

SUB-SECTION 6. Theory, practice, and methods of teaching

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FILMS IN TEACHING DIALOGUES PRODUCTION IN ENGLISH LESSONS AT TECHNICAL UNIVERSITIES

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Dialogues are the essential part of oral speech alongside monologues. Thus, it is crucial in English lessons to teach students of technical universities the fundamentals and the particularities of dialogues production.

A dialogue can be defined as a discussion between two or more people or groups, especially one directed towards exploration of a particular subject or resolution of a problem [1, 480]. Often it is described as a cooperative, two-way conversation with the goal of exchanging information and building relationships.

One of the most convenient ways to teach dialogues production in English is via films, i.e. authentic movies, since dialogue speech can be found there in excess. As a bonus, in addition to the presentation of dialogue construction and production, terminology corresponding to the students' specialty can be taught simultaneously. In case of students of technical universities, the number of English lessons per week is limited, so film dialogues can be presented as sets of clips from films that are of particular importance to the English language teaching process.

In a feature film, dialogues have numerous aims: 1) advancing the plot of a narrative and creating its tone, making the storyline interesting, enjoyable and

realistic; 2) revealing the characters' personalities, some aspects of which may not be understood otherwise; 3) exposition of the background or past events.

During teaching dialogues production in the ESP (English for Specific Purposes) lessons, the clips of the Hollywood films may play the roles of [2, 6]: 1) basis (a topic presentation); 2) support (being seen as an example while fulfilling conditionally communicative tasks of receptive-reproductive and productive character); 3) stimuli (being presented to encourage students to communicate in English, thus developing their speaking skills with the help of conditionally communicative and communicative-productive tasks).

To teach both dialogues creation and specific terminology using film clips, the following tasks can be used:

1. Putting together disjointed fragments of the film dialogue. The English lecturer chops the transcript of a film dialogue, and each student is to take one piece; after the previous part (line) of the dialogue has been heard, they need to decide whether their piece can go next, and so on until the last one.

2. Blank space. It is particularly useful for new terminology studying. Students are asked to insert missing words or short phrases into gaps in a movie dialogue's transcript. The level of complexity can be increased by elimination of indication where exactly the information is absent.

3. Misspelled words. The English lecturer adds a certain amount of misspelled words in a movie dialogue's transcript. Students will need to examine the dialogue while looking for these words and so they will remember the dialogue's structure subconsciously.

4. Production of their own dialogues. After learning the structure and the rules of dialogues creation and production, as well as seeing the examples in the form of transcripts from films, students create their own dialogues on the lesson's subject in pairs or small groups.

It must be highlighted that studying dialogues creation and production should be done concurrently, while communication in the form of a dialogue in the English lesson should be as close to the real-life as possible. Knowing that discussion of some issues – both general and professional – can be quiet long-lasting, the main element at which the attention should be paid in the lesson is vocabulary expansion. A student may know the rules of dialogues creation (lines order, necessary grammar to make different types of sentences, etc.) but if they have limited knowledge of lexis, including linking words, the chances of a dialogue development become minimal.

To sum up, dialogues play a vital role in the everyday life, during studying, and at work. Therefore, they should receive special attention in English lessons and be practiced regularly – particularly at technical universities – in pairs, groups or while talking to the English lecturer. After studying the fundamentals of dialogues creation and required terminology, students need to develop their skills constantly to be prepared for the real-life conversation in the future, the variety of words and phrases of which is big, and tempo is fast. Thus, authentic movies (and clips from them) are indispensable: actors have different accents and speech speed, produce various types of dialogues on numerous topics, some of which are relevant to the lessons' ones. And most importantly, there are no right or wrong points of view while discussing issues shown in films, so students will be less stressed and more interested in entering into a dialogue with the fellow students.

References:

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