Developing Teaching Material for Classroom Interaction in a Movie-Based Course

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Movies are widely used among language teachers to teach English today. However, with the exception of transcripts and translations, there are very few movie-specific activity books or textbooks available. In order for a movie-based course to succeed, it is important to engage students in various language activities that can facilitate students' comprehension of the movie and enhance their language ability. In this paper I'll examine a variety of tasks that promote effective classroom interaction in a movie-based course, including some classroom tasks developed for the movie *About A Boy*.

Introduction

Recently it has become very popular among language teachers to use movies to teach English. Some use movie clips in their "General English" classes as supplementary materials to teach listening skills and colloquial expressions, while others may use movies to teach cultural perspectives and social issues. There are also movie-specific courses where there is more emphasis on movie content as well as the language used in it. Because more and more students list watching movies as one of their favorite pastimes, movies can be an attractive visual aid within the language classroom. With authentic language, intricate human relationship, and interesting scenarios, teachers agree that movies offer rich context for language learning, and all of this happens within the target language and culture.

However, viewing a movie alone cannot ensure effective language teaching or sustained student interest throughout the semester. The initial excitement for watching a movie in class may not last long unless there is a carefully developed syllabus that helps students focus on the course goals and en-

gages them in class activities. The concerns of many teachers who use movies in their classes, then, is how to keep student interest high throughout the semester, how to help students understand authentic language and culture, and most of all, how to use movies effectively to enhance students' overall language ability.

The purpose of this paper is to examine tasks that promote effective classroom interaction in a movie-based course. First, there will be a review of previous studies on classroom interaction and task-based teaching. Second, some teaching materials related to movies will be examined. Third, examples of classroom tasks developed for the 2002 British movie "About A Boy" (directed by Chris Weitz and Paul Weitz, starring Hugh Grant) will be presented along with the course objectives, teaching procedures and students' feedback. Finally, I will conclude by emphasizing the importance of developing teaching materials which promote students' learning.

Background

Many studies have been done on classroom interaction and Task-Based Teaching which are often discussed in association with Communicative Language Teaching. The Communicative Approach was developed as a negative reaction to Audiolingualism and Situational Language Teaching in the 1950s and 1960s. Richards and Rogers summarize the principles of Communicative Language Teaching as follows:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.   (2001:172)

Communicative Language Teaching is said to have evolved during the past decades according to Prabhu (1978). In the first phase there was a strong impact on syllabus design, followed by the second phase where learners' needs came to be the focus. After that, various classroom activities were designed based on the underlined principles of Communicative Language Teaching. This last phase is of particular interest to me since during this time there was a high interest in classroom interaction in the form of pair-work, group-work and task-based activities. Thus when we talk about classroom interaction, we have to look at it in light of Communicative Language Teaching.

The importance of classroom interaction has been argued by Allwright (1984) who cites several rea-

sons for this: The communication practice in the classroom serves as a bridge to the outside world and prepares students for communication in the real world; students can improve their command of English; students tend to get "more deeply involved" in their learning through communication practice; communication practice on the subject matter enhances the students' leaning. Allwright explains five aspects of classroom interaction management that both teacher and students have to deal with in the classroom. These are turn management (which refers to each member's contribution), topic management (which refers to staying on the topic or to changing it when appropriate), task management (which refers to "the demands any one contributor may make on other participants"), tone management (which refers to "establishing appropriate socio-emotional atmosphere for the interaction"), and code management (which refers to choosing appropriate language in a given situation.) (p.162) Allwright emphasizes that the student involvement in the classroom management constitutes an important part of classroom interaction. He states that:

> Classroom pedagogy (........) can proceed only via interaction, that interaction can be managed only jointly, and the management of that interaction in the classroom, necessarily also constitutes the management of language learning itself. We are no longer talking of teachers teaching and learner learning, but of everyone contributing to the management of everyone's learning. (P.166: 13-18)

Allwright concludes that the teacher's role is that of a "learner trainer" who helps the learner to manage their own learning in the classroom with success, and also that such training can eventually benefit the learner beyond the classroom.

