

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Студентський науковий вісник



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- highlights long, complex sentences and common mistakes;
- used color scheme to denote different functions;
- red color indicates that the sentence is very dense and complex;
- purple indicates that the word is too long;
- adverbs and relaxing phrases are shown in blue;
- text can be formatted using the toolbar [4].

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USING ONLINE VIDEO IN CLASS: HOW TO USE YOUTUBE CHANNELS IN ESL CLASS

Currently, English has become an integral part of modern culture. Knowledge of only the native language has become insufficient, so the school pays more attention to the study of a foreign language. The purpose of teaching a foreign language is the formation of communicative competence, which includes both linguistic and sociocultural competencies.

As O. Barmenkova notes, despite some progress (using the Internet, various programs, etc.), one of the difficulties of teaching a foreign language is the very limited ability to communicate with native speakers and use speaking skills outside of school. Therefore, an important task of a teacher is to create real and imaginary situations of communication in a foreign language lesson using various working methods. No less important is the inclusion of students in the cultural values of a native speaker. For these purposes authentic materials – videos and various video materials are of great importance. Their use contributes to the motivation of speech activity of students [2, 7].

The introduction of video into the learning process changes the character of the traditional lesson, makes it more lively and interesting, and contributes to the expansion of the students' general outlook, enrichment of their language supply and regional knowledge. The use of video in English lessons contributes to the development of attention and memory. The information is firmly assimilated by the guys after watching the video material, and students have a personal attitude to what they see. The use of videos in English classes also contributes to the individualization of learning and the

development of motivation of speech activity of students. The specifics of the video materials, as a means of teaching the English language, provides communication with real subjects that stimulate almost genuine communication: students become participants in all situations played out with their help, play certain roles, solve “real”, life problems.

Using videos in a foreign language lesson, the material is interesting in itself, brings satisfaction and makes every effort and desire for further improvement. It is necessary to strive to ensure that students receive satisfaction from the film precisely through an understanding of the language, and not only through an interesting and entertaining plot.

At the sight of I. Andreasyan, the video has a rather strong emotional effect on students, affects the formation of a personal attitude to what he saw. The video has a rather strong emotional effect on students, affects the formation of a personal attitude to what he saw. Another advantage of the video film is the immediacy of the image of reality, the special manner of communication of the presenter with the audience (if it is a TV show), the use of close-ups, unobtrusive presentation of information, color, the presence of a musical background. In contact with what is happening on the screen, conditions are created that are closest to natural [1, 116].

Using video in lessons helps solve the following problems:

- increasing the motivation of learning;
- intensification of training;
- activation of students;
- independent work of students;
- improving the quality of students' knowledge [3, 245].

The most common and accessible videos are from YouTube channels. There are a huge number of YouTube channels that you can use in English classes. According to the style of information transmitted, they can be divided into the following:

Feature films (e.g. movies, cartoons and fragments of performances).

When watching movies and sitcoms, you don't get tired as quickly as during grammar exercises.

Advantages:

Understanding of a foreign language by ear is one of the main stages in learning English. Viewing authentic materials – what could be more useful and entertaining?

There are a lot of words and phrasal verbs from an average American or English vocabulary in sitcoms and movies. In feature films and grammar textbooks, they are much less common. So, their knowledge distinguishes a person for whom English is not native from a native speaker;

Watching foreign films and TV shows makes pupils familiar with the customs and traditions of certain countries [4].

Non-fiction, journalistic (e.g. interviews, documentaries, and educational films).

A popular non-fiction film is a film based on a previously developed literary script, dedicated to the demonstration of natural phenomena, processes in various fields of science, technology, industry, and agriculture. Such films will promote the full development of the student's personality and replenish their vocabulary with a new terminology [5].

Informational (e.g. advertising, news recordings, and TV shows).

This is a wonderful way to surround learners with an English language, improve their skills and vocabulary.

Several excellent British television programs:

- Sky News;
- Outdoor channel;
- English Club TV;
- Nat Geo Wild;
- BBC News [6].

Intercultural (video tours).

Using virtual tours helps to develop students' knowledge in a couple of ways:

- makes learning interactive;

- motivates students to learn language;
- allows children to travel to different countries without leaving class;
- introduces into the lesson a part of the culture of the country of the language being studied.

Virtual excursions are intended for studying such topics as “Travels”, “Countries of the studied language”, “Customs and traditions”, “Food”

Educational videos are available at all stages of learning English. They consist of small episodes and have additional didactic material. Here you can distinguish 2 types of educational videos:

- directly teaching the language (direct teaching video);
- an additional source for language learning (resource video).

Successful use of video is guaranteed at almost all stages of the process of teaching a foreign language:

- for the presentation of language material in a real context;
- for fixing and training language material in various communication situations;
- for the development of oral communication skills;
- for teaching foreign language culture and identifying cross-cultural differences.

On the YouTube channel we can find a large number of videos for children studying English. Educational songs combine words and phrases, music, cartoon characters on various topics. The most common videos for teaching students at the initial stage are:

Maple Leaf Learning: simple, fun and educational songs for kids. Great for toddlers, preschool and kindergarten children as well as the ESL and EFL classroom. All songs, games and activities are developed and tested in-house by experienced teachers at well-established language school in Japan. Kids learn best when they don't realize that they're learning. Channels' materials are often inspired by natural play and interaction in the classroom. Its unique style of blending physical elements (realia) into songs will get even the most shy, unwilling children hooked, participating and singing along [7].

Elf Learning: is a learning and entertainment channel just for kids. ELF makes fun songs and videos for children around the world. It created a fun mix of animated songs, vocabulary videos for EFL/ESL children, and a lot of alphabet, phonics and reading videos for young learners to enjoy. They also have CDs for the home and classroom, workbooks, picture books, apps and more [8].

