LEARNING ENGLISH FROM FILMS

Learning English from Films

13

(3 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can	Now I know	
1. identify common verbs in a small video.		
2. identify commonly used words in a small video.		

Many language instructors and learners agree that a very effective way to learn a language is with videos and movies. Films provide easy access to language content and settings. Watching films uses both audio and visual paths to learning language. It presents language in full cultural context with real people and settings, providing a whole-language experience. Both the verbal and nonverbal content are present, focusing the learner's attention on the actors, their language, and their actions. Films lower the learner's affective filter by capturing attention, increasing motivation, instilling self-confidence, and reducing anxiety.

Films allow for a prespeaking or listening phase and some limited reading. When the instructor presents these passive skills first, the learner can ease into the language learning process in preparation for developing the active skills of speaking and writing.

Next to real-life language experiences with native speakers, films provide the best exposure to language in a non-contrived context.

Advance Organizer for Teaching ESL-EFL Using Films The learning process outlined here is time-tested and effective.

- 1. Give a brief introduction to the film: title, type (fact, fiction), setting, main characters, several interesting or key points of the story. For the example used in this lesson: President Gordon B. Hinckley tells a story of an older boy and his young companion.
- a. The boys find an old coat and a badly worn pair of shoes by the roadside.
- b. What happens with the shoes?
- c. What is the farmer's reaction?
- d. How do the boys feel?

Explain that the film contains many of the common verbs.

- 2. Play the film. The example is at http://www.mormonchannel.org/video/mormon-messages?v=911029440001.
 - a. Ask learners for any new sound, word, phrase, or sentence they heard.
 - b. As learners provide these, the instructor puts them into context, gives a similar word or briefly explains meanings, models them, and asks learners to repeat the words or phrases. This should be a quick activity.
 - c. Replay the film.



Ask for Learner Responses



Use several of each type of question. Question all main points. Allow learners to ask some of the questions.

Learners respond to "yes" questions on the main points:

Instructor: President Hinckley tells a story? Learner: Yes.

Learners respond to "no" questions on the main points:

Instructor: President Hinckley reads a story? Learner: No.

Learners respond to fade-out questions or statements:

Instructor: President Hinckley tells a . . . ? Learner: story.

Learners respond to inquisitive questions on the main points:

Instructor: What does President Hinckley Learner: A story.

tell?

Learners respond to indirect questions:

Instructor: John, ask Mary what President John: Mary, what does President

Hinckley tells. Hinckley tell?

Mary: A story.

Instructor: John, what did Mary say? John: A story.

Learners respond to direct commands:

Instructor: John, tell Mary that President John: Mary, President Hinckley tells a

Hinckley tells a story. story

Instructor: Mary, what did John say? Mary: President Hinckley tells a story.

Learners, with instructor's help, reconstruct a selected part or two of the film:

Do this sentence-by-sentence in the correct order. The instructor prompts as needed.

Learners respond to direct questions based on the story:

Instructor: Where did President Hinckley find Learner: In a book his father had

the story? published.

Instructor: What did his family do together? Learner: They sang, prayed, listened

together.

Instructor: What stories did his mother read Learner: Book of Mormon stories.

to them?

Instructor: How did his father tell them Learner: Out of his memory.

stories?

Note: From here on, most, if not all, questions can be asked in past or present tense. It would be good practice to go through the story once in present tense and once in past tense and even to alternate as seems natural.

Instructor: Where are (were) the two boys Learner: Along a road.

walking?

Instructor: What do (did) they find on the Learner: An old pair of shoes.

side of the road?



Homework Reading and Practice

- 1. Replay film from http://www.mormonchannel.org/video/mormon-messages?v=911029440001.
 - a. Give learners a copy of the Homework Learning Activities. Read (normally) each paragraph aloud while learners listen and read the script silently.
 - b. Learners then take turns reading aloud. This should be a quick activity.
 - c. Explain the Homework Learning Activities and assign learners to complete them.
- 2. Have the learners write a sentence or two as dictated by a instructor. Or, dictate several questions and have the learners write the questions and their answers. The learners' language levels should be accommodated and slightly challenged.
 - a. Ask two or three learners to write their responses on the blackboard during this exercise.
 - b. Walk around and put a check mark above any errors for learners to correct.
 - c. Finally, ask learners to provide answers as needed.
- 3. Treat each paragraph in the story with the steps in 2.a–c. A long story will take a long time to treat each paragraph this way, so you may choose to only treat a few paragraphs.



In-Class and Homework Assignments

In-Class and Homework Assignments



President Gordon B. Hinckley tells a story of an older boy and his young companion. The boys find an old coat and a badly worn pair of shoes by the roadside.

What happens with the shoes? How do the boys feel?

What is the farmer's reaction?



In-Class and Homework Learning Activity In-Class and Homework Learning Activity

1	Watch film at http://www.mormonchannel.org/video/mormon-messages?v=911029440001
2	Watch film and "shadow talk" what you hear.
3	Listen to the film while reading the script below.
4	Complete the learning activities below the script.





We sang together. We prayed together. We listened quietly while Mother read Bible and Book of Mormon stories. Father told us stories out of his memory.

I still remember one of those stories. I found it recently while going through a book he had published some years ago. Listen to it.

An older boy and his young companion were walking along a road which lead through a field. They saw an old coat and a badly worn pair of men's shoes by the roadside. And in the distance they saw the owner working in the field. The younger boy suggested that they hide the shoes, conceal themselves, and watch the perplexity on the owner's face when he returned.

