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UDC 378.016:811.111]:[791.52:37.091.64]

## USING MOVIES IN THE PROCESS OF TEACHING AND LEARNING ENGLISH FOR SPECIFIC PURPOSES

*N. Maslavchuk*

**Introduction.** Since international relationships have been improved knowledge of at least one foreign language, mainly English, is becoming more and more popular. Nowadays people of different ages are involved in the process of language learning and use different sources such as the Internet, books, courses, tutorials, private lessons, etc. This tendency requires teachers to look for new interesting and productive methods of teaching.

So, the **objective of the paper** is to show the efficiency of such a method as watching movies in the process of learning and teaching. The peculiarity of the article is that the results described in it are based on personal experience while leading MovieClub and teaching English at the classes.

**Results of research.** Among various methods of teaching and learning foreign languages there those which require money and time. These are trainings, workshops, courses, clubs, etc. Others are available for free on the Internet. So, it is just a question of taste, motivation, and opportunities.

Ways to improve language skills, in particular English, include reading books (firstly, adapted, then in original), reading articles on the foreign sites (BBC, TEDx, Daily Telegraph and others), completing vocabulary and grammar tests on-line, webinars, etc. Moreover, there are a lot

of websites which were developed for those who want to practice language with native speaker texting or speaking to them (*MyEnglishTeacher.eu*, *HowDoYou.Do*, *Coeffee.com* and other).

One of the most popular sources is TEDx. There you can find videos on different topics presented by speakers from around the world what enables developing listening skill of English with different accents.

As it was mentioned this article is devoted to watching movies as one of effective ways to learn and teach English or any other language. First, it will be significant to name some sites that may be used to watch or download a movie of a certain genre and difficulty. They are *fmovies*, *Bmovies*, *Popcornflix*, *putlocker* and many others.

At the beginning of someone's learning it is recommended to start with adapted movies. There are sites that provide us with the films ranged by levels. These can be easily found with the help of any searching system. As an example here is one of them <https://moviesbylevels.wordpress.com/>.

We will consider some key aspects in the process of learning and teaching English using non-adapted movies.

*What makes this method one of the most productive and useful?*

1) it is funny and interesting (there are a lot of films that satisfy taste, need, and desire of a student);

2) it provides with an opportunity to adapt an ear to different accents and foreign speech itself;

3) a learner memorizes structures, collocations, constructions, and words subconsciously;

4) language of the movie is "alive". It means that the text is written by a scriptwriter who thinks and speaks in everyday life the language a person learns;

5) it enables learning about some historical events and understanding the mentality of the nation language of which a person studies;

6) for a beginner there is an option to watch a movie with subtitles switched on what helps train an eye to recognize a word and visually remember both the word and the structure which were used in;

7) and, what concerns the teaching process, it makes the class differ, modified, varied and, consequently, more interesting.

*How to use the method of watching movies to learn and teach English for special purpose?*

It was mentioned that there is an option to watch *a movie with subtitles* switched on. This way is efficient at the very beginning of learning as listening abilities are not developed in a proper way to percept English speech. Moreover, since it's quite difficult to watch a video for more than 15 min, a learner gets tired and even bored very quickly what can cause lack of interest. So, subtitles help to make the process affordable.

On the contrary, subtitles make learners read them but not listen to what is said. This prevents faster and efficient learning. Thus, this must be recognized and the next step – *watching a film without subtitles* – should be made. This way is pretty difficult as it represents a new experience in the process of learning. At this stage learners' persistence and teacher's belief are very sufficient.

If a person learns English alone, here are some recommendations on the steps to make:

1. start with the film that is interesting and its genre is favorable;

2. speech of the first films should be clear and not fast;

3. watching the movie in learner's native language first, then watching its original version might be useful;

4. next, watch the movie several times. It helps recognize the familiar words and hear more new words each time, and new structure are noticed;

5. to practice skills to summarize writing or/and speaking on what was seen is quite a useful activity.

Next we will view the way of learning English when both a teacher and a student are engaged in the process.

