

## Using Full-Length Feature Films in the Language Class: *The Mighty* (1998)

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Film brings language, situations, and overall visual stimulation and enjoyment that other media cannot. Feature films offer a wider range of subject matter in far greater numbers than do films made for EFL. Any exposure to feature films encourages postviewing discussion, presentation, and creative projects. Writing skills can also be developed and exploited. According to Gareis (1997, p.20), “combining language and visual support, films offer an ideal background for language acquisition as well as endless opportunities for pedagogically sound classroom activities.” In contrast to the highly controlled language presented in course-books, the more authentic texts in feature films are “a good source of natural linguistic input and are useful in promoting cultural awareness...” (Potter and Lenz, 2001). Indeed, as Sherman (2003, p.13) states, movies are “the nearest thing most foreign-language students have to real-life experience of spoken meaning.” This reason alone makes film a very valid and necessary component of foreign language learning.

Using full length films have the following advantages: increased listening input helps prepare learners for real-life communication experiences; exposure to colloquial and culture-specific language (King, 2002); further, a complete film is “more logical, coherent, and motivating for students” (Chung, 1995 in King, 2002). Movies “speak to students’ emotions as well as to their intellect, and allow them to enter an unknown world and experience its conflicts” (Fukunaga, 1998) and present opportunities for them to describe what happens in an extended sequence in

their own words (Stempleski & Tomalin, 2000). Full-length feature films can be used:

1. to stimulate thought and discussion about a complete story
2. to discuss social and human issues
3. to encourage critical thinking
4. to develop prediction skills
5. to present colloquial spoken language
6. to examine cultural differences in attitude and behaviour between the culture(s) presented in the film and the students' culture.

The question of what film to show in class looms largely: what film will students enjoy? what film will achieve the learning goals? what film is appropriate (language and subject matter) for the audience? Films most suitable for class use have a clear story line and good character and thematic development. Sherman (2003, p.16) adds three points about language to consider: speech that is clearly enunciated, is in standard accents, and closely reflects the action. Also very important is that the teacher likes the film, is enthusiastic about teaching it, and thinks it is a worthwhile investment of several class periods. As with any other approach, you will not be able to please every student, but if you can present a film that you think will appeal to the majority and if you can present it in a stimulating, appropriately challenging and rewarding way at an appropriate pace, then students will have a good experience. Film length is a final point: films over two hours long (and even shorter films) may benefit from being edited to more manageable lengths. A movie which is new to most students obviously offers a greater impact because they really do not know what will happen. In the author's experience, films that are rarely known to Japanese college-age students and are of manageable

length include *It's a Wonderful Life* (1946, 130 min.), *White Christmas* (1954, 120 min.), *Twelve Angry Men* (1957, 96 min.), *Guess Who's Coming to Dinner?* (1964, 108 min.), and *Paper Moon* (1973, 102 min.), in addition to the film presented here, *The Mighty* (1998, 100 min.).

Many articles and resources on using film in EFL include tips for using isolated film clips in a variety of ways: sound off, picture off, with/without subtitles/captions, split viewing (Allan, 1995; Cooper, Lavery, & Rinvoluceri, 1997; Davis, 1998; Stempleski & Tomalin, 2001). This paper is different in that it is a detailed section by section teaching plan for *The Mighty* in its entirety. Its primary aim is to exploit the story and the drama. Keeping in mind that students often say that they watch movies to learn English (also noted by Sherman, who notes that “*there is a great desire to understand the words*” [italics hers], 2003, p.119), attention is also given to specific language study in the form of vocabulary presentation, cloze listening, and subtitle-dialogue comparison.

As with any teaching medium, choosing what to focus on (content) is as important as deciding when and how to present it. The range of activities presented below includes previewing, while viewing, and post-viewing activities. All are suitable for false beginner level students. Teachers can adjust to suit higher levels.

The subject for this paper, *The Mighty* (1998), is based on the book *Freak the Mighty*, by Rodman Philbrick (1993). It is an American-made film directed by Peter Chelsom set in Cincinnati which tells the story of two 7th-grade boys, the huge hulk Max, who is labelled “learning disabled,” and Kevin, a small genius with leg braces and crutches who is stricken with Morquio’s syndrome, a terminal illness which retards bone growth. They become neighbours and schoolmates and develop a brief but intense friendship. Kevin introduces Max to the world of King Arthur and together they share adventures (which they call “quests”), their lives, and

their pasts. The story is told in the first-person narrative by Max, which he divides into seven chapters.

