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Using TV shows, online videos and video podcasts in the English classrooms

Abstract. This article deals with the problem of using TV programs and video podcasts and the system of working with authentic films to form the communicative competence of students in English classes. The author notes that the use of video materials and TV programs in foreign language classes offer unique opportunities for teachers and students in order to form socio-cultural competence as one of the components of communicative competence in general. This article focuses on the relevance of the use of audiovisual method in the process of learning English and describes the situations in which the use of this method is expedient. Conditions that contribute to improving the efficiency of the method in teaching English language are also touched upon. The author believes that the effectiveness of the use of TV programs and videos in teaching speech depends not only on the exact definition of its place in the learning system, but also on how well organized the structure of video classes, how consistent learning opportunities video with learning objectives. Based on the studied materials, it was found that television programs and video podcasts also provide students with realistic conversation and dialogues that help to improve listening skills by offering a wide range of accents for students to hear. As a key proof, the article uses some types of work with video materials and TV programs in English classes. The author comes to the conclusion that the use of video materials contributes to the implementation of the most important requirements of communicative methods.

Keywords: online movies and video podcasts, authentic material, stimulate, motivation, listening habits, comprehension skills.

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The educational system of the Republic of Kazakhstan has been undergoing drastic changes in recent years due to the reforms that suggest radical shift towards its integrating into global communities of research and practice. The general reforms in the Kazakhstan educational system is based on not blindly adopting particular international models, but on creatively and critically synthesizing and adapting global models to our own domestic needs and capacities. Current developments in global integration and international cooperation, increasing professional and academic exchanges have stimulated great interest of the state and the community in foreign languages. In today's global environment, more and more people are studying languages in an ever-wider variety of settings, and the demand for competent language teachers is strong. The use of new information and teaching techniques is considered to be the basis of teaching and learning. There is a growing need in seeking new methods and new technologies. That's why what we teach and how we teach are of equal importance. When we mention new techniques we mean classes using multimedia means, TV, Interwhite Board, video production, debates, role plays brain-rings and others.

In recent years, English language teachers have benefited from a growing body of research that describes how learning strategies can help students improve their acquisition of the language. Scholars and teachers agree that motivation is crucial in language teaching. One well-known way to arouse student's interest can be achieved by bringing something extraordinary and new into the language class.

One of the best ways to educate students across all skills is via the means of television, online movies and video podcasts. Videos are one of the richest authentic materials because of the context, visuals, sounds, and variety of themes they provide. While many teachers and parents are probably under the impression that their child or student is not learning much when watching TV, in the right circumstances a TV show or a news bulletin can provide a fun alternative to regular classroom activities.

Especially among teenagers and young adults, different kinds of movies and cartoons, comedy films, educational and entertainment programs, documentary films about customs and traditions of different countries can be used efficiently for this purpose. Entertainment programs and movies are usually funny; therefore, applying them to methodological purposes will have the same effect as using games in teaching English – it brings a cheerful atmosphere into the class. They not only amuse and interest students; there are plenty of other reasons to use them in education. The fact that these programs are visual also contributes to improving communicative competence. In a movie, life-like situations and expressions are used in spoken, colloquial language: for instance, idioms, reduced forms, slang, and expressions that require shared cultural knowledge. Consequently, TV shows, movies and video podcasts help students to deal with spoken and even informal language, preventing them from sounding “bookish”, as students might when they are only exposed to written, formal language. Another advantage of the visual nature of TV programs and online videos is that they show the gestures and the body language of the characters. This contributes to the development of communicative competence, which includes nonverbal communication [1].

Here are some activities for teaching English with movies, TV shows, and online videos:

1. *Fill in the Blanks*: Students watch the movie. Before watching the teacher prepares a part of the script and blank out some of the words for students to listen and complete. To make this activity a little more challenging the teacher can ask the students to guess the word or phrases that have been blanked out using the context around it; and to make it simpler he can provide the first letter of the word or phrase or just provide options in a box for students to choose from.

2. *Spot the Word*: Another fun listening activity is to give the students a set of words or phrases that they have to listen for and check them off on a handout. This can be even set up as a bingo card and students can yell ‘Bingo’ when they have them all.

3. *Spot the Still Image*: The teacher can provide the students with a set of still images from the movie and as the scene takes place they must let you know they’ve recognized it. This is ideal for lower level students and to ensure they pay attention while watching.

4. *Match the Dialogue to the Character*: The teacher gives the students a dialogue that has been mixed up and they have to match the sentences to the characters who say them. An extension to this activity would be to ask the students to pretend to be those characters and read out the dialogue trying to imitate the way the characters speak. This extension can actually be applied to many other activities and it helps develop fluency and intonation.

5. *Silent Watching*: This activity is to watch a scene without any sound and ask students to guess what is happening and why. For more advanced students they can even be challenged to guess what the characters are actually saying and re-create the dialogue. As an extra challenge, you could ask them to read the lines they created as the movie plays silently. This is a great activity to help develop more speaking fluency through practice.

6. *Comprehension*: When watching a full movie, or full episode, comprehension questions in short answer form or multiple-choice form can help you check how much the students understood. Even students who are not good at listening skills tend to do better with movies or TV shows because the context helps them to comprehend more.

7. *Write a Summary or a Review*: You can ask students to write a summary in order to recommend the movie to their friends; or to write a review pretending to be a critic. Ideally you could let them read some reviews of other movies so they can understand the style in which to do it [2].

Our experience suggests that, if appropriately exploited, TV news and video podcasts can bring authentic content to the classroom, especially in the English as a foreign language environment, where it may not be easy to meet and talk with native speakers of English. English TV shows and online movies are authentic, and using authentic material is very important in language teaching and learning. It has several advantages, among which is the fact that if students comprehend a genuine text successfully, that can motivate them and build their confidence. However, it should be noted that the difficulty of the language presented to the class should be matched with the level of the students; otherwise the use of authentic materials will only frustrate them.

Teaching a language through content is more efficient than teaching the structures of the language out of context. Furthermore, it is well accepted that language is better acquired where the focus is on interesting content, and radio can certainly provide interesting content. In EFL settings, where authentic materials are scarce and students are rarely exposed to the natural pace of native speakers of the target language, the TV and video podcasts can be a valuable source of input and highly relevant to language acquisition. Online programs on every aspect of life are available, making the medium particularly useful for content-based foreign language instruction. From the video podcasts, teachers can draw content about any topic or theme of interest to learners. Thanks to the Internet and different websites, English teachers can now download the scripts of various listening passages, select any program on the site of a native-speaker TV channel (Kazakh TV, National Geographic, Discovery Channel, BBC, British Council, www.eslvideo.com; <http://www.bbc.co.uk/learningenglish>; <https://learningapps.org/>). Where these technologies are not available, teachers can order a free schedule of programs and tune in to select programs, and record them in the traditional way. Of course, the content shouldn't be used passively; students should be assigned genuine and relevant tasks to do while listening.

It goes without saying that teaching material needs to motivate and stimulate our students. It also goes without saying that our students need a variety of engaging tasks that will drive forward their knowledge of language. In over twenty years of teaching, we have come across plenty of excellent books that achieve these aims, but we have yet to find one that achieves these aims and makes our working life easier at the same time.

Below are samples of the many activities that can be organized around TV programs and video podcasts at the Economics and Law Departments of Karaganda State University. All can be adapted to meet specific needs.

Activity 1:

Level: Pre-intermediate

Material: English Movies. Documentary films. Video podcasts. CCTV news. CNN and BBC news.

Before demonstrating or listening

On the blackboard, write a list of key words and word combinations of the watching or listening passage. Ask the students to guess what the passage will discuss. Give the students a script of an English language passage that they are about to hear or to watch. The script should include spaces where words are missing. Below the script, provide definitions for the missing words. Ask the students to read the script and definitions. Tell them that as they listen to the recording, they are going to fill in the blanks in the script.

While demonstrating or listening

The students now watch or listen to the passage with the aid of the script. Thus the vocabulary is explained through context as the students watch or listen to the passage. After that, give the students a list of definitions for other vocabulary, but this time in random order. Play the remainder of the program without giving the students the benefit of a script and have them identify the words defined in the list. The absence of a script requires further concentration in order to recognize the words and match them with their corresponding definitions.

After demonstrating or listening

To ensure that the students can use the words they just learned correctly in context, have them create sentences using the words.

Activity 2:

Level: Intermediate or upper intermediate

Material: TV news. Podcast interviews.

