

USING MOVIES IN TEACHING ENGLISH IN SECONDARY SCHOOL

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Nowadays, English is the simplest adaptation of a very old language and yet it is still difficult to teach this language effectively, especially to those who speak English as a second or even third language. Teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language. Although there is no way other than the traditional one to teach the basics of the language these approaches must be tweaked a bit so as to appeal to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results than modern and innovative methods and one of these is teaching English with the help of movies.

Method of learning English through the watching movies can help teachers take into consideration students demands for watching real movie stories together with reading books, magazines and newspapers. Because, as it is known not only printed materials can serve as a great source of teaching but also songs and movies play a key role in learning foreign languages.

Movies can be a tool in a multimodal teaching context, but they are also a medium of entertainment. According to Petra Magnusson, written texts are presumed to be more valuable for learning a language than the multimodal text of movies. Yet, Jessica Sturm claims that movies can provide a context where second language learners experience the target language differently than the classic textbook. Bateman and Schmidt state that movies are more comprehensible than written texts because it guides the viewer in a multimodal way. [1]

Lindstrand and Selander in their research explain how movies contribute different types of meaning and fulfill three types of meta-functions: ideational, interpersonal, and textual metafunction. The ideational metafunction explain how the movie represents some aspect of the world, the interpersonal metafunction represents how a movie constructs relationships between the participants in communication with each other, and textual metafunction describes how conventions that surround movies organize them.

When we use movies in an educational context, the teacher has to prepare thoroughly before using movies in the classroom to make the learning process as successful as possible. Pandey argues that the teacher should consider not showing movies that involve foul language, nudity, and violence since this could result in students choosing not to participate in the discussions afterward. With this in mind, the movie has to be relevant thematically and be able to work as a source of knowledge, which can make the process of choosing an appropriate

movie both time-consuming and exhausting. Here we can see some examples of movies that can be used when teaching English. Three examples are: Forrest Gump, The Lion King and, The Pursuit of Happiness since they display relevant themes such as kindness, life and death, and the definition of happiness that the students can relate to and reflect upon.

In conclusion, this research has given us insights into the benefits and challenges in using movies in teaching English in secondary schools. The findings demonstrate that there are extensive benefits with the use of movies as an educational tool in a multimodal teaching approach, but also that there are significant challenges. The most visible benefits are learners' motivation, target language input, and knowledge construction. But we must about challenges too. Crucial challenges in using movies in English teaching are: time management, creating meaningful tasks for language development, and selecting appropriate movies for the target group. These challenges force teachers to reflect on different teaching methods, theories on teaching and learning, and be aware of the different cultural aspects of the target language.

References:

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MOTIVATION FOR A SECOND OR FOREIGN LANGUAGE LEARNING

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The history of research on “motivation”

Speaking of the researching work on “motivation”, people will naturally think of the most outstanding contributors in this field – Gardner and Lamber and their associates, because they have done the most important work (Gardner, p. 51). In 1980s, Gardner and Lamber started their research. The original theory was an outgrowth of Mowrer's views (1950) on individual development which emphasize the importance of identification with a valued person. They (1972) suggested that those people who identify positively in this way would like to resembler the foreign peoples concerned, to understand their culture and be able to participate in it. This pattern of motivation they label an integrative orientation. They also described an instrumental orientation to language