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Article



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ADVANTAGES OF USING VIDEOS IN TEACHING ENGLISH

Abstract: The role of video in learning second language is a much-studied topic. Researches show that the role of videos in language learning, especially in increasing vocabulary, is incomparable. This article discusses the types of video lessons, selection of appropriate material, video assignments and their role in language learning.

Key words: video assignment, visual student, visual cue, integrate.

Language: English

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Introduction

My observations also confirmed that video lessons are very effective way to improve the knowledge of language learners. Video lessons are useful for everyone, regardless of the age of students. Various videos can be used in the teaching process: TV shows, movies, documentaries, announcements, news, weather reports, sports reviews and etc. The content of the video must be selected in accordance with the purpose of the lesson, the age and language level of the students. Video materials can be obtained from You Tube, Vimeo, Teacher Tube, BrainPop, British Council website, video materials of the textbook.

METHODOLOGY/DISCUSSION

There are many advantages of video assignments of textbooks. They cover the words and grammatical structures studied in this unit. This type of lesson can attract the attention of all students. They are required to be active and not just sit and watch the video. It is advisable to use warm-up activities before watching the video. This gives students a hint about the topic of the video. While watching the video students can complete various tasks such as answering questions, multiple-choice questions, true/false tasks, finding the correct order of the events. After watching the video, tasks which are related to increasing vocabulary can be given. **The video is one of the audiovisual**

materials which allow learners to acquire the language, interpret it and decode it. By means of the combination of visual images, the audio oral expressions and characters' body language, students can learn new lexical items, grammatical structures, improve pronunciation among other issues. When teaching in an ELT lesson using a video as a support of it, if you want your lesson to be efficient its important to have into consideration two important issues, the first issue is the selection of the video content from the web and the second one deals with the activities you as a teacher are going develop during the lesson and after.

While choosing the video teacher must pay attention to whether it is difficult or easy. This is the main factor which can cause the boredom for students. This demotivates them instead of motivating them. It is also possible to provide the students with a list of new vocabulary that appear in the video before watching it. Video provides strong visual cues. These help learners understand what is happening-even when the language is hard to follow. The teacher can press pause while watching the video and ask them questions. This is a way to determine whether students understand the video or not. Excessive use of videos is also not recommended. When using any method, one should not forget the norm. Video tasks should also be updated every time. Using the same tasks reduces productivity because variety is the spice of

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life. Videos present language in context and matches and it positive attitude towards videos. It is great for visual students. Students can learn stress, intonation, pronunciation and rhythm. Watching videos enhance not only listening and speaking skills but also other language skills in teaching.

Any student can quickly become interested in learning through video. The use of speech, written text, and visuals together makes it much simpler and more expedient to get to the point. This allows for additional content as well as additional conversation to take place in the same amount of time.

These videos don't have to be overly complicated in any way. In point of fact, the less complicated the better! In its most basic form, an educational video might consist of simply synchronizing audio with text that appears on screen, much like lyric videos. A greater degree of visualization is provided by content of this kind that is presented in video format. When a message is presented in a combination of text and audio, our brains are better able to comprehend and remember the information.

Students are able to connect more quickly when they watch video content. The process of remembering information is significantly improved by the use of effective educational videos, which do this by encouraging thought in the form of questioning.

When you ask questions, you improve your research abilities, your ability to collaborate with others, your organisational skills and your ability to solve problems.

Exploring new topics through the use of videos not only piques students' interests but also encourages the development of a skill known as elastic thinking.

Students' ability to learn new information and their ability to be creative may be significantly influenced by the use of videos in the classroom. They can be a helpful way to reinforce what you are teaching, particularly if the material is difficult to understand or if there is a lack of visual support. In either of those cases, they can be a useful way to reinforce what you are teaching.

The participation of students and their academic performance can both benefit from the use of videos as a teaching tool. You can make the classroom a less intimidating and more enjoyable learning environment for everyone by incorporating video clips into the discussions and presentations you give there.

Video has been proved to be an effective method in teaching English as a foreign/second language (EFL/ESL) 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.

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.

A previewing activity is meant to acquaint students with the material that they are going to view and facilitate easier and better comprehension thus achieving successful results in language teaching. Consequently, the teacher may design this activity to help students with their language skills. Indeed, it is obvious for both the teacher and students to work cooperatively, deliberately, and simultaneously with the intention to develop the four skills (Dublin & Olshtain, 1991).

CONCLUSION

There is probably no doubt that video attract the attention of students. A well-chosen video can be fun, motivational and educational, so it has many advantages over the traditional type of lesson. Video lessons are equally interesting for students of all ages and at all levels. Videos can introduce students to the outside world by introducing those different cultures, new places and ideas. They are an excellent way to integrate new content and language learning at the same time. Videos allow teachers to expose the students to a variety of English accents and dialects. When students travel, meet new people or begin working they are likely to interact with people from all over the world-and that interaction will almost certainly be in English.

In the teaching of a foreign language, video materials are used not only for teaching listening, but also creating dynamic visibility in the process of learning and the practice of foreign language communication, creating situations of such communication in an educational lesson and forming the audiovisual sphere of learning a foreign language. Video materials stimulate interest, set an example for imitation (speech and behavior in a concrete situation of communication), expand students' knowledge about the country of the language being studied, and also highly motivate statements about themselves, their life circumstances and interests, they are excellent material for discussion.

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