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UNIVERSITE CHEIKH ANTA DIOP DE DAKAR



**FACULTÉ DES SCIENCES ET TECHNOLOGIES DE
L'ÉDUCATION ET DE LA FORMATION**



ESL/EFL DEPARTMENT

**DEVELOPING SPEAKING AND LISTENING
SKILLS THROUGH AUDIOVISUAL
MATERIALS IN THE FOURTH FORM**

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DEDICATION

To My beloved parents,
Rama Ndiaye and Mamadou Sangharé

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INTRODUCTION

Speaking and listening have a crucial place in Communicative Language Teaching. When people undertake to learn a new language, their first expectation is to be able to speak it as freely as possible and to understand it easily whenever it is spoken. In the CLT approach, students are encouraged to be involved in speaking and listening activities as much as possible. Still with CLT, the importance of the listening and speaking skills in second language acquisition has been reckoned. According to Tavil (2010), 45% of the competence learners gain is from listening and 30% from speaking. To put it another way, the speaking and listening skills are of paramount importance in language learning and learners acquire more competence from these two skills than from the reading and writing skills.

The sources of listening in the class are numerous: songs, tapes, speeches, etc. As such, many activities can be held in class using these sources. However, more importantly, learners can listen to audiovisual programs. The latter is “the combination of audio and visual input” (Randal 2016: 48). In other words, it is the union of video and sound. Audiovisual programs include TV news, cartoons, and movies, etc. More to the point is the fact that these programs can also be used as a starting point for speaking activities.

This paper shows the importance of audiovisual programs in the development of the listening and speaking skills and suggests activities teachers can undertake. The research takes the Fourth Form as a case study. The paper is divided into 5 different parts. The first chapter is devoted to the description of the context and is composed of three sub-chapters: the context of the study, the identification of the problem and the purpose of the study.

The second chapter deals with the review of relevant books and articles related to the topic. Chapter 3 is dedicated to the exemplification of the research. In this part, we select some relevant movie, cartoon and clip video sequences and design courses with a pre-phase, while-phase and post-phase. In this segment, we set out to propose activities that can help improve learners’ motivation and proficiency.

The fourth chapter of this work is entitled: recommendations to stakeholders. It is composed of three parts: recommendations to students, recommendations to teachers and finally recommendations to authorities and parents.

CHAPTER I: SPEAKING AND LISTENING IN THE SENEGALESE CONTEXT

Being proficient in a language implies to be able to understand what is uttered and being capable of providing answers: the listening and speaking skills. When people use language, the primarily goal is to communicate with others and convey messages.

With the internalization of scientific, technological, and cultural exchanges with English as the main lingua Franca comes the need to master the language. Hence the advent of Communicative Language Teaching in the teaching of English in Senegal.

1.1. The Context of the Study

In the Senegalese context, English is taught as a foreign language. What this hints is that students can hardly have contact with the target language in their daily lives, except in class. Students' exposure to English is not insufficient.

Another point to be addressed is the amount of hours devoted to English in class. Indeed, it is four hours utmost. Obviously, it is not enough to acquire communicative competence. The learning of a language requires a great amount of hours so that learners can practice it.

What is more, the language they have access to in the class is not purely authentic. Rather, it is a kind of language that has been designed for the sake of teaching some grammar patterns and rules etc. It goes without saying that this is contrary to the rules of CLT which advocates the use of authentic materials to teach English.

Senegalese students have only been exposed to with what some label as "printed English". The latter is a kind of English used in and learned from books. The consequence is that most students are speaking unnatural and unauthentic language. The other aftermath is that students mostly know how to spell words, but hardly do they know how to pronounce them. Students' speaking and listening skills are low.

1.2. Identification of the problem

Teaching a language in a foreign context like in Senegal can be very problematical. What makes it all the more complicated is that students have no or little exposure to authentic use of the language in an authentic context. That is where the importance of audiovisual materials lies.

It is worth noting that the speaking and listening skills are rarely dealt with in classes. The focus is mostly put on the writing and reading skills. Students are taught how to read a written text, how to skim and scan it. They are also taught how to compose an essay or write a dialogue. But hardly are they taught how to listen to an oral text.

When listening is dealt with, it is most of the time about listening to teacher's voice. The teacher reads a text and asks students listen to them. Here, the problem is double. First, teacher reads a written text, which is quite different from oral conversations in terms of language, grammar, words, etc. Secondly, the teacher is a non-native while students should be mostly trained to listen to natives.

As for the speaking skill, many teachers choose a topic and ask students to discuss it. This issue needs to be addressed because most students are not engaged in debates and only some of them participate.

Even though recorded conversation is good, it would have been better if combined with images. When students see the speaker's movements, body language, gestures, it can help him or her better grasp what is meant since they offer of visual context of the situation. Audio conversation is not as entertaining as audiovisual materials that require much more attention.

These ways of dealing with the speaking and listening skills have, of course, some outcomes. Students speak an unnatural language since they have not been exposed to the use of real oral language. The situation can be changed with the use of different sources: audiovisual materials.

The resort to these kinds of materials is very rare in Senegal. Teachers use either oral materials, or visual aids; but never the combination of both. The problem is that many teachers are not familiar with these kinds of materials that are very demanding in terms of time and finance.

The benefits and effectiveness of audiovisual programs are obvious and confirmed. Then the question is not whether they can be used in language class or not, rather the question is how they can be used to be more effective.

What types of activities can be proposed to take advantages of the utility of the audiovisual to improve students' speaking and listening skills? How should they be applied to

the Senegalese context? These questions are obviously linked to the methodology that must go with these types of materials.

