TELLING A STORY FROM WATCHING A MOVIE POTENTIALLY IMPROVING STUDENTS' ORAL COMMUNICATION

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Abstract: Watching a movie in a class has not always been really appreciated by administrators in education since they considered it as something used by teachers when teachers do not have anything better to do. But watching a movie in an appropriate way can be really useful for students since: a). students would learn English in a natural way and associating vocabulary to a context, as presenting vocabulary within a context is important. b). movies are a tool for communication; it is motivated than just doing exercises in students notebooks, c). students are motivated to express ideas and therefore they would feel important as being involve in class, d). moviesoffer a visual context aids, besides verbal language, there is also color, movement, and sound, the class would be livelier. Movie-viewing experiences and it also creates more student-teacher and student-student discussions.

Key words: telling a story, watching a film, improving, students' oral communication

Introduction

Using movies to teach English can be an integral part of effective learning. English is much more than just spelling, grammar and punctuation (Leonard, 2014). Watching movies help develop critical comprehension and analysis skills.Movie is one of entertainments which cannot be separated in our life. It is also become a medium to describe about human life and allaspects of problem. Bywatching a movie, students will know about habit, culture or language in the world. Andit can be particularly effective in teaching different kinds of learners. Many learners have revealed that movies used in EFL classroom can become an important part of the curriculum (Mirvan, 2013)This is based on the fact that movies provide exposures to "real language," used in authentic settings and in the cultural context which the foreign language is spoken. They also have found that films catch the learners' interest and it can positively affect learners motivation to learn (Kusumarasdyati, 2004; Luo, 2004).Movies are an enjoyable source of entertainment and language acquisition.

Some researchers has concluded that movie fragments help enhance memory and recovery of information in reading and reading (Pezdek, Lehrer, & Simon, 1984). Using the same pattern, they may help develop writing skills (Hanley, et al., 1995). Herron and Hanley (1992) concluded that using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom. The main component of using the movies in the class is actually enabling the audience to picture or to visualize the events, characters, narration, story and words in the context. Movies are an enjoyable source of entertainment and language acquisition. For this reason, many students and EFL practitioners prefer to watch the movie. Ismaili, 2013, Mirvan, 2013 stated that practice has shown that reading an entire book can be tiresome and boring while an audio-visual experience can be more entertaining and engaging to students.

Movies Are Motivating

Watching a movie is motivating for EFL learners since it is a motion picture thatpicturing our everyday life. It is a tool for communication that creating a lot of ideas to be used as topics discussion. Learners would feel motivated to express ideas therefore they feel important as they are being involved in the classroom.Film, as a motivator, also makes the language learning process more entertaining and enjoyable

The Contains Visual Context

A movie has rich of contextthat giving a chance to learn more about cultural, social and political issues in English speaking countries.Learners not only watch the gestures and expressions but also listen to the phrases and sentences that are being used.Learners tend to be more attentive to grasp the meaning in the little time provided by enabling them to listen to language exchanges and to see facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

Movies Used as Pedagogical Implications`

Films are of a great help to develop an effective learning environment. Since movies supply additional background information, they can activate schema to aid reading comprehension (Mei-Ling Chen 2012). Based on the findings of the study, three pedagogical implications were emphasized. First, teachers can employ movie-based instruction to improve students' reading and speaking skills. Second, teachers can increase students' interests and learning motivation by incorporating movies in the reading

activities. Last but not least, activities derived from the films, such as dictation, group discussion, and oral presentation, can also enhance students' reading and speaking skills.

Movies show authentic speaking

Movie exposes students to natural expressions and the natural flow of speech so learners would listen to authentic speech and come to the reality of everyday speech in the foreign language.It provides learners with the real-life language input.

Advantages And Disadvantages Of Using Movies As A Supplementary Resource

One of the advantages of using the movie is that visual images stimulate student's perceptions directly, whilewritten words can do this indirectly. Movies are more sensory experience than reading besides verbal language,there is also color, movement, and sound. Movie-viewing experiences to student-teacher and student-student discussions. Movies draw students' attention and captured their interest. The benefits of using the movies in teaching and learning are unquestionable. Among advantages emphasized above, movies enhance student's reading skills in a way that it strengths students' understanding of English context-bound expressions. It may also help learnerspractice pronunciation by repeating after the characters. On the other hand, it helps students' to guess the words meanings from visual clues. It also helps develop other skills such as listening and writing skills.