Dream English Kids: there are fun, catchy songs for children's education and learning English, learn about shapes, colors, numbers, alphabet, ABC songs, animals, wild animals, phonics and more. There are also kids songs, children's songs, vehicles and transport, construction trucks songs, colors songs, Christmas and Halloween songs, phonics and more [9].

There are several tasks for working with video on the lesson:

Back to the Screen

The teacher picks a short engaging clip from a movie and then divides the class into pairs, with one group facing the TV and the other with their back to it. Then, after turning off the sound, the teacher begins playing the movie. The person who can see the screen tells the other person what is happening. Then, after a minute or a few minutes (depending upon the length of the video), the students switch places. Afterward, the pairs write a chronological sequence of what happened, which is shared with another group and discussed as a class. Finally, everyone watches the clip, with sound, together.

Video and Reading Strategies

We focus a lot on helping our students develop and use various reading strategies such as predicting, summarizing, visualizing, questioning, connecting, evaluating, etc. Teachers can use video to give students further opportunities to practice these strategies in an engaging way. For example, students could practice predicting what will happen next and then summarize what actually happened in the video.

Dubbing

Showing videos without the sound and having students develop an imagined dialogue can be a great language lesson, and a lot of fun. You can even have students act out the scenes, too. In fact, you can use this idea even with videos that don't include humans.

Video as a listening tool

By the time students get to elementary level they have the level of grammar for more complex communication. It's motivating for them at this stage to enjoy and understand a real movie clip. There are different ways in which we can help them do this. This exercise involves working with a conversation as a jumbled text first then using the movie to check. Conversations normally have a logical order and movies are a great source. There is a role-play which encourages students to practice conversational English.

Watch and observe

This is a good lesson for lower levels because students only have to focus on a minimum of spoken dialogue. Students watch a scene from a film which has lots of things that they can see and therefore write in their vocabulary books. You can teach and test your students' vocabulary by asking a series of true/ false questions and asking them to put a series of events in order.

Vision on/ Sound off

Students view a scene with the sound turned off. They then predict the content of the scene, write their own script and perform it while standing next to the television. After the performances students watch the scene with the sound on and decide which group was the funniest or the nearest to the original. This is a good fun exercise. Good for intermediate levels.

Video Clips and Questions

Another way to use video to generate student thinking involves students watching a short video clip and then writing questions about the clip. Students divide into pairs, exchange their papers, and answer their partner's questions. Students then exchange papers again and "grade" their partner's answers. The fact that students are writing questions for a real audience (a classmate) tends to lead to better questions. Students may also take more time answering the questions because they know a classmate will be "grading" them.

Critical Pedagogy

«Critical Pedagogy» is the term often used to describe a teaching approach whose most well-known practitioner was Brazilian educator Paulo Freire. Freire was critical of the «banking» approach towards education, where the teacher «deposits» information into his/her students. Instead, he wanted to help students learn through questioning and looking at real-world problems that they, their families, and their communities faced. Through this kind of «dialogue», he felt that both students and the teacher could learn together. The teacher could lead students through a process of thinking, sharing in small groups and with the class, and writing and drawing using this questioning sequence:

- Describe what you see: Who is doing what? What do they look like? What objects do you see in the video? Summarize what they are saying.
- What is the problem in the video?
- Have you, your family, or friends ever experienced the problem? Describe what's happened.
- What do you think might be the causes of the problem?
- What solutions could a person do on their own? What solutions could people do together? Would one be better than the other? Why or why not? [10]

Thus, a video lesson or the use of video materials allows you to organize work in the lesson and solve the main tasks of the educational process. Video materials at a foreign language lesson are not just entertainment, this is a job that requires some effort on the part of the student, but in the end, it brings pleasure both for the teacher and the student.

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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING WRITING

There has been a renewed focus on improving students' writing skills in the last decade. It helps them succeed inside outside the classroom, be more confident and independent. Effective writing is an important component of students' literacy and writing is a critical communication tool to convey thoughts, describe ideas and analyze information.

The topic of this article lies in the sight of writing using information and communication technologies, widely covered in the works of such scholars as D. Barad "Teaching Writing Skills and Creative Writing Through ICT" [3], M. Yunus "The Use of Information and Communication Technology in Teaching ESL Writing Skills" [15], J. Evans "The Writing Classroom" [6], F. Lam "The Computers vs. the Pen : a Comparative Study of Word Processing in a Hong Kong Secondary Classroom" [10].

The main aim of the article is to explore the different types of ICT and analyze their advantages and disadvantages in teaching writing.

The relevance of the study is due to the fact that the use of ICT in teaching writing ensures the accessibility, effectiveness of education and preparation of the younger generation for life in the information society.

The idea of using information and communication technologies to improve writing skills is not considered new, as it is already established in the scientific community, as well as in the literature, which confirms its positive effects. Nowadays, there is a need to use ICT to be a competent user of the language.

The computer greatly speeds up the editing process, allowing the learners to take a piece through far more drafts than they might otherwise. On-screen correction is so simple that people of all ages find the process relaxing, even enjoyable. Today and more than ever before, there is a tendency to practise writing using computers and a lot of people have adopted the habit of on-screen reading.

Teaching writing demands strategic planning and the full attention of the students. In this way the teachers have to implement ICT tools into their curricula and use them effectively in securing the students' motivation and positive interaction in addition to providing new ways to teach writing.

Computers are not only used as a subject by themselves, but the students and the teachers use them in various ways to assist in teaching basic literacy skills such as reading, writing, listening and speaking. Software and the Internet provide various types of programs and services designed to teach the language to learners. Online programs and websites offer the students of all levels the opportunity to join

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