1.3. Purpose of the study

This paper focuses on the importance of audiovisual materials such as films, video clips, cartoons to develop the listening and speaking skills in 4th form students. In this study, we aim at:

- Suggesting some effective activities based on the use of films, clip video and cartoons
- Proposing activities that integrate listening and speaking
- Showing how to use those materials to bring change in the dynamic of the class

CHAPTER II: REVIEW OF THE LITERATURE

The teaching of speaking and listening has been the focus of many researchers in English Language Teaching. The studies that comprise books, articles and dissertations, are concerned

with how to develop students' speaking and listening skills through the use of certain techniques and methods.

Likewise, many studies have been conducted on the use of audiovisual in the improvement of students' proficiency. Their concern is the impact of these materials in students' vocabulary improvement, listening and speaking skills development as well as the advantages of using subtitled programs.

2.1. The Audiovisual in the Development of the Aural and Oral Skills

Audiovisual materials are very effective in the development of the listening and speaking skills and have been the object of much research. Bahrani and Tam (2013) claim that TV programs offer a large range of authentic language materials teachers can use in their class.

They affirm, "films, cartoons, news, songs, and documentaries turn out to be effective teaching devices to develop the learner's language skills and stimulate their imagination simultaneously" (2013: 71).

They express the same idea in their other article "Audiovisual News, Cartoons, and Films as Source of Authentic Language Input and Language Proficiency" (2002). In this paper, they set out to show the effectiveness of exposure to news, cartoons, and films on low level learners. In doing do, they have conducted experimentation with 60 low learners divided into three groups.

The first group was exposed to news programs, the second to cartoons, and the third to movies. After 10 weeks of exposure, they were submitted to the same test to check their proficiency evolution. Group 1 failed while groups 2 and 3 showed real improvement. The study shows that learners who were exposed to cartoons improved much more than others. The researchers declare that the first group's failure is due to the fact that news can be full of language inputs that low-level students can find hard to understand.

Another reason is the fact that it may contain specialized vocabulary. Bahrani and Tam specify that they took the precaution to give students a glossary of specialized vocabulary but no changes were noticed. They conclude that audiovisual news cannot be used for low levels.

Bahrani and Tam advise to be cautious when selecting the types of programs used in low-level class. They recommend the use of cartoons and films with clear and good storylines

that could motivate learners to absorb the input. They contend that “cartoons can create low affective filter atmosphere and increase motivation which boost language development” (2002:63).

The second group’s participants found fewer difficulties in understanding the information since there were no specialized vocabularies in the cartoons. Thus, they acquire new elements of language that are useful for their proficiency development and they show great interest in watching them and fully participated in follow-up activities.

Khan (2015) holds the same discourse as for films. He affirms that learning from movies is very stimulating and they constitute the first contact with English-speaking culture. While allowing listening to authentic oral discourse, films provide a number of different topics and issues that can trigger discussions.

Movies offer a real-life situation and communication outside the classroom. They give a visual context of the situation; students can see speakers’ gestures and facial expressions. With TV, they are the only contact students can have with real English in an EFL context.

Khan explains that not all movies are suitable for classes. Movies that contain explicit scenes such as crime, violence, sex, death should be avoided. He suggests movies like *Harry Potter*, *The Chronicles of Narnia*, *ET*, *The Karate Kid*, etc. What these movies have in common is that the main characters are teenagers and they contain no adult or shocking scene.

Nasab and Motlagh (2017) share Bahrani and Tam’s ideas. They assert that “authentic materials such as cartoons and films engage learners in activities; thereby reduce anxiety and affective filter which allow the acquisition to take place” (2017: 5).

Ismaili (2013) specifies that “the main component of using the movies in the class is actually enabling the reader to picture or to visualize the events, characters, narration, story and words in the context” (2013:123).

He maintains that films are a good source of rich materials because they present every day’s English in real life situations, unlike artificial ones that are presented in other types of materials such as textbooks. The language in films is authentic, natural and provides a visual context that improves learners’ comprehension.

2.2. The Effect of Subtitled Audiovisual Programs

Even though movies are good tools to make students acquire more vocabulary, just listening is not enough for learners. Roya and Al (2016) hold that idea. They claim that subtitles have to be used to “ensure that learners drop none of the words in a conversation” (2016: 48). Thus, they emphasize the importance of subtitles.

Rafikadilla and Syafei (2013) support the same argument. These authors stress that animation is very good tool to use to teach listening. However, they specify, good listening skills are needed to fully understand animation and that is quite impossible for learners.

Then, animation movies must be subtitled to ensure that learners can see the written version of that they hear. Rafikadilla and Syafei repeat the words of Willingham who wondered, “why do students remember everything that’s on television and forget what we lecture?” The authors’ answer is quite clear: “because audiovisual media help students retain concepts and ideas” (2013: 266).

Animation movies have a rich content and are appropriate tools to use to practice speaking. For example, learners may be asked to describe scenes or action etc. However, to be more effective, they have to be subtitled in the target language to make learners practice other skills: listening, reading, vocabulary, etc.

Rokni and Atace (2014) deeper Rafikadilla and Syafei’s analysis; they examine the effects of using English subtitles in learners’ listening skills enhancement. To document their article, they chose a sample of 45 learners and divided them into two different groups.

The first group was exposed to English subtitled movies while the second is exposed to non-subtitled films. After 10 sessions, both group were submitted to the same test and results show that the first group (with subtitles) achieved more enhancement than the other.

Rokni and Atace support that the fact of watching subtitled movies is one of the most effective ways of providing authentic language input since it is the combination of three different mediums: aural, visual and textual.

They emphasize that three types of subtitling can be used: bimodal (English dialogue and English subtitles), standard (English dialogue, mother tongue subtitles), reversed (mother tongue dialogue and English subtitles).

The authors suggest that subtitles “reinforce the connection between the sound and written form of the language and build vocabulary in reading and listening” (2014: 716). They argue that subtitles turn the target language auditory information into visual; hence their importance.

What these books and articles show is that audiovisual materials are of paramount importance in the development of the speaking and listening skills. Among all these materials, the most effective are movies and cartoons. However, as some maintain it, just listening and watching are not enough; audiovisual programs must be subtitled so that learners can see what they hear to achieve more improvement.