This paper outlines the procedure for using *The Mighty* in class. It begins with previewing activities, activities while watching the movie, followed by postviewing tasks, according to the aims outlined in Table 1. This movie has been used in first and second-year conversation and four-skills classes at universities in Japan with student numbers ranging from 6–38. The film is 100 minutes long. Depending on the number of activities that are used and the amount of time students need to work through them, teachers can expect to spend from 4–6 90-minute classes, which includes the time needed to watch the movie once through.

**Table 1: Teaching Aims for *The Mighty***

Teaching Aim	Element(s) in <i>The Mighty</i>	When to address
to stimulate thought and discussion about a complete story	character; drama; humour; plot development; film's message	before, while, and after viewing
to discuss social and human issues	friendship	while and after
to encourage critical thinking	film review; section title meaning; English trailer vs. Japanese trailer; subtitles vs. spoken dialogue; book vs. movie versions	after; before and after; while; after viewing
to develop prediction skills	what will happen next	while and after
to present colloquial spoken language	selected expressions	while viewing
to examine cultural differences and historical references	crime; death; customs (Christmas, school life); legendary figure (King Arthur)	while viewing

Before embarking on the teaching aims addressed in Table 1, the paper describes three activities, (in lesson plan style): the first two warming up activities focus students on the topic of film, tapping their previous experience with and preferences for movies. The third activity is based on a viewing of the Japanese trailer to *The Mighty* (available on the DVD version cited in the reference list). The idea is to move students gradually from their familiar worlds to the unfamiliar world of the target film.

## **Preparing for film study**

### *Activity #1: Favourite Movies*

*Pre-task warmup question (for pairs)* : How do you decide what movie you will watch (at the theatre or at home)?

The following task is based on “Favourite Films” (Stempleski & Tomalin, 2001, pp.17–18).

### *Task*

By yourself: make a list of five of your favourite movies. Prepare two points for each movie to explain why it is your favourite.

In a group of 3–4: Compare your lists. Ask and answer two questions:

What is one of your favourite films? →One of my favourite films is:

Why did you choose it? →I chose it because: (2 reasons)

### *Homework:*

Write your list of five favourite movies.

Then, choose three movies. Write one paragraph for each movie. Give the following information for each:

\*the name of the movie

Start each paragraph like this:

The first movie on my list is xxxxx.

The second movie on my list is xxxxx.

The third movie on my list is xxxxx.

\*when you first saw it (approximately)

\*how many times you have seen it

\*what the film is about

\*who the main actors are

\*what you like about the film (2 points)

*Optional Homework:*

Have students compare their lists with the top 100 grossing films in U.S. box offices. This information is available at various sites online, one of which is MovieWeb (2004). Explain what “highest grossing” means, as necessary. You may wish to assign a question or two about the list which you can follow up on in the next class or have them append to their written homework.

Alternatively go to the American Film Institute’s ranking of America’s 100 greatest movies, available in both Japanese (OG Movie database) and English (AFI.com TV & Events, 2004). You may wish to seek out the availability of other country lists or a list produced in Japan.

*Activity #2:*

This writing and discussion activity moves students more specifically into a discussion of elements of a film. It is based on “Story maps” (Stempleski & Tomalin, 2001, pp.83–84).

*Task*

Write the following on the board for students to copy down:

### Movie Frame

*Movie title:* the name of the film (write in English and Japanese)

*Setting:* The time and place

*Characters:* The names of the main people (if you don't know the names, describe generally: "old man," "little kid" etc.)

*Problem:* a difficult situation that a character has to do something about

*Events:* the main things that happen (just the most important things)

*Solution:* how the character resolves the problem/difficult situation

Prepare a handout with examples for two or three well-known movies, such as *Titanic*, *Pretty Woman*, *Finding Nemo*. It is necessary to prepare this number to ensure that students are familiar with at least one of the films.

First students spend 20 minutes writing their movie frame. Then, they use the information to present their film in groups or to the class. Demonstrated with one of the films on the handout. Students hand in their movie frames for you to read/grade.

