider implementing is the introduction of 'variety' in task design (p 4). This aims at designing activities that will fit the learners who have different learning styles and strategies.

Task designer can design the tasks for different aims. The aim could be topic introduction, illustration of the language function in context, explanation of grammar structures, development of the semantic field and many others (Massi & Blinzquez, 2008).

There is only one important factor worth considering in the design of the task. It is to always bear in mind the purpose of doing it. If the task serves the purpose then the designer is on the right way (Massi & Blinzquez, 2008).

To sum up, the literature review provided the present project with some very important and valuable information based on which it will be started and developed.

First of all the literature made clear what colloquial language is and why it is important to use it. With the aim to see what strategies are better to use to acquire conversational facility we looked at those applied by ESL learners who are considered to acquire it successfully. Based on ESL learning strategies we aimed to find a teaching tool which could provide the learners with the same advantages that ESL learners had: exposure to target language environment, independent use of the language outside the class.

In response to this search we found feature films to be the most useful tool. But literature also warned about the danger of choosing a wrong film which made us go on with our search and find the type of the film which could meet all the requirements.

Literature suggested selecting films based on whole-film approach (especially when they watch for the first time) to give the learners opportunity to become independent and to make the watching more meaningful.

Although the literature revealed both the advantages and disadvantages of the films with and without subtitles, for our purposes especially, it is more appropriate to

choose films with target language subtitles to reinforce students' understanding of English context-bound expression, to allow the learners to get the content of the film and follow the events, learn new everyday words and expressions, also the difficulties of watching films without subtitles will become less and less difficult.

Through this review it became clear that accompanying video watching with textbooks is really a good idea. But the requirement is to produce well-structured variety of tasks involving different learning strategies and cognitive styles. Also, different stages will require different types of techniques and tasks.

CHAPTER THREE: THE RESULTS OF NEEDS ANALYSIS

The needs analysis was done based on the informal meetings with the stakeholders: the chair, the instructors and the target students.

Firstly, I (the material designer) had two meetings with the instructors and the chair of the department of English Programs at a large university in Armenia during which the targeted learners were selected: those that needed to cover the informal layer of the language.

According to the instructors and the chair they were advanced level students who had already gained sufficient knowledge of the language but mainly needed to be exposed to the native like, conversational language.

At the pre-stage the I had other meetings as well. First I met with the instructor of the targeted course named: *Practical English Course*. It was found out that the course was held three times a week. The main textbook was Cutting Edge (advanced level) but they were free to use many other extra sources and materials as well.

The instructor mentioned that during the classes they did listening (both from the textbook and other sources; both in and out of class). They also did readings (especially extensive reading), translation, and writing, work on vocabulary and speaking activities, mainly in the form of discussions as her students were fond of them.

It was also mentioned that the students watched films from time to time both in class and at home and they mainly did post-viewing discussions to cover the content of the film and the underlying message.

However, instructors at this University lacked materials which would develop certain linguistic skills and expose the students to the authentic language.

The students were quite motivated. They liked the idea of the project. They convinced that they really had challenges not only speaking the informal language but also understanding it properly. They were quite optimistic about the outcome of the project claiming that the more detailed discussion and the more exposure to the target authentic language would lead to its more effective production.

The learners perceived how important the role of the informal language was to be fully integrated in the target language environment and strongly believed that this project would be of great support to them.

I also asked them to speak about their film genre preferences. It was found out that they liked romances, biographic films, films, recently released films with awards.

During the next stage I was to select the films based on the criteria revealed from the literature and those that would lead to the fulfillment of the program goals and objectives and would be sufficient to the students' needs and preferences.

Based on the above mentioned requirements I gave my preference to the subtitled films (taking into consideration the students' strong preferences), films released after 2000s, and entertaining films that would simultaneously be thought-provoking and underlie certain message in them. Films would also reflect the real life (true stories).

It was also determined to connect the content of the films to the content of the textbook: this would make the course content more coherent giving the students opportunity to connect the events in the films to the events presented in the textbook and more easily integrate them into their daily lives. This would have a positive impact on the development of their role in the society and in their community.

The films not only aim to provide students with sufficient informal language but also develop them as future teachers who will be conscious not only of the values of lifelong education but many other moral values as well.

The book consists of ten modules and according to the syllabus students cover a module in two weeks accompanied by lots of other extra sources. We have decided to select one film for each module (see Table 1 *List of Module Topics and the Selected Films* in Appendix A).

At first I intended to introduce the materials and mention some that would be required and others for additional usage. However, taking into consideration the fact that the instructors are freely using as many extra materials as they consider necessary I left it to their choice to decide on the amount of the material they would choose to cover and the amount of time they would spend on each activity.

I have only provided a guide with detailed instructions as to how to do the tasks referring to the film, what are the objectives of watching the film and doing the tasks.

I decided to implement different types of activities in the three stages.

In the pre watching stage Front Loading technique was mainly used (Sherman, 2003). Working with the introductory part will help students gain overall understanding of the film. The aim was to keep the students independent and make their own judgments while watching the films. This was the reason why illustration task wasn't included here.

At the while watching stage I have decided to provide the students with the whole movie to watch out of class. At this stage it is preferred to keep them independent and develop their own opinion. There are no tasks; learners have only to fill in the table

provided which aims at checking their overall understanding of the movie, recognition of the movie characters and main events.

Also, they will jot down some words/expressions used in the films that are interesting for them or which they are eager to know.

The post watching stage is comparatively more detailed. Here I mostly used Salami tactics (Sherman, 2003). The film is divided into several segments and is done over several lessons. Also, it's worth mentioning that I haven't included all the episodes; only those that contribute to the understanding of the core meaning of the film and those containing specific features of the conversational language that are intended to be introduced in that module.

Although this technique requires more class time I think, it would be manageable for the instructors to do at least some of them over the two weeks allotted for each module.

Through the literature a variety of useful post viewing activities were found but for our own purpose we have chosen to do some of them: gapped texts from the films, matching, general discussions, focused viewing, discussions at strategic points.

Gapped texts and matching were mostly aimed at introducing the informal words and expressions from the films. The aim of the discussions was twofold: both to practice the informal language already introduced and to concentrate on the key messages implied in the film (Sommer, 2001).

As the activities are thematically arranged according to the textbook modules I have chosen movies that would make it possible to draw parallels between the film and

the book. It refers to the discussion of the main content, main strategic points and the language intended to introduce to the students in that particular module.

In this way the students will both foster what they have already learned and also will have the opportunity to compare and contrast what is in the book to what is in the film.

CHAPTER FOUR: DELIVERABLES

The products of the present study are:

- Ten selected films that thematically match the modules of the textbook ‘Cutting Edge ’(advanced level) (see Table one: *List of Module Names and the Selected Films* in Appendix A)
- The list and descriptions of the films (see Film Descriptions in Appendix B)
- Pre/while/post viewing activities for each of the ten modules with learning goals and outcomes introduced in the book (see Activity Workbook in Appendix C).
- Recommendations from the material developer to the teachers as to how to use the activities more effectively (see Recommendations in Appendix D).

