

METHODOLOGY OF USING VIDEO FOR TEACHING ENGLISH

Annotation. The article «Methodology of Using Video for Teaching English» deals with the problems of video films' usage on the lessons of English. Creation and application of Methodological Materials for working with this film at the English lessons has been analyzed. Examples of tasks and the system of exercises to the film are shown. These Methodological Materials give the opportunity to use the film at the lessons, as well as for work at home. The authors consider the work aimed to demonstrate the efficiency of such methodology.

Key words: foreign language, methodology, video film, system of exercises, methodology of usage.

Formulation of the problem. It is well known that video is one of the very important tools for teaching a foreign language. It can be a stepping stone to motivate our students, to ease the process of learning, to fun and to study actively. But very often we use video without special tasks, just films or fragments for students to listen without communicative activities. Such approach decreases the importance of this necessary tool. Sometimes it is rather difficult to find video not only with special topic, but with the system of exercises. Also we must remember potential pitfalls with video. “Many authentic videos are quite long and complex, and viewed as a whole might be overwhelming to beginning and even intermediate language learners. You will need to find ways to make the task manageable for your students. One such way is to focus on just a segment of a longer video. But when you use a segment, watch out for two problems: (1) Be careful not to use a segment which is too long for your students to process, and (2) provide enough context so that your students can understand what's going on in the segment you selected. Another way to make video manageable is to give your students a clear task to carry out while watching the

video. But make sure students are clear on what task you want them to perform while watching/listening” [1].

Analysis of recent studies and publications. The problem of audio and video materials was studied by such authors as Ternopolskiy O.B., Fedorenko Y.P. [2], Verisokin Y.I. [3], McKinnon M. [4]. They wrote about effectiveness of such materials usage but according the specially created method guides. First of all it is necessary to cut up videos into different sections to make them manageable. “While this breaks the continuity of the film, it allows the teacher to provide learning support and activities while at the same time diminishing the feeling of being overwhelmed by the language” [5].

All the authors identify three types of activities that can be used to teach with movies. The first one is Pre-Viewing Activities or “Before you watch”. These activities serve to set a scene, activate student knowledge about the context of the scene, practice key vocabulary, and inform them of their expectations.

The second is While-Viewing Activities or “While you watch”. These activities focus students’ attention on visuals, specific language, general ideas, gist, and so on.

The third one is Post-Viewing Activities. These activities have students answer comprehension questions, practice predictions, and focus on speaking through role plays and other activities [5].

Other authors are sure that “if video materials are used as a part of an active learning strategy, they can have a major impact by presenting the same target structures and vocabulary in a new medium that allows for more repetition of the target language before learner attention is diverted or lost” [6].

Video is “an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. It offers a chance for language learners to test their comprehension in situations that cannot be otherwise realistically recreated in the classroom” [6]. Video materials can give learners a chance to show that they understand language. Video materials have the potential to maximize students’ natural abilities to acquire, process, and otherwise

utilize their knowledge. Moreover, they can be used to actively engage students in the learning process. Students can be encouraged to take on the role of the educator through active learning techniques [6].

Because of all these reason it was decided to create methodological materials to the film which coincides with the most topics of our course of English for students of Economical Department. They were created for learning English, but had no methodological materials to work with. It is divided into lessons-situations, but every lesson was additionally divided into three parts. The fact that there are 21 consecutive lessons in the course helps to avoid the problem of interest decreasing. It is possible to use one video-lesson every time. Also it is very important that the topics of the course coincide with the plan of the course and students not only watch video but can use obtained knowledge, activate it.

The aim of the article is to show the methodology of work with video course “Business English Portfolio” according to the method guides [7] and to show the results of its usage at English classes.