Along with these skills, watching moviesextends their thinking skills like comparing and contrasting, analyzing perspective, constructing support or error analysis. Among its positive sides there are some disadvantages as well, the most common disadvantages is that a movie must generally reduce events into two hours or so. Some students might resist viewing the movie without English subtitles. These movies take more effort to follow because of the need to read the subtitles and watch the scenes.

Step on Implementing the Activities;

a. Conduct a class discussion before the film viewing.
   It would help students to visualize the meaning of an idea.

b. Develop a check list.
   It would help students to focus on specific areas by developing a guideline check list for them to follow while the movie is playing.

c. Have periodic discussion breaks and force students to ask questions about what they have seen to increase both their listening and speech skills. Students must organize their thoughts to do the question and answer session.

   d.   Give an overview of what they have seen and talk.

   e.   Assignments implemented after watching the movie, are; a). an assignment sheet b). discussion questions, b). class projects such as improve the students' summary skills

Other Alternative Activity,

   Viewing the movie, distribute the sheet containing the information below at the same time, ask the learners to fill in and discuss with the class/the group after the movie has been viewed;

   a.   Major Sequences of the Story

Actor/actress
Characters from the actors/actressess
Exposition
Rising Action
Problem Conflict
Climax
Failing Action
Solution/Ending

The whole answers are arranged into a short story and retell the story to the class/groups

   b.   Target Words and Patterns

Key-Words
Phrases
Pattern

1. Students are asked to create some sentences based on the key wordsand phrases that the students can catch from the movie.
2. Discuss the assignment to see the grammar mistakes and other problems from the students' assignment.

Story Telling as the follow Up Activity from Watching a Movie

Storytelling is an effective method of enriching EFL teaching. Storytelling is defined as the process whereby teachers present texts in the form of telling stories to facilitate comprehension or other definition is students retell texts in a new construction to develop integrative skills. Storytelling emphasizes a positive, collaborative, and supportive classroom climate in which students could develop skills in listening, speaking, reading and writing.

Storytelling as a text presentation can turn the often dreary text lecturing into exciting and fruitful experiences in learning. Storytelling as a post-text activity is an example of learner-centered process that guides students to apply information and convey messages to others. Teaching by storytelling, teachers' teaching brilliance is displayed to the fullest, because a storyteller plays the multi-role of a teacher, an artist and an actor. Storytelling as a pedagogical technique, whether applied alone or with other techniques, has been used by many teachers in the world. Modern teachers who employ this technique as a teaching tool are using a technique that has stood the test of time.

Storytelling as a teaching method has been extensively used in preschool and elementary school language teaching. Most children learn their first words and language patterns through listening to the stories told by their parents with picture books. Few people consider storytelling, as a practical method as the children grow into their teens. However, through some variations, certain teaching materials can be re-made into intriguing stories, grammatical structures deliberately demonstrated within the context of a narrative and then taught after they are comfortably received. As the teacher directs the story, the students listen and respond to the teacher's guiding questions. Both parts work collaboratively to complete the task. Afterwards, some follow-up activities are designed to increase the students' writing and speaking abilities. In the sense, storytelling not only develops the students' listening comprehension skill but also improves their expressive language ability.

Theoretical Models

A critical concept for second-language development for students is comprehensible input (Krashen, 1982). Comprehensible input means that students should be able to understand what is being said or presented to them. Students learn new language elements best when they receive input that is just a bit more difficult than they can easily understand. If there is "comprehensible input," the learner has a low "affective filter"

(Krashen, 1982) and the language is used and repeated in interesting ways such as telling stories, then the learner will acquire the language.

Affective Filter

The "affective filter" develops from a fears on the part of the students – fear of failure, fear of peers, and fear of appearing stupid. A number of variables affective second language acquisitions, including motivation, self-confidence and anxiety. Learners learn better when they have high motivation, self-confidence and a low level of anxiety. In storytelling, the students' affective filter is kept at a low level by a relaxed classroom atmosphere, where the stress of response and being scored is kept to a minimum. To lower the "affective filter," the classroom must be an environment in which the students feels safe to learn, and does not fear using the language.

