MOTION PICTURES AS A SCAFFOLD IN SLA

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Language acquisition is perceived to be a multifaceted process. It covers many aspects which are also the building blocks toward achieving full acquisition of the target language.

In the course, a lot of considerations should be taken into account. One concern that needs to be magnified and be given ample attention is the milieu of the learner which refers to the environment s/he is a part of, the materials s/he is exposed with, and the people that surround him/her during the process. All of these constitute to the fulfilment of the target.

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. However, it can still be categorized into two: native language and second language acquisition.

In the Philippine context, most of Filipinos’ mother tongue is Filipino; hence, a Filipino learning the said language would find it an effortless course. In terms of the physical factor, the learner will be geared with the necessities he/she will need in the progression. The authenticity of the environment will be of great help. The learner will be able to practice the language with the native speakers around him/her which will harness the communicative competence of the child at the same time.

However, when globalization came into the scene of the world, English as the lingua franca is put forth which paved way to the so-called second language learning. Second-language acquisition (SLA), second-language learning, or L2 (language 2) acquisition, is the process by which people learn a second language. In the Philippines,
Filipinos’ second language is English; thus, everyone has to acquire it which poses a dilemma to some.

Acquiring a second language different from the child’s native language is not an easy task. The grammatical system of the first language of the child may impede the learning; hence the so-called language interference. Though it is also unarguable to say that an individual’s first language (L1) plays a significant and advantageous role in learning the second language. To diminish the limitations brought by the interference, the collaboration of various methods and reliable materials as springboards to the acquisition of the second language is paramount.

Since children of today are called as 21st century learners and they are, from time to time, exposed with technology, utilizing and maximizing these gadgets can be a purposive strategy in leading the child attainment of the target language. Motion pictures like videos can make the acquisition interesting and meaningful for the learner. Videos or motion pictures are defined as texts combining different modalities, such as words, images, sounds, and/or music (Gee and Hayes, 2011). Some examples are films, cartoons, Youtube clips, documentaries, commercials, TV shows, sitcoms (situational comedies), and short films.

All over the world, the life of the learners is saturated with technology. Therefore, it seems advantageous and beneficial for the contemporary teachers to know how to use digital tools in the teaching-learning process. One of the media that will catch students’ attention is videos for students’ attention span is relatively short. Subsequently, motion pictures are basically materials that include sounds and pictures. As a result, these features will hook the audio-visual students’ attention for they perceive information more through listening and seeing.

Videos play a significant role in achieving the communicative goals by providing learners with linguistic situations that are suitable for training communicative skills. In addition, students will have a tendency to adapt the pronunciation of the native speakers of English featured in the motion pictures.
Using digital tools may help the English linguistic competence by promoting the authentic use of language. Hence, videos can be a positive tool in second language acquisition.

Reference:


