

## VIDEO IN TEACHING ENGLISH AS A SECOND/ FOREIGN LANGUAGE

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### ВІДЕО У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ЯК ДРУГОЇ ІНОЗЕМНОЇ МОВИ

**Чередніченко Г.А., Шапран Л. Ю., Куниця Л. І.** Ця робота спрямована на використання відео, яке є одним з найбільш інноваційних засобів в сучасному процесі навчання, критерії відбору відео та опис етапів організації відео-класу. Ключові слова: відео, навчальний процес, вибір відео

### ВИДЕО В ПРЕПОДАВАННІ АНГЛІЙСЬКОГО ЯЗЫКА КАК ВТОРОГО ИНОСТРАННОГО ЯЗЫКА

**Чередниченко Г.А., Шапран Л.Ю., Куниця Л.И.** Эта работа направлена на использование видео, которое является одним из самых инновационных средств в современном процессе обучения, критерии отбора видео и описание этапов организации видео-класса.

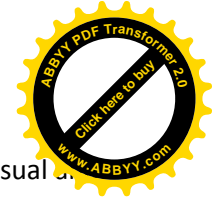
**Ключевые слова:** видео, учебный процесс, выбор видео

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**Galina Cherednichenko, Liudmyla Shapran, Liudmyla Kunytsia.** This work focuses on using video, which is one of the innovative means in modern teaching process, criteria of video selection and description of stages of organizing a video class.

**Keywords:** video, teaching process, video selection

Changes in the educational system of Ukraine and achievements in the spheres of theory and practice of teaching foreign languages demand the renovation of educational technologies. The main points of teaching must be communicative approach and personal creative work of learners during the educational process. One of the innovative means in modern teaching process is video.



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.

Specialists suggest that teachers think of using a video as a three-part lesson, including pre-viewing, viewing, and post-viewing activities.

«Before presenting the video», the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video. Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered.

«While learners view the video», the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher.

«After viewing», the teacher should review and clarify complex points encourage discussion, explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos.

To sum up, 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 increasing role in providing ESL/EFL 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 English language learners' communication skills and knowledge of the target language culture.