

THE USE OF AUTHENTIC FILMS IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS

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Abstract

The article talks about the use of authentic films in the development of listening and speaking skills, the methods used during the preparation of these films, the researches of researchers in this direction and the more effective methods they propose, the motivation created by these methods in senior students of language faculties, the positive effect of these methods on students' listening and speaking skills in the teaching process. Also, authentic films are a very useful tool for the development of listening skills, the use of films in various methods strengthens the students' listening and speaking skills, makes the language learning process more interesting, and using these methods with the teacher can significantly improve the listening and speaking skills of senior students in English. what they can do is mentioned.

Key words: authentic film, listening skills, speaking, motivation, critical thinking

Introduction

The great role and importance of authentic films in teaching English brings to attention the advantages of authentic films in language learning, how language faculties affect senior students, and what opportunities they create for teachers. In this sense, by considering the advantages of authentic films, we can gain experience regarding their use in the development of students' listening and speaking skills. First of all, we must say that authentic films inevitably introduce students to the language environment, take them to the natural environment of the English language, and connect them with the real world. So, colloquial language, everyday expressions and slang in movies (Slang is informal and non-standard language expressions widely used by a certain group. For example, Cool: excellent, good; Lit: very good, great (especially fun); Bae: lover, very close friend; GOAT: "Greatest Of All Time" (the greatest of all time); Throw shade: to criticize or talk negatively about someone. Some slang expressions in Azerbaijani language: Khod gedir: everything is going very well is in order; Rich child: child of a wealthy family; In good condition, very good; Noise: interesting, fun) which helps students to learn the natural flow of the language. But let's note that this is a practice that is not often encountered in textbooks and formal classes, but is used in our everyday speech. "In today's global world, original materials to use in the teaching process - newspapers, television programs, magazines, the Internet, films, songs,

books, fiction, novels, poetry, short stories, blogs, podcasts, etc. can be considered as an authentic source of teaching material" [1, p. 164]

The use of authentic films in English classes significantly improves students' listening skills. Experiencing different accents, speaking rates, and forms of speech improves students' ability to understand different dialects and helps prepare them for real-life English communication. In addition to language learning, the use of authentic films also provides students with information about the culture of English-speaking countries. Learning about cultural values, customs, lifestyles, and social norms increases students' motivation to learn a language and connects them more deeply to their native language as well as to the language being studied.

The effect of authentic films on students, the increase of motivation and interest is also an important issue in teaching English. "The rapid progress of globalization, the expansion of the economic, political and cultural relations of the countries of the world with each other leads to a focus on the teaching of foreign languages". Interesting plots and characters make students more engaged in the lessons. This helps them participate more actively in the learning process and develop language skills faster, improves the development of communication skills, and authentic films show students how the language is used in different contexts. Students further develop their language use and communication skills by conducting discussions after watching the films. This boosts their confidence and helps them speak English more fluently in real life. "Many teachers use a variety of materials (radio programs, documentaries or feature films, etc.) as natural media, which are not inherently educational, but can be incorporated into the educational process." [3, p. 7]

Movies also have a strong influence on the development of critical thinking and analysis skills. Film analysis develops students' critical thinking skills. Students form their own opinions by analyzing plots, characters and messages in films. This not only develops their language skills but also their analytical thinking skills and also provides opportunities for teachers to ensure the quality of English teaching. Thus, authentic films provide various teaching materials for teachers. It is possible to prepare different language learning activities based on selected scenes, dialogues and themes from movies. This helps the lessons to be more colorful and interesting.

Movies are a great tool for group work and discussion. Students watch and discuss movies together, learning language and developing social skills. By encouraging students to discuss different topics, teachers increase their language use and develop communication skills. Let's focus on an example:

Authentic movies are a great resource for language learning because they feature natural language usage and different accents. For example, the 2016 film "La La Land" is a good example for this purpose. The spoken language and musical scenes in the film are ideal for developing listening skills.

Below is a short dialogue sample from the movie "La La Land" and its listening analysis:

Example: Dialogue

Scene: Mia and Sebastian's first meeting

Sebastian: You're fired. Mia: No, I'm not. What?

Sebastian: I mean, it's your call, but for me, it's over. I don't know what I'm supposed to do.

Mia: I don't understand. What did I do?

Sebastian: It's my life.

Listening Analysis and Activities

Listening and Repeating the Dialogue:

Asking students to listen and repeat the dialogue several times.

This will improve their pronunciation and intonation skills.

Understanding Expressions:

Students can be asked to try to understand the content of the dialogue and explain what is happening.

For example, discussing the meaning of "You're fired" and why Mia is confused.

Work on accent and intonation:

Students may be asked to analyze Sebastian's accent and speaking rate.

This will increase their ability to understand different accents and speaking styles.

Words and Phrases: To analyze some phrases and words used in dialogue. For example, discussing what the phrases "It's your call" and "It's over" mean.

Asking students to use these expressions in different contexts.

Role Play: Students can be asked to act out the dialogue by playing the roles of Mia and Sebastian. This will help them practice their speaking skills.

It is also useful to use other scenes from the film.

The movie "La La Land" has many different dialogues and scenes that can be used for language learning. Teachers can organize listening and speaking activities by choosing different scenes according to students' level and interests.

Authentic films can significantly improve students' language skills through listening activities. Movies like "La La Land" are a rich resource for students to listen and repeat natural language. Teachers can use these films in their classes to find interesting and effective ways to improve students' listening, speaking and general language skills.

Movies also allow teachers to use creative teaching methods among creative teaching methods. Teachers can engage students more creatively in the language learning process by organizing activities such as role plays, script writing, and presentations based on the films. Authentic films are an indispensable tool in teaching English in upper courses of language faculties. Making language learning more interesting, effective and natural, films increase students' motivation and develop language skills. And teachers can have more colorful and interactive lessons by using movies. For this reason, it is recommended that authentic films be widely used in teaching English.

Researchers note several effective ways of using authentic films to develop listening skills in upper-year language students. There are several effective ways to develop listening skills from

authentic films. In addition to improving students' listening skills, these methods make them more active in the language learning process and increase their motivation. Let's focus on some of these methods:

- 1. Watch movies in sections: Watching a movie in its entirety can be difficult for students. Instead, teachers can watch the movies in small sections. Having discussions after each section and trying to understand what happened in the film increases students' attention and strengthens their listening skills.
- 2. Repeated listening: Listening to a particular scene several times helps students better understand the language structure and expressions used in that scene. Repeated listening improves students' ability to understand different accents and speaking rates.
- 3. Watching movies with subtitles: For beginners and intermediate students, it is useful to watch movies with English subtitles. This helps students visualize and better understand the words and phrases they are listening to. For advanced students, it may be more appropriate to phase out subtitles and focus only on listening skills.
- 4. Active listening tasks: Giving students certain tasks before watching the movie helps them to listen more carefully. For example, students can be asked to identify key events, characters, or certain phrases in a movie. These tasks develop students' active listening skills.
- 5. Question and answer sessions: Asking students questions about the film after watching the film is a good way to test their listening skills. Students answer questions about the film and share what they understand and what details they notice. It also develops students' speaking skills.
- 6. Analyzing dialogues: Analyzing dialogues in movies helps students understand the intricacies of language. Teachers can select certain dialogues and ask students to translate these dialogues, explain the meaning or find similar expressions. This activity contributes to students' listening skills as well as grammar and vocabulary knowledge.
- 7. Role-plays and re-enactments: Asking students to re-enact movie scenes or act out those scenes through role-plays improves their listening skills practically. This activity helps students to better master the phrases and dialogues they listen to and develop their speaking skills.
- 8. Use of additional resources: Additional resources related to movies, such as listening exercises or specially designed teaching materials related to the movie, help students develop their listening skills more effectively. These resources facilitate learning the language used in the film and enrich the learning process.

Authentic films are a very useful tool for developing listening skills. The use of films in different ways strengthens students' listening skills, increases their motivation and makes the language learning process more interesting. Teachers can significantly improve the English listening skills of senior students by using these methods.

Contextual learning helps senior language students grasp meaning more effectively by understanding words and expressions in the context in which they are used. How can contextual learning be implemented through authentic films? Contextual learning is an approach that helps students learn languages in real-life situations. This method can be made more effective and

interesting by using authentic films. Research has shown some ways in which contextual learning can be implemented through authentic films. First of all, the method of presenting real-life scenarios is proposed. Movies present students with real-life situations. For example, it shows the language and cultural norms used in different areas of daily life, such as restaurants, business meetings, and conversations with friends. By following these scenarios, students learn and practice expressions and behaviors used in everyday life. Another method is learning the language in context. The language used in movies is learned in context. Students learn how and when phrases and words are used, making their language skills more functional. For example, emotions such as laughter, excitement or sadness in a movie scene increase the intelligibility of language.