Breen and Candlin (1980) view learners as "negotiators" who have positive influence over one another by making contribution to the class and also receive input from other learners. They also view the teacher as having many roles: a facilitator of communicative activities, a participant of the task, a manager, an organizer, a researcher and so on. Richards and Rogers (2001) note that the teacher should avoid leading teacher-centered activities.

Keith Morrow (1986) emphasizes the importance of the communication processes in which learners focus on forms but practice using them in a communicative way rather than with controlled, mechanical drilling. He names three characteristics of communication, that should be present in any communicative language exercises in which students engage:

1) Information gap

2) Choice

3) Feedback

Morrow explains that in a communication exercises, participants need to exchange information some

of which is new to the listener in order to complete the task. These exercises should also allow participants to make a choice on language form and content. Morrow explains that in such an exercise one speaks to the other, not merely in response to what the other has said but also with a certain communication goal in mind.

On the subject of "form" in communicative approaches, Morrow notes that focus on form should not be neglected in communication practice:

> Communicating involves using appropriate forms in appropriate ways, and the use of inappropriate or inaccurate forms militates against communication even when it doesn't totally prevent it. The acquisition of forms is therefore a central part of language learning; those of us interested in communicative approaches must not forget this in our enthusiasm to add the communicative dimension. (P.65: 32-38)

Ellis (1980) examines quantity and quality of learner participation in the classroom. Looking at several studies done by other researchers such as Seliger (1977), Naiman (1978), Strong (1983/1984), Day (1984) and Ely (1986), Ellis is not convinced that the amount of participation has direct influence over learners' language development. Instead he suggests that learners' higher proficiency enables them to participate more than those with lower proficiency. Quality of participation, on the other hand, deserves more attention according to Ellis. He investigates how the learners' utterances, structures and their use of communication strategies are affected by the degree of control learners have over the communication tasks and the classroom settings. His findings suggest that more learner-controlled communication practice resulted in the use of wider range of structures whereas more teacher-controlled exercises were characterized by limited use of communication strategies, shorter utterances, and formulaic expressions. Ellis states that even such restricted teacher-dominated activities offer language negotiation practice and they do have place in language learning.

Now I will examine the issues of task-based language teaching which have been treated an integral part of Communicative Language Teaching. There seem to be strong concerns over the definition of what tasks are among many researchers. Long defines tasks in a general sense, in an everyday context. He says that a task is:

> a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people do in everyday life, at work, at play, and in between. (1985: 89)

Nunan defines tasks in the language-teaching context and therefore it has focus on the classroom activities. He says that a task is:

> a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. (1989:10)

Littlewood, on the other hand, categorizes tasks differently from the above researchers. In his definition of a task, how much focus a task has on "meaning" as opposed to "form" is a factor in categorizing tasks on a continuum. On the left end tasks are defined as "any activity that learners engage in to further the process of learning a language". Somewhere in the middle, tasks are defined as "primarily involving communication" and on the opposite right end tasks are only those "that involve communication". Littlewood categorizes tasks in five sections on the continuum from "non-communicative learning" to "authentic communication". Littlewood notes that even those tasks labeled as form-focused should be completed with "communicative orientation". (2004: 320-21)

How can we apply this information to developing teaching materials? Long (1985) explains that initially "target tasks" are identified based on needs analysis, and then these target tasks are classified into "task types". The "task types" are then classified into "pedagogical tasks" from which a task syllabus can be developed. Nunan provides a more flexible model of the curriculum process. In his model, "content and tasks are developed in tandem so that content can suggest tasks and vice versa". Nunan thinks that "a linear process which operates in one direction, with a feedback loop from evaluation to goals" seems "rigid". (16-17)

Nunan also talks about three components of task design which influence the designing of tasks:

(1) the goals

(2) the input

(3) the activities   (1989: 49)

When goals are identified, there is a question of what language data to be used, and what activities should be designed with that particular language input. A number of issues have been raised including authenticity of input and activities, accuracy and fluency.

Nunan's three components serve as a useful framework for developing classroom tasks for a movie-based course and they also provide a basis for analyzing commercially developed teaching materials. In the next section, I will examine some of the movie materials available on the market.

Materials specially designed for teaching English using audiovisual aids

There are several DVD and video materials which are developed for ESL learners.