## **Introducing the film with pre-viewing information and activities**

### *Japanese Trailer*

A movie trailer is a short advertisement showing film highlights with a voice-over commentary. Some DVDs include trailers made for Japan and North America. It is interesting to compare the two trailers, when available, because they tend to give very different impressions of the film. The same can be said for movie posters made for different countries. To introduce students to the film, it is useful to show the Japanese trailer before watching and save the comparative study for use as a postviewing activity.

### *Pre-task warmup*

*Describing movies (class activity)*: Brainstorm a list of adjectives to describe movies. Suggest that students think of specific movies to generate their list and give some examples to get them started. Give them a few minutes to write at least 5 adjectives, then elicit answers which you write on the board. Have students copy down the list (make a copy for yourself too).

Examples for *Titanic*: exciting, sad, romantic, action-packed, dramatic, emotional, inspiring, tragic, historical, epic, filled with tension.

*Describing your city (in pairs)*: How would you describe the city in which you live now?

Write down 5 words. Then show to a partner and explain why you chose them. Start by saying where you live.

### *Japanese trailer (2'00")*

Watch the trailer and look for answers to these questions:

1. What are the two boys' names?
2. How old are they?
3. Listen to the background music (BGM). There are three song clips: the first one is a Christmas carol (song). The second is instrumental music. The third one is a vocal/instrumental song.  
Describe each song clip. Write three sentences. Example: The first one sounds like ~
4. Is the movie set in the present or in the past?
5. What kind of story do you think it is? Write 2-3 adjectives.

Information: The story takes place in Cincinnati, Ohio, an eastern US industrial and farming state. The story spans one autumn and winter and takes place in the present day. The boys are Kevin and Max and they are

14 years old.

Show opening credits and beginning of film (~2'46") [running time in minutes and seconds on DVD].

The narrator is Max. He mentions two people. Who are they? (answer: King Arthur, Freak)

Ask the class if they have heard about King Arthur. Two texts can be used to explain (see Appendix).

It is important that students have a clear idea about the story of King Arthur and the values that he lived and ruled by, since they feature prominently in the film. The first text is a narrative by Kevin from the book, *Freak the Mighty*, on which the film was based (with a short vocabulary activity), and the second is an encyclopedia entry.

## **Watching the film**

The next section is a chapter by chapter teaching plan. Each chapter begins with a short vocabulary list of relevant vocabulary, which can be given and explained or given and assigned for study and translation before viewing the chapter.

*Tasks for introduction (2'10"-2'46")*

*Dictation task:* Play and replay the segment for students to write this thematic text or do as a cloze activity.

(Max) 'We will be brothers,' said King Arthur. 'And we will fight for all those who ask for help. We will be gentle to the weak, but terrible to the wicked.'

Correction task: Max is not very good at grammar. Rewrite these two

sentences correctly:

It was Freak tol' me about King Arthur.

It was Freak tol' me about everything.

*Chapter 1: Dinosaur Brain (2'46"–26'39")*

*Vocabulary list:* learning disabled; fireworks; knight; quests

*Stop the film at the following points to discuss these questions:*

(5'30") Max is on the bus. The boys are chanting, "Killer Kane, Killer Kane, had a son who got no brain." What kind of boys are they?

(6'30") Where is Max: (i) in reality? (ii) in his imagination?

(8'30") What kind of boy do you think Kevin is?

*Give questions before watching the rest of Chapter 1 (8'30"~26'39"):*

*Look for the answers to these questions. Write them down after you watch Chapter 1.*

1. At the fireworks festival:

(i) Why can't Kevin see?

(ii) What does Max do so Kevin can see?

(iii) Fill in the blanks. (Max) He became my \_\_\_\_\_ and I became his \_\_\_\_\_.

2. What did the police officer, Kevin's mother, and Grim think of what Max did at the festival?

They thought he was \_\_\_\_\_. Why?

3. What kind of boys do you think Kevin and Max are? How do you know?

4. What hint do you get about Max's father?

5. Kevin and Max each have one strong point and one weak point. What are they?

6. Explain the meaning of Chapter 1's title.

*Culture points:*

1. (25'44") Explain the expression that Kevin says to Max, "Rise 'n' shine" (The subtitle is 起きろ.) Rise=get up; 'n'=and; shine=get shining or get to your tasks, like the sun.
2. Grim gives Max a cup of coffee after he comes home from the fireworks festival. Ask students what age people drink coffee or coffee-flavoured drinks in Japan. Explain that in the U.S., coffee is considered an "adult" beverage, generally not for kids.

