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**Teaching English Through Movies: Theoretical and Pedagogical Aspects**

**Навчання англійської мови за допомогою кінофільмів:**
**теоретичний та педагогічний аспекти**

*У нашому дослідженні проаналізовані теоретичні та педагогічні аспекти навчання англійської мови за допомогою кінофільмів. Актуальність роботи пов'язана із загальною метою, яку ставить будь-який викладач іноземної мови, а саме: мотивація здобувачів, їхня зацікавленість та розвиток комунікативних навичок письма, читання, слухання та говоріння. Стаття носить описовий та пояснювальний характер. Зосереджено увагу на висвітленні найактуальніших педагогічних стратегій, які іноземні викладачі використовують на заняттях з англійської мови. На основі узагальнення виокремлено такі педагогічні стратегії: привертання уваги, автентична, сприйняття, лінгвістична та конфіденційна. Вони базуються на лінгвістичній, прагматичній, дискурсивній, соціокультурній та світоглядній компетенціях.*

*Результати роботи можуть бути використані освітянами загальних середніх і вищих навчальних закладів, які цікавляться ефективними та сучасними способами навчання та вивчення іноземних мов.*

***Ключові слова:*** *англійськомовні кінофільми, педагогічні стратегії, чотири мовні навички, культура країни, виклики, мотивація.*

*Some theoretical and pedagogical aspects of teaching English through movies are highlighted in the present paper. Its topicality is related to the overall aim set by any foreign language teacher: students' motivation, their being interested in the educational process and development of communication skills. The basic goal of the article is to point up the most prominent pedagogical strategies the foreign teachers use in language classrooms to activate students in their developing language skills. The subject of the paper is English movies as the pedagogical tool of making a communication process ongoing, firstly, and embracing four language skills (listening, speaking, reading, and writing), finally. The objective and the subject of the article are deeply tied with the outlining the connection of movies with the development of students' four language modalities; showing the relationship between movies and culture; describing the challenges in using English films in classes; illustrating numerous strategies foreign educators use. Five fruitful strategies (attracting attention, authentic, perceptive, linguistic, and confidential) have been revealed due to linguistic, pragmatic, discourse, socio-cultural and world competence. It is summarized that attracting attention strategy is deeply linked with the challenges both teachers and students deal with. Authentic strategy is associated with several didactic tasks at once (within the framework of competency-based approach). It has been found out the perceptive strategy is identified with teachers' intentions and objectives they set, on the one hand, and students and teachers' comprehension of movies being implemented in the educational process to develop language skills, on the other hand. The linguistic strategy is bound with the various grammatical topics which can be presented in English classes with the help of movies. The confidential strategy implies the use of productive and constructive methods to raise students' confidence in learning English, the audio-visual approach is being noticeable.*

***Keywords:*** *English movies, pedagogical strategies, four language skills, the culture of the country, challenges, motivation.*

**Introduction / Вступ.** English has occupied a prime position within the fast process of languages internalization. A vast majority of non-English speakers worldwide have aimed to improve their

language skills. Actually students of non-linguistic specialties have a lot of troubles while learning English as a foreign language. One of the reasons is teachers' paying too much attention to total reading, translation and grammar exercises performing.

English films are increasingly set to become a tool to develop students' language skills. "Well-selected movie materials could enhance students' language learning process and increase their motivation to learn the target language" (Kabooha R., 2016, p. 248). Movies assist students both to come across and learn English grammar rules. Moreover, movies sound patterns are accompanied with peculiar factual utterances. "English movies are a better choice because they give learners real-life opportunities to learn English" (Zhaojie Lv., 2023, p. 1111). Many scientists believe that extended context, interesting content, rich visuals, often exaggerated events and actions in the film make students experience feelings and emotions close to those that might arise if they actually found themselves in similar situations (Chen Y., 2015, p. 764; Kabooha R., 2016, p. 249). "English movies provide authentic materials and diverse language scenarios for the learners so that the learning of English language happens in the real-life environment" (Rao P. S., 2019, p. 433). In addition, movies help in teaching writing, verbal and phonetic skills, vocabulary, grammar as well. We also think that watching movies is a focus on discussing the culture of the country and its people, i.e. consideration of culture through the prism of language and viewing language through the prism of culture.