A Grand Day Out, The Wrong Trousers, and *A Close Shave* by Oxford University Press are fairly successful materials available for junior high and high school English classes. The language used in these films is simplified to suit the beginners. Other video programs are developed to accompany existing language series. Examples of these are *New Headway Video , Grapevine Video, A Weekend Away,* and *A Week by the Sea. New Headway Video* comes in three levels, and they are designed for beginners to intermediate learners. Activities in the activity books are divided into 'Before you watch', 'While you watch', and 'After you watch'. Some of these activities include vocabulary matching, who says it?, dialogue completion, matching pictures and dialogue, matching questions and answers, and role-play. These activities have a focus on new vocabulary and structure as well as on the content of each episode. A complete script is provided for reference in the text. *Weekend Away* and *A Week by the Sea* accompany the *Streamline* series, and include student activity books. As they cover the same syllabus as the *Streamline* series, they can be used as great reinforcement, or if there is time constraint, they can be used independently. *Only in America* is one of the few videos that uses American English. This was successfully used in my LL classes several years ago, and was well received by my students. Its activity book contains many useful exercises to help students understand each episode and to engage them in communication tasks. It also includes some activities for grammar and vocabulary development.

Movie specific activity books or textbooks, on the other hand, are quite limited. *American Society in Focus*, and *American History in Focus* (both by H. Akimoto and M. Hamada) include scenes from popular box-office movies. *American History in Focus* is designed to cover historical elements presented in the movie, "Forest Gump", while *American Society in Focus* deals with a variety of issues that are important in American society. These issues are studied with specific movie clips extracted from such movies as "Major League 2", "You've got Mail", "John Q" among others. Compared to video activity books such as *Only in America* and *Headway Video* which have tasks for language practice, American History in Focus and *American Society* contain very few exercises for vocabulary practice, listening skills, or communication skills. These books lack sufficient engaging supplementary material, leaving the learner to fend for himself with the movie alone. Perhaps these books are more appropriate for a class which is taught in Japanese, where the movies are shown with the Japanese subtitles. In such a course the main focus may be on culture or social issues, not language. De-

spite the wide variety of Hollywood movies available today, however, there are few movie activity books which accompany any particular movie. Screenplay, a Japanese publisher of movie scripts, publishes books for many recent movies, but they are simply a collection of scripts and translations. If language teachers are to use some of these new movies that students may be interested in, it is always left to individual teachers to develop tasks for movies. Even though there is so much interest in using movies in the classroom, the question of how to use movies in an English class is an ongoing question among many teachers. In the next section, I would like to present the course syllabus of Cinema English and some of the tasks I have developed to teach the movie "About A Boy".

Teaching English Using the Movie "About A Boy"

At Seigakuin University Cinema English is a two-credit required course for all first year students. Class meets for 90 minutes, 12 times a semester for two semesters. Only one movie is used for a whole year. Students are streamed into five levels in each major based on their SLEP Test scores given at the beginning of the academic year. Average class size is about 30 students with the topmost and bottommost classes averaging between 15 and 20.

A. Participants

For this study the students in the top-level class in the following majors are chosen, which are European-American Culture, Child Studies, and Human Welfare. Motivation is high among those students, but few students seem to feel confident with their listening or speaking skills. For most students this is their first experience to study English through a movie

B. Course Objectives

The course objectives include the followings:

1. Learn about the target culture and social and human issues presented in the movie.
2. Develop analytical skills to understand the plot and relationships of characters in the movie and enjoy authentic language in a naturalistic settings.
3. Develop and improve listening comprehension and communication skills through a variety of classroom tasks.
4. Learn some useful every day vocabulary and expressions used in the movie.
5. Learn the phonetic alphabet and use this knowledge to improve pronunciation.

C. Teaching Materials and Classroom Setting

The Cinema English Class meets in the CALL room equipped with windows XP and LL software "L-stage 3" by Towa Engineering. The DVD "About A Boy" is used along with the book *About A Boy* by Screenplay and the studio-produced listening CD reread in American English. To supplement the main text (which contains only the script and its translation) extensive classroom activities have been prepared by the teacher and given in the form of handouts at the beginning of each semester. The text is used mainly for reference and review when students are engaged in various classroom activities. In the next section, I will explain how the course is taught using the teacher-developed material, citing some examples of actual activities.

