ASPECTS OF VIDEO APPLICATION IN ENGLISH LEARNING

Efremov Sergey Vladimirovich

c,p,s, senior lecturer

National University of Pharmacy

c. Kharkiv, Ukraine

Abstract. Learning activities are considered in article. The advantages of using video are determined. Factors reinforcing understanding and learning are shown in article. Specific features are characterized in article. Key points regarding the visualization are studied in article.

Key words. learning, visualization, features, advantages, objective, to overcome.

English plays important role in societies all over the world. Every single person nowadays is interested in learning English independently. One way of doing it to watch video movies containing subtitles which help learners understand a plot of movies in a quickest way. Movie watching in this case serves as a meaning of listening and understanding words and word – combinations spoken in movie.

When learner watches movie, he sets an objective. This objective is to learn English by way of listening. It is complicated process, because this process encompasses more difficult ways which are use of eyesight and mind.

English movies are very helpful in learning English since learners are highly motivated. English movies are more useful, because they not only give entertainment, but are also basically used as a tool of learning English. If a learner watches English movie, it gives a learner possibility of being present in new reality where learners find pleasure and enjoyment. [13, p. 431].

Every single task of learning must have activities to be overcome. Video watching has its own activities affecting a learner heavily :

–   Before watching movie activity :

The aim of this activity is to prepare a learner for the English, a learner is going to hear. Then, when the learner watches the video, he will have a better understanding to try:

1. to brainstorm vocabulary related to the topic of video movie ;

2. to read some fun facts related to video movie.

After watching movie activity :

1. Any chance to hear English is helpful. But if a learner wants to improve English speaking skill, he should ask himself a questions about favorite episodes encouraging himself to tell it in English in an oral way ;

2. A learner wants to improve English listening skills, he should find an interesting episode in a movie listening to it for thirty minutes, then he should describe his way what happened in this episode ;

3. A learner wants to improve English writing, he should draw his favorite characters, he liked in a movie and he should write story about these characters ;

 4. A learner wants to improve English reading, he should read storybook related to a movie. [1.].

The use of video materials has plenty of advantages, such as stimulating learner's autonomy and proactivity. A learner can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, a learner could employ his autonomy in language learning. While viewing the video materials, a learner can put himself in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters. [2, p. 504.].

Video also can be more motivating than other forms of authentic material. Christopher and Ho point out, that music and setting elements can affect an enjoyable experience of learners, because video movies provide topics and ideas for learner to

discuss. Selection of video material for a learner must be interesting and it provides a level of English proficiency, as well as cultural aspects.[3, p. 88].

In addition, Nunan stated, that the design of listening cycles is an important consideration, which involves a selection of the content of the video or audio recording and divide it into sections for presenting in stages to learners. Learners can participate in design cycles of activities. Therefore, a learner would be very beneficial to select video materials that are related to language learning and interest. Learners are more motivated to cope with the understanding of video listening material. The advantages of using video are many and obvious : high motivation and an enjoyable learning environment, oral comprehension, interaction and communication with other learners, promote cross cultural awareness and adaptability. [4, p.50].

Murphy and Hastingd, Williams, and Ismaili think, that usage of videos material serves to facilitate the learning of English [5, p. 25 – 29].

McNulty and Lazarevic state, that the quality of being able to hear and see synchronous communication, communicators' gestures, gazes, paralinguistic cues, facial expression, and lip movements are very important, because these factors reinforce understanding and learning. [6, p. 49 – 61].

Generally, videos could help learners to improve their skills by providing different kinds of input for them. Krashen S. D. and Terrell T. D think learners to be in need to receive comprehensible input in order to learn language in order to have good language skills like listening to use comprehensible input effectively, because listening skills are essential skills in getting the message of speakers, so it leads to the effects of videos in developing listening skills and learning vocabulary and it plays important roles in learning new languages because vocabulary is the foundation of any language. [7, p. 46 – 60].