**Aim and Tasks / Мета та завдання.** This paper is basically descriptive and explanatory. Its main objective is to highlight the most remarkable pedagogical strategies the teachers use in English classes to motivate students to develop their language skills. The subject of the paper is English movies as the motive putting a communication process in progress, on the one hand, and ultimately involving all four skill modalities (listening, speaking, reading, and writing), on the other hand.

**Methods / Методи.** There exist many methods for dealing with the issue being discussed. All of them will be described while outlining the theoretical and pedagogical aspects of teaching English through English films. Foreign educators' academic and experimental findings underlay such a description. We use general scientific methods: analysis and synthesis, concretization, generalization, and comparison.

This paper is organized as follows: 1) outlining the connection of movies with the development of students' four language skills; 2) showing the relationship between movies and culture; 3) describing the difficulties in using English films in classes; 4) commenting on various strategies foreign educators use in language classes.

**Results / Результати.** *1. The connection of movies with the development of students' four language skills: aims, functions and goals.* This problem has been largely studied and many viable solutions have been found. Thus, a film is seen via three planes with the regard to its basic peculiarities within educational process: firstly, as the motive putting a communication process in progress, on the one hand, and ultimately involving all four skill modalities (listening, speaking, reading, and writing); secondly, as an alive practice ("any really well-done film is an "experience" for its viewers-not just a pleasant sound and light diversion" (Morley H. J. & Lawrence M. S., 2006, p. 118)); thirdly, as something fresh in comparison with traditional English classes.

At least two educational aims of the film usage in English tutorials have already been revealed – informational and linguistic (Morley H. J. & Lawrence M. S., 2006, p. 119). The first one is deeply linked with students' motivation to analyze various angles of matters, answers and questions; to be ready with own points of view and manifest them in the language activities. The linguistic purpose is oriented toward alive practice in listening, speaking, reading, and writing. What's more, vocabulary building, grammar and pronunciation are also paid attention to.

Three types of meta-functions movies perform have been explained: ideational, interpersonal and textual (Andersson S., Björnsson J., 2019, p. 6). The essence of ideational meta-function is movies representing certain world aspects. The interpersonal meta-function constitutes movies constructing relationships via communication. Textual meta-function outlines movies arrangement due to conventions adjoining them (Andersson S., Björnsson J., 2019, p. 6).

*Listening.* Such goals as concentration, directed listening, note-taking, and answering aural comprehension questions are put in English lessons (Morley H. J. & Lawrence M. S., 2006, p. 119). Both teachers and students should experience the pronunciation and intonation patterns in the authentic environment (Chen Y., 2015, p. 764). "There is a positive association between watching English movies and enhanced listening skills" (Murshidi G. A., 2020, p. 443).

*Speaking.* Students are encouraged to take part in class discussion and be ready with short speeches. Personal viewpoints and summary discussions are also motivated. Various forms of smart discussing, agreeing and disagreeing are preferable. "Repetition of conversation can aid in verbal skills. As verbal skills require multiword phrases compared to written language, it's good to memorize small phrases which can aid in improving verbal skills" (Alluri P., 2018, p. 148).

*Writing.* Students are directed to unite the movie content, structure and logic, adding their own associations and reasonings by specific writing assignments. They are advised to use new words and phrases. "The writing assignments range from simple to complex" (Alluri P., 2018, p. 148; Morley H. J. & Lawrence M. S., 2006, p. 120). Watching a movie can enable students to memorize some idioms (Chen Y., 2015, p. 764).

*Reading.* The aim is to supply students with some short contemporary reports / essays (magazine or newspaper) corresponding the information given in the film. Vocabulary can be supplemented and broadened. A teacher may draw a distinction between methods of organization. The ultimate goal is to give practice without teaching reading (Morley H. J. & Lawrence M. S., 2006, p. 120).

*2. The relationship between movies and culture.* It is worth stating that film has distinctive supremacy in presenting the culture of the country it depicts. Through its setting, students have the opportunity to visualize the remote geographical conditions, customs and traditions, and new characters. Moreover, national and family values, morals and beliefs, behavioral or legal systems, housing, clothing, food, and various attitudes towards the world are indicated in the film (Chen Y., 2015, p. 764; Sánchez-Auñón E., 2023, p. 3). For instance, "The Crown", directed by P. Morgan, introduces the British monarchy, Queen Elizabeth II, the convergence between women and power, politics and human rights, values related to national traditions, a divinity representation of humans control, etc. (García J. M. R., 2022; Cobo E. R., 2021). "The Peter Morgan series is not only the most significant cultural representation of the British monarchy to date, it has also become the central prism through which people view the royal institution and the individuals within it" (Staples L., 2023, November 16).

We can't but agree with the thought that English movies have plentiful intercultural values providing remarkable basics for students' development of critical thinking skills and linguistic diversities as well (Rao P. S., 2019, p. 434). "Watching movies does not only enhance English language skills but also it introduces them to the new innovations, cultures and practices" (Walay A., 2022, p. 49). When students survey all above aspects of the target culture via movies, they identify parallels and contrasts within their own society. It makes them more responsive and keen on their mother country cultural characteristics (Sánchez-Auñón E., 2023, p. 3). If students have problems in understanding the culture, lifestyle, and history of a language, it can cause false impressions and uneasy situations while communicating (Andersson S. & Björnsson J., 2019, p. 14).

*3. The difficulties in using English films in classes.* Recent developments in teaching English via movies have led to the conclusion teachers come across a number of problems while taking up this activity. Summarizing all difficulties English educators face, we intend to outline them succinctly.

Thus, the troubles are as follows: 1) arranging a proper time for students to take pleasure in watching a whole movie as it can last for two or three hours; besides, further discussion of the film may require more time (Chen Y., 2015, p. 765); 2) choosing a suitable movie as students have different levels of English knowledge and likings as well (Walay A., 2022, p. 53); in addition, the theme of the lesson and the content material of the English movie must coincide in a way (Andersson S. & Björnsson J., 2019, p. 15; Rao P. S., 2019, p. 435; Zhaojie Lv., 2023, p. 1114;); special attention should be paid to improper and specific sites closely tied with cruelty, intimate relations, violation, killing, etc.; 3) uncertainty that all students will accept the film as an educational goal, not just as an ordinary film (Chen Y., 2015, p. 765); 4) a teacher's careful preparation of materials within before-watching, while-watching and after-watching activities: before-watching tasks must relieve language difficulties in perceiving video text and understanding its content, whereas after-watching tasks proposed by the teacher should arouse and maintain students' interest in discussing the video material (Andersson S. & Björnsson J., 2019, p. 13); 5) a teacher's readiness to face the situation of some students' having already seen the film; in this case, students can discuss specific details, issues raised in the video, or help other students understand its context; 6) a teacher's preparedness to be accused of wasting students' time, so all assignments must be accompanied by a wide variety of new expressions to learn and promote effective foreign language communication.

In spite of the difficulties teachers face when teaching English via movies we share P.S. Rao's point of view that "EFL English teachers have the responsibility of capturing their students' undivided attention by strategically incorporating English-language films into the classroom curriculum" (Rao P. S., 2019, p. 435). We realize that educators all over the world implement numerous approaches, strategies and tasks in English classes according to the set goals. "Each teacher has strategies and techniques to integrate movies into their classroom" (Rahman T., Islam Ms. S. & Rahman M. M., 2023, p. 8). The most prominent are worth paying attention to.

*4. Various strategies foreign educators use in English classes.* Widely considered to be a good way of mastering English skills, teaching via watching movies can be multifaceted. Many English teachers agree that the use of films in English classes is a kind of challenge to the traditional way of teaching a

foreign language (Chen Y., 2015; Kabooha R., 2016; Yasuhiro I., 2016; Zhaojie Lv., 2023).

A lot of approaches have been put forward to describe and analyze the effectiveness of using movies in the language classroom. The educators have had their own and specific visions of the issue. It should be stated that movies are seen as "an effective educational tool" (Zhaojie Lv., 2023, p. 1111), "not made to be teaching material first of all" (Yasuhiro I., 2016, p. 2), "a tool in a multimodal teaching context" (Andersson S., Björnsson J., 2019, p. 5), "a highly motivating pedagogical tool for EFL students" (Sánchez-Auñón E., 2023, p. 3), "pedagogical tool in learning the English language" (Walay A., 2022, p. 42), "part of language teaching" (Alluri P., 2018, p. 148), "a big part of learning and teaching" (Zhaojie Lv., 2023, p. 1112), "more valuable teaching tools to teach English in a natural way" (Rao P. S., 2019, p. 431), "a contemporary tool in language instruction" (Zhaojie Lv., 2023, p. 1114), "a useful tool" (Murshidi G. A., 2020, p. 442; Zhaojie Lv., 2023, p. 1113), "a means of making connections between theoretical concepts and real-world examples" (Walay A., 2022, p. 40), "an enjoyable source of input and language acquisition" (Kalra R., 2017, p. 290), "an ideal way to engage students in doing array of tasks in a second language learning classroom" (Goldstein B. & Driver, P., 2014, p. 13).