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APPENDICES

Appendix A

Table 1

List of Module Names and the Selected Films

Modules	Name of the module	The selected film
Module 1	Going global	Freedom writers
Module 2	Mixed emotions	The Odd life of Timothy Green
Module 3	How you come across	The Blind Side
Module 4	Mind, body and spirit	Akella and the Bee
Module 5	Learning for life	Won't Back Down
Module 6	In the money	Pay it Forward
Module 7	Living together	The Ron Clark Story
Module 8	A question of taste	Beyond the Blackboard
Module 9	21 st century lifestyles	The Social Network
Module 10	Truth and lies	Mona Lisa Smile

Appendix B

Film Descriptions

Freedom writers:

2007 drama film starring Academy Award winner Hilar Swank, Scott Glenn,

Imelda Staunton and Patrick Dempsey.

Release date: January 5, 2007 (USA)

Director: Richard LaGravenese

Screenplay: Richard LaGravenese

Story by: Erin Gruwell

Duration: 123 minutes

The Odd Life of Timothy Green:

2012 American fantasy drama film starring Jennifer Garner, Joel Edgerton and CJ

Adams.

Release date: August 15, 2012

Director: Peter Hedges

Screenplay: Peter Hedges

Story by: Ahmet Zappa

Duration: 125 minutes

The Blind Side

2009 American semi-biographical sports drama film starring Sandra Bullock,

Quinton Aaron, Lily Collins, Tim McGraw, Jae Head.

Release date: November 20, 2009 (USA)

Director: Richard John Lee Hancock

Screenplay: Richard John Lee Hancock

Duration: 129 minutes

Akella and the Bee

2006 American drama film. It tells the story of Akeelah Anderson, portrayed by Keke Palmer, an 11-year-old girl who participates in the spelling national contest.

Release date: April, 28 2006

Director: Doug Atchison

Producers: Laurence Fishburne, Sid Ganis, Nancy Hult

Duration: 112 minutes

Won't Back Down

2012 drama film starring Maggie Gyllenhaal, Viola Davis and Holly Hunter.

Release date: September 28, 2012 (USA)

Director: Daniel Barantz

Screenplay: Brin Hill, Daniel Barantz

Duration: 121minutes

Pay It Forward

2000 American drama film based on the novel of the same name by Catherine

Ryan Hyde, starring Haley Joel Osment.

Release date: October 20, 2000 (USA)

Director: Mimi Leder

Screenplay: Leslie Dixon

Duration: 123 minutes

The Ron Clark Story

2006 television film, starring Matthew Perry, that premiered on TNT on

Sunday, August 13, 2006.

Release: January 13, 2006

Director: Randa Haines

Producer: Craig McNei

Duration: 96 minutes

Beyond the Blackboard:

2011 Hallmark Hall of the Fame original movie starring Emily Van Camp and

Treat Williams. It is based on the memoir of Stacey Bess titled Nobody Don't Love Nobody.

Release: April 24, 2011

Director: Jeff Bleckner

Writer: Camille Thomasson

Duration: 100 minutes

The Social Network

2010 American film directed by David Fincher and written by Aaron Sorkin.

Release: September 24, 2010

Director: David Fincher

Writer; Aaron Sorkin

Duration: 120 minutes

The Mona Lisa Smile

2003 American film produced by Revolution Studios and Columbia pictures in association with Red OmFilms Productions. Starring Julia Roberts, Kirsten Dunst, Julia Stiles, Maggie Gyllenheal and Gennifer Goodwin.

Release: December 19, 2003

Director Mike Newell

Writer: Lawrence Konner

Duration: 117 minutes

Retrieved from: http://www.google.com/search?s?hl=en&gs_rn=14&gs_ri=psy-ab&cp=15&gs_id=25&xhr=t&q=Freedom%20Writers&es_nrs=true&pf=p&biw=1280&bih=672&sclient=psy-ab&oq=&gs_l=&pbx=1&bav=on.2.or.r.qf.&bvm=bv.46751780.d.ZWU&ech=17&psi=qG6WUdXfKo6wPOGmgfAL.1368813222495.1&emsg=NCSR&noj=1&ei=tW6WUcvnJMb6PN-XgbAK

Appendix C

WORKBOOK

Teaching Cutting Edge with Films (advanced level)

(pre/while/post watching activities)

By **Kristina Rshtuni**

TABLE OF CONTENTS

Modules	Name of the module	The selected film
Module 1	Going global	Freedom writers
Module 2	Mixed emotions	The Odd life of Timothy Green
Module 3	How you come across	The Blind Side
Module 4	Mind, body and spirit	Akellah and the Bee
Module 5	Learning for life	Won't Back Down
Module 6	In the money	Pay it Forward
Module 7	Living together	The Ron Clark Story
Module 8	A question of taste	Beyond the Blackboard
Module 9	21 st century lifestyles	The Social Network
Module 10	Truth and lies	Mona Lisa Smile

Course Title: Practical English Course: Teaching Everyday English with Films

Age: Adults

Textbook: Cutting Edge, advanced level

Prerequisites: All the learners study TEFL

Total number of modules in the book: 10

Total number of films: 10

Course Description:

The aim of the course is twofold: on the one hand it aims to develop the students' understanding of the key issues and insights that underlie language teacher education, on the other hand it is aimed at developing their everyday language fluency. The ten selected films which are thematically arranged with the ten modules of the advanced level textbook 'Cutting Edge' are accompanied with the pre/while/post watching activities aimed at discussing the key issues introduced in the film and the colloquial language used there. Film watching with its follow-up activities will enable the students to have a critical and analytical view of Teaching and its concepts, see the Teachers' major role in the development of the society and improvement of people's lives which will motivate students to bring in a vibrant experiential perspective to their professional role in Teaching. The course will also provide and promote everyday language in context from the films developing students' listening, speaking and critical thinking abilities.

Learning Goals:

- To make students understand the importance of their role in the society as future teachers.
- To familiarize the students with conversational words, expressions and key grammatical structures.
- To develop the students' listening and speaking skills to fluently use conversational English

Learning Outcomes

As a result of completing this course, students should be able to:

- participate in meaningful discussions related to the topic of the film
- recognize the meanings of different colloquial words and expressions in context
- practice using different conversational words and phrases and key grammatical structures in oral communication
- relate the key concepts introduced in the films to real life.

Textbook and other resources:

- Cunningham, S. & Comyns Carr, J. (2003). Cutting Edge. Student's Book. Advanced level. Pearson Education Limited.
- Ten selected films with pre/while/post watching activities (see the list in the Table of Contents, p.).

Going global

Freedom Writers

- Pre watching: questions and discussion
- While watching: fill in tables
- Post watching: informal vocabulary, grammar, a detailed discussion.

