TEACHING LISTENING THROUGH MOVIES

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ABSTARCT: *This paper examines the extent to which students improve listening comprehension through subtitled and non-subtitled films and their attitudes towards this teaching tool. Teaching listening comprehension is one of the most important and difficult tasks for any foreign language teacher because there are no rules like teaching grammar.*

KEYWORDS: *listening comprehension; non subtitled films; subtitled films.*

Introduction

Listening is a fundamental skill in language learning, helping learners understand spoken communication and develop better comprehension of context, accents, and intonation. Using movies as a tool for teaching listening skills makes the learning process more engaging and effective. Movies provide real-life conversational contexts and expose learners to authentic language use, enhancing both their listening and cultural awareness.

Benefits of Using Movies for Listening Practice

1. Exposure to Authentic Language:

Movies present realistic dialogues, natural speech patterns, slang, and different accents, helping learners adapt to real-world conversations.

2. Cultural Understanding:

Through movies, learners gain insights into the cultural context of the target language, including customs, societal norms, and values.

3. Visual Context:

Visual cues such as facial expressions, body language, and settings help learners infer meaning even when they do not understand every word.

4. Motivation and Engagement:

Movies are inherently entertaining, which increases student motivation and interest in language learning.

Effective Strategies for Teaching Listening Through Movies

1. Pre-Viewing Activities

Vocabulary Preparation: Introduce key vocabulary and phrases that appear in the movie clip.

Context Discussion: Provide background information about the plot, setting, or characters to help students anticipate the language they will hear.

Prediction Tasks: Encourage students to predict what might happen in the scene based on a still image or brief description.

2. While-Viewing Activities

First Viewing: Play the clip without interruption to allow students to grasp the general idea.

Focused Listening: Replay the clip and assign specific tasks such as identifying key words, phrases, or answering comprehension questions.

Interactive Pause: Pause at crucial points to discuss what students have understood or predict what might happen next.

3. Post-Viewing Activities

Comprehension Questions: Discuss plot, character motivations, and key events.

Summarization: Have students summarize the scene in their own words.

Role-Playing: Encourage students to reenact scenes to practice intonation and pronunciation.

Discussion: Analyze themes, character development, or cultural elements in the movie.

4. Follow-Up Tasks

Writing Assignments: Students can write reviews, reflections, or alternate storylines.

Listening Logs: Maintain journals of new vocabulary and expressions.

Research Projects: Explore cultural or historical contexts presented in the movie.

Considerations for Successful Implementation

Movie Selection: Choose films appropriate for students' language levels and interests.

Use of Subtitles: Initially use subtitles to aid comprehension, gradually removing them as listening skills improve.

Variety of Genres: Expose students to different types of movies to experience various speaking styles and vocabulary.

Sensitivity to Cultural Content: Ensure the content is culturally suitable and aligns with classroom objectives.

Conclusion

Movies are a powerful resource for teaching listening skills. They provide authentic language experiences and cultural learning opportunities while keeping students engaged. When strategically implemented, movies can significantly enhance students' listening comprehension and overall language abilities.

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