

DEVELOPING STUDENT'S READING ABILITIES IN THE EFL/ESL CLASSROOM BY MEANS OF USING MOVIES

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ABSTRACT

Using film as the content material for teaching and learning in EFL/ESL classroom is now-a-days becoming popular. This article explores strategies for use with longer works of literature and their film versions. Students are exposed to different media and technology resources, from audio to printed material, however, they still lack the motivation for getting to know in a conventional way. For this reason, instructing English, finding methods and materials to make the learning experiences for EFL/ESL students engaging and interesting has come to be greater challenging than ever. This is the fundamental motive of why English language instructors continually hold searching for greater motivating instructing sources. This study suggests that instructors have to be aware of the differences in students' cinematic superiority, language proficiency, cultural positioning, and preferences, and to furnish suitable training and support, such as reference notes and preview activities. The movie is a rich and treasured aid for EFL/ESL learning, given it is handled with care and caution. This paper exhibits and analysis the results of the usage of videos in the EFL/ESL classroom and developing students studying abilities.

KEYWORDS: *Reading Skill, EFL/ESL Classroom, Movies, SLA, Teaching English, Videos*

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INTRODUCTION

In some studies, it has been discovered that the use of videos has effective outcomes on novices from many distinctive points. According to Mathew and Mac (2000), videos play an important position in mastering social and cultural structures. Additionally, Williams (2005) supports that videos have a huge impact on instructing often spoken vocabulary in the target language. Similarly, Elen (2002) and Samuel (2006 and 2007) emphasized that films are huge in language instructions as complementary models of things to do and developing workshops. Films are a mufti-dimensional tool in English language instructing in EFL/ESL classroom and they can be used in a number of methods while teaching specific aspects of a foreign language. Many scholars have discovered that films used in the EFL/ESL classroom can become a vital part of the curriculum. This is based on the fact that movies grant exposures to the actual language, used in genuine settings and the lifestyle in which the overseas language is spoken. They additionally have located that films trap the learners' pastime and it can positively have an effect on their motivation to learn. According to the scholars, students forecast, make a connection, ask questions, and construe after staring at movies. In these situations, the meaning is made through the small print of character, theme, plot, mood, conflict, and symbolism. Many teachers choose to watch the film diversification of well-known and cutting-edge

novels as a supplementary supply to the reading. The practice has shown that reading the complete whole book can be tiresome and boring whilst an audiovisual journey can be greater wonderful and enticing to students.

LITERATURE REVIEW

Many language instructors have a tendency to admit the potentiality of analyzing material in terms of the improvement of unique aspects of a foreign language. It is argued that literature promotes, amongst others, students' L2 vocabulary knowledge, knowledge of lexical phrases and fixed expressions (Smith, 2001; Maccullam, 2002), grammatical understanding (Timbebolt, 2006), language focus (Camelli, 2009), and sociolinguistic and pragmatic competences (Jason, 2003). Also, emphasis on reading, mainly the studying of culturally genuine texts, has end up one of the central claims for curriculum reform in EFL/ESL instructing (Staffer, 2002; Arens & Swaffar, 2002; Dopey, 2003). Although there are many studies carried out related to the use of the movie in English language instructing classes, very few studies were finished on the use of films for developing reading skills; with the exception of one find out about (Daniel,2004). On the other hand, there are numerous researches on using the movies in growing precise language skills, mainly reading comprehension, (Wetzel, Radtke& Stern, 2002; Ginther, 2003; Gruba, 2006; Opat, 2008; Suvorov, 2008; Chambal, 1999; Jockey, 2006). Hermon and Staley (1996) had conducted research on the usage of video in studying comprehension.

The research has supplied proof that the experimental team carried out considerably better on the closing tests of analyzing comprehension with both the video and the audio than did the manipulate group in which no method coaching occurred. Herron, (1995) has come to a conclusion that: "Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture greater efficiently than other educational materials. Videotapes allow students to hear native audio system interacting in every day conversational situations and to practice vital linguistic structures. Unlike audiocassettes, video's visible dimension is concept to decrease ambiguities present in native speaker voices and to motivate students to learn the foreign language (Herron, et al., 1995, p. 775)."Other scholars have concluded that film fragments help decorate reminiscence and healing of records in reading and reading (Patric& Bill, 1999). Using the identical pattern, they may assist develop writing skills too (Harry, 1996). Herron and Hanley (1992) concluded that using movies in the EFL/ESL classroom offers background information that prompts prior knowledge, which is critical in stimulating the four competencies things to do in the classroom.