I Pre watching

1. Introductory discussion

- Watch the title and some pictures from the movie and make some guesses.
 - *The Freedom Writers*



➤ Questions:

- What is the movie about?
- Who do you think can be the main hero/heroine? Why do you think so?
- How does the movie touch upon globalization? If yes, in what ways?

➤ Look at the given words and try to make more detailed guesses about the film.

- School integration program
- New teacher
- Gang
- School as a prison
- Equal in beauty and in blessings
- Diary
- Toast for change

II. While watching *

1. Fill-in task

- What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

Post watching:

1. Work on informal vocabulary

- Match the informal words and phrases from the film with their definitions. Choose only one definition for each word or phrase.

Check your answers.

1. Blasted	a. a stupid person
2. Ghetto	b. interjection expressing disapproval,
3. Bullshit	c. in a year
4. Wannabe	d. mother
5. Gal	e. very tired
6. Y'all	f. feeling or appearing to be almost asleep
7. Mom	g. send sb. away, dismiss
8. In a shake	h. you all
9. Dopey	i. Girl
10. Wacked	j. energetic
11. Ass	k. a person who wants to be like somebody else
12. Damn	
13. Kick sb. out	

	l. nonsense m. poor people n. in a minute o. very annoying
--	---

➤ Complete the sentences taken from the film with the informal words given in the table above. Check your answers.

1. Ain't nobody touched your _____ bag.
2. Yeah, and that's some _____.
3. But soon enough, you have little _____ trying to hit you up at school, demanding respect they haven't earned.
4. Okay, guys, _____ . Listen up.
5. _____ was the only one there, pops was a no-show.

6. This whole _____ class has got people in here looking

like a bad rerun of Cops and shit.

7. Hey, girl, you wanna give me some fries with that _____?

8. My moms _____ when I got jumped into the gang life.

9. If you're Latino or Asian or black, you could get

_____ any time you walk out your door.

➤ Watch segment one. 00:01:30____ 00:03:56. Reflect on what you have watched by discussing the differences between the given pairs of words and phrases used in segment 1 and the book (Student's book; ex. 6, p. 7).

- Crowned for blood.
- Kill each other over race,
- pride and respect.
- Multi-ethnic society
- Crowned for beauty and a grace.
- Equal in beauty and in blessings.
- Globalization.

- Watch segment two. 00:45:40 - 00:47:28. Discuss how Mrs. Erin G. is trying to change her students. Comment on what the teacher told her students:
 - Write about whatever you want.
 - Write like a diary.
 - Write whenever you feel the inspiration.
 - Write without a grade.

- Discuss the following questions:
 - Do you think the strategy chosen by Mrs. G. to change her students would be positive or negative? Why? Explain your answer.
 - Do you consider Mrs. Grin's tendency to change her students as a major step to globalization. Explain your answer.

- As future teachers think of other solutions (tasks) to suggest to Mrs. Grin's students. Work in groups of two/three.

2. Grammar: Continuous verb forms in Colloquial (informal)

language:

- Look at the continuous forms taken from the film “Freedom Writers.” How are they different from formal language forms? What kind of action do they describe?
 - They’re gonna be too difficult for them.
 - Man, I know you ain’t talking to me!
 - You touching me now?
 - I’m gonna be living with my aunt.
 - I was wondering when you were gonna lose that damn smile.
 - Sorry about your brother, man. I hear he going away for life.

- Complete the sentences with the informal continuous forms used in the film. There can be more than one choice for each sentence. Discuss your variant with your peers.
 - Sit down, homeboy. Back up. I (not tell) you again. You (look) at my face now, right?
 - We (cover) _____ poetry.
 - I (not go up) _____ there without my homey.

- I (ask) _____ you a question.
- She (not approve) _____ school trips.
- Where you (go) _____?
- We each (make) _____ a toast for change.
- I (go back) _____ to school now.
- I (not talk) _____ to you.
- She (read) _____ the letters?

➤ Look at the sentences below. What are the equivalents of *gotta* and *wanna* in formal English.

- And people are gonna go on living.
- And you wanna know how?
- I gotta get out of here.
- Gonna(infl.)-going to(fml.)
- Wanna(infl.)-
- Gotta(infl.)-

➤ Look at the sentences given from the film. Replace the informal form of *ain't* with its corresponding formal form.

1. It ain't anything else.

2. I ain't explaining shit to you.

3. I know, you ain't talking to me.

4. Ain't anybody stopped me?

3. Colloquial pattern to notice: Ways of addressing and attracting the person's attention in informal language.

- Look at the sentences below and discuss in pairs what they imply.

-Honey?

-Hey, Chris, yo, what up?

-Man, I know you ain't talking to me.

-Look, homey. I'll beat that ass homeboy.

-Okay, guys, gals. Listen up.

-Hey. You. Andre?

-Okay. Everybody. Ready?

- Watch segment 3) 01:27:36-01:28:20. Work in pairs. Imagine you are two friends sitting in a café and talking. One of you listened to Anne Frank's words **"But even an ordinary secretary or a housewife or a teenager can, within their own small ways, turn on a small light in a dark room"** yesterday and tells the other about it. Use informal ways of addressing each other to reflect on the idea.

Mixed Emotions

The Odd Life of Timothy Green

- Pre watching: Introductory
discussion
- While watching: Fill in tables
- Post watching: Informal
vocabulary, grammar, detailed
discussion

I Pre watching

1. Introductory Discussion
 - Look at the title and try to guess what the film is about.
The Odd Life of Timothy Green
 - Look at the pictures taken from the film and try to guess what emotions you will go through at different stages. Use vocabulary given in ex. 1, 3 pp. 16-17 (s/b) to tell about your emotions to your peers.



- Do you think the film has happy/sad ending? Why? Express your thoughts to your peers and instructor.
- Now let's try to make more detailed guesses about the film by paying attention to the following adjectives taken from the film. Work in pairs and try to discuss your ideas.
 - Odd
 - Green
 - Gifted
 - Sudden
 - Miraculous
 - Forever

II. While watching: *

2. Fill-in task

Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

➤ What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post watching

1. Informal Vocabulary

- Look at the examples of informal words used from the film describing different people or emotions. Match the words with their definitions to find out their meanings.

1. She was an original. Creative, **artsy** type.
2. I was a big **klutz** when I was a child.
3. Oh, my **gosh**. This is the pencil. You really did it.
4. **Sweetie**, it's your Uncle Bub.

- | | |
|------------------|---|
| 1. Artsy | a. someone who often drops things and falls |
| 2. Klutz | b. a way of addressing someone you love |
| 3. Gosh | c. interested in art |
| 4. Sweetie/honey | d. expressing surprise |

- See other informal ways of addressing people taken from the film below and try to give their formal variants.

- Ma'am-
- Kiddo-
- Sis-
- Bro-
- Daddy-
- You guys-

- Watch the segment from the film 00:25:19- --> 00:25:51 and fill in the gaps with the informal forms of addressing.

