

## Lecture №9 Video technologies in FLT

### Plan

1. The advantages of video in FLT
2. Video classroom technologies in FLT

The use of video has been a common feature in FLT for many years. It is rare these days to have a textbook without component added to it. The use of video technologies in FLT and of FLT makes it possible to increase the effectiveness of FLT.

With the help of video technologies in FLT and of FLT we can create real communicative situation and realize the Personality-oriented approach as well as communicative-oriented approach.

Video is at best defined as the selection and sequence of messages in an audio-visual context. Considerable confidence is placed in the value of audio-visual aids to enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that video facilitates in the learning of foreign languages. However, with the amount of time devoted to using video in the Foreign or Second Language (F/SL) classroom, research is warranted to show how audio-visual aids enhance the language learning process. Currently, research over the past two decades, shows that there are several limitations to be recognized when examining results. First, many studies have been done with visual aids and not with actual foreign and second language videos. Secondly, many video studies use intact groups instead of random groups who were studying only one foreign language. Thus, studies using different groups and languages may yield different results than those found in the literature. As Omaggio (1979) points out, to find varied results, researchers would need to ask whether or not the same findings would hold true in different languages.

### **There are many reasons why we use video:**

1. seeing language in use, student do not only hear the language he see it, gestures, mimicry and other paralinguistic features give valuable meaning, clues and provide better understanding;
2. students become culturally aware;

The notion of ‘video-information’ includes 2 components: “video-text” and “audio-text” which add to each other in the framework of the textual activity and in the formation of intercultural communicative competence and its components: language, speech competence, strategic and lingua-cultural competences. The use of video technologies makes it possible to develop students’ cognitive mechanisms of perception (auditive and visual perception) and visual, auditory, logical memory which contribute largely to the development of auditive-visual comprehension skills. Organization of work with video technologies suggests the three types of skills in terms of textual activity (Dridze T. M.):

- prognostic skills;
- interpretation skills;

- compensatory skills;
- productive skills;

**Requirements to video materials and technologies:**

1. authentic;
2. interesting;
3. accessible (should correspond to the progress);
4. not too time-consuming.

Using Video in the F/SL Classroom. What are the practical implications of using video in the classroom? At the most basic level of instruction, video 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 a message. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation video can help enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations.

Arthur (1999) claims that: "Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening."

Video used in a classroom should be interpretive and to the point. The visual should show reasonable judgement and enhance comprehension, heighten sensory acuteness, and illustrate the target language being used. Practitioners should avoid the use of distracters, over-crowded or violent stimuli. Visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is too far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers too much information related or unrelated to the picture; when the video or visual

is poorly scaled; and when the picture is not esthetically meaningful. A visual cue may be accompanied by a written cue to focus on a lexical item being furnished. Videos can make the task, situation or language more authentic. More importantly, video can be used to help distinguish items on a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner (Canning, 1998).

**Problematic questions:**

1. Why do we use video in FLT?
2. Define video classroom technologies in FLT
3. Define the stages of working with video at the lessons of foreign language
4. What are the advantages of video technologies in FLT?
5. What are the possible disadvantages of video technologies in FLT?

**Literature:**

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