D. Procedure

1.D. Teaching the Phonetic Alphabet

Brief explanation on the target vowels or consonants is given followed by listening to and repeating after the audio model or teacher model. Students write in the target phonetic alphabet symbol under the appropriate letter(s) of the words given. Important relationship between the spelling and the sound may be explained and examples may be given when appropriate. Students practice in pairs or in class together. With a written test, students are tested every other class on their understanding of the target phonetic alphabet.

2.D. Using the Movie "About A Boy"

The Screenplay book *About A Boy* contains ten chapters, five of which are covered in the first semester and the remaining chapters in the second semester. Each chapter is completed in two class periods or in 180 minutes. I used the following seven categories as guidelines to develop various classroom tasks:

1) previewing
2) comprehension
3) listening
4) pronunciation
5) vocabulary/grammar
6) pair and group discussion
7) role-play

These categories of class activities can serve as the basis for developing any classroom task in a movie-based course and this can be done at ease when the movie script is readily available. Now I will ex-

plain some of the classroom tasks developed for the two scenes in chapter 5 using the seven catego-
ries mentioned above along with some techniques in aiding students to communicate in English. I
must add that in an actual lesson, however, the episode is about 15 minutes long with several major
scenes in it, so the tasks are more extensive.

a. Previewing Tasks

In each lesson students start with previewing activities which contain short discussion questions on
a particular cultural topic presented in the movie. In this unit, a restaurant scene is chosen for the fol-
lowing several tasks. In the story the main character, Marcus (a thirteen-year-old outcast school boy
played by Nicholas Holt) wants to set up a date for his mother (a depressed and suicidal music thera-
pist played by Toni Colette) with Will (a sarcastic and immature thirty-eight-year-old man played by
Hugh Grant) whom he met at SPAT (Single Parents Alone Together) picnic and asks him to take him
and his mother to lunch. Task #1 is an example of a short discussion on restaurant manners.

Task #1: Talking about restaurant manners. Discuss the question below with your
partner.   Who should order first at a restaurant; the man, the woman, or the children?

Before playing the scene, it is helpful to familiarize students with some new vocabulary and
expressions. In this previewing activity students focus on some key sentences written in simple Eng-
lish and check the meaning of these statements in pairs. This task prepares students to successfully
complete the listening comprehension in the next task and it also helps students focus on some impor-
tant part of the story before watching the clip. Below is an example of task #2:

Task #2: Focusing on comprehension questions about the story before watching the movie.
Read the following statements and check the meaning of each sentence in pairs.
1. Will thinks that Fiona looks insane.
2. Marcus thinks that his mother looks nice.
3. Will enjoys the date.
4. Will orders first.
5. Marcus and his mother order vegetarian dishes.

b. While-Viewing Tasks

Students watch the scene once with the English subtitles and complete some comprehension tasks.
The following task is designed to check students' understanding of the scene, but they are made easy

as the meaning of each sentence is clear to them from the previous task. Here is an example of task #3:

> Task #3: Checking comprehension while viewing the movie. Watch the movie and write T if the statement is true and write F if it is false.
>
> 1. Will thinks that Fiona looks insane. (   )
> 2. Marcus thinks that his mother looks nice. (   )
> 3. Will enjoys the date. (   )
> 4. Will orders first. (   )
> 5. Marcus and his mother order vegetarian dishes. (   )

Another type of task useful in gauging students' comprehension is to ask them to complete a short passage with appropriate words. This can be made slightly more challenging if the word choices are not given. In my class I usually provide the word choices to make exercises easier in the beginning, but delete the choices for review. The task is developed using the same restaurant scene. The below is an example of task #4:

> Task #4: Checking comprehension after viewing the movie. Fill in the blanks with the appropriate words from the box below.
>
> ```
> costume      jokes      vegetarians      starters
> ```
>
> 1. Marcus wants his mother to quit making strange (   )
> 2. Will wants a quick lunch, so he doesn't want Marcus or Fiona to order (   )
> 3. Marcus and Fiona are (   ), but Will is not.
> 4. Will thinks that Fiona seems to be wearing a strange (   ).

c. Post-Viewing tasks

Students engage in various post-viewing activities, one of which is to focus on the language of its characters. In task #5 students guess who said what in the restaurant scene. With these types of tasks students learn to pay attention to more detailed information in the movie.

