

The role of the video in the process of english teaching

There are many aids developed especially for the people who study foreign languages. Video is an effective method in teaching English as a foreign language for any age learners. It does not only represent a certain situation but also gives a fair idea of the situation described. 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 via video or computer, and in self-study and evaluation situations. Recordings are also a means of preserving classroom activities and presentations as models for other students or for assessment and reporting purposes.

Students who participate in video activities have an opportunity to explore, listen, and enjoy learning. Learners seem to become more motivated when video is involved, because films attract learners' attention with special effects, and also reflect authentic use of the target language.

The objectives of using video in the process of English teaching are as follows: 1) authentic material representing natural environments gives examples of particular language functions in operation. These are situations that represent day-to-day interaction with native speakers of English; b) it motivates students by presenting authentic language interaction, videotaped day-to-day situations; c) it shows nonverbal components of the language (i.e., body language).

The video activities can be subdivided into the following groups:

1. *Previewing Activity* (setting the goals of the lesson, discussing the students' expectations from the text, sharing them in role play);
2. *While-viewing Activity* (looking for the answers to the questions given by the teacher before);
3. *Post-viewing Activity* (making the dialogues);
4. *Post-viewing Discussion* (summarizing all the understood information from the watched video, and discussing it in group in order to develop speaking and check the listening skills);
5. *Post-viewing Activity*: a writing task (writing a short summary of the video. This can be combined with a role-play).

Although the film is in English, it is important to use subtitles to reinforce and facilitate the acquisition of vocabulary and idiomatic expressions. The genre of the film is also very important. Dramas and comedies demand the knowledge of idioms, and a very large vocabulary, so they are not for all students. The choice of the program should be based on the likes and dislikes of the students; the chosen film should be interesting for both boys and girls. Students' awareness in the topic of the video, as well as their interest to it, will make their participation in the lesson active. So, the best choice in such situation is action and adventure movies, where the number of difficult dialogues is minimal. The quality of both sound and picture is also very important. It is better to avoid video lessons on condition that there is no possibility to use appropriate authentic material of good quality.

There is no doubt that the language in the movies will impress the students a lot, that is why it is important to set the right goal of the watching; the main goal here is

the understanding of the content of the viewed material.

It is quite obvious that 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. A repeated viewing proves to students that their comprehension becomes easier, and the level of the material they understood develops more with practice. Employing video recorded materials, teachers can always create an indefinite number of language teaching activities.

English films and TV shows are a tremendous resource for teachers. The appropriate usage of this resource makes the learning process different and more interesting for both teachers and students.