



USING AUTHENTIC MOVIES IN DEVELOPING WRITING SKILLS-A NEED OF THE HOUR

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Abstract: The aim of this paper has a purpose about utilizing authentic movies as a means to enhance academic writing skills, taking into consideration the demands of 21st-century skills and the National Education Policy of 2020 (NEP 2020). Pierre Bourdieu and Jean-Claude Passeron (1990) noted that academic language is not a native language for anyone. It can create challenges and stress for students when it comes to developing successful academic writing habits. Supporting students in honing their academic writing skills is crucial for fostering their confidence and resilience when facing assessments and feedback. Strong writing skills are foundational for students. Lack of confidence, inappropriate use of grammar, traditional way of teaching has led many students to experience feelings of anxiety and isolation. Therefore, schools should intervene early on to foster and improve these writing abilities, recognizing the importance of doing so.

Keywords: authentic, writing skills, movies

1. Introduction

Language emerged from the essential human need for communication, enabling the possibility of effective interaction. According to Raman and Sharma (2011), becoming proficient in language does not necessitate being a linguist, but having a basic understanding of the language is beneficial for comprehending and expressing thoughts with clarity. Language is categorized as a skill, meaning that to acquire a language, one must learn its associated skills. For instance, developing language proficiency requires honing all four sub-skills- listening, speaking, reading and writing. In today's world, being a successful writer entails more than just acquiring the traditional "three Rs"- reading, writing, and arithmetic and excelling in academic subjects. (Delphi Academy Boston, 2016) The demands of the 21st century require a different approach. To thrive in today's complex societies and globalization, students must possess critical thinking skills, effective communication abilities, the capacity to collaborate with diverse individuals, problem-solving skills for complex issues, a global perspective, and proficiency in information and communication technologies among various other requirements.

1.1 NEP 2020 and Quality Education (SDG-4)

Education is a necessity for any developing country, including India, which is currently ranked 33rd in the world for its education system as of 2020. In the face of technological advancements, the future of work is changing, necessitating a reassessment of education models to meet global demands. By 2025, India is expected to have the highest population of

students aged 18 to 22, further emphasizing the need for an education system to revamp. In July 2020, the Indian government introduced the National Education Policy (NEP 2020). Education plays a crucial role in achieving the Sustainable Development Goals (SDGs). SDG4, focusing on providing inclusive and equitable education for all by 2030, encompasses various educational stages, ranging from early childhood education to youth and adult education. It highlights the importance of learning outcomes, skill development. UNICEF advocates for high-quality and child-friendly education accessible to all, aligning with the objectives of the Global Education 2030 Agenda. UNICEF has developed its own Education Strategy 2019-2030, called 'Every Child Learns', which outlines three key goals: (1) ensuring equal access to learning opportunities, (2) improving learning and skill development for everyone, and (3) enhancing learning and protection for children in emergency and fragile contexts. Keeping in mind the future of education it is important to build the pillars of the nation, i.e. students in an appropriate manner and create many learning opportunities for them.

1.2 Demand of New Methodologies

Teacher training is essential in the evolving education system that combines digital and traditional learning methods. Educators need to be equipped with digital skills and new methodologies to effectively incorporate technology into their teaching practices. India's National Education Policy 2020 signifies a major change in the education system, prioritizing experiential and practical learning to cultivate 21st-century skills in students. The new policy aims to create a more inclusive, comprehensive, and forward-thinking education system, with the objective of making India a knowledge hub by the end of the decade. The government's plan is to ensure equal participation, access, and improved learning outcomes, with the ultimate goal of achieving 100% Gross Enrolment Ratio (GER) and eliminating school dropouts by 2030. To meet this demand, the teachers are required to use a variety of methods in classroom.

1.3 Role of Teachers

Teachers are expected to nurture students holistically, serve as role models, and enhance their capacity for self-management and lifelong learning. They are also expected to engage students in deep learning by inspiring them to construct knowledge individually and collaboratively. Additionally, teachers should pursue professional development individually and through collaboration, while embodying values of equity, excellence, and harmony. The key role of a teacher is to empower learners and create a learning path for them to achieve their full potential and make the teaching learning sessions more interesting which can be done by using authentic movies in classrooms as movies have always been a tool of attraction.

2. What are Authentic Movies?

Authentic movies are not created for education reasons. Authentic materials are non-educational texts, photos, and movies, while prepared materials are resources specifically created for educational purposes. English teachers use both types of materials in language programs, Authentic materials, which are real and original, are increasingly used in language teaching due to their alignment with real-world language use. Exposure to authentic movies better prepares learners for using the language in real-life contexts. Additionally, movies are motivating as they are relevant and reflect students' interests. Research shows positive outcomes in terms of student engagement, motivation, and language proficiency when using authentic materials. Incorporating authentic movies into language teaching leads to more effective learning outcomes.

2.1 Use Of Authentic Movies In Developing Writing Skills

Movies can be a fantastic resource for teaching English to students, as they offer authentic language and the natural flow of speech. They also expose students to real-life situations and interactive language. Moreover, films are a motivating tool that makes the language learning process more enjoyable. The visual aspect of movies is especially valuable as it allows learners to comprehend the language in a visual context, aided by facial expressions and gestures. This can enhance their understanding and focus. Ultimately, movies bring variety and flexibility to the language classroom, expanding the range of teaching techniques and resources while helping students develop their communication skills. Certain movies are specifically created to raise awareness about societal issues. These films tackle topics such as social beliefs, cultural values, and economic problems thereby increasing students' knowledge. They aim to shed light on these matters and provoke thought and discussion.