*Chapter 2: Walking High Above the World (26'40"-47'49")*

*Vocabulary:* It's on the house (おごり); knight (騎士); manhole (マンホール); manhole covered sewer (下水); flashlight/hold a flashlight (懐中電灯); purse/handbag (ハンドバッグ); wallet (財布); principal (校長先生); gym class (体育授業); supper=dinner; do the dishes=wash the dishes

*Give questions for Chapter 2 before viewing.*

*Look for the answers to these questions. Write them down after you watch Chapter 2.*

1. (opening music) What is the mood of this music?
2. (a) The boys' first adventure takes place at a \_\_\_\_\_.  
(b) A man tries to take a young woman's purse. What do Kevin and Max do?  
(c) The shop clerk says "It's on the house." What do they get?
3. Max eats supper at Kevin's house. What does he think of the meal? Why?
4. (31'05"~) Watch the following scene again (at the dinner table). Do not read the subtitles (they are different from the English). This

scene is meant to be humorous. Why is it funny?

Kevin: And what does the fair Guinevere have for dessert?

Gwen: Well, there's chocolate pudding if Merlin agrees to do the dishes.

Kevin: Dishes?

Gwen: Dishes?

Kevin: But knights don't do dishes.

Gwen: In this castle they do.

5. When do the boys' second adventure take place? Where?
6. What do they do? How do they do it? Explain step by step.
7. What is inside the wallet (2 things)?
8. Who comes while they are there?
9. What does Max do to protect them?
10. At the end of Chapter 2, they are playing basketball. What do the kids who are watching think of Kevin and Max now? How did their opinion change from Chapter 1? Why did it change?
11. (a) The way Kevin and Max spend their free time together is different from the way most 7th graders spend their free time. First, explain how they spend their free time.  
(b) How do 7th graders in Japan spend their free time?  
(c) How do you spend your free time nowadays?

### *Chapter 3: Falling Down to Earth (47'50"-61'18")*

*Vocabulary:* parole/be paroled/be on parole; cafeteria; chop suey (a little bit like yakisoba)

Give questions before showing Chapter 3.

*Look for the answers to these questions. Write them down after you watch Chapter 3.*

1. Max goes to the principal's office. What does she tell him?

2. (51'15") At lunchtime in the cafeteria: Kevin eats chop suey too fast and he chokes. He can't breathe. He is taken to the hospital. What does the doctor tell Gwen about Kevin's future?

*Chapter 4: What Came Down the Chimney (61'19–65'42")*

*Vocabulary:* chimney; kidnap

Show the title and the first few seconds where the window to Max's room is banging in the wind. Pause.

*Question:* *What do you think will happen?*

*Watch the rest of the Chapter 4. Look for the answers to these questions. Write them down after you watch Chapter 4.*

1. What special night is it?
2. Why do you think Max's father kidnapped him?
3. Explain what the title of Chapter 4 means.

*Chapter 5: The Shortest Knight of the Year (65'43–81'21")*

*Vocabulary:* squirt gun; chemistry set; H<sub>2</sub>SO<sub>4</sub>=sulfuric acid; soap; vinegar; chili pepper; yield=give in to someone or something

Give questions to Chapter 5 before viewing.

*Look for the answers to these questions. Write them down after you watch Chapter 5.*

1. How does Kevin get to Loretta's apartment? Fill in the blanks. Use these verbs. Put them into the present tense.  
crash; slide; have; drive; walk; hit  
He \_\_\_\_\_ his mother's van, but he \_\_\_\_\_ an accident. He \_\_\_\_\_ the construction signs. So he \_\_\_\_\_ down the hill, but he near the

bottom.

Then, he \_\_\_\_\_ to the apartment building.

2. What does Kevin wear on his head?
3. After he goes inside the apartment building, what does he ask the little girl to do?
4. (a) What weapon does he use to attack Max's father?  
(b) What is really inside?
5. Who says "We shall yield not to you or to anyone." To whom is it said?
6. How many Christmas parties do they have? Where are they held? At the second party, there is a moving silent moment when Gwen looks at Kevin. Kevin cannot bring himself to look at her. What are they thinking about?