CHAPTER III: EXEMPLIFICATION

Many studies have shown the importance and effectiveness of using audiovisual programs in enhancing students’ listening and speaking abilities. But to be fully efficient, audiovisual programs have to be used in a certain manner and with certain activities. While designing the lesson plan, various factors have to be minded with regard to the procedure to facilitate students’ understanding.

3.1. Effective Use of the Audiovisual in EFL class

In using audiovisual programs, teachers have to pay heed to some important factors to take into account. It is worth reminding that not all movies, video clips or cartoons can be used. Teachers have to be very much careful about the use of these materials.

As Khan (2015) points it out, movies with graphic contents such as sex, violence either verbal or physical should be avoided. This includes horror films, some actions films, crime and erotic movies, thrillers. They may be very shocking for young learners.

Teachers should make use of movies intended for children or adolescents, with a child or adolescents' perspective. Such movies include the *Harry Potter*, *Hunger Games* etc. (See list in the appendices) Teachers can use also TV shows, which are similar to movies in terms of language.

As for cartoons, the same is valid. It should be remembered that not all cartoons are designed for children. Teachers can select *Ice Age*, *Zootopia*, *Finding Nemo*, etc. (See in the appendices) As for video clips, Justin Bieber and Jaden Smith's 'Never Say Never', Swift's "Fifteen" would be great (see appendix)

Teachers should also pay attention to other factors such as length and vocabulary. Indeed, even though feature movies can be used, the entire movie cannot be displayed in class. Teachers have to select a good sequence, short enough to be shown in class and long enough to contain enough resources for teaching.

Editing software such as Adobe Premiere Pro, Final Cut Pro can be used to edit the movie and select some parts to be shown. As for the vocabulary, teachers must make sure not to use audiovisual materials with too many specialized vocabularies that could hinder comprehension and make the session annoying.

It is also preferable that they use audiovisual materials with a limpid and clear sound. Materials with much noise are not very helpful because hearing and understanding what people say would be very hard. Teachers have to consider that when choosing song or movie sequences.

More to the point is the fact that greater improvement can be reached if the sequences are subtitled in English. As is said above, subtitling makes students read what they hear through

the combination of the spoken and written version of text. The chosen sequence must be entertaining to make the session lively and interesting.

These concerns must be taken into consideration when choosing a movie, animation sequence or a video clip to make the session more interesting and effective. Besides, the use of audiovisual programs should go along with some activities. The following is a sample of speaking and listening activities that can be used with movies, animation and video clips.

As for activities, students may be asked to describe the scene. That is, after watching the materials, they are required to retell what happened during the sequence: what happened to the characters, their reactions, and description of the setting. They can also be asked to describe a particular item what could be seen in the action; for example, someone's dress, a car, a character or anything. It is needless to say that the instruction must be given before the watching phase.

Students can also be asked to interpret the actions: why a character reacted in a given way? They may even be asked to say what would be their reaction if their where in the characters' shoes. This is the occasion to develop their critical thinking and provides them with the opportunity of expressing their ideas about a given situation that just happened in front of them.

Some follow-up activities such as role-play and class discussion can be organized. Students may be required to work in groups and reinterpret the scene before their classmates. The latter can also give feedback at the end of the performance. With class discussions, some important topics are taken from the sequences and become subjects for discussion.

Students may also be asked to watch the video without sound. Teacher makes them try to guess what characters are talking about and what is really happening in the scene. For movies, it is particularly impossible. Afterwards, teacher may replay the video with the sound and students are asked to check whether they were right or not.

The reverse is also possible, watching with the sound only and trying to guess the images. This activity is very interesting since it requires, at the same time, listening and speaking skills and critical thinking. Teacher can also ask students to find an alternative ending for the sequence or even try to guess what the ending of the movie would be.

It is also possible for the teacher to form group of students. Then he or she takes a representative of each group in front of a class, facing the students so that he cannot see the screen. Then teacher play the video without the sound and the other members of the group try to describe the actions to their representative.

After the watching session, the representative is given time to reconstruct the story and say it in front of the whole class. Then teacher plays the video with the sound and they all watch it; the best group is the one whose representative's version was more faithful.

Other interesting activities would be also to present the situation of the movies to the students and play the video without the sound. Teacher asks student to focus on a given character and his mood, gestures or facial expressions and try to guess how he is feeling and what he is saying.

Then teacher replays the video and asks them to listen carefully to the character and check part of his or her speech matches their guess. They may also be asked to listen to the passage and try to note all words that are related to a given topic. Other more classical activities such as gap filling, sentence completion, true or false, etc. may be practiced in class.

As is mentioned above, many factors have to be minded when selecting audiovisual materials for teaching purpose. To make their use more effective, some given speaking and listening activities can be practiced in class. The following passage shows how these activities could be done in a class context. Let us mention that these videos are subtitled.

3.2. Unit design

3.2.1. The use of movies and TV series

Unit/Topic: Chores and children disobedience

Level: 4th Form

Proficiency: Mixed Ability group

Skills practiced: Speaking, listening

Duration: 2 hours

Materials: Video, video projector, loudspeakers

References: *Everybody Hates Chris*, Season 4, Episode 19,

<https://www.youtube.com/watch?v=dGujj90sFw4>

Lesson's objectives:

By the end of the lesson, students will be able to:

- Discuss issues related to chores
- Reuse vocabulary items related to chores
- Do the comprehension exercise correctly.

