

Bila I.V., Logvinenko A.Yu.

VIDEO AS TEACHING TOOL FOR COMMUNICATIVE COMPETENCE FORMATION

Odesa, Ukraine

Abstract. The article examines and analyzes the usage of audio-visual i.e. video materials in the process of communicative competence formation. Since the aim of foreign language teaching nowadays is often formulated as teaching communication the researchers constantly work on selecting and developing of most efficient ways of its formation. Video is one of the most efficient visual aids. And visual training is training based not on abstract notions and words but on specific images, directly perceived by a student. The more senses are involved at the moment of apprehension the better. Efficient visual aid usage in the training process stipulates not only for being visual content of some particular topic but it should also serve as a source of new knowledge, come forward as means of surrounding world cognition. Such a task is successfully solved by a feature film. As means of visual aid it gives the students country-specific information, psychology and other aspects of life knowledge which broadens the general outlook.

Keywords: *video, communicative competence, visual aid, feature film, viewing activities, future foreign language teachers, foreign languages.*

Nowadays norms, rules and styles of communication are obligatory according to the standards of education. That is why we must pay attention to the communicative competence formation while teaching English.

The aim of foreign language teaching is often formulated as teaching communication. This ability underlies the social sphere, the sphere of management and service. Therefore, the acquisition of the basics of foreign language communication is a kind of base not only for communicative culture and competence formation, but also for the professional development of the student. It is very difficult to acquire the communicative competence, being out of the country, language of which is studied. So an important task of the teacher is to create real and imaginary situations of communication at a foreign language class, using various methods and techniques (role-playing, discussions, creative projects, and others.). It is important to give students ideas about life, traditions, language peculiarities as well. For solving these problems we may use modern technologies, which can help us to broaden the lesson borders and lead to the necessity of new forms of teaching implementing. Using video is one of them.

The purpose of our research is theoretical acquisition of knowledge gained by native and foreign scholars on using audio-visual means in foreign language teaching, to examine the possibilities of using video while teaching English in the process of future foreign language teachers training, and to approbate the efficiency of a set of video tasks for particular level students` lexical material consolidation.

The use of video has been a common feature in language teaching for many years. So many publishers nowadays supplement their language study coursebooks with video materials or give references to the internet sources containing relevant videos, and teachers often enliven their interaction with students involving short or long videos to watch either in class or as a homework.

The problem of implementing teaching aids and video materials in the educational process was revealed in the studies of I.B. Karpov, M.V. Liahovitskiy, A.S. Lurie, Yu. B. Shehter, N.M. Kasatkina; P.Grundy, R.Cooper, M.Lavery, M.Rinvoluceri, M.Allan, M.Geddes, G.Sturtridge, B.Tomalin, S.Stempleski, P.Viney are to be mentioned on the problem of video usage in the classroom.

Someone may call video merely a glorified version of audio, and the use of video in class – just listening “with pictures”. But there are many reasons why video can add a special, extra dimension to the learning experience:

- **Seeing language-in-use:** one of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

- **Cross-cultural awareness:** video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how Americans speak to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

- **The power of creation:** when students use videocameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves “doing new things in English”.

- **Motivation:** for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. [2] Video materials can be subdivided onto three types:

- **Off-air programmes:** programmes recorded from a television channel should be engaging for the students and, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programmes and excerpts are those which we can use for a range of activities including crosscultural

awareness, teaching language, or as spurs for the students' own creativity (popular sources of such programmes: TED.com, bbc.co.uk).

- **Real-world video:** separately published video material such as feature films, cartoons, series episodes, exercise "manuals", wildlife documentaries or comedy can be successfully used in class as didactic material. But we need to make our choice based on how engaging and comprehensible the extract or the whole picture is likely to be, and whether it has multi-use potential. We need to judge the length of the extract in the same way too. Especial value represents the authenticity of such videos which allows the students to imagine themselves in the foreign language environment though it may cause certain difficulties. However, it must be kept in mind that the use of authentic material for videoviewing is very different from reading, where, because the learners can work individually and at their own pace, authentic material carries fewer risks. In the typical listening situation, care has to be taken to see that learners are not discouraged by excessive difficulties. In general, authentic materials are best used where the learners themselves are likely to appreciate them and accept them in spite of difficulties [1]. (ororo.tv, engvid.com).