Hence, films incorporate a large number of captivating English expressions. Furthermore, some movies have much common with conversational discourse not being found in writing or popular English textbooks (Yasuhiro I., 2016, p. 2). Besides, "students tend to recall information better when a movie is used as an educational tool because they experience movies as less monotonous than using a textbook" (Pandey S., 2012, p. 330).

After having analyzed the scope of scientific findings we classify all of them according to five fruitful, in our opinion, strategies: attracting attention, authentic, perception, linguistic and confidential ones. They are based on linguistic, pragmatic, discourse, socio-cultural and world competence. Their overall goal is to motivate students and make English learning more effective with students being actively involved in the process; besides, "to get much information of the target language" (Wang Y., 2009, p. 180).

*Attracting attention strategy.* This strategy is deeply connected with the challenges both teachers and students deal with. But such a confrontation may be softened by using English movies to teach English, according to M. Asumpta and D. Kusumaningrum (Asumpta M. & Kusumaningrum D., 2015, p. 11). This strategy is contrasted to boring and ineffective performing numerous traditional assignments in English classes. Students' success in learning is foremost. To attract students' attention, the teacher should go through several steps: considering the audience and the content of English movie as well; reflecting on the appropriateness between movie and the level of students; observing the relation between movie and the academic syllabus; timing of course and one needed to play the movie; supporting media to play the movie (Asumpta M. & Kusumaningrum D., 2015, p. 13-14; Wang Y., 2009, p. 180). Focusing students' attention is strongly tied with their involving not only in watching movies but also in fulfilling various activities with the regard to this or that film to give and gain several feedbacks in students' listening, speaking, writing, grammar, and vocabulary.

*Authentic strategy.* This strategy is associated with several didactic tasks at once (within the framework of competency-based approach): 1) expansion of vocabulary; development and improvement of listening skills (along with other types of speech activity); modeling of "immersion" into the language environment (mastering the intonation and tempo of live spoken language, familiarization with live spoken language, idioms, phrasal verbs, dialects and socially limited vocabulary, with the peculiarities of native speakers' speech behaviour), that is, the film allows you to present the process of natural communication between native speakers visually (linguistic competence) (Andersson S. & Björnsson J., 2019, p. 16); 2) familiarity with regional studies information (linguistic and regional studies competence); 3) acquaintance with the cultural characteristics of a particular country; aesthetic development and expansion of the horizon of transnational ideas, experience interpersonal communication (socio-cultural competence) (Chen Y., 2015, p. 765). "The language of movies as a source of language input is characterized by being authentic, which ultimately leads to a more effective second language process" (Alolaywi Y., 2023, p. 2333).

*Perceptive strategy.* Being "a very powerful tool in second language acquisition" (Kabooha R., 2016, p. 250), this strategy is identified with teacher's intentions and objectives they set on. Students and teachers' comprehension of movies being implemented in the educational process to develop language skills is of central interest (Kabooha R., 2016). Moreover, the exploring students' opinions about the effectiveness of watching movies in English classes attract foreign teachers. Just to find out their attitude towards films in general and their implementation in classes in particular questionnaires and interviews are used as research instruments (Alolaywi Y., 2023, p. 2336; Kabooha R. H., 2016, p. 251). In most findings one can come across not only teachers' questions but students' perceptions too (Alolaywi Y., 2023, p. 2336-2339; Kabooha R. H., 2016, p. 252; Roslim, N., Azizul A. F., Nimehchisalem, V., & Abdullah, M. H. T., 2021, p. 275). Descriptive statistics show students' "positive responses in

exploring movies for language learning" (Roslim, N., Azizul A. F., Nimehchisalem, V., & Abdullah, M. H. T., 2021, p. 278).