In developing intercultural understanding, films provide students with information about different cultures and help them understand cultural differences. It develops students' intercultural communication skills and encourages them to be more open-minded towards different cultures. Also, combining different language skills is considered an effective method. Authentic films enrich the learning process by integrating listening, speaking, reading and writing skills. For example, after watching a movie scene, students may be asked to write an essay, repeat dialogue, or have a discussion about that scene. This ensures the integration of different language skills. After watching a movie scene, asking students to write an essay about that scene helps them develop their language skills, analytical thinking skills, and writing skills. As an example, here is an essay written using the scene "A Lovely Night" from the 2016 film "La La Land":

Scene: "A Lovely Night" - Mia and Sebastian's Dance Scene

The scene "A Lovely Night" in "La La Land" represents the moment when Mia and Sebastian first start to really care about each other. In this scene, Mia and Sebastian dance together in front of the endless view of Los Angeles. The scene is accompanied by colorful lights and excellent choreography and adds a special aesthetic appeal to the film.

In this scene, Mia and Sebastian run into each other at the end of the day and spend a few minutes together. At first, there seems to be a certain rivalry and lack of interest between them. Mia wants to learn more about Sebastian's music hobby, while Sebastian is interested in Mia's acting career. However, as they talk and dance, their connection becomes deeper and more fun. The scene's song, "A Lovely Night", reflects the conflicting feelings they are experiencing at the moment. The lyrics suggest that they are actually having a romantic moment but don't want to admit it to each other. This moment highlights how the chemistry and natural connection between them develops.

The visual elements of the scene also add to its impact. Against the backdrop of the bright lights of Los Angeles, Mia and Sebastian's dance symbolizes both the beauty of the city and the innocence of their relationship. The choreography of the dance is simple but effective, their movements complement each other and seem to match each other. This scene showcases the skills of director Damien Chazelle and choreographer Mandy Moore. Every detail has been carefully thought out and implemented. Music, dance, lighting and cinematography, all together create a perfect harmony and make the audience a part of this magical moment.

The scene "A Lovely Night" is one of the most memorable moments of the film for the viewer. This conflicted yet charming relationship between Mia and Sebastian sets the overall tone of the film. This scene foreshadows how they will fall in love with each other in the future and also the challenges they will face in their careers. The scene "A Lovely Night" is one of the most important and beautiful scenes of the movie "La La Land". This scene not only emphasizes the power of romance, dance and music, but also conveys the inner worlds of the characters to the audience. This simple moment between Mia and Sebastian is invaluable in portraying both their personal lives and the overall theme of the film.

Applications are important in developing problem-solving skills. Scenarios in movies develop students' problem-solving skills. For example, analyzing a conflict situation in a movie and finding appropriate solutions to that situation helps students develop thinking and decision-making skills. Authentic films allow students to express their views and engage in discussion. After watching the film, the teachers give the students an opportunity to share their thoughts and impressions about the film. It improves students' speaking skills and their ability to express their ideas.

Students can learn the language by acting out scenes from movies and through role playing. These activities help students practice and better master language use. For example, by repeating a movie scene, students learn the dialogue from that scene and begin to use it naturally. It is possible to conduct thematic lessons using topics selected from films. For example, if a film deals with nature, technology, history or social issues, lessons can be organized around these topics. It helps students gain in-depth knowledge of specific topics and develop language skills in those topics.

Contextual learning is one of the most effective methods that can be implemented through authentic films. Movies help students learn the language in a real-life context and understand the cultural aspects of the language. By using different activities and strategies, teachers can make students' language learning process more interesting and effective.

In senior language courses, viewing authentic films helps learners improve comprehension skills by teaching them to follow conversations, understand different rates of speech, and learn non-verbal cues such as body language and facial expressions. Movies offer a variety of speech patterns, intonations, and dialects that provide a richer listening experience. In the upper courses of language faculties, watching authentic films has advantages for speaking skills:

Pronunciation and intonation: Imitating actors' speech helps learners practice pronunciation and intonation, leading to more natural and fluent speaking.

