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THE EFFECTIVENESS OF VIDEO MATERIAL IN ENGLISH COMMUNICATION TEACHING

S Nowadays typical programs and basic textbooks in Ukraine are not sufficiently aimed at achieving the goal and methodological supply of the content of students' education, which necessitates the revision of the content of foreign languages teaching. Little attention is paid to the use of modern information technologies. In this context, the development of methods for teaching students foreign-language communication using video material and ICT (Information and communication technology) is relevant and up to date.

This research work deals with the English communication teaching using changing the form of conducting lessons, information and communication technology. The teaching program of the dialogical speech for the students is developed taking into account the psychological features of students, age peculiarities, nature, and specificity of dialogue, as the type of speaking activity. The special attention in the research is paid to the use of video material at the lesson as it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language. Communication teaching is based on the conceptions of the communicative and cognitive method of teaching English, didactic and methodical principles of teaching.

Key words: the content of teaching; critical thinking; dialogue production; ICT; the problem-dialogical method of teaching; videomaterial

Ефективність відеоматеріалів у навчанні спілкування англійською мовою

A Нині типові програми та базові підручники в Україні недостатньо спрямовані на досягнення мети та методичного забезпечення змісту навчання студентів, що зумовлює необхідність перегляду змісту навчання іноземних мов. Мало уваги приділяється використанню сучасних інформаційних технологій. У цьому контексті розробка методики навчання іноземною мовою студентів із використанням відеоматеріалу та ІКТ (інформаційно-комунікаційних технологій) є актуальною та актуальною.

Дана дослідницька робота присвячена навчанню спілкування англійською мовою шляхом зміни форми проведення уроків із використанням інформаційно-комунікаційних технологій. Програму навчання діалогічного мовлення для учнів розроблено з урахуванням психологічних і вікових особливостей учнів, характеру та специфіки діалогу, як виду мовленнєвої діяльності. Особливу увагу в дослідженні приділено використанню відеоматеріалу на уроці, оскільки очевидно, що використання відео є великою підмогою для вчителів іноземної мови у стимулюванні та полегшенні вивчення мови. Комунікативне навчання базується на концепціях комунікативного та когнітивного методів навчання англійської мови, дидактичних і методичних засадах навчання.

Ключові слова: зміст навчання; критичне мислення; постановка діалогу; ІКТ; проблемно-діалогічний метод навчання; відеоматеріал

Problem statement. These days it is necessary to develop the skills of formation of leadership and other personal qualities that contribute to the future social realization of a creative person and high-level specialist. In higher education institutions the main criterion for working with students is the practice of their creative potential development and the establishment of special programs and teaching materials to teach students the ability to communicate. These programs should differ from typical ones in a quality manner. But this difference should not be made by increasing the amount of training material, the pace of learning, the use of more complex tasks. To improve such programs it is necessary to include a link of problem generation in the process of teaching students [7].

The purpose of the article. The problem-dialogical method of teaching corresponds more fully to this requirement. It implies the ability to conduct a problematic dialogue, during which the students independently discover the general idea. This method of teaching provides high cognitive motivation of students and requires constant teacher creativity.

Analysis of recent research and publications. The expediency of using video material in the educational process has been studied by such scholars as E. Sawyer, M. Shevchenko, S. Williams and others. In particular, Ismail Sakir described the possibilities and experience

of integrating video and films into the educational process. I. Svyrydenko and J. Kravets investigated the concept of “SMART-technology” in the scientific and pedagogical literature and summarized its definition as a powerful and multifunctional learning tool that considers the temperament and curiosity of students, has a set of technological procedures that ensure the quality of the student’s communicative activity and guarantee the final result [10].

