USING APPROPRIATE CROSS-GENRE TOOLS AND SUBTITLED VIDEOS IN TEACHING MACRO-SKILLS ACROSS GRADE LEVELS

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Education curricula in both local and global scopes have been on the verge of 21st century technological development. This aspires public and private schools from elementary to tertiary level to push forward the planning, implementing, and concretizing instructional materials and equipment which will suffice the needs of today’s learners. As this is considered undergoing phases, there are still problems arising due to unstable availability of needed tools.

The teaching of various subject areas requires an in-depth preparation to assure that the teaching and learning materials to be used by the teachers are relevant to the lessons to be taught. One of those subjects is English that includes the areas of grammar and rhetoric, literature, speech communication, journalism, media and information literacy, and macro-skills such as listening, speaking, reading, writing, viewing, and interpreting. All of these content matters are part of the basic and higher education programs.

In the Philippines, there is already an implementation of the K-12 Education curriculum signed by the former president Benigno “Noynoy” S. Aquino III. As stipulated in Republic Act no. 10533 otherwise known as the “Enhanced Basic Education Act of the Philippines,” two years in basic education curriculum have been added to prepare the learners for the challenges in the future and equip them with skills and competencies relevant to the vision, mission, goals, and objectives of the ASEAN Integration where Philippines is part of it. On this regard, core, applied, and specialized...
subjects in English and Research are offered to the Senior High School. Modern teaching is the core of the 21st century education. English, as one of the essential subjects from primary to tertiary level, is widely used in integrative teaching approaches – a medium of instruction in teaching other subjects such as Science, Mathematics, and Social Sciences.

However, since the K-12 curriculum in the country has just ended its experimental years, many teachers are still looking forward to receiving standardized teaching strategies that they can apply after attending various seminars and trainings. This may be one of the problems the educators continuously address. The curriculum is new and so, the teachers need to also relate their classroom activities to the needs of 21st century learners – say, use advanced instructional materials like films, smart board, computers, interactive android tablets or netbooks, and such.

Filipino learners find it difficult to learn English basically because of the following reasons: first, English remains a strange language for them; second, they do not receive much exposure from the native speakers of the L2; third, only few students make reading a habit because they prefer more watching motion pictures with subtitles; and fourth, 70% of the learners are visual in their learning style. All of these reasons are also indicators that the students of today need more than the typical reading, writing, listening, and speaking lessons. They need more viewing, interpreting, analyzing, and applying. They need more evaluating and synthesizing. Even learners who belong to the lower class should be reached out using innovative teaching styles. Today, one of the trends in teaching and learning English is through watching movies with subtitles and even short videos or animated illustrations.

According to Ismaili (2013), teaching English nowadays has become more challenging than ever. Language teachers must have quality teaching materials that will be stimulating, interesting, up-to-date and at the same time being a guide to ensure that students learn in order to help the learners' mastery (increase the competence) of
language skills. Students who are exposed to numerous media and technology tools, from audio to printed materials, lack the incentive for traditional learning. This is the primary explanation why teachers of the English language still want to look for more inspiring sources of teaching. In English classes, course books and CDs offered turn out to be artificial and not very engaging for students. The use of movies in EFL teaching is one way to introduce diversity into the classroom.

Videos and movies as audio-visual aids help students to improve their limited vocabulary, poor grammar and listening skill. Concerning vocabulary learning, subtitled videos and movies play a crucial role in advancing the learners with new and up-to-date vocabularies and phrases. The combination sound and image remarkably motivate learners to achieve the learning process aims. Furthermore, watching subtitled videos and movies improve EFL learners to learn those situations in which the new vocabularies are used (Faqe, 2017). Students of the L2 also tend to learn and apply certain idiomatic expressions that they use in speech communication. Although films are engaging, criteria are followed in selecting or creating what to play in the teaching-learning sessions. There may be languages and scenes that are not appropriate or it may be that the theme or genre is not suitable for these young audiences.

The following are suggested ways to follow:

1. First, identify the age, profile, and interests of the students.
2. The genres to select must be based on the collective or majority decision, but do not depreciate those students with rare interests specially in adventure or fantasy.
3. Create or modify a tool that will examine the nature of the video. The indicators are genre, language used, normalcy, and benignity.
4. Begin the integration of videos using typical short films before resorting to complex movies.
5. Ensure that the videos have subtitles.
6. Use the tool you created and modified in assessing the short films.
7. Do a pilot viewing by familiarizing the students with questions they must answer at the end.
8. If the video is only 3 – 5 minutes, repetition is recommended.
9. Reteach or review if the students find the video difficult to understand.
10. Lastly, provide ungraded additional videos to watch for practice and enrichment.

To sum up, videos are a tool for modern technology use, but they are not always appropriate in all ages. Select and teach wisely.

References:
