

THE USE OF VIDEO IN FOREIGN LANGUAGE TEACHING CLASSROOM

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language.

The investigation of using audio and video technologies in educational process can be found in the works of Y. Fedorenko [2] Y. Verysokina [1] T. Yahunova [3]. Scientists note that the use of video promotes the formation and development of communicative competence, increases motivation of language learning and it is an inexhaustible source of educational material.

Being a rich and valuable resource, video is well-liked by both students and teachers [10, c. 45]. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes.

According to the opinion of psychologists using video materials in educational process greatly improves final results and encourages students to communicative activity. Using fragments of videos, we urge to action visual and auditory centers, which, in turn, affect the process of learning and memorizing of the material. Video materials make the lesson interesting, increase the motivation of learning a foreign language, give the opportunity to work with authentic samples of foreign language [1;3].

Using authentic materials for learning a language is very helpful for those learners who do not have access to real life situation for learning the language. One the most available authentic materials for the learners who learn English outside the English speaking countries are the films.

The extended context of the films can be helpful for students to improve their comprehension and to practice listening and speaking [4; 6]. P. Arcario [5] and J.Lonergan [12] point out that the extended context, interesting content, rich visual imagery, and often exaggerated actions and gestures of film provide students with multi-sensory input that is close to what they would find in real-life communication. Such visual input is engaging and motivating to learners, and because of film's many contextual clues, helps students' comprehension of the language used in the film [8, c.420].

Another benefit of introducing authentic content through film is that it provides a focus for discussing language and culture [4; 6; 9]. Cultural aspects of the film, such as customs and humor, or culturally specific use of language, such as idioms, could be discussed with learners, or learners could exercise their powers of observation to inductively learn functional use of language. All in all, watching films can help learners to:

- Improve listening skill.
- Improve pronunciation(specially word stress and sentence stress).
- Review already learnt words.
- Learn new words and idioms.
- Learn cultural points.
- Have exposure to different language styles, from the most formal to slang.
- Update their language with regard to the latest changes in every day English.

Films can be used as a middle way to fill the gap between the passive classroom and live communication. Film will help students to experience a more active kind of communication similar to that of live communication. Film can be a good model for learners for role playing in classroom; can increase cultural awareness; can minimize learners' stress when practicing listening skill; can help learners to have exposure to varieties of English. Moreover, film can stimulate and motivate learners' interest.

It is an undeniable fact that video is one of the best materials that enables students to practice what they have learned through various techniques. As C.Canning-Wilson [7] describes video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. In other words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Moreover, as previously slightly mentioned, paralinguistic features such as facial expressions or hand gestures provide aural clues of intonation. The learners can also see the setting of the communication on the screen, so they can clarify whether the situation is formal or informal.

Methodologically speaking, watching video films should be different from passive television viewing. So, the teacher should encourage the learners to watch the films actively, by using the supplementary materials, such as worksheets prepared by him or supplied with the films. The learners should participate in the activities, if possible, they themselves set up some projects in the target language, by recording their own activities such as speaking, interviewing, reporting etc. Shortly, the role of the learner is not to be a passive viewer but an active member in the triangle of the video, the teacher and the learner.

To reach successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in FLT. When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing [11].

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 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 English language learners' communication skills.

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