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## **VIDEO AS A VALUABLE AND EFFECTIVE CLASSROOM TOOL IN TEACHING ENGLISH**

Language teachers have been using video in their classes for decades and there are a number of reasons why it is an excellent teaching and learning tool.

First of all, learning from video is motivating and enjoyable. Motivation is one of the most important factors in determining successful second-language acquisition. Video is an integral part of students' lives so it makes perfect sense to bring it in the language classroom.

Secondly, video provides a source of authentic and varied language: examples of English used in "real" situations outside the classroom, particularly interactive language of real-life conversation. Video exposes students to natural expressions and flow of speech. If students don't live in the natural English-speaking environment perhaps only video can provide them with the real-life language input. Video enables learners to understand more by interpreting the language in a full visual context. Video assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide focus of attention [2].

There are many things teacher can do with video clips. The activities involve pre-viewing, while-viewing and post viewing tasks:

1. Vision off / Sound on.

Students view a scene with the sound turned off. Then they predict the content of the scene, write their own script and perform it while standing next to the screen. After the performance students watch the scene with the sound and decide which group was the funniest or the nearest to the original.

Harmer [1, p. 310] suggests a variety of viewing techniques when using films and videos in listening activities, including: a) Silent viewing (playing the video without the sound); b) Freeze farming (freezing the picture and asking the students what they think will happen next); c) Partial viewing (covering most of the screen with a piece of paper); d) Picture or speech (half the class watches the video while the other half faces away); e) Subtitled films (students see and hear the English language); f) Picture-less listening (listening to the audio before watching the video).

#### 2. Observe and write.

Students view a scene (this always works better if there is a lot of happening) then write a newspaper article on what they have witnessed. Pre-viewing and while-viewing tasks allow them to work on new vocabulary, while post-viewing task gives them plenty of practice on past tenses. Good for intermediate learners.

#### 3. Video dictogloss.

This follows the dictogloss method of dictation and can easily be adopted to video. Students watch the scene a few times and write the main words and short phrases that a particular character says. Each group is given a character and is encouraged to listen and exchange information. This usually works better if there are two characters in the scene. While working with someone from different group students write the script for the scene, incorporating both characters. As they will not have managed to write down the whole script from the listening exercises they will have to use their imagination and fill in the gaps. This gives learners an excellent opportunity to work on grammar.

#### 4. Watch and observe.

This is a good lesson for lower levels because students only have to focus on a minimum of spoken dialogue. Students watch a scene from a film which has lots of things that they can see and therefore write in their vocabulary books. You can teach and test your students' vocabulary by asking a series of true/false questions or giving them a task to put a series of events in the correct order.

#### 5. Video as a listening tool – pronunciation.

In some listening exercises we must concentrate on specific dialogue to enable the students to learn. It is necessary to challenge them to listen when dealing with features of pronunciation. Videos provide a good source of authentic listening material for the practice of pronunciation and can be used accordingly [3].

Video can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communication skills. For example a whole film or

a sequence of video clips can be used to practice listening and reading skills, and as a model for speaking and writing. Video can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role-plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of video: further-length films, short sequences of films, short films, video clips and adverts.

Thus, given the benefits of using video in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus.

Until quite recently it was difficult to find pedagogically sound video material to help students improve their knowledge through watching it, and teachers had to spend hours to create their own material. However, with the advent of internet, there is a wealth of online resources now for both language teachers and their students.

For the language teacher, YouTube may be nothing less than one of the best sources of material the language classroom has ever seen.

The link below is for the site offering free online video clips designed for ESL classrooms. The clips are designed to make everyday English accessible to learners at the elementary level. The speech is authentic, the diversity of American accents and other English-speaking countries is extremely rich, but it is broken down into universally recognized structures from the simple to the more advanced. The material is authentic, the language is real, but this reality has finally become manageable, i.e., usable for students working alone, and a godsend for teachers [3].

#### **Literature**

1. Harmer, J. The practice of English language teaching. 4<sup>th</sup> ed. / J. Harmer. –Harlow, UK: Pearson Longman, 2007. – 442 p.
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3. McKinnon, M. Teaching technologies: Teaching English using video. Reference material / M. McKinnon [Electronic resource]. – Mode of access: <http://www.onestopenglish.com/methodology>. – Date of access: 07.08.2016.