



Independent Learning through a Video Clip



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Abstract

“A nonlinguistic output particularly a four minute video clip is used to integrate the speaking and the writing tasks for the process of learning. As the tasks are being done the Gradual Psychological Unfolding (GPU) principles are achieved. Furthermore, the use of prior Knowledge of the first skill (speaking) becomes a vehicle to perform the ultimate skill (writing). The tasks are particularly designed to suit the independent learning. It aims to motivate the language teacher to apply independent learning through materials that are not intended for language learning but on the other hand leading to what may be phrased as the ultimate benefit that could be achieved from the learning process namely ‘linguistic competence’.”

Key words: Monologue, Dialogue, Juxtaposition, Communicative Competence

Audio - Visual aids (video clips for Independent learning)

(Based on the movie, ‘The Water Horse ‘Walt Disney Production 2002)

The Golden Principles

The major purpose of this study is to develop effective communicative skills especially ‘speech’. “The learning domains affected are the Cognitive, Affective and the Psychomotor. The method involved is to encourage interactive activities among students. Focus is given for the execution of these techniques in class room-situations in order to yield better output.



This would eventually result in the enrichment of strategies in speaking especially in the form of monologues and dialogues. Apart from the development of the first skill in the language learning process students would also be empowered with creative thinking and independent learning abilities thereby adding substantial extra dimension in their process of learning the necessary skills by adapting the language in the most appropriate way. As a first step students are given the chance to watch a video clipping for four minutes in mute. This would kindle their creative imagination and they interpret the moving images the way as it would appear to them in their own language.

Task-1 Mute play (predicting outcomes)

The scene may be about _____/ perhaps it is about _____

It could be about _____

Task -2 Tracking down the relevance of a monologue

The possible expressions of interjections to start with as for e.g.: Hi, Hurrah etc. can be made use of in expressing the required monologues as the students watch the scenes in silence.

Task -3

Tracking down the possibility of a dialogue

E.g.: The boy and the horse, between the boy and his partner etc.

Boy: Where are you? I 'm eager to see you

Horse: I'm here, right at your back

Boy: Hi, that's great.....

Task -4 Focusing the appropriate vocabulary

Words related to the environment that they watch can be associated to produce appropriate



vocabulary like 'wet,' 'adventurous' etc.....

Task -5 Framing sentence patterns is the next step in the process of learning. The students are given the appropriate situations where they can give full expression to their ideas in framing suitable sentences thereby enriching their language ability both in writing as well as in speaking.

For e.g. Was it great to be out there? If so why?

Task no: 6

More Tips

In analyzing the media environment the students are encouraged to think in terms of the fact whether the whole event occurred in the forest or in a desert or even in the sea?

Task No. 7

Tracking down the development of a hero in the character:

There is good scope for analyzing the character and categorizing it in terms of a hero,

If one is able to visualize the heroic characteristics in the protagonist. We would then be able to frame such questions as whether the boy was afraid to see the creature at first. If so why? Whether he anticipated the creature's presence in the waters? How was his experience under the water? Was he able to survive and how did he feel in the end, etc. These are possible arenas where it is possible for a person to think and express them in his or her language through the medium of language thereby enhancing effective speaking skills. We can also make good use of the adjectives in describing the main character, his visions, feelings, personal emotions etc. Above all the need of getting involved in the main character is also one of the prime requisites required to enjoy a character to the full. We may call it empathy or juxtaposition, where it is possible for the onlookers to replace the roles with the characters as they watch them on screen and even try to experience the emotions as they feel on screen in their own private life!



We can also voice our opinions if we consider whether the media environment was appropriate for the personality development of the Hero! Undoubtedly social and the cultural aspects can also be commented upon to highlight the significance of the character as a whole. The dimension of the character's heroism can also be evaluated in terms of the environment that he encounters as part of his adventure. We can also consider the possibility whether the protagonist would ever have behaved the way that he was without the help of an assistant? Above all a very simple and plain fact to think over is that, if variety can be the spice of life, so can adventure be!

Juxtaposition (Replacing the roles)

A. I would feel _____ if I were _____

B. I feel _____ in the end.

Tips for accentuating speaking (Extended activity for further practices)

The birth of a hero

We can accentuate the students speaking skills by posing suitable questions that would give due insights in to the delineation of the characters as they appear on screen. It would be useful to kindle their spirit of creative imagination. The samples are as follows:

Task No. 9

Do you think the main character can be classified as a (hero)?

If so, why? If not, why?

