USING VIDEOS IN EFL LESSONS

Darvishova Gulchehra Kenjabayevna
PhD in Philology,
The University of Public Safety of the Republic of Uzbekistan,

This article provides teachers of English as Foreign Language (EFL) with insights on developing materials and teaching methods that can be incorporated and thus practically implemented in their classrooms. However, emphasis will be on approaching the identity and culture of the native speakers of English through diverse authentic teaching materials.

Video has been proved to be an effective method in teaching English as a foreign/second language for both young and adult learners. Video can be used in a variety of instructional settings—in classrooms, in distance learning sites where information is broadcast from a central point of learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It also can be used in teacher's self and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance.

Using the aforementioned situations, we have devised a language teaching lesson with activities aiming at helping EFL learners get oriented both in language use and some cross-cultural interactions with native speakers of English. Besides, the lesson and the accompanying activities are intended to improve EFL learners' communicative language skills (i.e., listening, speaking, reading, and writing). Finally, by using the videotaped segments, we aim at focusing on developing the learners' fluency in the process of language acquisition in a natural ongoing day-to-day interaction with native speakers.

In order to create effective teaching materials to be implemented in the EFL classroom by using video equipment, we adopted the following method taking into account three factors including: language, content, and production.

As a basic step in the creation process of the teaching material, we have acquainted ourselves with the video equipment. For example, we studied the functions of the 'Hardware' then started practical shooting exercise for sometime until we got used to the equipment.

We have focused on the language, content, and production so as to meet the objectives of the project. For example, we have chosen situations whose medium is "transferable to real life situations, which students are likely to come across". In order

to make it real, we have chosen a native-to-native interaction. Moreover, we have asked the actors involved to speak at a considerable speed and natural enough to be easily understood by students who are going to use this teaching material. Finally, we have also asked the characters to maintain pauses in the course of the dialogue. This gives students enough time to comprehend the language patterns that they are expected to use in classroom activities.

As for the content, we have tried to choose situations whose content is of great value and interest to students. Besides, the content has also been chosen to project some cultural aspects of the native speaker's life that are also of great concern for the EFL learner. Finally, we realize that we had very little experience with the cam-cord however; we have tried to produce clear, steady, and focused picture and sound in each of the segments.

Videotape authentic material representing non-EFL environments gives examples of particular language functions in operation. These are situations that EFL learners are likely to encounter through their day-to-day socio-cultural interaction with native speakers of English.

Teaching English in EFL classes by designing lessons and activities that students will implement as individuals or in groups with the aim to develop their language competence and performance and to use English, perhaps, in similar situations to those included in each videotaped segment. Once we implement the videotaped material with the above-mentioned objectives, we will provide students with opportunities to practice using the language skills in authentic communicative setting.

The aim of the article and the activities held by us serve a two-fold purpose: (1) the pedagogic, and (2) the pragmatic. It also incorporates English language teaching with the teaching of cultural values that an EFL learner is likely to encounter once s/he is stationed in an English native speaking environment.

Using video material in a non-English Language Teaching (ELT) environment can motivate students. They will undergo a special experience of real feelings of accomplishment when they understand what is going on in a situation where native speakers use English. Thus, an EFL learner will realize that "with a bit of extra effort and practice, along with some help from the teacher, 'real English' is not beyond their comprehension".

Videotaped material in a non-ELT environment presents real language. The language is real in the sense that the native speakers use it in real daily life interaction. Therefore, the EFL learner is exposed to language use in a communicative setting from which s/he can learn the real spoken discourse including sounds, and utterances, and their underlying messages, which are in most cases, hinted at through the non-verbal explanatory body language.

In conclusion, video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction. By employing videotaped material teachers can always create an indefinite number of language teaching activities. The devised activities above are mere examples based on one short segment and each focuses of a different language skill that EFL students need to acquire.

BIBLIOGRAPHY:

1. Hill, P., Pincas, A. Teaching English as a Foreign Language, Routledge, 1988, ISBN 0-415-05882-1.
2. Baloto, F. "How to Motivate Learners of English". In English Teaching, Forum. 2016.
3. http://virtlab.ioso.ru/method.htm#
4. http://www.smartboard.ru/