The main material. Video course “Business English Portfolio” consists of 21 lessons. Similar exercises were created for each of 21 units of the course. The activities involve pre-viewing, while-viewing and post-viewing tasks. Every lesson was divided into three sequences. The exercises were divided into three groups according to scientific recommendations. The first group of exercises is pre-viewing. Students read the list of given words and work with them. They find the correct meaning for given words in the dictionary and complete the sentences below with the words retaining the same meaning as in the video and translate them. The second group is “While you watch (sequence one)”. After watching the sequence it is necessary to match «Who said that». Students are proposed to match the characters in the story to the comments. After that they have to write a sentence giving their opinion of each of the characters in the episode and compare ideas with the rest of the class. After watching sequence two without sound it is proposed to answer which of the things students SEE in the office and to tick them. After watching the sequence again it is proposed to define if the given sentences are correct. After watching

sequence three students have to arrange facts in the order they appear in the fragment and to define whether the sentences are true or false.

“After you watch” activities are to choose the right variant, to answer the questions and to role play the situations. After that it is proposed to tell the story as different characters.

Preview

Talk about these characters. Where are they? What are they doing? What might they be saying or thinking?

Before you watch

1. Use your dictionary

Find the correct meaning for given words in the dictionary.

The post, in-tray, stationery cupboard, Sales and Marketing Director, to be on the Board, Head of Administration, Head of Sales, Marketing Executive, photocopier, experience, R&D=Research and Development Department, the Board, Board room, range of products, to report to, a prototype

2. A good way to learn new vocabulary is to use it in new contexts. Complete the sentences below with the words retaining the same meaning as in the video and translate them.

1. She has 10 years _____ in the job.

2. When you start work here, you will _____ Mrs. Franklin.

3. The highest executive body in a company is the Executive _____ (or _____ of Directors).

4. The company tries to expand _____ of consumer goods.

5. _____’s responsibilities are: determining the best strategies and tactics to achieve objectives of the department, monitoring consumer and market, researches, promotional campaigns and public relations.

6. My application was lost in _____.

7. Place where you can store writing and other office materials is _____.

8. In _____, there are three sub-departments – Mechanical Engineering, Electronics, and Software Engineering – which are involved in developing new products and modifying existing products to meet customer demands.

9. We have a management team that includes myself, Domonique Faurineux, the _____, Jean-Francois Reinauld, the Finance Director, and, of course, Jacques Mardelet, who is the Production Director.

10. I'm responsible for the effective work of my _____.

While you watch

SEQUENCE ONE

1. Watch the sequence.

1. Matching «Who said that?»

Match the characters in the story to the comments. Write (E)Edward Green, (G) Geraldine, (K)Kate McKenna, (J)Jenny Ross, (B) Don Bradley in the appropriate boxes.

1 Good morning. Bibury Systems. Can I help you?

2 What is Kate's job?

3 This is the Marketing department. This is my desk... And this is your desk. Let me take your coat.

4 Ah, yes. Edward. Hello. Welcome to Bibury Systems, Marketing department.

5 Where does she fit into the company structure?

6 Here is the company structure.

7 Hi!

8 I'm the Head of Administration in the Marketing Department. My boss is Don Bradley. Well... our boss is Don Bradley!

9 I'm sorry. R&D?

10 (over the telephone) Excuse me. Hello, ... (over the telephone)

Compare your ideas with a partner's. Watch again and check your answers.

2. Impressions. Write a sentence giving your opinion of each of the characters in the episode.

Example:

Edward Green - *He's intelligent.*

Derek Jones, Edward Green, Geraldine, Clive Harris, Kate McKenna, Jenny Ross, Don Bradley

Compare your ideas with the rest of the class.

SEQUENCE TWO

1. *Watch the sequence without sound. Which of the things do you SEE in the office? Tick (✓) the boxes.*

- 1 fax machine
- 2 Telephone
- 3 PC
- 4 capet
- 5 stationery cupboard
- 6 coffee machine
- 7 curtains
- 8 photocopier
- 9 air conditioner
- 10 adjustable chairs

Watch your sequence with sound and check your answers.

2. *Watch the sequence*

Who does what? Write correct (C) or incorrect (I) in the boxes.

Correct the factual mistakes.