The older boy thought that would not be so good. He said, "This owner must be a very poor man from the looks of his clothes."

So after talking the matter over, at his suggestion, they concluded to try another experiment. Instead of hiding the shoes, they would put a silver dollar in each one and see what the owner did when he discovered the money.

So that's what they did.

Pretty soon the man returned from the field, put on his coat, slipped one foot into his shoe, felt something hard, took it out, and found a silver dollar. Wondrous surprise shone upon his face.

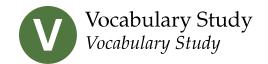
He looked at the dollar again and again, turned around and could see nobody, then proceeded to put on the other shoe, when to his great surprise, he found another dollar.

His feelings overcame him.

He knelt down and offered aloud a prayer of thanksgiving, in which he spoke of his wife being sick and helpless and his children without bread. He fervently thanked the Lord for this bounty from unknown hands, and he invoked the blessings of heaven upon those who had given him this needed help.

The boys remained hidden until he had gone.

They'd been touched by his prayer and felt something warm within their hearts. As they left to walk down the road, one said to the other, "Now, really, don't you have a good feeling?

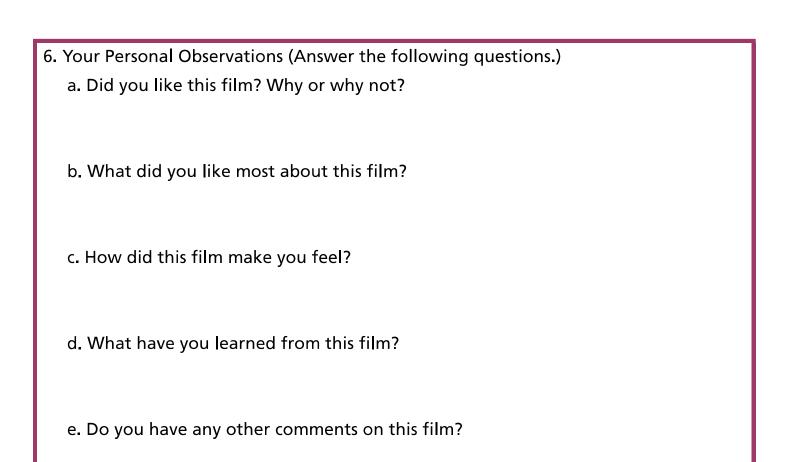


	with the missing words from the story script. Ith the missing words from the story script.			
We	together. We	together. We	qui-	
etly while	read Bible and Book of Mormon Father			
	_ us stories out of his	_·		
I still	one of those stories. I	it recent	ly while	
	_ through a he had	published some	ago.	
Listen to				
An older _	and his young companion walking along a			
	_ which lead through a field. They	/ an ol	ld coat and a	
badly worn _	of men's shoes by the And in the			
	_ they saw the wor	king in the field. The	younger	
	_ suggested that they	the shoes,	conceal them-	
selves, and _	the perplexity on the owner's when he			
returned.				
The older boy that would not be so good. He, "This				
owner must _	a very poor	from the look	cs of his	
	_'"			
So after _	the matter over, at hi	s suggestion, they	to	
try another _	Instead of hiding th	e shoes,	would put a	

silver	in each one an	d wh	nat the owner
when he disc	overed the		
So	what they		
Pretty	the man re	turned	the field, put on his
	_, slipped one	into his sho	e, felt something
	_, took it out, and	a silver	dollar. Wondrous
	_ shone upon	face.	
He	at the dollar a	gain and	, turned around and
could	nobody, then p	proceeded to put o	n the shoe,
when to his great, he found dollar.			
His feeling	gs him.		
He knelt _	and offe	red aloud a	of thanksgiving, in
which he	of his	being sic	k helpless and
his children _	bread. H	e fervently	the Lord for this
bounty from	unknown	, and he invoked	blessings of
heaven upon	those who had	him this ne	eeded
The boys _	hidden (until he had	.
They'd	touched b	y his prayer and fel	t warm within
their	As	left to walk	the road, one said
to the	, "Now,	, don't you	a good
feeling?			



Write your responses to the following questions. Write your responses to the following questions.
Film: Date:
1. Character Description
List your favorite character in this film and describe him or her—good, bad, funny, serious, and so on. Also, list any other characters you would like to include.
2. Interactions Describe interactions and relationships between characters in this film.
3. Conflicts, Conditions, Obstacles Describe any brave or noble acts, difficulties, or settings of the characters in the film.
4. Most Interesting Part Describe the most interesting part of this film for you and state why you liked it.
5. Expressions and Idioms and Their Meanings List any expressions or idioms you found in this film. Write their meanings. (For help, you can search for idioms at http://oels.byu.edu/learner/idioms/idiomsmain.html . If available, you can also ask a native speaker of English.)





Part B (to improve listening, speaking, reading, writing, and comprehension) $Part\ B$ (to improve listening, speaking, reading, writing, and comprehension)

Write your answers to these questions. Say the words aloud as you write them. Write your answers to these questions. Say the words aloud as you write them.

- 1. When President Hinckley was a boy, what did he and his family do together?
- 2. What did their mother read to them?
- 3. Where did President Hinckley find the story he tells in this film?
- 4. Where were the two boys walking?
- 5. What did they find on the side of the road?
- 6. What was the person they saw in the distance doing?