- **Language learning videos:** many publishers now produce freestanding language learning videos – or videos to accompany coursebooks.

The main advantage of specially made videos, however, is that they have been designed with students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well.

The danger of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

Due to the length video materials can be classified as whole-lesson and video as part of a lesson. There is a great number of video teaching techniques and video watching activities, including the interactive ones, created for the purpose of foreign language teaching process perfecting. Video is one of the most efficient visual aids. And visual training, as K. D. Ushinskiy said, is training based not on abstract notions and words but on specific images, directly perceived by a student. The more senses are involved at the moment of apprehension the better. Efficient visual aid usage in the training process stipulates not only for being visual content of some particular topic but it should also serve as a source of new knowledge, come forward as means of surrounding world cognition. Such a task is successfully solved by a feature film. As means of visual aid it gives the students country-specific information, psychology and other aspects of life knowledge which broadens the general outlook.

We have chosen a feature film “Dorian Grey” for the research, since the experiment was carried out over the 3rd year students of foreign languages department studying the topic “Painting”. The activities involved pre-viewing, while-viewing and post-viewing tasks, the examples of which are following:

Pre-viewing activities

Vocabulary

1. A manifesto of aestheticism - манифест эстетизма

A public declaration of aestheticism

E.g. Dorian Grey is considered to be a manifesto of aestheticism.

Answer the following questions:

1. Have you ever seen this film before?
2. Who are the main characters?
3. Who is the director of the movie?

While-viewing activities

I. True or False?

1. Dorian Gray arrived in Edwardian Great Britain, by train, to inherit an estate left to him by his abusive Grandfather.
2. Lord Henry Wotton introduced Gray to the hedonistic pleasures of the city.
3. Society artist Basil Hallward, painted a portrait of Gray to capture the full power of his youthful beauty.

II. Choose the correct chronology of events:

- a. Gray meets and falls in love with young budding actress Sibyl Vane
- b. Deal with the Devil
- c. Gray and Emily’s wedding
- d. Sibyl’s brother Jim tries to kill Dorian Gray
- e. Arrival in London III. Match the quote and its author

III. Match the quote and its author.

1. And here we are, sir. Welcome home. I hope you'll find everything to your liking, sir. I'm sorry for your loss, sir. May I prepare some tea?	a) Agatha
2. Oh! This is somebody you simply must meet. This is one of our finest artists, Basil Hallward	b) Sibyl Vane
3. People die of common sense, Dorian, one lost moment at a time. Life is a moment. There is no	c) Dorian Grey

hereafter. So make it burn always with the hardest flame. The brush just seemed to dance and I just painted what I saw.	
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After-viewing activities

I. Answer the questions.

1. What can you tell about the main character of the movie?
2. Do you think that Dorian's beauty made him so heartless and miserable in the end of the movie? Why?

II. Choose the correct answer.

1. The first influential person in London to have met by Dorian was:
a) Sybil b) Harry c) Basil
2. When Dorian met Henry at first, he offered him:
a) a glass of wine b) a cigarette c) a cup of coffee

III. Match the sentences.

1. You might learn
 2. Allow me to offer my
 3. Ophelia is a most challenging role
- a) my intrusion at this late hour.
b) wag against you.
c) ashamed to be seen with me.

IV. Translate the sentences into English

1. История Дориана Грея это история того, как человек становится рабом своих чувств и желания получить удовольствие, а не быть счастливым.

2. Фильм «Дориан Грей» 2009 года является экранизацией романа Оскара Уайльда «Портрет Дориана Грея».

First the students were given the vocabulary to get acquainted with and the pre-viewing tasks to prepare them and tune on watching. Then they were to do the while-viewing section watching the picture in class and after-viewing activities followed in the end.

So, before the experiment 17% (5 students) of the group showed high level of topical vocabulary knowledge, 40% (12 students) - medium, 43% (13 students) - low one, after the research only 23% (7 students) still had difficulties with that. After the experiment the students listening ability improved and they became much more confident in speaking showing increased level of interest as well.

We can conclude that video as a teaching tool can enhance the listening and speaking experience for our students as well as increase their active and passive vocabulary. We very rarely hear disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, feature film, series episode provide an important visual stimulus for language production and practice.

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