-That's unusual.

-Hi, ____ Okay, good.

- Well, I'm glad _____ met. Jim?
- Yeah!
- I'm coming. Hey. Hi, Brenda.
- Who was that?
- Oh!
- Are we early?
- _____
- I didn't think so.
- Jim?
- There we go.
- Jim!
- I'm on it!
- Okay, _____ , you ready to meet some people?
- Mmm-hmm.
- Good, because we're not.
- Yeah, yeah, yeah. Good.
- Okay.
- Okay.

- Match other informal words from the film with their definitions. Check them with others.

1. Bonk(v)	a. To be disloyal to someone
2. Rat(v)	b. To hit someone lightly on the head
3. Bash(n)	c. Become anxious
4. Guts(pl.)n	d. A friend
5. Buddy(n)	e. Stomach
6. Freak out(Phr.)	f. Avoid something with a sudden movement

7. Tummy(n)	g. Courage
8. Dodge(v)	h. To be disloyal to someone

➤ Work in pairs. Fill in the gaps with the words above in their corresponding forms. The sentences are used in the film.

- You kid _____ my boys out.
- We are having a birthday party pool_____.
- It had no _____ to cross the road.
- All right_____. This is what it's about!
- Brenda's _____ me _____. What's wrong?
- You got to _____, Timothy.
- Now, all the kids you're going to meet today, they come from their _____
Whereas you come from the garden.
- I can't believe. I'm about to say this, but what did you say to your father after he
_____ the boy with leaves in the head?

2. Grammar: Perfect verb forms

➤ Below there are sentences where perfect forms are used informally. The sentences are taken from different films. Work in pairs and figure out how they are different from the formal perfect constructions.

- How long you been at this parenting thing?
- Ain't got no change for myself.
- Where you been?

- Mr. Welch and Dr. Larabee done put a lot of time into this too.
- He gone.
- She got any other kids.
- I seen him around.
- She ever try to persuade you to attend him?
- You gotta get the tackle.
- Hasn't quite gotten the hang of it yet.

➤ Watch the segment from the film 01:05:36,683 --> 01:06:56 and answer the following questions using informal perfect or other forms:

- You ever met a person different from all the others?
- You always liked or hated such people? Why?
- You ever considered such people to be odd or...? Describe your emotions and thoughts.
- You ever tended to become different from others surrounding you or prefer to be always similar to them?

3. Informal patterns to notice

➤ Watch segments 00:02:40,202 -->00:03:03,474 ; 00:28:45 --> 00:29:02; 01:02:1101:02:58 from the film and find out what the informal expression 'come on' means:

- Hurry
- Come to a place
- Encourage somebody to do something
- Unreasonable, stupid

- Watch the segment from the film 01:36:32--> 01:38:16. How do you understand the concept of 'giving away the gifts. Have you ever thought of any gift that you have? How could you give it away? Share your mixed emotions with your class and give your overall view on the film.

How You Come Across The Blind Side

Pre watching: Introductory discussion

While watching: Fill in Tables

Post watching: Informal vocabulary,
grammar, detailed discussion

I Pre watching

1. Introductory discussion

- Look at the picture of the main hero of the film 'Big Mike'. Can this picture and the title of the film help you describe him as a person, his manners and behavior?



- Look at some descriptions of Mike taken from the film to get to know him better.

Share your opinion with your peers.

- *He has never done homework.*
- *His grade-point average begins with 0,6.*
- *He is not stupid.*

- He is an ideal left tackle whose job is to protect his *blind side*.
- *What do you think blind side is?*
- What can the blind side be in the teacher's job?
- How can the teachers protect their blind side demonstrating polite behavior/good manners?

II. While watching: *

1. Fill-in task

Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

➤ What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III Post watching

1. Work on informal vocabulary

- Match the informal forms of address used in the film with their definitions and discuss whether it is a kind of rude or bad behavior to address people like that.

1. Dork-	a. a chap or a boy
2. Attaboy-	b. a dull person
3. Fella-	c. Madam
4. Klutz-	d. used to attract attention, to express surprise, interest, or annoyance, or to elicit agreement
5. Ma'am	e. a contraction of the words "you" and "all"
6. Sweetie-	f. informal expression of encouragement and admiration, typically to a man.
7. Hey-	g. used as a term of endearment
8. Y'all	h. a clumsy, awkward, or foolish person

Fill in the gaps with some of the informal forms of address given above. Then watch the segments 00:57:46 --> 00:58; 00:02:04 --> 00:02:19; 00:05:47--> 00:06:10; 00:21:11--> 00:22:32; 01:20:50--> 01:21:06 and check your answers.

00:57:46,880 --> 00:58

-Who runs this place? I'd have it in shape in two days,

I can tell you that.

-I bet you would. How can I help you?

-Oh, he was first.

-No, you go ahead. I think I wanna hear this.

-Me too. I do not appreciate the attitude.

_____, now, you can tell me

What you want.Or I can make sure you wait here all day.

Now, how can I help you?

I would like to become a legal guardian.

00:02:04,333 --> 00:02:19

Now, _____ would guess that, more often than not.....the highest paid player on an NFL team is a quarterback.....and you'd be right. But what you probably don't know is, more often than not.....the second highest paid player is, thanks to Lawrence Taylor, a left tackle.

00:05:47,931 --> 00:06:10

-They said you were the coach.

Bert Cotton.

-Tony Hamilton, but everybody

just calls me Big Tony.

- _____, Big Mike, check it out.

-Not even locked.

-White people are crazy.

00:21:11--> 00:22:32

Do you have any place to stay tonight?

Don't you dare lie to me.

I've seen that look many times.

She's about to get her way.

Come on.

SJ, make room.

Get inside.

Come on.

-Where we going?

-Home

I know, it's my favorite part.

He's so cute.

How'd the _____do in the school play?

Um....

Okay.

01:20:50 --> --> 01:21:06

Sorry, coach. I stopped

when I heard the whistle.

Where were you taking him, Mike?

To the bus. It was time for him

to go home.

_____, Michael Oher. _____!

Go get them! Go get them, Crusaders!

2. Work on informal Grammar: modals in the informal language

➤ How the informal modals are different from formal ones?

1. Could've=could have
2. should've= should have
3. might've =might have
4. Have got to do = gotta do
 - Look man, you gotta be Christian about this thing.
 - It could've been my son Michael.
 - How different his life might've been.

Informal language doesn't necessarily follow all the rules. Observe the sentences taken from the film and explain how they are different from formal constructions:

- He ain't got nobody else.
- State don't pay you nothing.
- This all real nice what you're doing.
- I ain't got no idea
- Where you been baby?

- She don't listen to nobody
- Michael, your mama ever read either one of those books to you?
- You understand me?
- Who in the hell is you telling to shut up.
- He with me now.

3. Informal Pattern *'kind of'*

- In the informal language *'kind of'* makes serious statement sound weaker and more amusing.
 - He was an orphan and someone kind of found him.
 - Mom, we are kind of waiting for you.
 - Kind of thought I already was.
- Explain the difference between 'courageous' and 'honourous' behaviors. Which is better? Which is right? Use informal modal forms and the pattern 'kind of' to express your ideas.
- Now watch the segment 01:40:59--> 01:41:42 from the film and compare your answers.

4. Discussion of the content:

- Watch the segment 00:07:57--> 00:09:11 Work in groups. Imagine you were the teachers. How would you deal with such a pupil as Michael is? Would you accept him to your school or not. Bring reasons to support your answer.

➤ Work in pairs. Identify the names of the people doing these things and discuss if it is the right thing to do. Discuss in class what other good or bad manners have you noticed during the film.

- Eating popcorn during the basketball match-
- Collecting the remains of popcorns after the match-
- Not responding to the greetings-
- Not smiling to people at all-
- Introducing yourself to a person bigger than you-
- Taking others' papers from the trash can-
- Honking the horn of the car during the conversation-
- Putting the feet on the car dash-

Mind, body and spirit

Akellah and the bee

Pre watching: Introductory discussion

While watching: Fill-in tables

Post watching: Informal grammar, vocabulary, detailed discussion

I. Pre watching

1. Introductory discussion

- Look at the pictures and make guesses about the content of the film.



- What connections can you find between the words of the two columns?
 - Eleven year-old girl
 - Mood affection

- Spelling tests
 - Couch
 - National Spelling Bee
 - Playing Scrabble
- (taken from the film Akelah and the Bee)
- Healthy mind healthy body.
 - Relaxation exercise
 - Stressing out
- (taken from Cutting Edge, student's book, module 4)

II. While watching: *

1. Fill-in task

- What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post watching

1. Informal Vocabulary:

- Match the informal adjectives used in the film with their definitions and fill in the sentences below with those adjectives. Use only one word for each gap.

- | | |
|----------------|--|
| 1. Weird- | a. Pretty and attractive |
| 2. Cool- | b. Something very large, important |
| 3. Uppity- | c. In bad condition |
| 4. Itty-bitty- | d. Unusual, very strange |
| 5. Biggie- | e. Very small, short |
| 6. Cute- | f. Approval, especially of someone or something that is fashionable, agreement |
| 7. Shot- | g. Behaving as if you're more important than you actually are. |

- -Did she get to see the new dress?

-Uh, yeah. She thought it was _____.

- -Tell me about the boy in your class with the _____ shorts.

-I think he's _____.

- You know, I never really thanked you for helping me at the state bee.

- No _____. Actually I can't stand this Korean kid.

- He's Chinese. He is _____.

2. Informal Grammar

- It is normal to use *more/most* with one-syllable adjectives in the informal language.
- Maybe we should be studying more big words.
- Look how comparatives and superlatives are formed informally. Suggest their formal variants. Explain your answers.

Sad	more sad	most sad
Nice	more nice	most nice
Happy	more happy	most happy
Small	more small	most small
Young	more young	most young

3. Informal patterns (infinitives and participle 1)

Doin' -doing

Goin' -

Wanna-want to

Gonna

Gotta

- Watch the segment 00:10:41 --> 00:12:01 from the film. Work in groups.

Describe Akellah's situation when Dr. Joshua Larabee asks her to spell more words. Use the words from ex. 2, p. 38(student's book) and the list of the informal adjectives given above to express your opinion.

- Is she stressed or not?
- What are the symptoms of her stress?
- Suggest a brief description of the therapy Akellah would need.

- Watch the segment 00:13:33 -->00:14:05. Which one do you think would be stronger in Akella's case: mind or body? And what about you. Share your ideas with your peers.

Learning for life Won't back down

Pre watching: Introductory discussion

While watching: Fill-in tables

Post watching: Informal vocabulary,
grammar detailed discussion

I. Pre watching

1. Introductory discussion

➤ Look at the title of the film and the pictures and guess:

- What is the film about?
- Who are the characters?
- What are their goals?
- What challenges do they have?
- How do they try to overcome them?



II. While watching: *

1. Fill-in task

Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

➤ What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post watching

1. Informal Vocabulary/patterns

➤ Read the following sentences from the film and try to guess the meanings of the underlined informal words and patterns. Try to find out their formal forms.

- How 'bout it, Tyler? Wanna take a swing at it?
- I'm not doin' this for me.
- Let's get outta here. Okay.
- Malia, don't worry. I just gotta get you into that other second grade class.
- Just tell him I'm gonna be late.
- Oh, no, yes, you can't! Right? 'Cause she's tenurized. Right?
- Now, that's a good line. You oughta use it more often.
- Because it's... You know, they're lettin' themselves be heard.
- Oh, can you excuse me for a sec? Yeah, sure.
- Coulda talked to me.
- -What do you think?
-Sweet. I'm still workin' on it.
-Nice place. You wanna try?
-Yeah, you wanna try.

2. Discussion

- Watch the segments 00:05:20 --> 00:05:38; 00:05:43-->00:06:33; 00:14:44 -->00:16:00 from the film. Work in pairs and think of a headline for each part. Share with your class why you have come up with those headlines.
- Compare the parts with the situation in your country and discuss items that you consider to be a myth and those that are facts.
- Watch the segment 00:32:18 --> 00:32:39 from the film and fill in the table with the necessary information. Write in steps what they gotta do to start a new school.
- How do you think this process is managed in Armenia. What steps are to be taken to start a new school?

STEPS	What to do?	Why?
Step 1		
Step 2		
Step 3		

- Watch the two segments 00:00:41 --> 00:01:57; 01:55:39--> 01:56:57 from the film and comment on the sentence taken from the film. "We're not here for unions and teachers and parents. We're here for our kids". Use the informal words and structures given in the exercise above to express your thoughts.

In the money

Pay it forward

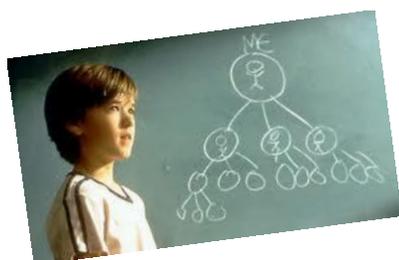
Pre watching: Introductory discussion
 While watching: Fill-in tables
 Post watching: Informal vocabulary,
 grammar, discussion

I Pre watching

1. Introductory discussion

Pay it forward

- Brainstorm words to reveal from the title what the film is about (write them down on the board).
- Now look at the pictures taken from the film and go on with your guesses.



- Below see some sentences used in the film and a picture. How do they reveal the content?

- Social studies-you and the world.
- Assignment for the whole year: *'Think of an idea to change our world and put it into action.'*



II. While watching: *

1. Fill-in task

- What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post watching

1. Informal Vocabulary

- Watch the segment 00:02:53--> 00:05:12 from the film. Do you consider the stranger's action a generosity? How would you react if you were given a jaguar as a present from a stranger? Would it be a chance of 'getting rich quick'?
- Discuss your thoughts with your peers.
- Watch the same segment again. Find the following informal ways of address from the extract *you're a freak*, *you're nuts!* and guess what they mean. You will earn (20 £) for every right answer. Discuss your variants with your peers.
 - You're a freak (20 £) -
 - You're nuts (20 £)-
- Earn more money by matching other informal expressions from the film with their definitions:

1. Feel screwed (15 £)	a. A stupid person
2. Feel in the dumps (15 £)	b. Idler
3. Feel blown up (15 £)	c. Temper lost
4. You're a bumner (20 £)	d. Cheated
5. It's weird (20 £)	e. Depressed
6. No, that would make me a moron (20 £)	f. Very strange

--	--

2. Informal Grammar: double negatives

- Here there are some informal negative structures from the film. How should the sentences be changed to become more formal? Discuss your ideas with your peers.
 - But you don't have to worry because I'll tell him we **can't talk no more**.
 - That's **nothing that we can't** discuss on parent-teacher night.
 - He **doesn't** live here **no more**.
- Watch the segment 00:21:28 --> 00:23:04 from the film. Think of 5 things that Trevor's mother shouldn't have done. Present your conclusions to your peers and compare together your ideas by using informal negatives and useful language on page 62, student's book.
- Watch segments 01:49:08--> 01:50:18; 01:51:32--> 01:52:39; 01:55:40-->01:58:53 from the film "Pay it forward" and tell your partner about your emotions towards (Trevor, his teacher and mother (use the vocabulary given in the student's book ex. 1, p. and the informal expressions to express your emotions)).

Living together

The Ron Clark Story

Pre watching: Introductory discussion
 While watching: Fill-in tables
 Post watching: Informal vocabulary,
 discussion, reports.

I.Pre Viewing

1. Introductory discussion

- Look at the pictures and guess what job Ron Clark has and what is the story about?



- Imagine you were a teacher
 - How would you start teaching a class that has problems with *learning, discipline and social skills*?
 - Do you think people living together with the students have their impact on the child's educational development?
 - Is parent involvement crucial?

- What do you think Ron Clark started his teaching with?

II. While watching: *

1. Fill-in task

- What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post Watching

1. Informal Vocabulary

- Match the informal words used in the film with their definitions. Check your answers.

1. You guys	a. Exclamation indicating the belief that something should have been considered obvious to someone else.
2. Come on	b. Slang term used as a euphemism or familiar adaptation to the derogative term nigger
3. Ain't	c. Used to express assent, agreement, or acceptance
4. Ok	d. One who looks in the mirror everyday only to see how much better looking he has gotten
5. Nizzle	e. Contraction of am not, is not, are not, have not, has not.
6. Kizzle	f. Plural of you

- Read the text and fill in the gaps with the words above.

00:41:35,287 --> 00:43:05

Hey, can _____ teach me how to do that?

Oh, you don't think

I can learn how to do that?

No!

_____ all right,

I'll make you a deal.

If I learn how to Double-Dutch, then _____ gotta learn something from me.

What?

Everything you need to know for the seventh grade.

Is he for real?

All right.

So, you gonna jump?

Yeah.

_____, can you just go a little slower?

Nuh-uh.

You gotta do like we do.

_____. all right, all right.

Ready, set...

go.

_____, man.

You're _____ dancin'.

You're jumpin'.

Aw, _____, now.

Almost had it that time.

Hey.

Hey, Mr. Turner, this is fun!

00:47:39-->00:49:01

* now let's get down to some
presidential learnin' *

* start with George Washington
straight from Mount Vernon *

* the first president
and commander-in-chief *

* fought the revolutionary war
so we could be free *

* John Adams was second,
Thomas Jefferson third *

* when we fought for independence *

* their voices were heard *

* when in the course of human events *

* we took a stand and
we've been doin' it since *

* it's a tribute
to the leaders of the USA *

* it's a presidents rap,

all right, all right *

* _____ *

* it's a tribute

to the leaders of the USA *

* it's a presidents rap *

* it's the presidents rap,

all right, all right *

* _____ *

* it's a tribute *

* to the leaders of the USA *

* it's the presidents rap,

all right, all right, ok, ok *

all right, back to your seats.

Back, back, back...

* to the leaders of the USA *

* it's the presidents rap *

* all right, all right, ok, ok *

"r" to the "o" to the izzle.

"R" to the "o" to the _____

"R" to rizzle...

"r" to the "o" to the...

ra-_____.

- Watch the same segments 00:41:35--> 00:43:05; 00:47:39-->00:49:01. And check your answers.
- Listen to the song again and try to sing with Ron Clark and his students.

2. Informal discussion

- Consider Ron Clark's behavior. Why does he act so? What do you think is his main goal? Would you do like that? Why yes/no? Use useful language on page 70 in the student's book to express your opinion.
- Watch Ron Clark's meeting with all the parents of the class he is going to teach. 00:12:10 --> 00:14:30. As you watch think if these family members would be easy to live with. Would it be easy or difficult for Ron Clark to make students from those families acquire another family at school?
- As you watch the segment pay attention to the pronunciation of 'ing' forms.
- Watch the segment 00:15:44 --> 00:18:45 and describe the following people's behavior: the other teacher, Ron Clark, Shameika and Julio.

- Speak in class about what you can't stand/hate/like about their behaviors. Use informal ways of infinitives and ing forms to express your ideas. You can take notes in the table provided with an example:

I can't stand	Shameika chewing a gum, it's not polite.
I hate	
I like	

3. Report

- How much do you think Shameika has changed by the end of the film? Take notes about the ideas below. Use informal words and structures to express your ideas.

At Home	At School	In the Society

A QUESTION OF TASTE

BEYOND THE BLACKBOARD

Pre watching: Introductory discussion

While watching: Fill-in gaps

Post watching: Informal vocabulary, expressions, discussion

➤ Look at the pictures

What is the film about?

What kind of pupils do you think study in such a classroom?



➤ Do you notice any change in this picture?



II. While watching: *

1. Fill-in task

- What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post Watching

1. Informal vocabulary

➤ Match the informal words used in the film with their definitions.

1. Booze-	a. Friend
2. On skid row-	b. Agreement with something
3. Buddy-	c. Alcoholic drink
4. Shot-	d. Surprised and impressive
5. Pretty-	e. In bad condition
6. Cool-	f. Drink too much alcohol, have no job and place to live
7. Awesome-	g. Very good
8. Awful –	h. Fairly but not completely
9. Whoa-	i. Very good
10. Neat-	j. used to emphasize how much or how good

- Read the passages taken from the film. Fill in the gaps with the informal words given above.

1. 00:08:28--> 00:08:33

You look _____young, Stace.

How old are you?

She looks like she's 16.

2. 00:28:37,585 -->00:28:40

_____ That's heavy.

Don't hurt yourself, now.

3. 00:42:34, -->00:42:52

Okay, ladies and gentlemen,

welcome to your new classroom.