Is there an age criterion for a person to be categorized as a(hero)

Mention possible heroic qualities

Track down the media environment, 'was that appropriate for the personality development of the hero? (Your opinion)

Comment on the social and the cultural aspects

Was there an assistant to help the hero? Do you think he would have behaved the way he was without his help?



Do you think adventure is the spice of life? If so why?

The goal of English Language teaching is to develop 'Communicative Competence'

The primary function of the language is to allow interaction as exemplified in discourse. The cognitive aspect involves internalization of plans for creating appropriate behavior. For language learning it derives mainly from the language system. They include grammatical rules and procedures for selecting vocabulary and social conventions governing speech. The behavioral aspect occurs through practice as a way of developing communicative skills. Creating class room based situational materials, accounts for the real essence of language teaching and learning. It is the ultimate benefit which has to be realized!

The general objectives is to enhance English Language through the introduction of celluloid materials in language teaching. A technically muted video containing images as a practical approach to classroom linguistic designs is well made use of in the process of imparting the first skill in the language learning process. These materials aim to serve as a blue print to derive communicative competence. It really serves as enrichment strategies towards teaching methods.

The Writing Tasks

According to 'Noam Chomsky' (1990) Man has the innate capacity to learn the language based from his environmental exposures. However, LAD (Language Acquisition Device) is related to 'linguistic competence.' Language knowledge and Language use. The best means of expression in a language is to develop the writing skills.

The first of its tasks is in recreating the Title. We would frame it conveniently as the 'Title Construction Exercise.' The original title is the 'The Water Horse'

The pattern of its formation depends on a Modifier/ article + adjective + a noun. It can also take the format of an Article + Noun or even in the form of an Article+ adjective + Noun.



The students can also go in for 'Conceptualizing' the images as they appear on screen. They can list all the words (nouns) as they appeared on screen in a chronological order. Transitional words can also be integrated to complete the tasks. They may even set out for an analysis, regarding the setting of the action. Proper and Common nouns / General or Specific words may be made use of in forming apt responses to questions like, where did the story take place? When did the story happen? (time) etc. For e.g. they note whether the story happened in a city in South Korea or up in the mountains of Salalah, in a village, along a beach, or in Muscat etc. Regarding the second question the responses can be, during the war, at night, when he was young, during the 20th century, during an excursion, on a stormy day etc. The next step in the writing process is to describe the various characters. The students may cite the characters in the video clip and describe them in their own language. Structures such as adjectives and modifying phrases could be used to frame such suitable responses. For eg. They may describe the protagonist as a: Young boy of 16 who won an award for his expertise in Mathematics.

They may describe Mrs. Walters (as a woman who stood with a quality of extreme confidence despite her problems) and Benjie as a boy (who loves to play on the beach with his brother Paul and so on.)The learner can also attempt a 'concept distribution' by making use of the past tense by simply breaking the story into parts based on their understanding. For Example, They may start with describing, There was..... Then one autumn day and in the end and so on. Next in the ladder is 'sequencing.' In other words the learner completes the story by filling in the gaps based from what happened before to make a Story.

For instance: 1. The boy paddled the boat 2. He 3. A strange creature called a water horse 4. At first he was terrified but later he was excited to meet his friend. 5. The boy swung on the horse's back. 6. The water horse then swam underneath in order to entertain the boy. 7. The boy felt terrified in the beginning but enjoyed later as the



horse surfaced above the waters after an exciting adventure under the sea..... Then comes one of the most significant aspects of writing 'classification.' An attempt can be made to categorize the genre of the movie. It can be classified based on a previous knowledge from the part of the learner. For e.g. It can be an 'animation, an adventure, action, horror, thriller/ suspense, documentary, film-bio, classics and even a fantasy!

Conclusion

Last but not the least of all, is what may best be described as a 'review' The ardent learner can write a video clip report in tune with the format of writing a review report to round off the whole process of learning the language in the most suitable way. They can even draw a scene of their choice from the story based on how they have visualized the story! They may find a suitable caption as well in the present tense for imparting a real dimension to the picture of their dreams. Indeed mental images are essential aspect of nonlinguistic thought and play an important part in creativity. (Richardson, 1983). Creating mental images is a way of learning the language in the Non- linguistic mode. It is important to use mental images to increase non- linguistic retention. To truly understand a subject matter, we need to be creative in order to adapt it to our workplace. It is through the power of mental images that we are able to change our mental representations of how things work or how we can make them work for us!

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