> Task #5: Focusing on the words spoken by each character. Do you remember who said these?

Choose the correct answer from the list below.

> Will   Marcus   Marcus' mother

1. "At least she looked good." (   )

2. "The kid seemed to think this was some kind of date."   (   )

3. "Steak sandwich, please. " (   )

4. "I'll have the mushroom omelet with fries and a Coke." (   )

d. Listening Tasks

Cloze tests are a widely used listening tool and are easy to make when the script is available. The students' proficiency level needs to be considered when developing this task. For an advanced level class whole sentences may be deleted for completion exercise while in lower-level classes either phrases or individual words may be deleted. With the latest LL software students have control over the speed of the audio material recorded into their computer and they can work at their own pace. Students can check their answers using the scrip in the text. This can also be used as a listening test upon completion of each chapter. Below is an example of a listening task.

Task #6 Listening for detailed information. Listen to the CD and fill in the blanks.

Marcus: You don't have a kid, do you?

Will: _____?

Marcus: You don't have a kid, do you?

Will: Of course _____ _____ a kid. What are you on about?

Marcus: No, you don't. I've _____ _____ you, and you don't have a kid.

Will: Well, what is it to you, anyway?

Marcus: Nothing. Except you've been lying to me, my mum and my

             mum's friend. _____ _____ _____ _____ ?

Will: No.

Marcus: Why?

Will: 'Cause _____ _____ ?

Marcus: _____ _____ _____ ?

Will: I'm, I'm watching TV.

e. Pronunciation Tasks

Shadowing (which simply means to repeat what someone says) is a popular technique for teaching English and it is widely used among language teachers to teach a variety of language skills. Murphey (1995) lists several kinds of shadowing: lecture shadowing, reading shadowing, conversational shadowing, complete shadowing and selective shadowing. For this pronunciation exercise students do complete shadowing by repeating every word of the audio model as soon as they hear it. Students are not familiar with this technique in the beginning, but they learn to follow the model rather quickly. In the beginning students can look at the script while practicing, but after a few practices it is more challenging without the script. This is an excellent listening practice as well as pronunciation exercise. Recording of their shadowing provides an excellent practice in monitoring their own work and students should be encouraged to listen to their own shadowing.

Task #7　Shadowing. Listen and repeat after the CD with the book open. After several practices, do it with the book closed.

f. Vocabulary/Grammar Tasks

Focusing on form of the language is also important and should not be neglected as argued by Morrow(1986). Grammar tasks and vocabulary exercises can also be incorporated into a communication activity as shown below. In task #8, students practice the expressions used for ordering food. Then they use them in a communicative task. A simple menu should be provided for this task.

Task #8　Expressions for ordering food. Fill in the blanks to complete the restaurant conversation. Then role-play the conversation with your partner.

Server:　Hi. Are you ready to order?

You:　　Yes, _____ start _____ the artichoke, Please. Then I'll _____ the mushroom omelet with fries and a Coke.

Menu		
Starters	Main dishes	Beverages
Shrimp cocktail	Chicken Sandwich	Coke,　Ginger Ale
Artichoke	Vegetable Platter	Orange Juice,　Apple Juice
Crab Salad	Hamburger	Coffee,　Tea

g. Pair and Group Discussion Tasks

The topics for discussion tasks are chosen from each chapter. Some questions deal with particular characters or incidents in the movie while others may be about some cultural issues presented in the movie. Task #9 offers students opportunities to think critically about the main characters of the movie. In task #10 students have an opportunity to express their preferences about dating activities.

Task #9 Talking about the main characters in the movie. Discuss these questions in pairs.

1. Why did Will seem surprised when Marcus ordered a starter?
2. Do you think Will is attracted to Fiona?
3. Do you think Will and Fiona will make a nice couple? Why or why not?