*Linguistic strategy.* This strategy is bound with the various grammatical topics which can be presented in English classes with the help of movies. For instance, the so-called "non-standard" English examples exclusively being found in films, on the one hand, and having not been used in classes by teachers, on the other hand (Yasuhiro I., 2016). I. Yasuhiro confirms that "such examples not only strengthen students' understanding of English but also provide them with more opportunities to obtain a new viewpoint of English. This is indeed a way to make fuller advantage of movies as teaching material" (Yasuhiro I., 2016, p. 3). These "non-standard" English examples "ruin" in a way some morphological standards of the English language (*goose – geese*: this noun plural form pattern complies with the traditional grammar rule, whereas *mongoose – mongooses* does not) and syntactical ones. Such expressions are divided into two groups – "the supporting example (SptEx) and the exceptional example (ExpEx)" (Yasuhiro I., 2016, p. 3). The author is sure that students should come across these two groups of words as they both exist in modern English. Moreover, they begin to reflect on the ExpEx and attempt to find a way to know more about them. The English comparatives and imperatives are also in the focus of investigation. The so-called "mistakes" the main characters of the films make contradict English grammatical rules. Nevertheless, students may see that native speakers sometimes forget how to use them properly being emotionally embarrassed, for example (Yasuhiro I., 2016, p. 5). Thus, it has been deduced that "since these ExpEx are rarely found in general English textbooks, and since the context greatly helps us to understand the scope relation, it can be concluded here that movies have a potential ability to be successful teaching material in class" (Yasuhiro I., 2016, p. 8).

Such grammatical phenomena as tense and aspect can be presented to students "in advance before providing them with abundant authentic input using TV series" (Kim H.-S. & Kim B., 2018, p. 18). The idea is that each tense and aspect type may be learned with regard to its adjoining one in the context for students to comprehend better within their conceptual systems (the communicative language teaching approach). Thus, this experiment is based on the contrast of all nine tense verbal forms to each other (Kim H.-S. & Kim B., 2018, p. 6). It must be mentioned that the participants of the experiment took part in the lecture about the overall English tense and aspect system beforehand. Then the students were "equipped" with some episodes of the films, the individual script exercises, tasks for discussion, and the pre- and post-tests. In addition, a review on students' opinions was carried out to reveal their approval or disapproval with the grammatical activity.

*Confidential strategy.* The essence of this strategy is to use productive and constructive methods to raise students' confidence in learning English (Wang Y., 2009, p. 179). Thus, the audio-visual approach is noteworthy. It goes along with audio-visual environments prompts, rich contextual setting available, different contexts of films, and students' imitation and dramatization (Wang Y., 2009, p. 180). All mentioned promote students' unforced way of learning, their thinking and broadening the field of knowledge, forcing memory, imagination, creativity and upgrading their intelligence.

The algorithm for building students' confidence consists of the following steps: explanation of the basic words and idioms, forecasting of the title and new vocabulary, outlining the movie key notions of the country and its culture peculiarities, disputing about the topical matters of the film, role-playing, etc. The supreme point in the development of confidence is the way of arranging the tasks all over a movie.

**Conclusions / Висновки.** The main conclusion that can be drawn is that all theoretical and pedagogical aspects of teaching English through films described in the paper contribute a good motivation for four skill modalities (listening, speaking, reading, and writing), grammar and vocabulary. The objectives the educators set are tested and justified; the feedback is gained as the students according to the results of numerous experiments benefit a lot from communicative activities. Overall, our describing and summarizing the teachers' active use of English movies in classes demonstrate a strong effect of their desire to avoid traditional "reading-translating-performing exercises" triad in spite of a lot of challenges they come across.

The strategies we have outlined (attracting attention, authentic, perceptive, linguistic, confidential) embrace various levels of competence such as linguistic, pragmatic, discourse, socio-cultural and world ones. This fact proves English movies to be a powerful pedagogical tool in teaching the English language.

Future research should further develop and confirm these initial findings by depicting the ways of students' expanding vocabulary, teaching them to disclose hidden meanings of some words, to reveal the context creation of the film and to give some probable interpretations with the reference to "The Crown" TV show, national and family values of the British monarchy being foremost.

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