Dialogue practice: Movies provide ready-made dialogues that learners can use for practice. Rehearsing and acting out scenes can improve fluency and confidence.

Cultural understanding: Films provide insights into cultural contexts, making it easier for learners to understand and use language correctly in different social situations.

Interactive activities: Activities such as role-playing, film discussions, and creating alternative endings can engage learners in active speaking practice.

Implementation Strategies: Pre-Viewing Activities: Introduce key vocabulary and cultural references before watching the film. Give information about the plot and characters to help understanding.

Activities while viewing: Use subtitles selectively to aid comprehension without overreliance. Pause the film at key points to discuss what happened and predict what will happen next.

Post-viewing activities: Engage learners in discussions about the film, focusing on ideas, themes and character motifs. Ask learners to act out scenes or create dialogues based on the film.

Integrated technology: Use language learning apps and platforms that incorporate movie clips for listening and speaking exercises.

Example activities:

Scene Analysis: Students watch a scene and analyze the dialogue, discussing vocabulary, expressions, and cultural nuances.

Role plays: Students act out scenes from the film, practicing pronunciation, intonation, and phrasing skills.

Discussion groups: Create discussion groups to talk about the film's plot, characters, and themes, encouraging spontaneous conversation.

Movie reviews: Students write and present movie reviews, summarize the plot, and share their opinions.

Using original films in language learning creates an immersive and engaging environment that enhances listening and speaking skills through exposure to real-life language and interactive activities.

In the upper courses of language faculties, the use of original films plays an important role in developing students' listening skills as well as speaking skills. Developing speaking skills using original films helps students improve their language use in real-life situations. Research has identified some effective methods and activities that can be used for this purpose. One of these methods is related to the repetition of dialogues from movies. Repetition of dialogues from movies is a good way to improve students' speaking skills. Teachers can select certain dialogues and ask students to play them back. It improves students' pronunciation and intonation skills.

Role-playing games are an important aspect of authentic films in improving the speaking skills of upper-year students of language faculties. Enacting scenes from movies through role-playing games allows students to practice their speaking skills. Students learn the expressions and speech patterns used by the characters in the movie scenes. This method increases students' self-confidence and makes language use more natural. Discussions and debates in this direction are of particular importance. Having discussions or debates among students after watching the film helps them develop their speaking skills. Teachers can encourage student discussion by asking questions about the film. For example, you can ask questions about the theme of the movie, the motives of the characters, or the events that happen at the end of the movie. It is also an effective method to continue the discussion by pausing the movie during this process. While watching the film, pausing the film at certain scenes and having discussions allows students to discuss what is happening and

what will happen next. This method develops students' analytical thinking and speaking skills. After the discussion, students can work towards creating their own stories. Asking students to create their own stories based on characters or events in the film develops their creative speaking skills. This activity develops students' imagination and expands their use of language. Students also develop both speaking skills and creativity by writing and speaking an alternate ending to the film. This activity allows students to analyze events and express their opinions.

When using authentic films to form English speaking skills of upper-year students of language faculties, Detailed description tasks (Describing scenes or characters in movies in detail helps students develop detailed speaking skills. Ask students to describe a certain scene in the movie or describe the characters' characters and motives you can ask them to explain); Group tasks and projects (Organizing group tasks and projects among students helps them develop their speaking skills by working together. For example, students may be asked to reenact a certain part of a movie or prepare a presentation of a movie); Creating dialogues (Asking students to create their own dialogues for movie scenes and play them out in class develops their speaking skills. This activity helps students learn different aspects of language and use them in practice); Effective methods include using methods such as interviews and surveys (asking students to interview characters from a film or prepare questions about a film develops their speaking skills. This method improves students' ability to ask and answer questions).

Conclusion

"During the educational process, students are taught 4 basic skills and abilities: 1) writing; 2) reading; 3) listen and understand; 4) to speak freely".[4] In this regard, authentic films are a rich source for developing listening and speaking skills. Using a variety of activities and methods, teachers can significantly improve the speaking skills of senior students in English. These activities improve students' pronunciation, intonation, expression and communication skills and prepare them to speak English more fluently in real life.

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