

TEACHING ENGLISH USING VIDEO

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ABSTRACT

Video is a great resource to use in the classroom and there are a number of ways to exploit it to create motivating, memorable classes with a high level of language production. The researcher wants to find out if students' skills can be improved by using videos in the classroom environment. This article focuses on analyzing effective ways of teaching English using videos in the classroom.

Keywords: video, tool, movies, television, student, classroom, communication, effective, films, visual, audio.

Video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved.

Video as a listening tool can enhance the listening experience for students. Teachers very rarely hear a disembodied voice in real life but as teachers constantly ask students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable. However, teachers can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures and others, that our students can observe in a video clip, provide an important visual stimulus for language production and practice. Video is a great resource to use in class and there are an endless number of ways to exploit it to create motivating, memorable classes with a high level of language production [1].

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

There are a number of good reasons to use video in adult classrooms. Video combines visual and audio stimuli, is accessible to those who have not yet learned to read and write well, and provides context for learning. For English language learners, video has the added benefit of providing real language and cultural information. Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

Videos can be stimulating to adult learners. Many videos are based on stories, which are enjoyed by almost everyone and particularly favored in some cultures. Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read [2].

Many excellent videos are produced as entertainment for native English speakers, they generally present real language that is not simplified and is spoken at a normal speed with genuine accents. These videos include movies, television programs, and news broadcasts. Additionally, using authentic videos in the classroom can provide opportunities for learners to

evaluate a medium that they use in their daily life. This is important because, just as learners need to develop critical literacy skills in order to analyze what they read to distinguish fact from fiction or to identify an author's position on a topic and compare it to their own, they also need to be able to do this with what they see and hear, i.e., with films and television programs [3].

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

Another benefit of using video is that it provides a source of authentic and varied language. Video provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Video exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only video film and television can provide learners with this real-life language input.

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

The benefits of using film 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 film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students.

Videos are a powerful tool in helping English language learners improve their language skills. They provide the learner with content, context, and language. Videos will play an increased role in providing ESL instruction to students in the classroom as well as in self-study situations. However, regardless of the quality and sophistication of videos, when they are used in a classroom, in distance learning, or in combination of the two settings, the teacher's guidance is key in facilitating this medium to improve adult language learners' communication skills.

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