The Students-behaviors are Gained By Doing Story Telling By Paul Richard Kuehn, 2015

1. The students would gain self-confidence in speaking;
2. The students would be able to express themselves through body language;
3. The students would be able to work together with their classmates to role play a story;
4. The students would be able to work together with their classmates to write lines for actors in the story;
5. The students would be able to narrate the story in their own words;
6. The students would be able to understand the setting, plot, characters, and story line in a fairy tale; and
7. The students would be able to express language naturally.

Record Keeping

A Simple Record Which Illustrates Genres, Levels, And Important Elements:
Title
Author
Source
Running Time
Characters

Important Elements
Brief Synopsis
Index by Genres

Major Sequences of the Story

Exposition
Rising Action
Problem Conflict
Climax
Failing Action
Solution/Ending

Target Words and Patterns

Key-Words
Phrases
Pattern

Copy of the Content

THE GHOST HUNTER

From Wikipedia, the free encyclopedia, retrieved 12 January 2015

The Ghost Hunter is an award winning British children's drama series created for the BBC and based on the books *The Ghost Hunter* by Ivan Jones. It was first broadcast in January 2000 and the last series was first broadcast in 2002. Repeats continue to be shown on BBC and CBBC as well as in other countries. The first and second series were later reworked into two ninety minute films.

The Ghost Hunter series revolves around Roddy and Tessa Oliver, two ordinary children whose lives are turned upside down when William Povey, a shoeshine boy from Victorian England appears in Roddy's bedroom as a ghost and appeals to him for help. The Ghost Hunter is searching for William in order to obtain 'spectral energy' which is only obtainable from capturing ghosts.

At first she seems concerned only to "collect" ghosts, but later her intentions become clear. She wants to use their energy to pass through Time itself and thereby have everlasting life. William's energy is especially high which makes him more attractive to the Ghost Hunter. As Roddy has second sight (the ability to see ghosts) and is the only person initially who

can see William, he is the only person who can help him escape. Later, Tessa also finds she has second sight and can also see William. In their on-going battles, the two boys and Tessa, Roddy's sister, become firm friends and have many adventures together. Although the series was a ground-breaking one for children's television and influenced other series which followed it, and although it had very high ratings, a fourth series was never commissioned, thus leaving some of the main protagonists, the Ghost Hunter and some of the children stuck in Victorian England.

Series One

The main action takes place in Roddy and Tessa's village and school where the Ghost Hunter is active. One of the Ghost Hunter's chief abilities is her sense of smell. She can sniff out a ghost effortlessly. But Roddy and Tessa do not know who the Ghost Hunter is. They set about trying to discover this so that they can protect William. One of their ruses is to put garlic all round Roddy's bedroom, where the ghost is hiding, as the smell is said to keep ghosts and evil away. Eventually, the children realise that the Ghost Hunter is Mrs Croker, but only when she arrives at Roddy's house with her "ghost immobilisingvapour" (GIV) with which she tries to freeze William, shrink him and put him in a bottle. Thanks to Roddy's quick wittedness, William escapes and the police almost arrest Mrs Croker but she escapes. Mrs Croker is also, and always, on the look out for other ghosts and has a whole collection of bottled ghosts that is discovered by Roddy, William and Tessa when the two boys save the girl after she is kidnapped by De Sniff and left tied up and gagged in a secret hideout while Mrs Croker and De Sniff go back to the house to look for William. When she learns that there is to be an AGM (Annual Ghost Meeting) at Chillwood Castle, she and her side-kick DeSniff set up a powerful plan to bottle dozens of ghosts. Her plan is to use ghost-energy for her own wicked purposes, but the plan fails when she attacks the ghosts during a unique ghost celebration that allows them to assume their human bodies once again. Thanks to Roddy, Tessa and William, Mrs Croker falls from the battlements of Chillwood Castle, and is believed to have been killed. De Sniff escapes.

Create questions and answers, about the main ideas, the actors, the characters, and also the conflict of the story

1) Series Two

The tone changes and becomes more sinister. DeSniff has discovered Mrs Croker is not dead. She has survived her fall from the castle and returns to work in a strange old mansion,called Deadlock Hall. Here, her demonic energy kicks into action again and she creates a machine called a "specktrika" which pulls ghosts towards it like a magnet. With this she intends to catch enough ghosts to power her "time travelling machine." But by now the eccentric and foolish DeSniff has tasted power and he wants to time travel too. The Ghost Hunter manages to create a time hole in the fabric of the universe and both DeSniff and Croker are carried back to Victorian times.