Task #10 Talking about cultural issues in the movie, dating places and activities. Discuss these questions in pairs.

1. Would you like to go to the movies on a first date? If so, what kind of movie would you see: science fiction, action, romance, mystery, comedy or horror?
2. Would you like to go to an amusement park with your date? If so, which of these places would you go to; Disneyland, Toshimaen, or Fujikyu Highland?
3. Would you like to visit a museum? Which of these exhibitions would you be interested in; European paintings, dinosaur bones, or the Jomon period versus the Yayoi period?
4. Would you like to go to a restaurant on a first date? What type of restaurant would you like; French, Italian, Chinese, or Japanese restaurant? Would you go to an expensive restaurant or an inexpensive restaurant?

Group survey is also a popular task in a large class.

Task #11 Doing a group Survey and reporting back the findings. Work in groups of 4 and find out how many of you choose the places below for your first date.

Then report back your findings to the class.

Going to the movies _____

Going to an amusement park _____

Going to a museum _____

Going to a restaurant _____

Task #12. Talking about cultural issues in the movie: Who should pay for the date? Discuss these questions with your partner.

Which of these statements do you agree with the most?

    a. The man should always pay for the date.

    b. The man and the woman should split the bill.

    c. The man should pay a little more than the woman. For example if the man pays for the meal, the woman should pay for coffee.

3.D. Using Language Box for Scaffolding

Allwright(1984) advocates the use of the target language as the medium of instruction as it contributes to increased classroom interaction between the teacher and the student or among students themselves. He argues that the students increase their opportunity to hear and use the target language for communication, and since the students will be more actively involved in classroom interaction and management of it, they become better users of the target language. This view is also shared by the Japanese Ministry of Education who has announced their curriculum goal which has strong emphasis on developing communication skills. (2003-03-17 Yomiuri Newspaper). Now schools called SEL-Hi (Super English Language High School) have classes taught exclusively in English.

On the other hand, the fact that Japanese is used for instruction and for class management in the majority of junior high, high school and even college English classes may be attributed to a number of reasons, the most frequently stated one being the insufficient level of English ability on the part of the Japanese English teachers. At the same time, it seems to me, that many teachers do not believe the students would be able to understand the lesson or answer the questions when class is taught in English. With appropriate scaffolding and care given by the teacher, I believe the students can be helped to understand and communicate in "all" English class.

In the Cinema English course materials, a language box is provided in each section of the task as scaffolding to aide students participation in activities in English. Several tasks have been designed to check answers in pairs first, which promotes cooperative spirit among students and also helps reduce anxiety. With enough practice with these classroom English expressions, it is hoped that students can internalize them and use them with ease while engaged in pair work and other activities. Here are some examples of the language help extended to the students:

(for preview task #2)

      Student 1:   What is the meaning of ~?

      Student 2:   It means ~.

      Student 1:   I see. Thanks.

(for while-viewing task #3)

      Student 1:   Do you think sentence #1 is true?

      Student 2:   Yes, I do.   (No, I don't think so. I think it's false.) How about you?

      Student 1:   I think so, too.   (I think it's false.)

(for while-viewing task #4)

      Student 1:   What did you write in sentence #1?

      Student 2:   I didn't write anything. How about you?

      Student 1:   I wrote ~.

      Student 2:   Maybe you're right.

(for post-viewing task #5)

      Student 1:   Who said ~ ?

      Student 2:   I think   ~ did.

      Student 1:   I think you're right.   (Really?   I think it was ~.)

(for discussion task #10)

      Student 1:   Would you like to go to the movies on a first date?

      Student 2:   Yes, I think so.

      Student 1:   What kind of movies would you like to see?

      Student 2:   I like comedies, so I would probably see a comedy on a first date. How about you?

      Student 1:   I think I prefer seeing a science fiction, such as Star Wars.

(for discussion task #11)

      In my group _____ people would like to go to the movies. Only _____ people want to go to a museum. _____ people would like to go to an inexpensive restaurant after the movie. Nobody wants to go to an amusement park on his or her first date.

(for discussion task #11)

      Student 1   Which of these statements do you agree with?