*Chapter 6: The Empty Book (81'22"-88'50")*

*Vocabulary:* blank book = book with blank pages (Max calls it an empty book)

Give questions to Chapter 6 before viewing.

*Look for the answers to these questions. Write them down after you watch Chapter 6.*

1. What does Kevin give Max for Christmas?
2. At the end of Chapter 6 Kevin repeats something he said to Max in Chapter 1. Listen and fill in the blanks:  
Every \_\_\_\_\_ is part of a \_\_\_\_\_ .  
All you do is let your imagination \_\_\_\_\_ them together.  
If you have an imagination that is.
3. Max runs to the "research centre" Kevin told him about. But, he finds out that it is not really a research centre. What is it?

*Last Chapter: What Loretta Said (88'51"–95'30")*

*Vocabulary:* neck brace; a drag (slang) = when you are not pleased with a situation or think it is dull. Example: "I hate shopping for clothes. It's a drag."

Give question one before the start of the chapter and play it through to the end.

*Look for the answer to this question. Write it down after you watch the chapter.*

Where does Max meet Loretta?

Go back to the start of the chapter to do the following:

*Scene for comparing subtitles to spoken dialogue (89'35"~)*

As students may already be aware, subtitles do not always match the spoken dialogue exactly. There are several reasons for this, two of which are as follows: First, the length of subtitles is limited to what can fit on the screen and what viewers can manageably read. Second, meanings are sometimes culturally reinterpreted for the audience so they can keep up with the film. The second reason is true in this short exchange between Loretta and Max at the bus stop.

Explain the above to students (or elicit from the class). Show the bus stop scene again. Have students write down the subtitles (four lines of text: 1. Loretta, 2. Max, 3. Loretta, 4. Max).

Then replay the scene with subtitles turned off. Students should listen and write what they hear. (Alternatively, give a cloze script.) Have students compare their two versions and discuss in pairs:

Which lines are the same?

Which lines are different? How are they different?

As a class, confirm first the Japanese subtitles and then the English text.

Both texts are given below. The subtitles for lines 1, 2, and 4 match the English script. The third line is different. Have students translate line 3 into English. Then explain the English line. Loretta thinks that doing nothing is boring and useless. She wants him to think about that, to encourage him to do something, get active.

Give questions 3 and 4. Replay the rest of the chapter from this point to the end.

<u>English script</u>	<u>Japanese subtitles</u>
Loretta: What'cha been doin' these days?	L: 最近何してんの？
Max: Nothin'.	M: 何も。
<i>Loretta: Nothin's a drag, kid. Think about it.</i>	L: 生きることを大切に。
.....	.....
Max: So, I thought about it.	M: ぼくは考えてみた。

3. How does Max change after he meets Loretta? (3 things)
4. Why do you think Kevin gave Max the blank book?

## Postviewing activities

Four optional postviewing activities follow.

### *Activity #1: Short speech*

The Internet Movie Database (IMDB) provides a wealth of information about individual films. Besides plot summaries, reviews, rankings, and technical information, it gives a list of key words for each movie. The key words for *The Mighty* are:

murder; misfit; family; friendship; handicap; KingArthur;

imagination; death; sickness; fireworks; grandparents; quest

One of many ways to use a list like this after watching a film is to randomly assign one word to each student and have them use it as the basis for a short impromptu or prepared speech. Give writing and presenting guidelines as required and add more words to the list as necessary.

*Activity #2: Comparison of English trailer (2'20") with Japanese trailer (2'00")*

Some of the same scenes appear in both trailers, but the mood, the music, and other points are different. First review your answers to the questions about the Japanese trailer viewing activity (pre-task warmup). Watch both trailers a few times. Fill in the chart.

<i>Question</i>	<i>Japanese trailer</i>	<i>English trailer</i>
How does the camera move: closeups or longer shots?		
Actual dialogue from the movie: a little or a lot?		
Are there knights or no knights? How many times do they appear?		
What kind of music: fast? slow? quiet? energetic?		
What is the overall mood: happy? sad? other mood?		
Why do you think the two trailers are different? Explain in detail.		

*Activity #3: Writing a letter to a character*

Give letter writing guidelines with the format you expect students to follow and the following instructions:

Choose a character from the movie and write him/her a letter. You are not writing to the actor, but to the character (i.e., Max, Kevin, Gwen, Grim, Killer Kane).