For a teacher it is very important to get ready for the movie class as the process must be productive, educational and enriching. So, the first step is to choose the film or a video to be shown. The aspects that are to be considered are age category, interests of the group and the aim of the class. For example, if the group is related to journalism, the plot of the movie might be related to some journalistic issues. The films thought to be suitable for this are *Erin Brockovich*; *Spotlight*; *His Girl Friday*; *Dear White People*; *The Post*; *State of Play*, etc.

Then *pre-watching stage* is coming. A teacher should watch the film before showing to make sure there are no episodes which will be uncomfortable or inappropriate in certain situations. While watching the film a grammar, vocabulary and structure base of the movie should be examined. Next, the worth of attention words, constructions and grammar samples should be written out to be given to students to become familiar. The requirement is that the words and collocations should be given in the context to be easier translated by students.

After goes the stage of work with the selected material at the class. The participants of the educational process work on it together sharing their translation. To make students think and implement their skill to speak about ideas they have the *pre-watching discussion* may be include. Here are some samples of questions to be discussed and tasks to be done before watching the movie:

- a) What do you think you will see in this film?
- b) What do you expect to see in the movie?
- c) Do you think you will like the film? Why? Why not?
- d) Use the given words to make your own sentences/story?

The *stage of watching* demands some preparations and checks. It is good to make sure that subtitles respond the film by time and speed because sometimes the speed of a movie differs from the speed the subtitles appear on the screen. And also volume should be leveled up the movie to be easier to hear.

The last stage is the *post-watching activities*. They are necessary to be completed because feedback can improve the regulations of further teaching. And, furthermore, it is quite important to assess the level of the film comprehension by students. There is a range of tasks on the plot, the idea or the main message and problematic of the film. The tasks can be in the form of tests, questions, complete-the-sentence tasks, reviving an episode the phrase was used in, etc.

*Home assignment* is recommended: a discursive essay or a letter based on the movie could be written.

Watching movies as an activity in teaching process can be performed as Individual work. There are two ways to choose the film. The first one is teacher's recommendations and another one is the personal choice of a student. Here is the algorithm of this kind of work:

- 1) Set the deadline. Students should be time-measured to manage their time;
- 2) There is the plan following which students work on the project. One of the tasks is vocabulary investigation;
- 3) Movie analysis is made in the presentation and defeated at the class.

While a student presents his/her project others analyze its grammar and vocabulary accuracy with conversation and discussion following. This kind of work improves students' ability to listen and analyze speech of their classmates.

**Conclusion.** To summarize, I can claim that there is a great variety of methods to improve foreign language skills. And every person has the right to choose which one is the most suitable for his or her education. As the experience shows one of interesting and effective methods is using movies with completing tasks before and after watching. The main benefit of the method is improving listening skill and enriching learner's vocabulary.

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УДК: 378:621.007.2

## COMMUNICATIVE APPROACH IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Nowadays English language teaching reforms have been carried out in schools. Some teaching reforms have become successful but there are still some problems to be solved. The students who have had several years of training in English are still unable to actually use the language. For example, the students can't understand what the teachers have said and therefore they can't express themselves – their ability to listen and to speak is not up to standard. They can't communicate with others in English and what they have learned is only used in examination. Many people believe that this situation exists because the teachers do not do their job properly. Actually, many teachers ignore the importance of the students' ability to listen and to speak. Now the teachers have been faced with the need to solve these problems.

English teaching reform is carried out on a nation-wide scale, so how do we evaluate it? It seems that some students have got high marks in examination but their listening and speaking skills are poor. They cannot communicate using what they have learned. Secondary school students have taken years to master the essentials of English and still are not able to speak the language adequately in many cases. Actually, the students' linguistic ability is incomplete.

Communicative Language Teaching (CLT), also known as *the Communicative Approach*, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. Although CLT is not so much a method on its own as it is an approach.

In recent years, task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for the assessment of language instruction. Dogmatic language teaching shares a philosophy with TBL, although differs in approach. Dogma is a communicative approach to language teaching as it encourages teaching without published textbooks and instead focuses on conversational communication among the students and the teacher [3].

Investigating the western educational approach to foreign languages, we can find that the teachers never divide the four abilities in their teaching. They always put the training students' speaking ability first. They drill the students' listening ability in the whole communicative process. So, our teachers are faced with the problem of changing our teaching methods to improve the students' ability to listen and to speak [1].