| | | |
|-------------|---------------------------|-------------------|
| Time | PRE WATCHING PHASE | Approaches |
|-------------|---------------------------|-------------------|

| | | |
|----------------------|--|---|
| <p>05 min</p> | <p>Activity 1: Warm up – Make the longest words</p> <p>Write on the board a word and ask students to find words that start with each letter of this word. The winner in the one who makes the longest words. For example: Board: Barrier – Obstacle - Ambitious – Report – Difficult. Check pronunciation.</p> <p>Activity 2: Brainstorming</p> <p>Introduce these images (see appendix)</p> | <p>SS/ group work</p> |
| <p>10 min</p> | <div data-bbox="331 817 1077 1160" data-label="Image"> <p>The image contains two illustrations. The left illustration shows a man sitting in a chair watching a television in a living room, while a woman in a purple dress is cooking at a stove in the kitchen. The right illustration shows a woman with multiple arms performing various household chores: sweeping, mopping, vacuuming, hanging laundry, holding a clock, and holding a shopping bag with vegetables.</p> </div> <p>Asks students to make a link between these images and interpret them. Make them focus on the fact that the woman is so busy with the chores while the man is watching TV. Afterwards, ask them if, as children, they think it is normal.</p> | <p>S/S, pair work</p> <p>Students think individually, share with their partners and then report to the whole class.</p> |

| Time | WHILE WATCHING PHASE | Approaches |
|-----------|---|-----------------|
| 20 min | <p>Activity 1: Interpreting facial expressions</p> <p>Tell students that they are going to watch a video. But do not tell them what it is about. Play the video without the sound and ask them to guess what the situation is, basing on the images and the characters' facial expression. The video is available here:</p> <p>https://www.youtube.com/watch?v=dGujj90sFw4</p> <p>Write down their answers. Replay the video with the sound and ask them and check if their guess was right.</p> | SS/ Group work. |
| 20 min | <p>Activity 2: True or false? Justify</p> <ol style="list-style-type: none"> 1- According to the narrator, you can sometimes refuse to do what your parents ask you. 2- This is the first time Chris disobey his mother. 3- Chris' mother makes up her bed only. | SS/Group work |
| 10 min | <p>Activity 3: Comprehension questions</p> <ul style="list-style-type: none"> - What does Chris' mother ask him to do? - Why does Chris say no? - What is Chris' brother and sister reaction? - What does Chris compare his mother's calling his father for back up to? | SS/Group work |

| | | |
|----------------------|---|----------------------|
| <p>10 min</p> | <p>Activity 4: Gap filling</p> <p>Ask students to watch and listen and fill these gaps.</p> <p>1- <i>Narrator</i>: When you're a kid, one of the most important <u>lessons</u> you learn is when your parents tell you to do something...</p> <p><i>Chris' mother</i>: Y'all better <u>eat</u> that liver.</p> <p><i>Narrator</i>: ... You do it, <u>no matter</u> what you think.</p> <p><i>Chris' mother</i>: Boy, get your feet off my good chair.</p> <p>2- <i>Narrator</i>: Will I say what I said again? Will my mother kill me before I get <u>a chance</u> to say it? Are Drew and Tonya gonna <u>sit there</u> and just let this happen?</p> <p><i>Chris</i>: After saying no to my mother for the first time, I didn't know <u>what to expect</u>.</p> | <p>SS/Group work</p> |
|----------------------|---|----------------------|

| | | |
|---|--|--|
| <p>20 min</p> <p>20 min</p> | <p style="text-align: center;">POST WATCHING PHASE</p> <p>Activity 1: Story Completion</p> <p>Ask students to imagine a continuation for the story. For example, what will the father do? Will Chris finally obey? Will he be sent out of the house? Etc.</p> <p>Activity 2: Discussion questions</p> <ul style="list-style-type: none"> - Have you ever disobeyed your parents? On what occasion? Why? What were their reactions? ` | <p>Students discuss in groups and report their answers.</p> <p>Students think individually, share with their partners and them report to</p> |
|---|--|--|

| | | |
|--------------------------|--|--|
| <p>20 min</p> | <ul style="list-style-type: none"> - Do you help you mother with the chores? Why and why not? - What do you think is the role of a woman ? <p>Activity 3: Role-play</p> <p>Ask students to go to the board and interpret this situation: “you are with 2 brothers and one sister and your mother tells you that from now on you are the one who will handle all the chores in the house: washing, cooking, going to the market, cleaning, etc. Your brother does not want to. You discuss.”</p> | <p>the whole class.</p> <p>SS/group work</p> |
|--------------------------|--|--|

3.2.2. The use of cartoons

Lesson 1:

Unit/Topic: Ali Baba and the Magic Carpet

Level: 4th Form

Proficiency: Mixed Ability group

Skills practiced: Speaking, listening, and reading

Duration: 2 hours

Materials: Video, video projector, loudspeakers

Reference: *Ali Baba and the Magic Carpet*, British Council, Learn English Kids

Lesson's objectives:

By the end of the lesson, students are expected to be able to:

- Discuss issues related to reuse effectively these words talking about places: mountain, desert, jungle, island, desert, forest
- Express their views about magic objects
- Do the comprehension exercises correctly

| Time | PRE WATCHING PHASE | Approaches |
|---------------|--|---|
| 05 min | <p>Activity 1: Warm up – Word Chain</p> <p>Students toss a ball to each other and name the words that start with the last letter of the previous word, forming the chain. Give the first word and ask to form the chain. E.g. “ball”, “lamp”, “pepper”, and so on.</p> | T/S |
| 10 min | <p>Activity 2: Brainstorming</p> <p>Ask students if they know any magic object from tales, movies, TV series, books, cartoons. Then asks the if they know about the magic carpet. Make them say what they know about it, its roles, how it works, who owns it, etc.</p> | T/S, Ss think individually, share with their partners and them report to the class. |

| Time | WHILE WATCHING PHASE | Approaches |
|---------------|---|-------------------|
| 10 min | <p>Activity 1: Guessing the story</p> <p>Tell students that they are going to watch a video about a young boy who finds something. Play the video without the sound and ask them to guess what the story is. After</p> | Group work. |