Create questions and answers about the main ideas of the story and estimation stagefor the next story

2) Series Three

Mrs. Croker teams up with a Victorian scientist, Mr Darcy. They develop an elaborate plan together to catch masses of ghosts. Mrs Croker wants to use the ghost-energy so that she can become immortal. Returning to the modern era, 25 years have now passed since Roddy and Tessa last defeated Croker, and Roddy is a doctor with two children who are called Leo and Bex. Roddy is nervous when they question him about his old stories of the Ghost Hunter and William. William meets Roddy again, but Roddy can no longer see him, due to the loss of his second sight.

Using the time portal, Croker and Darcy make millions of pounds, and plan to buy Roddy's former school,and set up "THE GHOST SCHOOL", which is now derelict and abandoned, apart from the ghosts who reside there. The year in the future is 2027. Bex and Leo, having gone through the time portal to 1890, help a Victorian baby (Albert Povey) who is seriously ill, by bringing him back to 2027. Their father, DrRoddy, gives the baby antibiotics which saves its life, but by doing so, changes the course of history. Albert grows up to be a successful doctor and in the future, is widely celebrated. Meanwhile, an angry DeSniff thwarts Croker's plans by withdrawing all of the money Croker and Darcy have saved. A final showdown between the pair sees DeSniff donating all of the money to the charity which has been set up and is celebrating Albert Povey Day.

Bex and Leo, back in Victorian times, where they have returned the baby Albert to its parents, get back to the Time Portal, only to find it is closed. William and his friends risk sacrificing themselves in order to re-open the portal. Bex and Leo return to the future and in doing so, the time portal closes, perhaps forever. Arriving at the place where the derelict school and The Ghost School had once stood, they see it is now a new hospital, dedicated to Albert Povey. Roddy comes out and tells them they are just in time to see a new ward opening up in honour of the man who donated so much to help... the DeSniff

Ward. Back in Victorian times, two of the ghosts have emerged unscathed from the time machine, but William is nowhere to be seen. Roddy is seen in his office, where William makes his final goodbyes to him. Roddy is delighted he had the chance to see his friend one last time.

3) **Questions and answers about the failing action, the solution and also the ending of the story**

Compile all the answers (series 1 – 3), list the answers used as the key-ideas for summarizingassignment before the story retold and present in front of the class.

CONCLUSION

One of the advantages of using the movie is that visual images stimulate student'sperceptions directly, whilewritten words can do this indirectly. Movies are more sensoryexperience than reading besides verbal language, there is also color, movement, and sound. Movie-viewing created more student-teacherand student-student discussions. Movies draw students' attentionand capturedtheir interest. Thebenefits of using the Movies in teaching and learning areunquestionable.Among advantages emphasized above, Movies enhance student's reading skillsin a way that it strengths students'understanding of English context-bound expressions. It mayalso help learnerspracticepronunciation by repeating after the characters. On the other hand,by doing so, it helps students'to guess the words meanings from visual clues. It also helpsdevelop other skills suchas listeningand writing skills. Along with this skills, watching movies, extends their thinking skills like comparing and contrasting, analyzing perspective, constructing support or error analysis.

Furthermore, story retelling, as the implementation from watching movie provides EFLlearners an opportunity to analyze stories and build oral language as they acquire related vocabulary (Schienkman, 2004). Using pictures and watching movies to retell a story can be highly beneficial to second language learners. It provides visual support that scaffoldscomprehension as EFL learners learn new vocabulary. Retelling stories helps ELF learners begin to understand sequence, plot, and characterization as they build vocabulary and comprehension skills. But most important of all, it provides the fundamental skills EFLlearnersto; 1).gain self-confidence in speaking;2). be able to express themselves through body language;3). be able to work together with their classmates to role play a story; 4). be able to work together with their classmates to write lines foractors in the story;5). be able to narrate the story in their own words;6). be able to understand the setting, plot, characters, and story line in a fairy tale; and7). be able to express language naturally.

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