



THE FILM AS A POSSIBLE MEANS OF SECOND LANGUAGE ACQUISITION Part 2

(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 emotionally confirm the factual and language knowledge L2 learners (henceforth Ls) 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 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 have the double goal of developing language skills (mainly spontaneous L2 use) and personal features (chiefly the awareness of responsibility).

In the second lesson (Part 2) the teacher's definite intention is still to activate the structures and vocabulary that Ls are equipped with, 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 and cooperative approach is used. 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, and pre-prepared slips of paper.

6. Comments and remarks:

L2 learners are expected to activate both their L2 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. Also, the way these lessons are constructed can serve as a possible model for the discussion of any other feature film.

7. Lesson plan:

Pre-Tasks



Task 1

Warming-up task: Ls are given slips of papers with words or expressions taken from the text of the film. In pairs, they have to exchange what comes to their minds in connection with the given words and expressions all in relation with the film. Each pair is given one collection of words. There may be words or expressions Ls do not know, they have to be explained and discussed at the end of the task in class work. (The cooperative structure used here:

RallyRobin)

No video extract.

Slip 1: to conflict the rules, to overmedicate somebody, Tabibu Juha

Slip 2: to put everyone at risk, insane, a wild capture

Slip 3: ape man, to keep focused, daily rotation

Slip 4: to quit, to be observed, ambition

Slip 5: tempting, to be born in captivity, game

Slip 6: to be obsessed with something, to convict somebody, control

Slip 7: takers, to put somebody upon charges, warnings

Slip 8: violence, to have equal turn to do something, acceptance





Tasks



Task 2

Recall the scene from the film when Dr. Powell gives a lesson to Dr. Caulder on the meaning of control. What happens in the scene? (Ls do the task in class work; T guides them with further questions if necessary.)

See video: 0:11-1:52



Task 3

Answer the following question only in one word: What is the film about? (Ls decide about the best word/notion that describes the film then they put it down on a slip of paper to show it up when it is their turn. (T collects the ideas in class work. If necessary, there may be two more rounds just like it is in the corresponding scene in the film.)

See video: 1:52-2:53



Task 4

Try to agree on the best option from the previously collected stock of words to describe the main idea of the film. In case of disagreement, try to convince your partner of your own choice. (There are several acceptable answers, a few of which are: game, control, illusions, ambition, acceptance, tolerance, harmony etc. The cooperative structure used here: Timed Pair Share)

See video: 2:53-5:39.



Task 5

Compare the film *Instinct* with the film *Matrix* in terms of what they suggest about humanity. In what ways are they similar or different? Do you agree with what they claim? Take notes, then discuss them in pairs, finally tell the class the conclusion you have come to. (Suggested extract from *Matrix*: Morpheus with agent Smith before he is rescued by Neo and his team.)

See video: 5:39-9:10.



Task 6

Can you make your own judgment about Dr. Powell? Is he guilty or is he not? Give arguments to support your opinion. (Ls first make their decision and then discuss it with the others in their groups. Later T checks the outcome of the discussions in class work. Mixed methodology: individual, pair (RallyRobin) and class work.)

See video: 9:10-12:06.





Post-Tasks



Task 7

How can you interpret the title of the film? In order to reflect on all that have been done in the lessons (Part 1 and Part 2) Ls have to come up with their interpretations concerning the title of the film.

See video: 12:06-13:21.



Task 8

Find a review of the film and compare what is said about the film with your opinion. To what extent do you agree or disagree? Write a short essay of about 120 words.



Task 9

Make the detailed plan of your own trailer to the film. In class compare it with those of the other groups. Then vote for the best. (If you have the necessary equipment, shoot it and present it to the class.)



Task 10

Watch the original trailer of the film and evaluate it. Why do you like it or dislike it? Give a short presentation in class.



Task 11

How would you rank the film? Write a few lines to an imaginary website. Then in class you make up a forum from the rankings.



Task 12

Choose a scene from the film and redirect it. You also have to change the screenplay. Then perform it in class. The best scene can win the 'Oscar'



Alternatively:

Write a completely new scene to the film and perform it in class.



Task 13

Make an interview with one of the characters as if you were a journalist, also a character in the film. You choose an interviewee and conduct the interview. Prepare carefully with relevant questions. Use your mobiles (or other means of recording) to record it.





Alternatively:

Make an interview with one of the 'actors' (e.g. Anthony Hopkins or Cuba Gooding Jr. acted by one of your classmates) as if you were a TV reporter. Inquire about his role and what he thinks about the film. The film has not been released yet.



Task 14

Write a short report of about 60-80 words on your emotional involvement while watching the film. What feelings and emotions did you have and how did they change?

8. Visuals:



There is a detailed show of the class-work and many of the activities on the video footage (Instinct Part 2)

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.

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 online Magazine Special Articles 1-2. <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
7. *Matrix* (feature film, US 1999. directed by Larry and Andy Wachowsky, cast: Keanu Reeves, Laurence Fishburne, Carrie-Ann Moss etc)