The one way, that learner can enrich his vocabulary' knowledge is to learn the new vocabulary in context. Multiple-channel input provides an environment for the learners to reduce their error, their information loss, and to increase a rate of recall information [8, p. 325 – 353].

Generally, video movies are used steadily. When watchers see a situation and hear the dialogues, the visual images could be pictures, captions and subtitles, that provide additional input, which aids watchers to learn better. When learners watch video, pictures and images constantly, it can help them listen and understand plot better [9, p. 251 – 297].

Presentation of video material plays important role in video watching, because it is characterized by several specific features. Which are :

1. Information is presented by means of model, The main characteristic of this model is the presence of plot and composition. This fact underlines the closeness of model, and on the other hand, the difference between such model and traditional means of learning foreign languages. In this case, the emotional presentation of learning material exists in Internet and emotional perception is assumed. The use of video contributes to the effect of complicity and empathy with the characters, which in turn creates the real conditions of motivated communication ;

2. The information is dynamic, which increases the productive aspect of learning, increases the density of communication and improves the efficiency of learning activities. Dynamism and emotion of video material contribute to retention of information ;

3. Video information has a high degree of credibility provided by authenticity of video used in the process of learning, that gives rise to a high level of confidence in the information perceived by learners [10].

With an increasing focus on making more Internet connection available at home, there is a sense, that we are only beginning to explore video's true learning possibilities. [11, p. 17 - 24].

The main component of using the movies is actually to enable the learner to picture or to visualize the events, characters, narration, story and words in the context. Everything is characterized by the visualization as a very important prerequisite for a good learner, because the following key points regarding the visualization are studied and concluded. They include :

- The images emerge constantly and are anchored in learners' background knowledge ;.

- Learner adapts these images as they continue to appear in movie ;

- Learner understands that continious images enhancing his comprehension. [12, p. 123] .

Watching movies serve as a bridge between learning skills and language objectives, providing background information, that activates foremost knowledge, which is important in stimulating the four skills' activities (writing, listening, reading, speaking). [14, p. 419 – 426].

Movie provides definition of keywords or idioms, which are used in the context of the movie and where word usage along with graphic explanation take place as well. The movie reinforces learning even after watching the movie. A learner can view and review, store the words or keywords, he learned from the movie by synchronizing his personal learning feature with his personal vocabulary. Each keyword or words in movie learning have an equivalent word, that is sent to a learner via e – mail, as often as he wants for easy retention.

So, one can determine four components of development of a learner :

– Sharpening of speaking ability ;

– Enhancement of English vocabulary ;

– Increase of English idioms, slang and their usage ;

– Improvement of reading comprehension skills. [15, p. 18 – 19].

Listening comprehension is an active process in which a listener hears sounds, understands words and grammar, interprets intonation, retains information gathered long enough to interpret it in a context in which exchange takes place (requirements of substantial mental efforts). [16, p. 9]. It is frequently emphasized, that a listening information is aimed to help learners distinguish the sounds in genuine contexts and real situations in the relevant language; to recognize the semantic changes caused by emphasizes, stresses and intonations in a context to understand the contents of speech completely and correctly. [17, p. 15 – 24].

So, video materials have an large impact on a learner. Using video materials gives a learner possibilities of possessing all four components of development of skills (reading, writing, listening, speaking). One of these components is applied regularly during movie watching, the other components can be developed later by a learner carrying out different exercises (writing, speaking, reading). So, video watching plays one of the most important role in learning English independently, because learner, first of all wants to listen to video material to acquire listening skills, which affect a learner heavily. Understanding all information spoken in a movie will let a learner possibility of trying to utter words and word – combinations in an oral way, because a learner learns grammar. Knowing grammar constructions will let a learner opportunity of using the writing information ; reading and understanding the readable information. So, all components of learning have to do with each other, but video watching (listening) stands out among them, why, because if person can read, translate, write information making mistakes or without making mistakes is one thing of a learner, but not to understand speakable information in video is other thing.

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