



## THE FILM AS A POSSIBLE MEANS OF SECOND LANGUAGE ACQUISITION Part 1 (TEACHER-GUIDED DISCUSSION ON THE MAIN ISSUES OF A TOPIC RELATED FILM)

### TOPIC: ANIMAL PROTECTION

#### FILM: INSTINCT

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#### 1. Lesson content – Introduction of the topic; Topic and method relation:

Having had the audio-visual input (the preview of the feature film Instinct) two lessons are devoted to a film-based discussion in order to - above all - emotionally confirm the factual and language knowledge L2 learners have acquired in one of the units of their course book (Enterprise 4 Unit 9 published by Express Publishing) on one of the many possible aspects of animal protection. The film - amongst others - provides the teacher opportunity to strengthen the awareness of human responsibility concerning life as such, equally regarding either that of a human being or that of an animal.

The lessons - basically content oriented - have the double goal of developing language skills (mainly spontaneous L2 use) and personal features (chiefly the awareness of responsibility). In the first lesson (Part 1) the teacher's definite intention is to activate the structures and vocabulary that L2 learners are equipped with in this particular field, and for educational purposes to elicit some of the main features that raise a film above average, as well as to encourage Ls to evaluate events and characters on the basis of their moral views. In order to achieve the above mentioned goals the communicative approach is applied mainly using the methods of cooperative language teaching. The terms of the applied cooperative structures are taken from Spencer Kagan.

#### 2. Competences to improve:

##### Personal competences

Emotional awareness, self-esteem, confidence, self-control, motivation, adaptability to L2 environment

##### Social competences

Empathy, cooperativeness, communication, appreciation of others, team-building, raising cultural awareness

##### Cognitive competences

Evocation, critical thinking, categorization, analytical and applicational skills, evaluation (of events, actions and characters)





### 3. Target group:

Secondary school students, young adults, adults. Ages 16 and above.

### 4. Preliminaries:

- Minimum pre-intermediate level of English, preferably intermediate, upper-intermediate or advanced. (B1, B2, C1)
- Preview of the film titled *Instinct* (US 1999. directed by Jon Turteltaub, cast: Anthony Hopkins, Cuba Gooding Jr., Donald Sutherland, Maura Tierney etc.)

### 5. Teaching materials and equipment:

DVD or multimedia player with a Video Display Unit (a TV-set, a monitor or a projector), a board, markers, handouts.

### 6. Comments and remarks:

L2 learners (henceforth Ls) are expected to activate both their second language and general knowledge so as to create and share their opinions with their peers, and to be ready to conduct a discussion in a L2 environment. As the approach and the viewpoint of this particular film is complex enough to raise further questions and issues beyond the ones that the target topic indicates, the film - and the lessons - can also be used independently of any course book. Due to the way these lessons are constructed the lesson plan can serve as a possible model for the content oriented discussion of any other feature film.

### 7. Lesson plan:

#### Pre-Tasks



##### Task 1

Warming-up task: Answer the following question: What makes a film good and enjoyable? (Ls do the task in class work; T guides them with further questions if necessary to elicit features as plot, setting, characters, actors, direction, screenplay, soundtrack, costumes etc)  
See video: 0:24-1:52.

#### Tasks



##### Task 2

Handout. Fill out the following table. (Ls identify the given characters with their jobs or family status and the actors they are played by.)  
No video extract.





Character	job/family status	Actor/actress
Dr. Powell		
Dr. Caulder		
Lynn		

(Dr. Powell – the ape-man – Anthony Hopkins; Dr. Caulder – psychiatrist – Cuba Gooding Jr, Lynn – Powell’s daughter – Maura Tierney)



#### Optional task:

What do you know about the actors/actresses? What other films have you seen them in? (Ls work in groups then T checks the answers in class work.)



#### Task 3

Answer the following question: What role and importance do the next characters have in the film? (Ls in class work collect and explain the features of some of the main characters in the film. The characters they should think and speak about are: Dacks - the chief guard, Dr. Powell, Lynn, and Dr. Caulder)

See video: 1:52-5:22.)



#### Task 4

Choose two characters that have not been mentioned by the teacher in the previous task, and explain their importance from the point of the film. (Ls in pairs exchange ideas. The cooperative technique used here: Timed Group Share)

See video: 5:22-7:14.