In their further work these authors have presented their own vision of the use of authentic video materials at the German language lesson. The authors highlighted certain stages of work, which are characterized by certain forms of tasks. In developing an experimental program of videomaterials use during the lesson, the authors rely on the hierarchy of goals as a condition for maximum adaptation of the developed methodology to the educational process. The development of foreign language communicative competence without the use of video materials is rather doubtful, because video materials provide those important functions and tasks that are necessary for the formation of this competence. These aspects are important while selecting videos for the lesson accessibility, availability of tasks for videos. The main emphasis should be done on communicative and productive exercises. The use of video in foreign language lessons is necessary not only to improve

the language, but also for the cultural enrichment of adolescent [9].

Y. Hrytsenko considers that the wide application of information and communication technologies in the educational process, especially the use of photo and video materials contributes to the fact that students learn new material quickly and easily [4]. Scientists D. Vedmedenko, E. Vdovina studied the didactic potential of using short films in the process of learning English by students in terms of developing their communicative competence. T. Kharchenko, N. Gostishcheva, M. Tkach described approaches to teaching foreign languages using English-language films such as «Basic Teaching Techniques», «Cs and Ss», «Tell Me», considered the issues of control and self-control in language learning through short films and developed outlines of English lessons using short films [2].

F. Mackimight offers scenarios for working on a short film, which includes working with sound, photos and video [3]. Having analysed publications on the practical use of video material in the English language classroom, we have concluded that the proposed approaches are effective in English communication teaching.

Statement of the goals and methods. The main aim of this article is to study the effectiveness of using video material to prepare useful lessons to improve the success of students in English communication teaching. One of the main tasks of teaching students English communication is the development of skills and abilities to express their thoughts in a dialogical form orally and in writing, to observe, study, copy, reproduce and creatively apply video material. We are lucky to live in the age of digital technology. ICT is a force that has changed many aspects of our live. ICT has been used worldwide to help people in business, trade, marketing, science, education and others [3].

Presentation of the main material. As technology modernizes every day, teachers of English are becoming more and more interested in using multimedia sources in their EFL (English as a Foreign Language) lessons. Authentic videos in English are among the types of multimedia aids. Clips from feature films or, corresponding to students' specialties play the most beneficial role in education, especially at technical universities.

Due to the video material English language lecturers can not only make the work in the class more diverse but demonstrate visually a device, process

or technology, which the students come across in their textbooks or handouts provided by the teacher. Moreover, when students watch authentic videos in the EFL lesson, they have a complete and unabridged immersion in the English language they need to know in order to work according to their specialty in the future, with all the neologisms, idioms, and special phrases that often cannot be seen in textbooks.

Languages are not fixed but constantly changing, so is the media: television, radio and newspaper which are an extraordinarily rich source of language in use. The great tendency towards the use of ICT and its integration into the curriculum has gained a great importance. Particularly the use of video has received increasing attention in recent studies on using technology in education [6].

Video material has many benefits in teaching English. For example, ICT is a powerful tool in presenting information in many different ways. It can make the class more interesting and lively. The learners feel more relax working with the various topics and tasks, and they also become more active, because they learn by applying the technology to a task rather than by being directly "instructed" by the technology [5]. Moreover the result of the questionnaires analysis showed the highly positive attitudes of students towards the use of video in learning English. Particularly, we use visual material in foreign language teaching classrooms because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for teachers in stimulating and facilitating the target language [6].

No modern language studying can do without communication practice. Speaking about using newly-learned foreign terminology is obligatory for the transfer of knowledge from the short-term to the long-term memory, which is the one that is responsible for the students' extensive foreign language vocabulary, and contributes to easier communication in professional activities in English.

Dialogues are the essential part of oral speech alongside monologues. Thus, it is crucial in English lessons to teach students of technical universities the fundamentals and the particularities of dialogues production. A dialogue can be defined as a discussion between two or more people or groups, especially one directed towards exploration of a particular subject or resolution of a problem [1]. It is often described as a cooperative, two-way conversation with the goal of exchanging information and building relationships.

One of the most convenient ways to teach dialogues production in English is via films, i.e. authentic movies, since dialogue speech can be found there in excess. As a bonus, in addition to the presentation of dialogue construction and production, terminology corresponding to the students' specialty can be taught simultaneously. In case of students of technical universities, the number of English lessons per week is limited, so film dialogues can be presented as sets of clips from films that are of particular importance to the English language teaching process. In a feature film, dialogues have numerous aims: 1) advancing the plot of a narrative and creating its tone, making the storyline interesting, enjoyable and realistic; 2) revealing the characters' personalities, some aspects of which may not be understood otherwise; 3) exposition of the background or past events.

When teaching dialogues production in the ESP (English for Specific Purposes) lessons, the clips of the Hollywood films may play the roles of: 1) basis (a topic presentation); 2) support (being seen as an example while fulfilling conditionally communicative tasks of receptive-reproductive and productive character); 3) stimuli (being presented to encourage students to communicate in English, thus developing their speaking skills with the help of conditionally communicative and communicative-productive tasks) [2].

To teach both dialogues creation and specific terminology using film clips, the following tasks can be used:

1. Putting together disjointed fragments of the film dialogue. The English lecturer chops the transcript of a film dialogue, and each student is to take one piece. After the previous part (line) of the dialogue has been heard, they need to decide whether their piece can go next, and so on until the last one.

2. Blank space. It is particularly useful for new terminology studying. Students are asked to insert missing words or short phrases into gaps in a movie dialogue's transcript. The level of complexity can be increased by elimination of indication where exactly the information is absent.

3. Misspelled words. The English lecturer adds a certain amount of misspelled words in a movie dialogue's transcript. Students will need to examine the dialogue while looking for these words and so they will remember the dialogue's structure subconsciously.

4. Production of their own dialogues. After learning the structure and the rules of dialogues creation and production, as well as seeing the examples in the form of transcripts from films, students create their own dialogues on the lesson's subject in pairs or small groups. It must be highlighted that studying dialogues creation and production should be done concurrently, while communication in the form of a dialogue in the English lesson should be as close to the real life as possible. Knowing that discussion of some issues, both general and professional, can be quiet long-lasting, the main element at which the attention should be paid in the lesson is vocabulary expansion. A student may know the rules of dialogues creation (lines order, necessary grammar to make different types of sentences, etc.) but if they have limited knowledge of lexis, including linking words, the chances of a dialogue development become minimal.

Teaching English via video material has some more benefits. Video shows students 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. 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. A ten-minute program can be useful for more advanced students [6].

The forms of control of the learned material are various tasks. Quizzes, colloquium, writing tests and other tasks can be conducted in group and individual mode. The basis of the teaching students English communication using video tasks are principles of continuity and long-term benefits. At each stage, the student approaches his independent cognitive-communicative research from viewing, perceiving and translating texts to their analysis, making their own statements, creating micro and macro dialogues, their speech in discussions, debates, presentations of a project, etc.

An important element of this methodology is the development of a system of exercises aimed at developing communicative competence of students. In choosing the educational video material, the

following criteria should be taken into account: 1) gradual, purposeful complication of tasks based on background knowledge and acquired skills and abilities of students; 2) equal alternation of variations of exercises; 3) educational and methodical expediency of using video material in the creation of dialogues; 4) the communicative significance of the text.

When choosing the material for students, the following factors should be considered: 1) cultural (the focus of texts on the formation of communicatively developed and educated youth); 2) thematic-content unity (a combination of the theme of the text of the video with its content, relevance and novelty, communicative orientation); 3) psychological (development of students attention, memory, thinking and other psycho-biological processes).

The system of video exercises should be developed in accordance with the concept of teaching methods, which is based on reproductive and productive means of knowledge acquisition and development of skills and abilities of dialogical speech taking into account the psychological characteristics of gifted students of this age. In the problem-dialogical methodology, students are offered the exercises that mark the place and form of realization, the subject, the degree of cognitive activity, the criterion of communicativeness.

Among the methods of teaching students English communication using video tasks should prevail independent work, search and research approaches to the acquired knowledge, skills and abilities. The control over their training should stimulate in-depth study, systematization, classification of educational material, transfer of knowledge to new situations, the development of creative elements in their learning. Consequently, the method of teaching students English communication with the use of video tasks is aimed at developing the acquired knowledge of dialogical speech taking into account new achievements in improving the cognitive and communicative skills of students with video material. The peculiarities of this method include the combination of communicative and cross-cultural approaches in the teaching dialogical speech. Such an integrated approach deepens students' knowledge of foreign communication, improves their ability to perceive, comprehend, analyze and practice the use of dialogical speech skills.

In order to develop students' high-level communication skills, an EFL lecturer needs to organize a productive vocabulary studying and teach

students to think critically in English. Authentic videos are the key aids for such tasks: they provide new vocabulary and may serve as the basis or encouragement for discussion, which includes each student's critical thinking. Among the groups of students that benefit from using videos, the most are engineers and others with a technical or scientific orientation. These are specific interest groups, who have either advanced or intermediate level [11].

Critical thinking can be defined as the objective analysis and evaluation of an issue in order to form a judgement [12]. It is connected with quality thinking and gives students an opportunity to communicate with others in a more skilful way, obtaining new knowledge, and dealing with different ideas, points of view, and attitudes. In all these areas language plays a central role.

According to R. Nickerson and S. Schafersman's theory, the person who thinks critically is characterized by abilities 1) to concise and coherent organization and expression of thoughts; 2) to ask appropriate questions; 3) to make judgement suspension if there is no satisfactory evidence to support a decision; 4) to gather relevant information, efficiently and creatively sort it through the data; 5) to predict the likely consequences; 6) to select and use application of problem-solving techniques; 7) to come to reliable conclusions [7].

The process of critical thinking consists of several stages, which are called "a stairway" while they are developing progress steadily upwards in order of complexity: 1) understanding (processing and trying to comprehend what the information heard or read is about, i.e. the gist); 2) applying (employing new information, for instance, doing comprehension-checking tasks or answering questions); 3) analyzing (students become more critical of the oral or written text, analyzing it and its main point(s)); 4) evaluating (students have isolated arguments and views on the video and start to evaluate the validity and relevance of the data, as well as assess how much of the information is fact supported by evidence); 5) reating (students create something using gained knowledge: express their opinions basing on the facts they have studied during the lesson or do a team presentation including arguments for and against the issue presented in a film or a scientific program and their own conclusions) [8; 4].

Thus, when working with authentic videos in the EFL class, students of technical specialties can start

thinking critically right at the beginning of the lesson pondering over the possible issue depicted in the movie or program, its effects and outcomes, or some other elements. This can be done when the teacher provides their students with stills, pictures or some other helpful aids that suggest an idea prior to the viewing. If necessary, those can be accompanied with vocabulary lists containing an explanation of new terminology needed.

Conclusions. To sum up, dialogues play a vital role in the everyday life, during studying, and at professional communication in English at work. Therefore, communication should receive special attention in English teaching and be practiced regularly particularly at technical universities. After studying the fundamentals of dialogues creation and required terminology, students need to develop their skills constantly to be prepared for the real-life conversation in the future, the variety of words and phrases of which is big, and tempo is fast. Thus, authentic movies, video-clips and training video films are indispensable: actors have different accents and speech speed, produce various types of dialogues on numerous topics, some of which are relevant to the lessons' ones. And most importantly, there are no right or wrong points of view while discussing issues shown in films, so students will be less stressed and more interested in entering into a dialogue with the fellow students.

Further prospects in this direction. Using authentic videos in the EFL classes becomes a good incentive for the creative capabilities of Ukrainian teachers and a serious impetus for the further development and improvement of educational process. There is also no doubt that the most diverse methods of presentation of language material are effective directions for solving important problems in conducting EFL classes. They provide an opportunity to develop analytical abilities, student ingenuity and competence, have significant educational potential, and are also a means of increasing motivation to study English, as they create conditions for the practical application of knowledge and develop self-education skills.

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