Here are a few ways teachers can incorporate movies into their English classes:

Pre task: Teachers can engage students in pre-movie activities to prepare them for watching the film. This can involve introducing vocabulary, discussing themes, or generating ideas related to the movie like guessing and writing what the movie is about seeing the cover page.

While-task: Teachers can encourage students to take notes on specific elements of the movie, such as characters, plot, or setting. They can also pose questions or pause the movie at certain points to facilitate discussion and understanding.

Post task: Teachers can prompt students to summarize the film or write a review. They can also encourage students to share their opinions on different aspects of the movie or draw comparisons with other films.

3. Developing academic writing skills

Out of the approximately 6500 languages spoken in the world today, English is the second most widely spoken language globally. It is not only the most commonly studied foreign language, but also the only language spoken widely around the world. English plays a crucial role in various aspects of life, such as business, trade, international relations, higher education, employment, internet communication, travel and tourism, scientific research, and technological advancements. Learning English is not just a means to adapt to the changing times, but also enables effective communication with people from different parts of the world. In today's world, having strong academic writing skills is essential for personal growth and success in various domains. Teachers and parents have recognized the importance of using multiple teaching methods to improve academic writing skills of young learners. . One method that has proven effective is incorporating movies into the learning process. Watching a film on a specific topic engages all senses and enhances comprehension. However, students may struggle to balance their time between watching the movie, writing assignments, and meeting deadlines. In such cases short movies can be helpful.

3.1 Importance of writing skills

Writing is an essential skill that students should acquire as it is crucial for education and any profession.

- It enables students to effectively express their thoughts and ideas, serving as a universally recognized form of communication.
- It provides a platform for self-expression and self-evaluation.
- It allows individuals to introspect and articulate their innermost thoughts, whether through poetry, prose, stories, or journals.
- Engaging in writing as a hobby or means of escape helps students gain a deeper understanding of their own ideas and emotions.
- Modern educational curricula emphasize practical application and encourage students to convey their understanding through writing.
- Proficiency in writing empowers students to excel academically.
- From composing emails and reports to drafting proposals and creating content, writing is a crucial competency in the professional world.

3.2 Characteristics of Academic English

- typically has a formal tone and lacks personal expression
- avoids contractions and abbreviations of verbs
- avoids starting sentences with linking words like "and" or "but"
- avoids the use of personal pronouns like "I", "me", "you", or "your"
may utilize passive verb structures
- avoids using multi-word verbs like "give up" or "put up with"
- often uses passive voice

3.3 Barriers in Writing

Learning English can be challenging due to various barriers such as poor comprehension, limited vocabulary, slow reading, and weak grammar and conversational skills. Traditional learning methods may not motivate most children. Some parents and teachers believe that movies are addictive and disruptive to their children's academic performance. However, there are numerous methods available nowadays to enhance English proficiency, and one of them is through movies. Movies have been used as a teaching tool since the 1970s, as educators have recognized their potential in aiding language learning (Culkin, 1970; Maynard, 1969, 1971, 1977). Wegner (1977) was an early advocate of using movies in the classroom, providing guidance on different types of films and their utilization.

According to Champoux (1999), films can be employed to improve various English skills, including listening, speaking, reading, and writing. Kasper (2002) illustrates how screenings can facilitate the development of writing skills. Stewarts (2006) asserts that watching films not only enhances vocabulary and listening comprehension but also improves reading speed through the use of subtitles and closed captioning. Additionally, films can serve as the foundation for writing assignments and oral presentations, particularly when combined with diverse teaching techniques. Kasper (2002) further demonstrates how screenings can be utilized to improve writing skills.

3.4 A checklist for Academic Writing

A checklist for academic writing includes four key areas that should be considered: the use of source material, the structure of the text, academic writing style, and grammar, spelling, and punctuation. These areas serve as a practical tool to develop academic writing skills. Additionally, it's important to link ideas in a logical flow within assignments. Common writing errors include composition errors, where learners struggle to organize their ideas and often create run-on sentences; grammatical errors, such as incorrect sentence structure, verb tense, and subject-verb agreement; punctuation errors, where

students lack knowledge of proper usage and struggle with commas, colons, and other punctuation marks; and spelling errors, which can affect clarity and reflect a lack of literacy development. These errors can have negative consequences on communication and the writer's reputation.

Conclusion

To summarize, utilizing movies as a tool to develop academic writing skills can be highly beneficial. Movies offer an engaging and dynamic platform that can capture learners' attention and stimulate their critical thinking abilities. By analyzing and interpreting the content of movies, students can enhance their comprehension skills and develop a deeper understanding of various concepts. Overall, incorporating movies into academic writing instruction can foster a creative and engaging learning environment, enabling students to sharpen their writing skills and ultimately become proficient communicators. They facilitate self-expression, reflection, academic success, and preparation for future careers. Educational institutions play a pivotal role in nurturing these skills through their curriculum and assignments. Consequently, it is essential for students to prioritize and practice their writing abilities to ensure overall success.

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