_____what happened?

It's pretty_____ huh?

Come on in.

Hi.

_____ -o!

Am I dreaming?

What do you think?

_____!

4. 00:55:42 --> 00:55:45

You won't believe this.

You got to see this!

Miss Stacey, come and see!

Miss Stacey, it's so _____!

5. 01:02:25 --> 01:02:32

You're getting _____

deeply involved here.

Well, Maria can't

stay at the shelter

without a guardian, so...

6. 01:11:30 -->01:11:38

And you know what?

I'm _____good at what I do.

You are the best teacher

I've ever had.

7. 01:14:56 --> 01:15:01

Put it in here. Right down

the middle, come on!

Good job! Nice, baby...

_____! Yeah!

8. 01:15:16 --> 01:15:21

Yeah!

You did it!

Yeah! Nice job, _____! Nice!

I'm so proud of you!

9. 00:58:31 --> 00:58:39

Within a week,

we're _____

Can you believe that? They

won't give me another chance.

I mean, they kick me out

like I'm a dog.

10. 00:09:18--> 00:09:27

Look, I don't like

to judge a book

by its cover...

but there's no tolerance

for drug use.

No drugs, no _____,

no exceptions.

2. Informal expressions with 'feel' and 'look'.

- Think of any situation in the film when these expressions can best fit to be told.

Share your answers with the whole class.

1. *Don't look a horse in the mouth-* to be grateful to something that has been given instead of finding what is wrong with it
2. *Feel your oats-* feel full of energy

3. Discussion

- Watch the segments 00:08:28--> 00:08:33; 00:28:37,585 -->00:28:40; 00:42:34, -->00:42:52; 00:55:42 --> 00:55:45; 01:02:25 --> 01:02:32; 01:11:30 -->01:11:38; 00:09:18--> 00:09:27; 00:58:31 --> 00:58:39; 01:14:56 --> 01:15:01; 01:15:16 --> 01:15:21 and check your answers with the class.
- Watch the segment 00:10:28--> 00:11:56 from the film. Pay attention to the following advice that the old teacher gives to the new one:
 - Keep them locked.
 - Do a head count.
 - When they get out of control, try turning the lights off.
 - Put the shame names on the board
 - Call the police.
- Why does the teacher use different style of teaching? Is this because students' taste is different? Why yes/no? Explain your answer to your peers.
- Discuss how respect or a lack of respect was shown in the film. Why is respect important in school? Use the informal words studied above and expressions I ex. 1. P 80, Useful language, p. 82 to express your feelings and answer the following questions:
 - How does Mrs. Stacey look to you?
 - How do you feel about students?
 - What is there that annoys you?
 - What is there that makes you happy.

21 st-Century Lifestyles

The Social Network

Pre watching: Introductory discussion

While watching: Fill-in tables

Post watching: Informal vocabulary, grammar, discussion

I. Pre watching

1. Introductory discussion

- Look at the logo and the title of the film and guess what the film is about?



- What are your experiences of Facebook?
- What do you see as its benefits and drawbacks?
- Discuss other computer terms from the film. Have you ever met them or used them?
- Spam
- Blog
- Link
- Site
- Read the following email address: Jabberwock 12@harvard.edu
- What kind of an internet user are you?

II. While watching: *

1. Fill-in task

Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

➤ What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post watching

1. Informal Vocabulary

➤ Match the informal words with their definitions

- | | |
|------------------|---|
| 1. Horrendous - | a. to gain access to the contents of a computer's memory without permission |
| 2. Nerd - | b. to spend time doing silly things |
| 3. Screw around- | c. a stupid person |
| 4. Gut- | d. someone who is not fashionable and does not know how to act in social situations |
| 5. Zillionaire- | e. a reaction or feeling that you are sure is right although you cannot give a reason for it. |
| 6. Jerk- | f. Man |
| 7. Dude- | g. absolutely terrible, extremely unpleasant |
| 8. Hacking- | h. an extremely rich person |

➤ Fill in the sentences taken from the film with the words from the exercise above.

1. Did we?

Did we what?

Don't _____ with me now.

Look at me.

2. Miss, You think if I know she

can make me look like a _____.

3. The Kirkland's facebook is open on my desktop and somebody of these people

with

pretty _____ facebook pics.

4. So I'm going to get all the images from

the individual houses that people are in, let the _____ begin!

5. You gonna go thru life thinking

that girls don't like you, because you're a _____...

6. I just slept with Sean Parker?

You just slept on Sean Parker.

You're _____.

7. Good luck with your video game.

_____, that's was great...

That was right thing to do, you apologize, right?

8. Come on...

I need a real drink.

_____ it, let _____ that freaking _____.

That's what I'm talking about.

2. Informal patterns

- Look at the sentences used in the film and say how the sentences would change into formal.
 - And Eduardo won't comes close to get in. The ability to make money doesn't impress anybody around here.
 - Did you really just said that? I slightly obnoxious that they only let you view one picture at a time...
 - Well, they making an example out of you.
 - I shouldn't have write nothing about the farm animals. That was stupid.
 - You go online and you see what courses your friend are takings...
 - When did you approached Mr. Saverin with the idea for the facebook?
 - Sy, if you let me continue with my line of question...
 - What do you suggesting?
 - Eduardo, what happen after the initial lunch? Well, I founded an internet company that let folks download and share music for free. Kinda like Napster?
 - Lemme ask you something.

3. Discussion

- How does the film reveal 21 st century lifestyle?
 - What is your reaction to the film?
 - How would your grandparents (older than 65 years old) react to it?
 - Would it be possible to predict such a reality in 1980-1990ies?
-
- Watch the segment 00:02:34 --> 00:02:56 from the film. 'There's a difference between being obsessed and motivated,' Mark assures his girlfriend. What is Mark most passionate about?
 - Watch the segment **00:26:47--> 00:27:54** from the film. Discuss how Mike came up with the facebook idea?
 - What was the main reason for that? Why Mark mentioned the following: **But it wasn't because the saw pictures of hot girls. That was because they saw pictures of girls that they knew.**
 - Watch the two segments 01:32:29 --> 01:33:19; 01:41:41--> --> 01:44:00 from the film. Talk about Mike's mistreatment towards two members of Harvard's elite rowing team, Cameron and Tyler Winklevoss and his friend and business partner. Use the informal vocabulary introduced above.

TRUTH AND LIES

THE MONA LISA SMILE

Pre watching: Introductory discussion
 While watching: Fill-in tables
 Post watching: Discussion

I. Pre watching

1. Introductory discussion

- Look at the pictures and guess who the characters are and what the film is about.



- Why is the film entitled 'Mona Lisa Smile'?



- What do you think is the difference between traditional teaching and progressive teaching?

- What could a progressive teacher of art history do *to make a difference* in the lives of women who study at the all-women's college in 1950s?

II. While watching: *

1. Fill-in task

- What are the main events of the film?