Many TV news and video podcasts feature interviews with politicians, scientists, movie actors, singer, statesmen and other people well known in their fields. Such interviews are excellent for helping students practice listening and speaking skills. The choice of interview topic should reflect the learners' interests, and the pace and length of the passage should reflect their abilities. Kazakh TV, BBC, CNN, CCTV news is a good choice for students because it features guests discussing highly motivating current issues.

Before listening

Before listening to TV news or online documentary broadcast, ask the students what kind of public figure (politician, singer, athlete, actor) they would like to interview if they were journalists. Then ask them what type of public figure they expect to hear in the taped interview they are about to listen to.

While demonstrating or listening

Play and replay the question asked by the interviewer until students understand it. Then ask the students to guess what the interviewee's answer would be. Have the students compare their answers to the actual answer given by the guest of the program, ensuring that all students have an opportunity to participate in discussing the answers.

After listening or watching

After playing or showing several of the interviewer's questions, you may organize a general discussion about the theme of the interview or about the difficulties the learners faced in understanding the speech or in anticipating the answers [3].

Activity 3:

Level: Intermediate and Upper intermediate

Material: Interviews, speeches, drama, video production.

Before demonstrating or listening:

To help the students achieve comprehensible pronunciation of English, have them listen to sequences from English-language TV or online programs that exemplify natural speech. Choose sequences containing specific linguistic issues that usually hinder a learner's understanding of rapid speech, such as liaison, assimilation, and elision. Say a sentence or two in rapid speech that includes some of the aspects of pronunciation you would like to teach, and ask the students to transcribe what you said. Then write the sentences on the board and ask the students to say which difficulties they faced in the transcription. Then explain that in rapid speech words are pronounced according to the words that surround them. When aiding a foreign language student should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and decode it. Not all the students can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing students' skills in auding 1) linguistic material for auding; 2) the content of the material suggested for listening and comprehension; 3) conditions in which the material is presented. Drill exercises are quite indispensable to developing students' skills in listening comprehension. The following tasks may be suggested to draw students' attention to what they are auding:

- Listen and try to grasp the main idea of the film. You will be asked questions later on.
- Listen and try to grasp the details. You will have to name them.
- Listen and make a plan of the story.
- Watch the part of the movie and try to finish it (think of the end of the film).
- Watch the movie or video podcast. We shall have a discussion on it. etc.
- Ask a few Wh-questions (who, what, when, where, why) and start a discussion about the subject you are going to be dealing with in the listening phase.

While listening or watching

Play a short sequence and ask the learners to write it down as they listen. Play the sequence as many times as necessary to increase the students' understanding of it. Then give students the script of the actual spoken passage and write on the board the features of pronunciation that misled them.

Play the sequence again to give the students additional opportunity to notice the pronunciation of those features. Sometimes it helps to give students a phonetic rule [4].

Choose an interesting video program with a special end, such as a consequence, opinion, or solution to a problem. Write the script for the first part of the program and design comprehension activities around it. These activities, which may include answering questions, anticipating, judging whether statements are right or wrong, or working on difficult vocabulary, are designed to help the students understand and get involved in the passage.

When students understand the first part of the video, play the remainder of the video and have the students take notes as they listen. If the passage is interesting, the students will be motivated to listen carefully to it because they will be eager to discover how it ends. Help them with short answer questions if necessary.

After demonstrating or listening:

Have the students work in pairs to create dialogues in which they include the aspects of pronunciation they just learned. Then have them practice the dialogues, speaking as rapidly as possible to produce natural speech.

As a post watching and listening task, have the students write a summary of the entire passage, combining its two parts. If the passage is a short story or otherwise arouses feelings, have the students describe the kinds of feelings it aroused in them. Expand the discussion initiated at the beginning if it seems useful to do so. Our students like to discuss films and news after watching them. They comment on the events, express their opinions, discuss what parts they liked or disliked and explain the reasons, argue with each other and try to prove their points of view.

When we hear the word technology, most of us think of computers and of students using software programs, the Internet, and e-mail for language learning. We can also use many other media that can be equally educational and stimulating, including video technology. Student find video work exhilarating and enjoy watching their own productions for pleasure and for analysis of their language skills. Students watch movies as part of their classes. Care should be taken, of course, to select material that is appropriate for the students and the setting. Before the students start watching the film in our class we conduct a free association activity. For this exercise, we select a visual such as a poster, magazine picture, photo that is related to the theme of the selected work. Students sit in a circle and share what they think or feel when they see the picture [5].