      Student 2   I think I agree with ~. Students don't have so much money, so they should ~ How about you?

Student 1:   I think the man should pay a little more than the woman.   I think I'm a little conservative.

E. Students Feedback

In order to investigate the students' attitudes towards the classroom tasks in the Cinema English course, a class survey was conducted in each class. The questionnaire contained four yes/no questions and three open-ended questions in Japanese.   The students were asked to answer them in Japanese outside the class. The survey included the following questions:

1)   Is the movie interesting to you?

2)   Are the teacher-made activity handouts useful in understanding the movie?

3)   In what other way are the handouts helpful?

4)   Do you think it is meaningful to check answers in pairs before going over them in class?

5)   Are you using the language model to aide the communication when going over the answers in pairs?

6)   Name classroom tasks that you would like to be included in the handouts.

7)   What can we do to improve the course?

There were 38 respondents out of 46 students. 8 students were either absent or failed to return the questionnaire. The survey results for the yes/no questions are given in a table below.

questions	answers		percentage
#1	Yes	30	79%
	No	8	21%
#2	Yes	37	97%
	No	1	3%
#4	Yes	34	89%
	No	4	11%
#5	Yes	35	92%
	No	3	8%

The responses for yes/no questions show that the teacher-prepared handouts are helpful in understanding the movie content with 97% of students answering "yes". This was further reinforced by the answers given for the question #3. Some of the responses include:

●   The tasks in the handouts are helpful in developing writing skills.

- The tasks in the handouts help us understand the movie in depth.

- The tasks in the handouts give us opportunities to think critically.

- The tasks in the handouts help us focus on grammar used in the movie.

- The listening tasks in the handouts help us focus on some of the points that are easy to miss.

For the question #5 regarding additional tasks to be included in the handouts, the students made the following comments:

- For each task it will help to have an example given on the handouts.

- For completion exercises word choices should be given.

- At the end of each chapter a summary of the movie would be useful.

- I would like some explanation on how to use American slang.

- More vocabulary and grammar tasks may be helpful.

Several students commented that 'Nothing needs to be added to the handouts'.

As for the question #4 and #5 about pair work, 89% of the students find it very meaningful to check their answers in pairs in English and 92% of the students are actively using the language models provided in the handouts to aide their communication.

The movie for this course is well received with 79% of the students commenting that the movie content is interesting. There were very few comments about how to improve the course. Two students talked about using more movies in the course and one complained that responsibilities for the group project were not distributed equally. Several students said that the course was good as it was.

Conclusion/Implications

The aim of this paper has been to examine the teaching materials developed for the movie-based course with a focus on the issues of Communicative Language Teaching and a task-based approach. In order to draw students' active participation in the classroom, I have made the tasks as the central part of the course syllabus. The movie provided authentic language input, and to make that input comprehensible and useable to the students, I developed various tasks. These tasks centered around improving aural abilities, building vocabulary, developing critical thinking skills and expressing ideas in the target language.

My main concern in this movie course was to promote classroom interaction, which I believe is the key in students' involvement in the classroom. The tasks have been designed for pair work and group work with some language support models embedded in the task sheet. This promoted co-operative

learning among the students in that the students checked their work by communicating in the target language. Jacobs(1988) talks about co-operative language goal structure in which the group members share the average of the members' grades, which enhanced students' positive attitudes towards participation and co-operation. By adopting his findings to my classroom activities, I intend to assign a group project. In this project, the students will produce either a movie preview or a play based on the movie "About A Boy". The students need to share responsibilities of writing narrations for the preview and adding a new story plot for the short play. The average group score and the individual score will be given to each student as the grade for this project.

I believe that movies will continue to bring excitement into the classroom in the future. In order to ensure that each student has ample opportunities for language practice, great consideration and care must go into the preparation of classroom materials. Each exercise and activity must maximize students' chance to use the target language in a communicative and creative way. The classroom tasks examined in this paper are by no means complete and the course has much room for improvement. Some of the ideas for improvement can come from the feedback from the course survey. It is also useful to look at task types and activities in other video activity books and course books for reference. In the end all good teaching materials have something in common: ideas and activities to promote students' learning.

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