| | | |
|---------------|---|----------------|
| | <p>watching, give them the time to discuss in groups and share. Write down their answers on the board.</p> <p>https://www.youtube.com/watch?v=mQ0MWFfe4gs0</p> | |
| 10 min | <p>Activity 2: Checking</p> <p>Replay the video with the sound and ask them to watch and check whether their guess was right or not.</p> | SS/Group work |
| 15 min | <p>Activity 3: True or false, justify</p> <p>1- It was cold the day Ali found the magic carpet. 2- Ali baba found the red carpet in his father's shop. 3- It is very dry and cold in the desert. 4- There is a thunder and lightning in the island.</p> | SS/Group work |
| 15 min | <p>Activity 4: Comprehension questions:</p> <p>1- What do Ali and the red carpet do at first? 2- What is the weather like in the forest? 3- In which place there is lots of ice and snow? 4- After their visit, what do Ali and the magic carpet do?</p> | SS/Group work |
| 05 min | <p>Activity 5: Reordering</p> <p>Ask students to watch the story and put the places in order. Island, Mountains, Jungle, South Pole, Forest, Desert.</p> | Group work, SS |
| 10 min | <p>Activity 6: Gap filling</p> <p>Ask students to listen and fill in these gaps One very hot day Ali finds a carpet in his uncle's shop.</p> | Group work, SS |

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| <p>10 min</p> | <p>‘What’s this?’ <u>Suddenly</u> the carpet jumps! It moves and flies off into <u>the air</u>. ‘Hey! What’s happening?’</p> <p>A loud booming voice <u>comes from</u> the carpet. ‘<u>Welcome</u>, O master. I am a magic carpet.’ First they fly high up into the sky and then <u>they land in a jungle</u>. It is hot and wet and <u>it’s raining</u>.</p> <p>‘It’s raining! Yuck!’ Then they fly to the desert. It is very, very hot and dry. ‘It is very, very hot <u>today!</u>’</p> <p>Then they fly to an island in the sea. There is thunder and lightning. ‘Aaagh! Let’s <u>go home!</u>’ ‘What a storm!’</p> <p>Finally, they fly back home. The carpet <u>lands in the shop</u> and Ali gets off.</p> <p>‘Wow! What an <u>adventure!</u>’</p> <p>Activity 7: Describing places</p> <p>Give each group one place among these: island, mountains, jungle, South Pole, forest, desert. Ask the work in group and to watch carefully the video and describe the place they are responsible of.</p> | <p>Group work, SS</p> |
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| POST WATCHING PHASE | | |
| <p>15 min</p> | <p>Activity 1: Discussion</p> <p>Ask students to imagine this situation and discuss.</p> <p>Situation: You find a magic carpet in you room. What do you do? Where do you travel to and why?</p> | <p>Group work, SS</p> |

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| 15 min | Activity 2: Debate Topic: What magic object would you like to possess and why? What would you do with it. | Group work, SS |
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Lesson 2:

Lesson's information

Unit/Topic: The story of Usain Bolt

Level: 4th Form

Proficiency: Mixed Ability group

Skills practiced: Listening, speaking

Duration: 2 hours

Materials: Video, video projector, loudspeakers


Syllabus connection: Career and employment

References: *The Boy who learned to Fly*, directed by Moonbot Studios

Objectives of the lesson:

By the end of the lesson, students should be able to:

- Effectively identify and reuse these words: race, matter, and crowd.
- Watch the video and answer comprehension questions.
- Discuss issues related to fear of failure and passion.

| Time | PRE WATCHING PHASE | Approaches |
|---|---|---|
| <p>03 min</p> <p>10 min</p> | <p>Activity 1: Warm up</p> <p>Tongue Twister : Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?</p> <p>Activity 2: Brainstorming and making predictions</p> <p>Introduce the following picture and ask student who the person is. (See appendix)</p>  <p>They are expected to say Usain Bolt. Ask them why he is holding this position in the photo. <i>Answers are unpredictable.</i></p> <p>Ask them what they know about him and write their answers on the board. Ask them which of the information they mentioned about Bolt will appear in the listening passage.</p> | <p>TS/class</p> <p>SS/pair work</p> <p>Students discuss all questions before reporting their answers.</p> |
| <p>10 min</p> | <p style="text-align: center;">WHILE WATCHING PHASE</p> <p>Activity 1: Checking information</p> <p>Tell them to watch the video on Usain Bolt and check which information they have given is not mentioned in the video.</p> | <p>SS/group word</p> |

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|----------------------|---|----------------------|
| <p>20 min</p> | <p>https://www.youtube.com/watch?v=5i8Zbng2JIg&feature=youtu.be</p> <p>Activity 2: sentences completion</p> <p>Ask students to watch again the video and complete the following parts of the dialogues.</p> <p>1- Bolt's mother: Usain, you're _____. Bolt: No worries, mama. Hey wait, you forget _____.</p> <p>2- Coach: Usain, right? You know _____ . You want it? Ok _____, if you can _____. Bolt: Him? Coach: Come on, just from here to _____.</p> <p>3- Mother: You're worried about the big race, worried about _____. So many worries on your mind that you forgot which _____.</p> | <p>SS/Group work</p> |
| <p>20 min</p> | <p>Activity 3: Comprehension questions</p> <p>1- Why does Bolt forget his lunch at home? 2- What is the coach's feeling when he sees Bolt running? 3- What is the coach's intention when he proposes his lunch to Bolt? 4- Why is Bolt afraid before the big race?</p> | <p>SS/Group work</p> |

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| | POST WATCHING PHASE | SS/group work |
| 20 min | <p>Activity 1: Role-play</p> <p>Ask for two volunteers to play these roles: a journalist interviewing Bolt about his life. He may ask him how he became an athlete and how his family reacted, etc. The activity can be repeated with as many pairs as possible.</p> | |