#### Task 5

Quotations. Who, under what circumstances said the following sentences? (Ls pick a slip of paper with a quotation on it, and in class work describe the scene in which it is said.)

See video: 7:17-12:03.

Possible quotations (options are endless):

1. “I have different teachers.” (Dr. Powell)
2. “You are not the one.” (Dr. Powell)
3. “I never quit.” (Dr. Caulder)
4. “Too tempting to play God?” (Dr. Powell)
5. “Distant. Obsessed with his work. Not concerned with his family.” (Lynn)





### Optional task:

Recall sentences from the film, and then ask the other groups to contextualize them. (Ls collect sentences they remember from the film in group work, and then in turns ask the other groups to find out about the person they are uttered by and the scenes in which they are said. A short student-created competition (in the form of quiz) can be established at this stage of the lesson. T can define the number of quotations the groups should collect.)  
No video extract.



### Task 6

How do these characters change in the course of the film? (Each group picks a character. Ls collectively - in turns - answer the question, then choose a spokesperson to present their ideas. The characters are: Dr. Caulder, Dr. Powell and Lynn. 4-5 minutes are given to prepare. The cooperative technique used here: RoundRobin)  
No video extract.



### Optional tasks:

Do this task at home in the form of a short essay of about 120-150 words. (Ls have to revise the essay format then they write their essays, which can be graded or praised in different ways.)



### Alternatively:

Project work can be established on this task: Ls in groups can be asked to write a special edition of a film magazine. This special edition deals only with the characters and the actors. Besides their essays on how these characters change in the film, they also have to complete the edition with further articles. Research work on the internet should be done focusing exclusively on the characters and the actors' performances. In the end, the best magazines the can be displayed in the classroom.)  
No video extract.

## Post-Tasks



### Task 7

Which scene is the most... scene to you? (The features that may occur: the most touching/the funniest/the most shocking/the most unpredictable/the most confusing/unbelievable etc. Ls choose the scene they find the most appropriate to the instruction and exchange information on it in pairs. While doing this task they reflect on their own feelings. They also give reasons for their choice. After a few minutes T checks the solution in class work. (The cooperative technique used here: RallyRobin) See video: 12:03-14:39.







**Optional task:**

Write a short summary of your favourite scene. Give reasons for your choice.



**Alternatively:**

Write the summary of your favourite scene with gaps in terms of the actions/names of the characters and some of the places or objects they use. Give your summary to other students to fill out the gaps. (The technique used here: peer teaching)



**Task 8**

Watch the documentary on the life of Dian Fossey (DVD: *Az ismeretlen Dian Fossey* National Geographic 2009.) and compare it with Dr. Powell's life as shown in the film *Instinct*. This task can be done in one of the following lessons.



**Task 9**

Read the online article '*Dian Fossey and the Gorillas of the Virunga Volcanoes*' (<http://www.unmuseum.org/fossey.htm>) and make a Power Point presentation on the content of it with one of your classmates.



**Task 10**

Do research work on 'Gorillas in the Mist'. What is it? Find the main details and present them in one of the following lessons.



**Task 11**

Make a Power Point presentation on the life and work of Jane Goodall. (You can use the following article: *Jane Goodall by Peter Miller/National Geographic December 1995*, but further research work or other resources are also appreciated.)

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**8. Visuals:**



There is a detailed show of the lesson and many of the activities on the video footage (*Instinct Part 1*).

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**9. Evaluation and assessment:**

Besides activating their whole arsenal of L2, learners develop a wide range of personal, social and cognitive competences. The film with its authentic audio-visual input and the activities learners are involved in - either during the lessons or out of class - contribute to the development of their personality. They are also invited to create and compile their own materials that render the application of critical thinking as well as creativity.

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#### 10. Related Works:

1. Stempleski, S. and Tomalin, B. 2001. *Film*. Oxford: Oxford University Press
2. *Instinct* (feature film, US 1999. directed by Jon Turteltaub, cast: Anthony Hopkins, Cuba Gooding Jr., Donald Sutherland, Maura Tierney etc)
3. Kagan, S. and Kagan, M. Kagan, 2009. *Kagan Cooperative Learning*. San Clemente, California: Kagan
4. Kagan Publishing and Professional Development <http://www.kaganonline.com/>
5. Lanergo, J. 1984. *Video in Language Teaching*. Cambridge: Cambridge University Press
6. Allan, M. 1985. *Teaching English with Video*. London: Longman



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