

EFFECTIVENESS OF TEACHING LISTENING AND SPEAKING WITH THE HELP OF MOVIES

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Abstract: *Teaching listening is one of the most important and difficult skills for any foreign language teacher because there are not any rules as in grammar teaching. This study aimed to show to what extent students enhance listening comprehension by movies with and without subtitles and what their attitudes are towards this teaching tool. By collecting the results of English language private school in Novi Sad in 2013, the study showed that the students needed more time to learn and more advice. Clearly, using movies proved to be an effective way for students to improve their listening ability. Several of them enhanced listening skills and gained more than vocabulary, understood more foreign culture, felt relaxed and had fun while learning in class.*

Keywords: *listening comprehension; non subtitled films; subtitled films*

INTRODUCTION

Numerous research have proved that listening comprehension can be enhanced with the help of various visual methods and topics and that they are presented with both audio and visual stimuli the benefits of using them for language learning are their images and sound that help set the scene of events and its additional information, such as the paralinguistic features, provided as support to listening comprehension (Guichon & McLornan, 2008; Katchen, 1996a).

With the advance of technology, options of how one can watch movies become different. In addition, movies can also fill in a cultural gap which is sometimes a prerequisite for learning vocabulary, i.e. novel blends in English particularly focusing on the interpretation of their gist. Silaški and Đurović (2013) note that “the correct ‘unpacking’ of novel blends by nonnative speakers of English requires the right cultural background, and if the knowledge of that background is missing, that is if extralinguistic opacity occurs, novel blends remain either incomprehensible or misdecoded.” (p.102) .The use of movies may seem to be limited to an extent or underused since numerous studies have been centered on exploring whether the use of the L1 or the L2 subtitles assist the learners’ general listening comprehension (Baltova, 1999; Guichon & McLornan, 2008; Markham et al., 2001) rather than their actual gains of language. These studies concerning the use of subtitles applied rather quantitative method in carrying out the research. They examined the end product rather than the process. However, there have also been majority of studies using a more qualitative method to find the learners’ interaction with the L1 and/or L2 subtitled movies and whether the L1 or L2 subtitles can improve the learners’ language ability (Katchen, 1996b). The research which is conducted at the school in Navi

Sad is focused on the bottom-up language acquisition and intended to examine the learners' gains of language through watching movies with either the L1 or the L2 subtitles. In addition, since Ratkovic-Njegovan, Vukadinović and Nešić-Grubić (2011) note that "according to some recent research (UNICEF u Srbiji, 2005 – 2009), young people in Serbia lack interest in any social issue outside their peer circles, tend to reject any authority, show no awareness or enthusiasm towards social aims of general significance" (p.658) this study also aimed at investigating students interest into some cultural problems and their reflection on language learning.

The study made use of a quantitative data survey consisting of a 25-item questionnaire and a qualitative datasurvey via oral interviews. The research sample comprised 38 students learning English as a foreign language. In addition, some researchers have used DVD movies as motivation to learn to listen. (King, 2002). She studied the use of DVD feature movies in EFL classes to motivate students to learn to listen to English. He compared and assessed the use of titled films vs. Non-text to attract different students. And develop selection criteria for selecting suitable films. He uses DVD feature films because they offer a variety of special features, including interactive menus, theatrical trailers, behind the scenes commentary, colloquial language and translation and live scene access. Teachers must select films of appropriate duration, either complete or segmented, that are purposeful and tailored to the student's learning needs and level of proficiency. These two films, which are titled and unwritten, are beneficial to students in many ways. A teacher can target various aspects of the language, using the two types of films interchangeably. English-titled films are a rich source of building materials providing good examples and excellent content in oral communication.

Movies can be good authentic learning materials for listening, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Movies allow students to access to more information in listening. That is, the learners can listen and see what is happening at the same time (Potosi:undated). According to Gallacher in Potosi -A good idea is to choose scenes that are very visual. The more visual the video is, the easier it is to understand – as long as the pictures illustrate what is being said||. Selected English TV series, movies, advertising, could increase student's motivations as Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Furthermore he claims that movies provide real situation, intonation and real pronunciation and allows students to a real context. Miller (2003) says that non-verbal behavior or paralinguistic features of the spoken text are now available for the learners, so the learner can develop their listening skills in a richer context. It is because of the movies contain a lot of setting, dialogues, meaningful expressions, wide range of vocabularies, phrases, and also sentences. In addition movies also have correct pronunciation, since it is stared or dubbed by native speakers

CONCLUSION

Due to the research results subtitles in English are advantageous to students. In spite of the insufficient contextual environment for students to practice English, fortunately, many students believe that movies of foreign language can make some compensation. Based on the dual process of learning activity, students believe that with both audio and visual channels, they can obtain more information than one single channel. Immersing in the authentic and vivid English context, through the subtitles and lively conversation, students can see the image and hear the pronunciation, use their background knowledge, and thus, fetch the main ideas of the movie. When students are engaged in the listening activity, subtitles can give them better emphasis or hint of what they should pay attention to. Clearly, using films is an effective way for students to improve their listening ability and get better insight in English culture. A majority of them enhanced listening skill and responded with favorable attitudes through watching films. They believe that they gained more than vocabulary, understood more foreign culture, and felt relaxed and had fun while learning in class. However, some of them were not sure whether watching films was a waste of time and did not satisfy their needs. Moreover, some students had negative attitudes toward films as well, but most of them appreciated this teaching tool and would like to learn in the next course as well. In Serbia students study English as a foreign language, and mostly communicate in English only during the class time. They rarely use it in daily life, so when acquiring listening ability of English language in Serbian environment, they should be patient, well disciplined and practice a lot. They see the movies as a glimpse into a different culture that help them achieve their goal and realize the value of listening to different dialects, different voices and pronunciations. "...Successful societies are based on good evaluation of the individuals' needs and abilities and the abilities of their organizational units to perform their functions in an effective, efficient and sustainable manner." (Milisavljević et al., 2013, p.1037).

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