

THE UTILIZATION OF ENGLISH VIDEOS IN ESL TEACHING AND LEARNING

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Abstract: The main attention of the article is focused on the benefits and goals of using authentic video materials for language learning and teaching, as well as the advantages of using videos at the English language lessons.

Key words: audio-visual materials, technology, authentic, video, curriculum

Annotatsiya: Maqolaning asosiy e’tibori til o‘rganish va o‘rgatish uchun autentik video materiallardan foydalanishning afzalliklari va maqsadlari, shuningdek, ingliz tili darslarida videolardan foydalanishning afzalliklariga qaratilgan.

Kalit so‘zlar: audio-visual materiallar, texnologiya, autentik, video, o‘quv reja

The continuous technological progress influences the teaching process significantly every year. It is no longer possible to teach English only with the help of course-books and handouts. Therefore, teachers need technologies relevant to the teaching learning situation. If the educationalists want students to be technologically equipped, all the changes and preparations ought to be done within the curriculum, institute and teaching organization.

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Arthur, many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching

process, learner use his eyes as well as his ears; but his eyes are basic in learning. River claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means. But it is necessary to mention that it has some problems;

The key problem that technical students, who study English, face is that they often do not understand the concepts or processes, even related to their specialty, which they listen to or read about in the foreign language classroom. Mainly this happens due to the lack of visual presentation. Not every student has vivid enough imagination to relate the concept they read about in English to the one they have already studied at professional lessons conducted in their native language. This is exactly the case when the English language teachers need authentic videos, or audiovisual materials, at their lessons at technical universities. It is necessary to mention that materials are defined as authentic when they are intended for some other use besides language learning.

Taking into account physical differences in the neuronal networks of brain, it is essential to familiarize students of technical specialties with a vast range of learning strategies with help of videos. They can promote verbal and visual, i.e. linguistic and spatial, learning styles. According to R.A. Berk, verbal / linguistic learning constitutes reading, speaking, listening, as well as writing, whereas visual / spatial learning happens during seeing, imagining, creating mental pictures, etc.

Multiple studies on the application of videos at the English lessons prove their effectiveness, and thus, many scholars recommend using this activity on an ongoing basis. In C. Canning-Wilson’s research, students’ preference for increased use of authentic videos at lessons is revealed, whilst other researchers state that audiovisual materials can also improve students’ understanding of specific subject matters and contexts. There are such benefits of using authentic video materials for language learning and teaching: giving samples of any sphere of real-life in the process of the classroom study; helping students focus on the language skills they actually need and ignore skills they may not need for their job or studies; inspiring students and stimulating language learning: they are more interesting than specially prepared ones.

Students will desire to watch presented videos even if their comprehension is insufficient; focusing on meaning instead of forms or structures of words and expressions. Students acquire a foreign language when they activate their background knowledge of the world and its concepts, discourse, as well as the language system. I. Cakir claims that by employing videos at the English lesson “students contextualize the language they have learnt”.

The best quality of any video, being a programme or a (part of) movie, is grabbing the viewer’s attention and evoking different emotions, so that everybody will definitely remember what he / she has watched and, at the same time, subconsciously enrich English vocabulary, consisting of lexis used on the video.

Authentic video aids can be used at the English lesson to: attract students’ attention; motivate and inspire; provide content and information; illustrate a concept (new or previously presented); relate content to real-world applications (graphic examples of the use of studied processes or technologies); serve as an impetus for learning activities (especially in the collaborative form, i.e.

This team-oriented study prompts deep learning, helps to improve students’ multiple skills (leadership; artistic, speaking and technical skills, etc.), and thus, increases the success of every student, which proves that there is a connection between the media and the students’ intelligence.

A positive learning environment is a crucial aspect of an effective lesson. It may be created only with the help of a qualified foreign language teacher, who is an enthusiastic, good classroom manager, sets high expectations for their learners, and establishes trustful relationships with the students. Taking into account the fact that most universities, especially technical ones, do not possess big, if any, collections of video materials in English, relevant to students’ specialties, the English teacher should find and prepare the lessons’ audiovisual aids on his/her own. The researcher R.A. Berk mentions the most appropriate sources from which to select videos for a university’s foreign lessons: Movies (or their fragments) based on cult classics, Oscar winners, as well as most recent and popular ones; TV-programmes, apt for the university age

groups of people and their specialties; YouTube videos (corresponding to the students’ specialty and the topic of the lesson) that are top-rated or most often viewed. For each lesson or topic, a teacher should choose a suitable video that would be a meaningful adjunct to the teaching-learning process. In order to do so, the following criteria of video selection must be taken into account: socio-demographic characteristics of students (age, level of the English language knowledge, etc.); the structure of a video (length, authenticity, relevance to the lesson’s topic, number of characters on it); mental and ethical influence on the viewers; genre.

The advantages of using videos at the English language lessons at technical universities are the following: to grab students’ attention and focus their concentration on the topic of the lesson; to generate interest in the auditorium and stimulate communication in English; to produce catchy visual images; to enhance students’ imagination; to improve attitudes toward content and study; to increase understanding and memorization of studied content; to allow freedom of expression, and serve as a stimulant to teamwork in the auditorium; to embolden and galvanize students; to make study fascinating; to decrease anxiety or fear of speaking English in the class.

The prepared aids can be presented at the lesson with the help of a notebook or special equipment in the multimedia class. It is important to remember that videos viewing in the auditorium should differ from a typical passive television watching. There are numerous ways of implementing videos at the English lesson. The mentioned below are the basic ones, but others can be added if needed:

Select a video or a fragment of a movie / programme etc. to introduce to students a concept or process, which is to be studied;

Provide students with guidelines or discourse questions so that they understand what details to pay special attention to during the viewing;

Briefly introduce the video to emphasize the goal;

Play the video or the fragment;

Stop the video at any point to highlight some moment or replay the audiovisual aid for a particular in-class activity;

Set a time for reflection on what was seen;

Organize an active learning activity to interact on certain issues or concepts in the clip;

Promote a further discussion in small and/or large groups concerning the watched material.

In order to reach the lesson’s objectives, it is necessary to create a sequence of interrelating activities (opening, sequencing, and closing) .

At the opening stage a teacher can ask questions to develop ideas related to the topic or assess the students’ background knowledge of a particular process or concept, concerning their specialty; use brainstorming and debates; ask students to write a brief test, but the best way to attract students’ attention is to show a video or a short fragment of some movie or programme related to the lesson’s theme.

It is vital to bear in mind that valid lesson transitions help maintain students’ attention and establish a link between the exercises. Thus, activities of the sequencing part of the lesson should be skilfully connected with the video presented in the opening part. Another audiovisual material may be added at this stage as well, which will further expand the understanding of the topic and facilitate faster achievement of the lesson’s goals.

Videos may also play a vital part at the final, closing, stage. They can help sum up what the lesson attempted to accomplish; comprising the vocabulary studied at the lesson, showing it in action, and thus motivating students to continue studying English for Specific Purposes, as long as they can see that it is applied in the real, “living”, language used by native speakers, who are their future colleagues in the scientific sphere they tend to become experts at.

In conclusion, it must be said that the use of authentic videos is becoming more and more indispensable at the English language lessons at technical universities. Audiovisual materials help not only create clearer understanding of what students are learning, but also noticeably improve their English vocabulary, getting examples of the use of the studied words and expressions in their authentic environment, i.e. in the

“living” language. And what is more important, videos help to create confiding and calm atmosphere, and, as a result, establish successful collaboration of students, as well as the teacher-students relationship.

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