Use the following format:

Date
Dear xxx,
Start with: I recently watched...
Then, make 2–3 comments about the movie/the character.
After that, ask the character a question about themselves.
Finally ask the character what he/she plans to do in the future.
End with: I look forward to receiving your reply when you have time.
Sincerely,
xxx

As an alternative, have the students leave off the addressee's name and when they bring their letters to class they can show to other students who guess who the letter is to. Before handing it in, they should add the addressee's name.

*Activity #3: Character sketch for Max*

What kind of person is Max? Give evidence from the movie to explain. How does he change from the beginning to the end of the movie? What causes him to change?

*Activity #4: Responding to questions in writing*

Assign one or more of these general questions for homework.

1. What did you learn from this movie?
2. Was there anything you did not understand? What is it?
3. Was the ending appropriate? Why/why not? If you didn't think it was suitable, how would you have ended it?
4. What is a memorable scene? What happened? Imagine you are writing to someone who is familiar with the movie but has not watched

this scene yet: give detailed information about where, who, what happened in the scene. Why is it memorable?

## **Conclusion**

As society continues to become more visually and technologically dependent, the presence of visual stimulus and input that comes from feature films and other media will become more and more of an expectation, particularly of students, who are as well informed (and perhaps more informed) about tech-driven entertainment as anyone. Language students also appreciate the window that feature films offer on languages, cultures, and lifestyles that are geographically beyond easy reach. Greater use of films (in their entirety or in part) presented in a pedagogically sound way can fulfill the above.

Using full-length films for study in class requires a commitment of time and effort from the teacher to choose and prepare appropriate film and language activities. Internet and print resources provide plenty of support and teachers can soon develop a bank of ideas that can be used with different films.

The field is still wide open for further research and investigation. First, it would be interesting and useful to survey students on their current approach to studying English through films. What are their learning goals when they sit in front of a screen? How exactly do they study language through films on their own? What do they get from watching feature films? With this kind of information at hand, teachers can better satisfy students' learning goals and help them get more out of watching films.

A second area to be explored is the availability, applicability, and value of accessing and using English captions to assist language acquisi-

tion. Video and DVD equipment enabled with closed caption decoders and software containing captions appear to be available, at least in some parts of the world. Lin (no date) conducted a series of surveys with students in China on their preferences for various subtitling while studying films. She found that viewing with bilingual subtitles (English and Chinese) together with the English audio was rated by students as an effective way to understand both the story and the dialogue. The availability in Japan of the necessary hardware and software needs to be investigated and experimented with in classes of a range of levels to test its effectiveness with Japanese students.

In any case, teachers are encouraged to watch more films and to consider how they can be effectively used in class. As a language and culture learning tool, film media and feature films are definitely here to stay. And when teamed with activities that encourage critical thinking and help students develop their abilities to actively view and use the language presented, they are sure to be a success.

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## Appendix

*The Story of King Arthur, as told by Kevin to Max (Philbrick, 1993, pp. 16–17)*

“King Arthur was the first king of England, way back when there were still dragons and monsters in the world. Arthur was this *wimpy* little kid, an *orphan*, and there was this magic sword stuck in a big stone, okay? The old king had died, and whoever could pull the sword from the stone proved he was the next king. All these big tough *dudes* came from all over to *yank* at the sword and they couldn’t *budge* it. One day [Arthur] tried it when nobody was looking and the sword slipped out like it was stuck in butter.”

“So, he was the king, this little kid?”

Freak nods, ....

“Arthur’s magical sword is called Excalibur, and the Fair Guinevere is this

pretty girl who becomes his queen. 'Fair' in those days meant the same as 'beautiful' does now. Anyhow, Arthur got bored just sitting around, so he invited all the knights of England to come live in the castle. They all ate supper at this round table, which is why they were called the Knights of the Round Table. Every now and then King Arthur would send them off on a special secret mission, which in the old days they called a 'quest.' They had to *slay* dragons and monsters and evil knights....”

### *Task*

Match the words in the story (a-f) with the meanings on the right.