Vocabulary development is another integral part of class work following a watching assignment. We vary activities: vocabulary discussions, vocabulary card games, and group activities focused on vocabulary development. Students keep vocabulary journals of unfamiliar words they find interesting or important. They share the journals in small group sessions, determining which words they want to use for the vocabulary games and which for some of the vocabulary development group activities. We also conduct other group activities that are not vocabulary oriented but instead focus on content. Working in small groups as a homework assignment, students create plot summaries and character sketches, conduct role-playing based on situations from the text, or design surveys to be administered to native speakers.

If the students read the novel which had been made then into a movie, before watching the movie version, we conduct the video project. When video project is finished, we turn to the movie adaptation of the novel. Previewing activities for the film adaptation include questions about a possibly different ending for the movie; predictions on how literary techniques, such as first-person narration or inner monologues, might have been translated into film; and discussions about choices of actors, set design, music, and other elements of filmmaking. During the viewing of the movie, we take time out for language learning activities, such as guessing dialogues, completing scenes (with video stopped at suitable intervals), and fill-in-the blank exercises. After viewing the film, we compare the book and the film, write film reviews, enact a movie critics' debate. Then the students give presentations or write essays on their views and findings.

We can use TV-shows and online video to make our teaching creative and interesting. Video production provides several benefits to students. Video productions are not only fun and exciting, they provide a range of opportunities for language learning. Thus, students practice all language skills and apply authentic language use to a variety of team-oriented, problem-solving tasks. Video production also allows students to choose roles – crew or cast – according to their interests and talents. Crew members enjoy the hands-on experience and interaction within the team. And students with acting roles can try out personal and cultural identifies different from their own, thereby possibly overcoming inhibitions and shyness in speaking the foreign language. A final benefit of these types of activities is that besides building pronunciation and grammar proficiency, they also help improve students' listening. Television programs also provide students with realistic conversation and dialogues, which aid listening skills by offering a diverse range of

accents for the students to hear. Another advantage is that the majority of TV programs use relatively simple language; otherwise they provide the viewers with a clear explanation. Television can be used in a number of ways to add that all-important element of depth to your class. Podcasts are a great resource for listening comprehension material in your ESL class. Most of them are relatively short, so you can easily give a listen on your own, before your students arrive, and come up with a few comprehension questions for your students to answer after they listen [6].

In my English classes I usually use the websites www.eslvideo.com and kahoot.com, www.oxfordonlineenglish.com. Students listen and watch different online documentary films and movies, do grammar assignments on different topics: e.g. *Global warming, Booking a flight, The Afghan Girl, New inventions* and etc.

In social networks, such as online: V Kontakte, you can find a lot of movies in English. Learnenglishfeelgold.com provides excerpts from movies and cartoons for listening and watching, and quiz-tests for understanding. Exercises on famous phrases from movies can be found at <http://michel.barbot.pagesperso-orange.fr/hotpot/movies.htm> interesting news and shows can be found at the dailyshow.com there are also old movies online that you can watch for free — for example, <http://feeds.feedburner.com/mp4>. People also share movies on en.yappr.com watch on TV-for example, on the Internet there are many sites that have links to foreign TV programs in English, which often broadcast movies [7].

Despite the fact that the lesson of watching the film is very interesting in its essence (it gives the opportunity to hear genuine English speech from the lips of native speakers, allows you to better understand the culture of the country being studied, to expand the horizons of students), it is quite difficult in terms of training for the teacher. It is necessary to choose the “right” film, the teacher must take into account the age and interest of students, moral standards, etc. Classes of this type should be conducted systematically, but not more than once a month in order not to lose the interest of students to watch and condemn the film.

In his seminal work on video in language teaching, Jack Lonergan notes: “The speakers in dialogues can be seen and heard; other participants in the situation can be seen. The language learner can readily see the ages of the participants; their sex; perhaps the relationships one to another; their dress, social status, and what they are doing; and perhaps their mood or feelings. Further, paralinguistic information, such as facial expressions or hand gestures, is available to accompany aural clues of intonation.” Indeed, all of these advantages of the video medium can be tied back to the subject of our conversation: culture [8].

In conclusion we can note that using authentic video might serve ideally as the bridge between linguistic content and cultural information in a lively and engaging context. Current applications of Internet and web technology might further serve to promote effective and efficient use of video media to the end of teaching language and culture seamlessly. The effectiveness of the use of the video depends not only on the exact definition of its place in the learning system, but also on how well organized the structure of the lesson and how consistent educational opportunities of the video with the objectives of training.

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**Ағылшын тілі сабақтарында
телешоу, онлайн бейнефильмдер және бейнеподкастерді пайдалану**

Аңдатпа. Бұл мақалада студенттердің ағылшын тілі сабақтарында коммуникативтік құзыреттілігін қалыптастыру үшін бейнематериалдарды, телехабарлар мен бейнетаспаларды пайдалану және түпнұсқалы фильмдермен жұмыс істеу жүйесі қарастырылады. Автор шетел тілі сабақтарында бейнематериалдар мен телебағдарламаларды пайдалану жалпы коммуникативтік құзыреттіліктің құрамдас бөлігі ретінде әлеуметтік-мәдени құзыреттілікті қалыптастыру мақсатында оқытушылар мен студенттер үшін бірегей мүмкіндіктер ашатынын атап өтті. Қарым-қатынастың мазмұндық жағынан басқа, видеоподкастар мен онлайн фильмдерде оқиғаның орны, сыртқы түрі және нақты жағдайдағы қарым-қатынас қатысушыларының бейвербалды мінез-құлықтары туралы көрнекі ақпарат бар екені атап көрсетіледі. Автор студенттерді шет тілінде сөйлеуге үйрету кезінде телебағдарламалар мен бейнефильмдерді пайдаланудың тиімділігі оның оқу жүйесіндегі орнын дәл анықтауға ғана емес, сонымен қатар бейне сабақтың құрылымы қаншалықты тиімді ұйымдастырылғанына, оқыту міндеттерімен бейнефильмнің оқу мүмкіндіктері қалай сәйкес келуіне байланысты деп есептейді. Материалдарды зерттеу негізінде телевизиялық бағдарламалар мен бейнеподкасттар тыңдап түсіну дағдыларын жетілдіруге көмектесетінін, студенттер арасында шынайы әңгіме мен диалогтарды қамтамасыз ететіндігі жайлы айтылады.

Мақалада негізгі дәлел ретінде ағылшын тілі сабақтарындағы бейнематериалдар мен телебағдарламалардың кейбір түрлері қолданылады. Автор бейнематериалдарды пайдалану коммуникативтік әдістеменің маңызды талаптарын іске асыруға ықпал етеді деген қорытындыға келеді

Түйін сөздер: онлайн фильмдер мен бейне подкастар, түп нұсқадағы материал, ынталандыру, мотивация, тыңдалым дағдылары, түсіну дағдылары.

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Использование телепередач, онлайн-видеоматериалов и видео-подкастов на занятиях английского языка

Аннотация: В данной статье рассматривается проблема использования видеоматериалов, телепередач и видео-подкастов, а также система работы с аутентичными фильмами для формирования коммуникативной компетенции студентов на занятиях английского языка. Автор отмечает, что использование видеоматериалов и телепередач на занятиях иностранного языка открывает уникальные возможности для преподавателя и студентов с целью формирования

социокультурной компетенции как одной из составляющих коммуникативной компетенции в целом. Помимо содержательной стороны общения, видео-подкасты и онлайн фильмы содержат визуальную информацию о месте события, внешнем виде и невербальном поведении участников общения в конкретной ситуации.

Автор считает, что эффективность использования телепередач и видеофильмов при обучении речи зависит не только от точного определения его места в системе обучения, но и от того, насколько рационально организована структура видеозанятия, как согласованы учебные возможности видеофильма с задачами обучения. На основе изучения материалов установлено, что телевизионные программы и видео-подкасты также обеспечивают студентам реалистичный разговор и диалоги, которые помогают совершенствовать навыки прослушивания, предлагая широкий спектр акцентов для студентов. В качестве ключевого доказательства в статье используются некоторые виды работ с видеоматериалами и телепередачами на занятиях английского языка. Автор приходит к выводу, что использование видеоматериалов способствует реализации важнейшего требования коммуникативной методики – представить процесс овладения языком как постижение живой иноязычной культуры, индивидуализации обучения и развития мотивированности речевой деятельности обучаемых.

Ключевые слова: онлайн фильмы и видео-подкасты, аутентичный материал, стимуляция, мотивация, навыки аудирования, навыки понимания.

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