3.2.3. The use of video clips

Unit/Topic: Adolescence

Level: 4th Form

Proficiency: Mixed Ability group

Skills practiced: Speaking, listening, and reading

Duration: 2 hours

Materials: Video, video projector, loudspeakers


References: “Fifteen” by Taylor Swift

Lesson’s objectives:

By the end of the lesson, students are expected to be able to:

- Understand and reuse words related to adolescences
- Discuss issues related to relation between boys and girls
- Watch the video and do the activities correctly

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|-------------|---------------------------|------------|
| Time | PRE WATCHING PHASE | Approaches |
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| <p>05 min</p> | <p>Activity 1: Warm up – Categories</p> <p>Give students a category, such as “fruit”. In a circle, students name a fruit within a limited time period. Count to five. If someone takes too long to give an answer or gives an incorrect answer, then that person is out and a new category begins. In the end, only one person remains.</p> | <p>T/S</p> |
| <p>10 min</p> | <p>Activity 2: Brainstorming</p>  <p>Show students this photo (see appendix) and ask them to discuss it and guess what has happened.</p> <p>Put them these questions:</p> <ul style="list-style-type: none"> - What is the girl in the middle holding? - What do you think these girls are doing in life? Are they teachers, doctors, or students? - Why are they so upset? - Do you think the girl thought twice before having sexual intercourse with the boy? - What can be the consequence in the girl’s education, future? <p>Activity 3: Making predictions</p> | <p>T/S, pair work</p> <p>Students think individually, share with their partners and then report to the whole class.</p> <p>Group work</p> |

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| <p>15 min</p> | <p>Tell students they are going to watch a video clip entitled “Fifteen” by Taylor Swift. Ask them to watch the video without sound and try to guess what the song deals with focusing on the images.</p> <p>Link: https://www.youtube.com/watch?v=Pb-K2tXWK4w</p> | |
|----------------------|--|--|

| Time | WHILE WATCHING PHASE | Approaches |
|----------------------|---|----------------------|
| <p>15 min</p> | <p>Activity 1: Checking predictions</p> <p>Replay the video, but with the sound and ask students to listen carefully and check whether their predictions are true or not.</p> | <p>Group work.</p> |
| <p>15 min</p> | <p>Activity 2: Gap filling</p> <p>Give students a copy of the lyrics of first stanza and refrain of and ask students to watch, listen and fill the gaps. Just play from 0 to 1 minute and a half. (The missing words are underlined here.)</p> <p><i>“You take a deep breath and you walk through the doors It's the morning of your very <u>first day</u> <u>You say "Hi"</u> to your friends you ain't seen in a while Try and stay out of everybody's way <u>It's your freshman year</u> and you're gonna be here For the <u>next four years</u> in this town Hoping one of those senior boys will wink at you and say, "You know <u>I haven't seen you around before.</u>" 'Cause when <u>you're fifteen</u> and somebody tells you they</i></p> | <p>SS/Group work</p> |

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| <p>15 min</p> | <p><i>love you</i> <i>You're gonna <u>believe them</u></i> <i>And when you're fifteen</i> <i>Feeling like <u>there's nothing</u> to figure out</i> <i>Well, <u>count to ten</u>, take it in</i> <i><u>This is life</u> before you know who you're gonna be</i> <i>Fifteen”</i></p> <p>Activity 3: Reordering lyrics</p> <p>Split the verses of the lyrics, number them and give them to the students. Ask them to listen to the song and reorder the verses. Play the video from from 1’30 to 2’20.</p> <p><i>1-And you're momma's waiting up and you think he's the one</i></p> <p><i>2-Laughing at the other girls who think they're so cool</i> <i>We'll be out of here as soon as we can</i></p> <p><i>3-And you're feeling like flying</i></p> <p><i>4-And you're dancing round your room when the night ends.</i></p> <p><i>5-And then you're on your very first date and he's got a car</i></p> <p><i>6-And soon enough you're best friends</i></p> <p><i>7-You sit in class next to a redhead named Abigail</i></p> | <p>SS/Group work</p> |
| <p>20 min</p> | <p>Activity 4: Comprehension questions</p> <p>Asks students to watch the video and answer the following questions.</p> <p>1- What does the girl think of the boy?</p> <p>2- What did the boy do afterwards?</p> <p>3- How is the girl feeling now?</p> | <p>SS/Group work</p> |

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| <p>15 min</p> | <p>4- What do you think were the girl's mistakes?</p> <p style="text-align: center;">POST WATCHING PHASE</p> <p>Activity 1: Singing</p> <p>Repeat the song with students and check pronunciation.</p> | |
| <p>20 min</p> | <p>Activity 1: Discussion questions</p> <p>1- Why do some boys date some girls and hurt them?</p> <p>2- How can a girl feel after being deceived by her boyfriend? Why?</p> | <p>Indiv. Singing, row singing, class singing</p> |
| <p>20 min</p> | <p>Activity 2: Role-play</p> <p>Ask students to go to the board and interpret this situation. The activity can be repeated with as many students as possible.</p> <p style="text-align: center;">Situation: You and 3 friends of yours meet a classmate who is crying because her boyfriend has just broken with her. You give her advice.</p> | <p>Students discuss in groups and write their answers</p> <p>SS/group work</p> |

CHAPTER IV: RECOMMENDATIONS TO STAKEHOLDERS

The use of the audiovisual can bring changes in the dynamic of the class and help students enhance their skills to be more effective in their future careers. As far as the usage of these materials is concerned, here are some recommendations we find necessary to give to students, teachers, and educational authorities.

4.1. Recommendations to students

In the Communicative Language Teaching approach, students are at the center of the teaching and learning process. In order to achieve more improvement in their mastering of skills, these recommendations are given to them.

Students should do their best to speak in class no matter how shy they are. In a foreign language context, learners have the opportunity to speak the language only in class or with other students outside the class. Then, they have to take the best from that opportunity and speak as much as possible and do their best to participate in class activities.

