

Title	「映画のシナリオを最大限に活用した英語指導法：ゴーストを使って」 (第19回映画英語教育学会全国大会研究発表)
Author(s)	メイス, みよ子
Citation	聖学院大学総合研究所 Newsletter, Vol.23-No.2, 2013.12 : 2-4
URL	http://serve.seigakuin-univ.ac.jp/reps/modules/xoonips/detail.php?item_id=5038
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第19回映画英語教育学会全国大会研究発表 「映画のシナリオを最大限に活用した英語指導法:ゴーストを使って」

メイス みよ子

This is a summary of the oral presentation to the FD committee given on September 25th.

I gave a presentation at ATEM (The Association for Teaching English through Movies) held at Sagami Women's University on August 6th. The title of the presentation was "Making the most of the movie transcripts: Teaching English using Ghost." The purpose of the presentation was to suggest ways to develop classroom materials using movie transcripts. The presented teacher-prepared classroom materials were used in the Cinema III course in spring 2013.

First of all, background information on the Cinema III course was given. The goals of the course were as follows: Using the movie as a language resource, 1) to help students learn basic vocabulary and expressions used in everyday life, 2) to improve students' listening skills, for the gist as well as for accuracy, and 3) to help students understand some cultural perspectives expressed in the movie. For assessment, students completed a portfolio, which consisted of movie research, vocabulary exercises, comprehension exercises, listening tests, a movie comprehension test, and a short paper.



(Students' portfolios)

The class was conducted in an LL room equipped with the L-stage 3 software, which enables the teacher to send movie clips and/or audio files to the students' desktops and to copy some captured scenes from the movie onto the students' desktops for listening and comprehension activities. The software also has a recording tool, so students could do some shadowing exercises.



(LL Room)

Secondly, classroom activities were outlined in four areas. These were 1) learning about the movie, 2) previewing activities, 3) while-viewing activities and 4) post-viewing activities. In the first part of the lesson, students researched Ghost using the Internet. In the previewing section, students engaged in vocabulary exercises, and checked the meanings of the comprehension questions before watching the movie. In while-viewing activities, students answered some general questions immediately after the viewing. Post-viewing activities included questions for more detailed information about the main characters, their lines and actions as well as a listening activity, a form focused activity and a role-play activity. After all the activities were completed, students

took a test. The test included questions on vocabulary, comprehension, and some detailed questions about each character.

Thirdly, tips for generating activities were explained and some sample activities were demonstrated in the four above-mentioned areas. As an example of a movie research activity, a movie task sheet was introduced. In this activity students were asked to find information using Internet sites such as Yahoo Movies and Internet Movie Database. They were asked to find the year the movie was released, the names of the cast and the roles they played and so on. In the previewing section, tips for developing vocabulary exercises were explained. Vocabulary items were selected from the movie transcript using the following guidelines:

1. Teach expressions that are important in the movie
2. Teach expressions that help students better comprehend the movie
3. Teach expressions that are used in everyday life

As an example of a vocabulary exercise, several everyday expressions and the important key word "Ditto" were chosen and then scenes from the movie in which these expressions were used were shown.

Match these Japanese expressions with their appropriate English expressions.

Ghost transcript pp.10-11

1. どう思う？ ()
2. 似合うかな？ ()
3. どこで買ったの？ ()
 - a. Where did you get those?
 - b. What do you think?
 - c. Are they me?

Another important previewing activity was to read and understand task questions before watching the movie. This was especially helpful for some students with very limited English skills, as they had to prepare and focus on which information was needed to complete the exercises. Several questions were generated from the elevator scene.

Answer the questions.

1. Why did Sam raise his eyebrows (眉) ?
2. Carl coughs in the elevator. Is he ill?
3. Why do other people look worried in the elevator?

In a while-viewing activity, students watched this scene and answered the above questions.

In post-viewing activities, exercises can be made a little more challenging by including questions that require more detailed information. Exercises can contain the following types of questions: 1) Who are these people? 2) Who said these words? 3) What did they do? 4) Why did they do that? For example, in the scene "the intruder", the following questions were asked.

Fill in the missing name and complete each statement.

1. () walks up to the cat and screams.
2. The cat scratches () on his face.
3. () asks "Is somebody there?".
Molly Sam Willy Lopez

With the scene "the fortune teller", students read the lines and then identified who said these lines.

Who said these?

1. You can hear me? ()
2. Say my name. ()
3. God, I swear, no more cheating. ()
4. Make that guy go away. ()
Sam Oda Mae

Using the scene at the bank, two types of activities were created. One was a summary completion exercise for beginner level students.

Complete the information.

1. Oda Mae and Sam went to the bank to fill out a signature card for the Rita Miller's account. What mistake did Oda Mae make when she signed? She signed () name.
2. Oda Mae should have signed ()
3. Why was it necessary for Oda Mae to register her signature for the Rita Miller's account? So that Oda Mae can () the account and () all the money before Carl can get to it.

The other exercise, which contained more open-ended questions, was for more advanced students.

Answer the following questions.

1. Explain what Oda Mae did at the bank.
2. Why was this important in the movie?

A role-play activity was prepared based on a conversation from the bank scene. Word choices may be given to make this exercise less challenging.

Complete the conversation using the words below.

- A: What brings you here today?
 B: I'm _____ an account.
 A: Do you have your _____ ?
 B: 926-31043
 A: It looks like you'll be _____ three hundred dollars from us today.
 B: Yes, that's correct.
 A: _____ would you like that?
 B: In tens and twenties, please.
 A: We require _____ .
 B: Here's my driver's license.
 A: O.K. Please sign here.

account number identification closing
 withdrawing How

The presentation was concluded with the results

of the course survey given at the end of the course. It revealed that the students thought learning English using Ghost helped them improve their English skills. Students also thought the listening exercises were quite helpful.

The Course Survey and Results

Answer the following questions on the scale of 5 (I strongly think so) to 1 (I don't think so) N=14

1. Did you like the movie Ghost? (4.3)
2. Were you interested in learning the expressions in the movie? (3.6)
3. Was learning the expressions helpful to improve your English skills? (4.1)
4. Were the comprehension questions helpful to better understand the movie? (4.1)
5. Was the listening practice helpful to improve your listening skills? (4.4)
6. Was learning English by watching the movie Ghost helpful to improve your English skills? (4.6)

(めいす・みよこ 基礎総合教育部特任講師(英語))



(FD委員会の様子)

(編集部注：このレポートは9月25日に開催されたFD委員会での英語による報告に基づいたものである。)