Main events	Details (Why? When? How? What? Who?)

- Who are the characters? Choose two and complete the table with the information about them.

Name	
Job	
Personality	
Other details	

- As you watch, write down one to five words you don't know and think are interesting or useful. Try and guess the meaning. After the movie check your ideas with your peers and instructor in class.

Word	I think it means	Meaning

*Adapted from Logan, S. & Thaine, C. 2008. Real Listening and Speaking. Cambridge University Press.

III. Post viewing

1. Informal vocabulary

➤ Match the following informal words and expressions from the film with their definitions.

- | | |
|----------------------|---|
| 1. Tough- | a. a man with whom one has a romantic relationship |
| 2. Gab- | b. difficult situation |
| 3. Sirree – | c. yes |
| 4. Hush-hush secret | d. used to ask someone for information |
| 5. Yep- | e. a small roll of finely cut tobacco leaves wrapped in a cylinder |
| 6. What's the scoop? | f. talk continuously about things that are not important |
| 7. Ciggie- | g. expresses agreement |
| 8. Fella- | h. no/yes, used to emphasize a statement or an answer to a question |
| 9. Pretty good egg- | i. very secret |
| 10. Okey-dokey- | j. an honest person |

➤ Fill in the gaps with the words above:

1. Got an extra _____?
2. I'll get the _____ tomorrow. You go back to sleep.
3. -Hey, is everything okay?
-Yeah.
-Tough, huh?
-Well, how are the classes?

4. I'll wait for you downstairs, Stanley.

- _____

5. So, what's the big _____ secret?

6. So you got a _____?

-He's... He's there. I'm here.

-Long distance. Torture. I know.

7. I've got a secret to tell you. You swear you won't _____ to anyone?

8. -Well, you've come a long way from San Remo.

-Yes. _____.

9. -So you and Bill were in the war together?

-Yep. Now he's some fancy teacher.

10. She's a _____.

2. Discussion

➤ What is better for you? Share your feelings and ideas with your peers.

- To lie to somebody
- To keep something in a *hush-hush* secret
- To tell somebody the truth by introducing him the *tough* situation he is in. Use the informal vocabulary given above and expressions from the Useful language on page 102.

- Watch the segment 01:28:53,940 -->01:30:17 used in the film. Comment on the Elizabeth's mother's reaction to Spencer's (her husband's) lie? Why does she advise her to fix her face and wait for the husband?
- Based on the extract above comment on the following ideas taken from the film. In what way do they reveal the girls' lifestyle? Where is the hidden lie? How are these expressions connected to the film title Mona Lisa smile?
 - Don't open your minds to the new idea.
 - Not everything is as it seems.
 - Don't wash your dirty linen in public.
- Watch the segment 01:34:02--> 01:34:53 and comment on the girl's action and the following expression 'I know I have made mistakes. A ton. But I never make them twice'.
- What would you do if you came to know that the person who was supposed to be a liar turned out to be honest?
- How would you behave yourself? Share your thoughts with your peers.
- Look at the portrait of the Mona Lisa. Fellow teacher Bill Dunbar (Dominic West) calls Katherine Mona Lisa: what link is made between the painting and the claustrophobic lives of women in the 1950s? Listen to the song <http://www.youtube.com/watch?v=PgvX4mh4Ugo> and answer the question.
- Listen to the song again and try to sing.

Appendix D

RECOMMENDATIONS

According to the literature review and the my (material designer's) personal involvement in the project for nearly a year I would like to discuss certain issues and make some recommendations which hopefully will be useful for the teachers who are going to use this material.

The material will serve them as a guide to find answers to several questions.

- One of the essential issues to bear in mind is the following: the activities are designed to teach informal language that is used in the films. I would recommend not to include other informal words or structures that are not included there. While developing the activities what the researcher had in her mind was to present the informal language in context and that's why the examples were taken only from the films. Also, the use of other sources would overload the student's because these materials are themselves extra sources for the learners.
- It's important to consider the fact that activities are thematically arranged with the modules of the textbook. So, film watching process should be incorporated in the study of each module from the very beginning up to the end.
- I don't put the activities in strict order, however it's recommended to do the previewing activities at the pre-stage, and follow the same procedure during the other stages.

- All the designed activities have some interconnection with the activities given in the textbook. So it's advisable to compare, contrast, find parallel features between the materials taken from the film and from the textbook.
- It would be useful for the teacher to get acquainted with the activities before assigning it to students. Also, it would be impossible for the teacher, no matter how much experienced he/she is, to manage the class without watching the film at least once. Because the discussions are quite thought provoking and require the teacher to be well-aware of the events.
- Most of the films are based on true stories. So for a more in depth discussion refer to those stories.
- Not only the topics but also grammatical patterns overlap between the films and the modules. Sometimes even it is instructed to do certain activities using the vocabulary or patterns presented in the textbook.
- Before introducing certain informal structures it would be better for the teacher to check the pronunciation because sometimes even for teachers the pronunciation of certain structures may be challenging.
- Informal language is a means to make the students view the English language globally and not to get surprised when coming across to certain unusual structures. With the films the teachers can assure the students that what they learn is really important. That the language they learn is a means of socialization, a way of integration to the target language culture.
- As the students are future teachers, it's recommendable to discuss some issues from the teacher's perspective. This especially refers to the teacher films.

- The overall message underlying in all the films is the following: every person is able to change the world for the better. The teachers should bear this in mind. The students should be inspired by the films' characters. In some films even children are the motivators which shows that it doesn't depend on age and great opportunities but on the great wish to be helpful.
- If the students are informed about the fact that some movies are based on true stories they will be more inspired and will accept it as a reality more easily.
- Much depends on the introduction which takes is assumed to be done in the pre watching stage. From the very beginning we have mentioned that we have chosen to apply whole film approach. The films are supposed to be watched outside the class. The only and major aim of the pre-stage is to give overall understanding of the film for the students not get confused. It's not necessary to pre-teach vocabulary or anything.
- Encourage students to watch the films as they would do with any film in their native language. Let them not bother about not doing anything right and let them not be busy with many tasks while watching. Only a table is provided and it won't take them too much time and effort to do it. Students should be given more time to think and reflect on what they have seen.
- In the post watching stage learners are encouraged to use their background knowledge, what they have learnt from the films by general viewing to go further and participate in more detailed discussions, practicing the informal language introduced for each module.

- And at last I would like to encourage all the other teachers who do not work with the textbook to use the materials as well. Only they should remove or modify those activities which directly deal with the book activities (for example they are asked to use the vocabulary given in the book exercise to reflect on something, compare or contrast). Otherwise the topics of the film are general enough to be incorporated in other textbooks as well or just do the films alone.
- Also, this project can serve the teachers as an example to take other internationally recognized textbooks and create activities based on them to teach whatever they wish.
- I recommend making film viewing a part of the students' grade. But it should be done in a way that wouldn't stress the students at all. For example, it could be counted as an extra credit.