- 1. Jenny Ross is the Head of Administration in the Marketing Department.
- 2. Edward Green is new Marketing Executive.
- 3. Kate McKenna is Head of Sales.
- 4. Don is Sales and Marketing Director
- 5. Kate McKenna is on the Board.
- 6. Kate reports to Don.
- 7. Edward Green reports to Jenny Ross.

Watch again and check your answers.

SEQUENCE THREE

1. Watch the sequence.

Arrange these facts in the order they appear in the fragment. Work with a partner. Put these events in the right order by numbering the boxes 1-8. (One event did not happen).

Derek Jones showed to Edward a new electronic toy.

Edward proposed to add glasses for the design of a toy.

Edward was introduced to Kate McKenna, the Head of Sales.

Don Bradley said that he didn't like the design of the Big Boss.

A young man came into the office and introduced himself as Edward Green.

He came to see Don Bradley.

Jenny Ross and Edward went to R&D Department.

Jenny Ross said Good morning to Geraldine.

Don Bradley said «Hi, Edward. Welcome to Bibury Systems».

Clive Harris said Good morning to Jenny and asked how was the weekend?

Jenny Ross offered Edward to show the department.

2. Define whether these sentences are true or false. If they are false, give the right variant.

1. Edward Green wants to be a new Marketing Executive at Bibury Systems.

2. Geraldine was told to show Edward Green the department.

3. Jenny Ross is the Head of Administration in the Marketing Department.

4. Jenny Ross offered to Edward a cup of coffee.

5. Managing Directors Don Bradley .

6. Edward Green has no experience.

7. Don is Sales and Marketing Director and is on the Board.

8. Bob and that's Pete are Research Executives.

9. Elecronic toy is a pro type of a new product.

10. Don Bradley likes the design of Big Boss.

Watch again and check your answers to 1 and 2.

After you watch

1. Test yourself. Choose the right variant a, b or c.

1. A new electronic toy is called.....
a) Edward b) Big Boss c) Big Boy
 2. Jenny Ross is the in the Marketing Department.
a) Head of Administration b) Head of Sales c) Marketing Executive
 3. New Marketing Executive who starts today is.....
a) Edward Green b) Derek Jones c) Don Bradley
 4. The Sales and Marketing Director is
a) Edward Green b) Derek Jones c) Don Bradley
 5. The receptionist's name is.....
a) Jenny Ross b) Geraldine c) Kate McKenna
 6. There is noin the office.
a) photocopier b) coffee machine c) air conditioning
 7. Kate McKenna reports to
a) Derek Jones' b) Don Bradley c) Edward Green
 8. Don Bradley doesn't think that Edward Green is
a) experienced b) well qualified c) intelligent
 9. Don Bradley thinks about new electronic toy that it is .
a) brilliant b) angry c) funny
 10. Derek Jones has a team ofpeople.
a) sixteen b) six c) ten
- 2. Answer the questions:*
1. Who is Edward Green? Why did he come to see Don Bradley?
 2. What is Kate McKenna's position in the department??
 3. Who is on Board in the Marketing Department?
 4. What is Don's position at the company?
 5. Who does Kate report to? She reports to Don Bradley.
 6. What is Don Bradley's opinion of Edward Green?
 7. How is the Marketing department furnished and equipped?
 8. What is Big Boss?

9. How many employees are there in Marketing Department? Who are they?
10. What is structure of the company Bibury Systems?

Watch again and check your answers to 1 and 2.

3. ROLE-PLAY

Practice introductions and carry out role play between

1. Clive Harris and Jenny Ross
 2. Jenny Ross and Geraldine;
 3. Don Bradley and Edward Green.
- 4. Tell the story as if you were*
1. Edward Green
 2. Geraldine
 3. Don Bradley
 4. Jenny Ross

Conclusions. The usage of Business English Portfolio video course with the methodological materials at the English lessons showed the effectiveness of these materials, rising of the students' interest to the English language, improving of their knowledge. The structure of the methodological materials is helpful in mastering the language, training of listening, comprehensive and speaking skills. It is recommended to use these methodological materials for second and third year students of Economical and Management Department. It is also necessary to create new materials according to the sample.

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