Students should be also aware that in the 21st Century, not only information and communication technologies are a need, but more importantly a must. Then, they should learn how to use it and do their best to profit from it and improve their language skills. They should also learn to use audiovisual materials as learning devices.

In order to improve their listening skills, students are required to see as many English subtitled movies or animation as possible. They should also watch TV shows and news. This way, they are likely to gain many more listening abilities. But they should also pay attention to the kind of movies or animation they watch.

4.2. Recommendations to teachers

To help students achieve more enhancement, teachers have to adapt certain behavior and attitudes. To me, a good teacher must be very open-minded and be open to change. Not all ancient methods and approaches can work with present students.

Teachers have to be ready to adapt to the situation and context and learn how to acquire new knowledge to boost their career and their students'. As is said, 21st century's illiterates are those who cannot learn, then unlearn what they learned, and finally learn again. So teachers should acquire that important skill. This can be done through research, seminars and web seminars attendance.

This also means learning how to use audiovisual materials, how to edit videos, to film etc.; hence the importance of ICT for teachers. What is more, teachers have to learn to adapt their new abilities to the context to be more creative.

The difference between the creator and the artisan lies in the fact that the first has the courage to innovate, experiment and invent. He is not afraid of his mistakes and is therefore always advancing, whereas the artisan uses the pieces of knowledge gained by the creators and avoids the experimentation stage, incorporating the new advances into his repertory only when they have been accepted by the mass. (Arijon 1976: 3)

Teachers should also put great emphasis on speaking and listening in class and use activities that engage learners in the learning process. This is a way of encouraging students to speak in class and use the language, even outside the class.

If possible, it would also be very interesting if teachers could start drama clubs or drama in English clubs. Here, students can be asked to rewrite and adapt some movies sequences and represent it in front of an audience. This will at the same time, improve their listening and speaking skills, but engage them in extra school cultural activities.

And as mentioned above, teachers should pay great attention to what types of audiovisual materials they use in class, because not all of them are suitable for learning or young people. They should also mind certain factors such as content, length, etc.

4.3. Recommendations to authorities

It would be of great interest if education authorities could train teachers to use of the audiovisual. These trainings or seminars would be about teaching them how to design activities using movies, and animations, how to edit videos and select important parts, how to organize drama clubs etc.

Authorities should also make sure that schools are well provided in ICT materials such as video projector, computer, external hard disks, loudspeakers, headphones, etc. It would be also interesting if the curriculum were changed to fit today's context and students' interests and need. Students should be more represented when curriculum are designed.

Changing the curriculum would also mean asking teachers to make use of the audiovisual and focus more on the two primary skills: listening and speaking. The situation of English in Senegal is a great proof that things need fixing.

If the majority of students are unable to speak and understand spoken English, this means that something did not work; other approaches need to be found and set up and everyone is involved: students, teachers, parents, authorities, etc.

CONCLUSION

In the Senegalese context, the teaching of English is subjected to many problems that make the mastering of the language almost impossible. Most teachers mainly focus on reading and writing, rarely on speaking and listening. Even the way these two last skills are taught is problematic.

The result of such phenomena can be easily checked: many students are not able to understand spoken English or even to speak the language correctly. However, the situation can be changed with the use of audiovisual materials such as films, animations, clips, etc.

The latter provide authentic language use in authentic situations. Movies and animation are very entertaining and can offer an interesting learning environment. They stimulate learners' imagination and develop their critical mind.

Many studies (Bahrani and Tam: 2002, Bahrani Tam: 2013, Ismaili: 2013, Khan: 2015) have shown their effectiveness in the development of students' abilities. Studies (Bahrani and Tam: 2013) show that among these materials, animation is more effective when teaching young learners.

Other studies (Rafikadilla and Syafei: 2013, Randal: 2016, Nasab and Motlagh: 2017) show that subtitles help them improve more as students can see the written version of what they hear. This is particularly useful for young learners or beginners.

However, the use of the audiovisual should be done with much caution. Some important aspects have to be taken into consideration. Length, content, theme, and suitability for some learners must be carefully minded. Teachers can also design many kinds of activities when using them.

To achieve the objective of the teaching of English in the Senegalese context through the use of the audiovisual, students, teachers, parents, and educational authorities have some responsibilities to take. Does everyone act as is recommended, there is great hope that a change in the dynamic and the results will be observed.

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APPENDICES

Appendix 1: Busy woman



Appendix 2: Busy woman



Appendix 3: The pregnant girl



Appendix 4: Usain Bolt



Appendix 5: List of films that can be used in class

- *Harry Potter,*
- *Hunger Games,*
- *Divergent,*
- *The Maze Runner,*
- *The Narnia Chronicles,*
- *Back to the Future,*
- *Spiderman: Homecoming*
- *The Karate Kid,*
- *Alice in Wonderland, etc.*

Appendix 6: List of animation movies that can be used in class

- *Ice Age*
- *Finding Nemo,*
- *Toy Story*
- *Frozen*
- *How to Train your Dragon,*
- *Frankenweenie,*
- *Kung Fu Panda,*
- *Madagascar,*
- *The Lion King*

Appendix 7: List of TV series that can be used:

- *Friends*
- *Malcolm*
- *My wife and kids*
- *Modern Family*
- *Stranger Things*
- *Little House on the Prairie*
- *Raven*
- *Queen Sugar*
- *Jessie*
- *Good Luck Charlie*
- *Wizards of Waverly Place*
- *Family Ties*
- *The Middle*
- *Everybody Hates Chris*

Appendix 8: List of video clips that can be used

- Earth Song (Michael Jackson)
- Never Say Never (Justin Bieber)
- We are the World
- Heal the World (Michael Jackson)
- Fifteen (Taylor Swift)
- Skyscraper (Demi Lovato)