- |            |                           |
|------------|---------------------------|
| (a) slay   | — weak and small          |
| (b) wimpy  | — someone with no parents |
| (c) orphan | — guys, men               |
| (d) budge  | — pull hard               |
| (e) dudes  | — move                    |
| (f) yank   | — kill                    |

## **King Arthur** (Arthur, 2004, Microsoft Encarta)

Microsoft® Encarta® Online Encyclopedia 2004

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Arthur, legendary king of the Britons in ancient times, and the major figure in Arthurian legend. Arthur expelled foreigners from Britain, brought peace to the country, and established a kingdom based on justice, law, and morality. He held court at his castle at Camelot and instituted an order known as the knights of the Round Table. Eventually his realm crumbled, and his illegitimate son Mordred grievously wounded him in

battle. Many versions of Arthurian legend say that Arthur will someday return, when he is again needed by Britain.

### *Legend*

Arthur is the son of King Uther Pendragon and the lady Ygraine (who was married to Gorlois, the duke of Cornwall, when Arthur was conceived). After Arthur is born, the magician Merlin gives him to a man named Hector (also called Antor) to be raised with Hector's son, Kay. Arthur grows up as a commoner, but then he alone succeeds at a test devised to choose Uther's successor: Arthur draws a sword from a stone (or, in some versions of the story, from an anvil).

Because of his humble origins, Arthur must overcome strong opposition from the British nobles to his royal claim, but eventually he is crowned. To help him in his task of leading Britain, he receives a great sword, Excalibur, offered by a hand that rises mysteriously from a lake. To defeat Britain's enemies, Arthur undertakes a series of wars, conquests, and invasions. After Arthur completes these, Britain has a long period of peace and security. Arthur sets up the Round Table as a meeting place for his knights. The shape of the table ensures that all who sit around it are equal in status.

Arthur meets and marries the lady Guinevere, but she and Lancelot, one of Arthur's favored knights, eventually fall in love, and their relationship divides Camelot. The ruin of the kingdom is hastened by the quest for the Holy Grail, the sacred cup used by Jesus Christ at the Last Supper. However worthy an enterprise the quest may be, it takes Arthur's best knights away from court and leads many of them to their deaths. Once Arthur discovers Lancelot and Guinevere's love affair, his own system of justice requires that he condemn his wife to death. Lancelot rescues her, however, initiating a war between his forces and those of Arthur and the knight Gawain.

During the conflict with Lancelot, Arthur learns that the Romans plan to attack him. He fights and defeats them, but at the same time his illegitimate son (or, in some texts, his nephew), Mordred, tries to usurp the throne. Arthur then battles Mordred in a terrible conflict on Salisbury Plain that leaves many knights dead. Arthur kills Mordred, but before dying, the young man gravely wounds the king.

Facing death, Arthur orders one of his knights (Bedivere or Girflet, depending on the story) to throw Excalibur into a lake, so that the sword cannot fall into the wrong hands. Versions of the legend differ about Arthur's fate thereafter. Some say that he dies and is buried, others tell that a boat (usually containing a number of women, including Arthur's half sister Morgan le Fay) takes him away to the island of Avalon. Many works promise that Arthur will return when Britain again needs him to subdue the nation's enemies and to bring peace and security to the land.

# 外国語の授業での映画の使い方： The Mighty (1998)

マクレガー ローラ

映画は言語、状況、そして全体的な映像の刺激と娯楽を英語の教室に提供するが、これは他のメディアではできないことである。映画は、話し言葉と書き言葉の能力を高め、語彙を増やし、議論や学生のプレゼンテーションや他の創造的プロジェクトを活性化する。さらに長編の映画を全部見せることで、学生は社会的人間的諸問題を考え、批評眼を養い、文化的違いを知るようになる。

授業でどのような映画を見せるかはむずかしい選択である。学生が喜ぶ映画はどれか？学習目標に役立つ映画はどれか？言語や内容が適当な映画はどれか？一般に授業にふさわしい映画は、ストーリーがはっきりしており、人物がよく描かれ、物語の展開があるものである。ストーリーに合った明快な言語で、学生が見るのに適した内容である。また、教師がその映画が好きで、学生に見せる価値があると思うものでなければならない。

本論文では映画 The Mighty を、大学レベルの英会話・4 技能育成クラス（少人数クラス及び大人数クラス）で見せるときの指導方法を述べている。映画を見る前の練習、鑑賞中の練習、及び見た後の練習を紹介し、他の映画にも簡単に応用できるようになっている。英語の授業で長編映画を見せることを勧めたい。