The Usage of Films to Increase Literateness

Film and visible pictures play a central function in students' lives and cultural understanding. Using movie as a textual content provides us with opportunities to support communication, comprehension and written expression. The film is an extraordinarily advantageous device for education and improving reading and different skills. Nowadays, most beginners are spending a exceptional deal of time gazing TV and movies regardless of how regularly they read books. Students regularly watch their favorite motion pictures and television applications with the choice of subtitles. Research indicates that college students who study via subtitles exhibit extra improvement in reading comprehension, phrase recognition, vocabulary acquisition and general motivation to examine (Parks, 1994). In a study commissioned by using the National Captioning Institute, Neumann and Koskinen (1992) found that using captioned science substances from the TV program "3-2-1 Contact" with Asian and Hispanic seventh and eighth grade ESL college students resulted in greater ratings on assessments of phrase know-how and recall of science information. A Spanish study compares language absorption of viewers looking at with English subtitles antagonistic to these observing with Spanish. After only 25 minutes of viewing, the effects showed that participants may want not to solely pick up quotations from the film however could additionally

recognize new phrases they hadn't yet heard — as long as the subtitles had been in the language of the film. Research shows that captioned and subtitled packages have their area in second language acquisition; however, as language teachers and language novices we understand via experience that they are useful. .so how can they be efficiently used?

Learner Motivation

The cause is to capitalize on viewing frequency, student interest, and linguistic legitimacy by way of showing the movie in category with subtitles and encouraging learners to prompt English subtitles on their own with assignments and materials in support. We know newcomers are very incredibly motivated to examine through movie and television, and there is a limitless quantity of media that can accompany any thematic unit or language aim being taught. Getting inexperienced persons to examine independently and motivating them to study and be attentive in the classroom is regularly a challenge. Why not now provide them a risk to study from something they already do? Watching hours upon hours of television.

Student Response and Evaluation Method

Around 60 college students surveyed over the course of 2 tutorial terms: 95% agreed they would examine greater often if phrases were accompanied with the aid of pictures. 85% stated they solely used English subtitles while listening to L1, and by no means regarded using them in other ways. 38% said their favourite programs have been I Arabic, Persian or Hindi, however the only subtitle alternative handy to them was English. Knowing it will enhance their analyzing skills, 92% of college students said they would activate English subtitles each time they watch a movie or tv program. Two kinds of facts series were additionally used to take a look at their activity and understanding:

- Questionnaire for students
- The quiz is given at the end of the introduced vocabulary

1. Data are collected thru students' and teachers' questionnaire which investigates their attitudes closer to movie-based educating and learning. The questionnaires are designed in the shape of a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree". The questionnaires were disbursed to the Intensive Course Program (ICP) English teachers and to the eighty students.

2. The quiz used to be given at the end of the reading section. This study is about mainly concerned in contributing to the first-class of the procedure of teaching and learning, through the use of media, specifically the use of videos in the ELT classroom. In any class, you are going to come upon students who don't like studying the assigned novel, or who don't like reading material in general. Using film versions of the novels, you are reading to excite those students who are struggling to emerge as or continue to be interested. Show the movie variations of one or numerous of the most exciting, funny, or fascinating moments in the novel as an activating strategy before you start reading. You can additionally use e book trailers to get students excited about their upcoming reads. (Also a exquisite post-reading project). Ask your students to write down their predictions about the novel primarily based on what they saw. By doing so, you're asking each pupil to grow to be invested in the novel before they have even begun to read it. Even your unmotivated students will be fascinated in discovering whether or not or now not their predictions have been correct.

Use Movies to Develop Extended Thinking Strategies

Extended thinking techniques are some of the most necessary capabilities we can offer our students, however they can also be some of the most challenging to fit into our lessons. Covering authoritative vocabulary, comprehension, and other

essential skills – like comparing and contrasting, examining perspective, setting up support, or error evaluation – can be challenging, if no longer not possible to match into your curriculum. Film variations of the novels your class is reading can help. Have students work within agencies to whole a Venn design (or even just list) the differences and similarities between the first three chapters of the novel and the first 10 minutes of the film. As a class, discuss what they brought after watching the film. How did it change their perspective? Hold a category debate over which model is better – the novel or the movie – and ask every student to assemble help for their position. Students are required to work in groups to come up with lists of the differences between the novel and the film. Display the posters in the room and have students add to them as you watch a bit extra of the film each week. By the cease of the literature unit, you will have had heaps of probabilities to amplify your students extended wondering skills with the aid of the usage of 10 minutes of video only as soon as or twice a week. Ask students to pretend to be a character in the novel. With a colored pencil, have them write a letter to some other character in the novel speaking about a specific tournament that you examine recently. Watch the film model of the event and then ask the students to add to their letter in a extraordinary color.

CONCLUSIONS

The skill development needs special care and attention at learning and teaching level. Learning to read and write are the indispensable educational achievements in the education field. Reading and writing are closely related and are the gateway to learning productivity in today's digital age. With the appropriate reading material, a conducive environment, and teachers with adequate educational qualifications, good reading skills will help produce students who perform well in other subjects. Reading and broadcasting film in the classroom are attractive due to many reasons. With only a little groundwork, the two broadcasting can be used to teach language and to address varied learning styles. Activities advance themselves to individual and group work and are stimulating and inspiring because they frequently use student-generated material. By reading a novel, conducting a video project, and watching the movie, students can improve their language competence in a all-inclusive and highly sustaining manner. It does not come as a amazement, therefore, that students often ask, "What are we going to read next?" after one novel and its movie version are finished. This enthusiasm will be a kind of music in the ears of teachers.

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