Appendix 9: List of editing software

- Final Cut Pro (Apple)
- Adobe Premiere pro (Window and Apple)
- Avid (Window)
- OpenShot
- Shotcut
- VSDC Video Editor
- Hit Film Express (free)

Appendix 10: Lesson plan using a movie for advanced classes

Lesson information

Unit/Topic: Superheroes

Level: Advanced classes

Type of lesson: Listening and speaking

Skills practiced: Listening, speaking, and writing

Duration: 2 hours

Materials: Video, video projector, loudspeakers

Syllabus connection: Heroes, community life, solidarity

References: *Spiderman: Homecoming* (2017), Dir. Jon Watts, Prod House: Columbia Pictures and Marvel Studios, distributed by Columbia Pictures

Objectives of the lessons:

By the end of the lesson, students should be able to:

- listen to and discuss issues related to heroes and superheros;
- recognize and reuse these words: detonate, failure, safety, motion, escalate
- do the comprehension activities correctly.

| Time | PRE-WATCHING PHASE | Teaching approaches |
|--------|--|---------------------|
| 05 min | <p>Activity 1: Warm up one Miming words</p> <p>Students form group and each one has a representative who goes to the board. The first representative goes to the board. Before activity, prepares a bunch of words and put them in a bag: lion, apple, teacher, fat, and to drive.</p> <p>A representative chooses randomly a word from the bag and tries to make their group guess the word before the others. The representative can do anything to make them guess the word except saying the word. Each time a group guesses a word, they mark 1 point.</p> | TS/Whole class |
| 05min | <p>Activity 2: Pre-vocabulary teaching</p> <p><i>To detonate:</i> mime a bomb's detonation with his hands and teacher and asks them what this is called. If no answer is given, gives them the word.</p> <p><i>Elevator:</i> ask students in high buildings, what do people use to move upwards quickly? If they don't answer, gives them the word.</p> <p><i>Safety:</i> means security; safe is the adjective.</p> <p><i>Motion:</i> move in the class and tell them this is motion.</p> <p><i>Escalate:</i> to escalate means to rise in intensity.</p> | T/S |

05
min

Activity 3: Brainstorming



Show students the following picture (See Appendix)

Ask students to look carefully at the picture and describe what is happening. Or else, teacher can guide them through these questions:

- Who is the character in blue and red?
- What is he holding in his right arm?
- How is the landscape? What is happening to the building?
- Therefore, what is Superman doing with the baby?

Ask them what Superman is. *They are expected to say superheroes.*

What do superheroes do? What is their role? They are expected to say: save, rescue, and protect people.

Teacher asks students to discuss in pair, share and report to the class.

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| | <p>Ask them what other superheroes they know. They are expected to name some like: Ironman, Batman, Hulk, Wolverine, Black Panther, Spiderman, etc.</p> | |
| <p>15 min</p> | <p style="text-align: center;">WHILE-WATCHING PHASE</p> <p>Activity 1: Guessing the dialogue</p> <p>Tell students they are going to watch a sequence from <i>Spiderman: Homecoming</i>. Explain to them the context: “A group of students have travelled to Washington D.C for a school competition. After winning the competition, they decide to visit the Washington Monument.”</p> <p>Tell students to watch the video without the sound and try to guess what characters are saying basing on the situation and their facial expressions.</p> <p>Link: https://www.youtube.com/watch?v=LAixEBvJtyY</p> <p>After the watching session, write down students answers on the board, then replay the video with the sound to check whether they were write or not.</p> <p>To prepare the next activity, ask students what or who they think the female voice talking to Spiderman is. If they do not know, he explains that the superhero’s suit contains a high tech computer system that can connect to other system and analyze them to find information. The voice talking to Spiderman is the voice of the computer system.</p> | <p>Students watch and then work in pairs to share their ideas, then report it to the whole class</p> |

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| <p>15 min</p> | <p>Activity 2: True or false? Justify</p> <p>Ask students to watch the video and say whether these sentences are true or not and justify basing on what characters say.</p> <ol style="list-style-type: none"> 1- The girl downstairs in the beginning knows the students inside the elevator. 2- The elevator safety system is alright. 3- Spiderman’s speed when climbing is his speed limit. 4- Falling from the monument isn’t dangerous for Spiderman. | <p>Group work</p> |
| <p>15 min</p> | <p>Activity 3: Comprehension questions</p> <ol style="list-style-type: none"> 1- What has accelerated the deterioration of the elevator? 2- Why is Spiderman afraid after reaching the window? 3- What do the policemen want Spiderman to do? 4- Why do they want him to return to the ground? 5- Why does he disobey? 6- What does Spiderman say to reassure the students? | <p>Group work</p> |
| <p>20 min</p> | <p>Activity 4: Describing the actions</p> <p>Students form pairs. One student goes to the board and face the partner (he cannot see the screen). Then choose some part of the video and play the video without the sound.</p> | <p>SS/Pair work</p> |

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| <p>20 min</p> | <p>The student in front of the screen describes the scene to his partner. Then, the student goes back to his place.</p> <p>Play the video and they check whether the teller has been accurate or not and give him a percentage. Repeat activity with other pairs and other parts of the video.</p> <p>The best group is the one with the highest percentage.</p> <p style="text-align: center;">POST-WATCHING PHASE</p> <p>Activity 1: Discussion questions</p> <ol style="list-style-type: none"> 1- How would you react if you were in Spiderman shoes? 2- Would you risk your life to save others? 3- What would you do if you were given superpowers? <p>Activity 2: Debate</p> <p><i>Topic:</i> What kind of superpowers do you prefer and why? Spiderman’s superpowers? High speed? Invisibility? Being able to change appearances? Unlimited force? Being able to read people’s mind? Etc.</p> <p>Each group chooses one superpower. They report why they have chosen it and defend their choice.</p> | <p>SS / pair work.</p> <p>SS/Group work</p> |
|----------------------|--|---|