

## ENGLISH LANGUAGE INSTRUCTION WITH THE USE OF VIDEO MATERIALS

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**Abstract.** In today's world, the teaching of foreign languages can take a variety of various approaches. Every single one of them is essential, helpful, and efficient. Because forming social and cultural awareness is an essential component of successful language learning, incorporating activities like watching videos to teach English should also be taken into consideration. This is because teaching English through watching videos is an essential tool for forming social and cultural awareness among students. Students' mental activity can be developed in many different ways through the usage of video films, but attention and memory are two of the most important ones to develop through their use. When observing in the classroom, there is a feeling of people working together to think while they are there. Therefore, the psychological aspects of the impact of educational videos on students contribute to the intensification of the educational process and create favorable conditions for the formation of communicative competence in schoolchildren. This is achieved by creating favorable conditions for the formation of communicative competence in schoolchildren. The purpose of this research was to investigate the attitudes of teachers and students toward the process of teaching and learning a language via the use of video resources and to investigate the effectiveness of using video materials in English classrooms.

**Key words:** Foreign languages, methods, video materials, socio-cultural awareness, teachers.

### **Acknowledgements**

I would like to thank my colleagues for participating in my study.

### **Introduction**

Using modern methods to study English necessitates the utilization of various forms of media and technology. They ought to be applicable to the development of the following four skills: listening, speaking, reading, and writing. In addition to this, learning a foreign language also requires a large amount of socio-cultural competence, which is a crucial subskill that plays a significant role in the process. Considering that the word was referring to cross-cultural communication, a wide range of genuine sources ought to be presumed. Students' language and socio-cultural competence can be expanded through the use of video resources, which can also broaden their horizons. In addition to this, they make it possible to boost motivation and create an English-learning

experience that is effective, productive, and pleasant [1]. When it comes to language acquisition, video, among other things, can be a useful tool in breaking down cultural barriers. According to Poulsen (2001), the proper utilization of audiovisual resources creates a favorable environment for students as they immerse themselves in the native tongue and culture of the country in which they are studying abroad. According to the author, "authenticity and motivation" are "two significant causes for such great performance" [2]. In addition, Campbell mentioned that the most recent technology contributes to improving the teaching and learning process in FLT classes [2]. Sheran (2003) provides extremely engaging and student-focused activities that are presented in a step-by-step format and make use of video. As many pupils as possible are now visual learners, he discussed the best practices for employing this mode of instruction [3]. It is common knowledge that many different types of visual display can aid in the process of information acquisition. Every audiovisual resource makes a constructive contribution to language acquisition by incorporating elements of the actual world into the instructional setting to create an immersive environment that is, at the same time, intriguing, difficult, and engaging to view.

The goal of the study is to investigate the use of video materials in secondary schools in Kazakhstan and to find out the perspectives of the instructors working in those schools on the topic. The general knowledge regarding the subject was provided by an analytical examination of scientific articles, and the consequences of those articles had been precisely questioned.

### **Method and materials**

During the course of the study, a variety of approaches of investigating were utilized.

In order to perform further in-depth research into this issue, we have relied on Google forms to carry out online surveys concerning the utilization of video materials in English instruction. The plan for doing the research includes two stages: the theoretical and the practical. This event took place during the first

semester of the academic year 2022. In the first place, there had been an examination of the theoretical component of the problem. After that, we carried out a survey for both students and teachers among the second-year master's degree candidates at L.N. Gumilyov ENU. There was a total of 85 contenders who took part in the research, some of which were working teachers while others were master students. Questions with a choice of answers as well as open-ended inquiries were posed. In the end, we looked into the more practical aspect of the problem, which was the part where I had taught classes using video footage as part of the learning process.

### **The results**

The participants in the study were working educators with at least one year of practical classroom experience in English instruction. First and foremost, a series of "Yes/No" questions had been asked of them on general information pertaining to the matter. For instance, respondents had very favorable opinions regarding the utilization of video tutorials. Next, the participants were questioned regarding the frequency with which they use video materials in English classes. Almost 85 percent of respondents provided a positive response, and they mentioned a variety of video resources, including YouTube, National Geographic education, BBC, and online mektep. Learners can engage with native speakers of the language through resources and platforms of this kind, as W.River pointed out. In addition, activities like these can encourage students to become more involved, which can help them have a greater grasp of the traditions, culture, and language [4].

In addition, there was a question that sought to determine the ability that is the most challenging to impart to others. Strangely, there is no clear consensus among the perspectives. In comparison to various other skills, the ability to write was regarded as being somewhat more difficult.

The responses of educators to the question of whether or not using video materials is effective are depicted in Diagram 1, which can be found below. As

can be seen from the pie chart, the vast majority of respondents concur with the statement, and the given replies account for 76% of the total number of responses. It is essential evidence of the integral role that using video materials plays that this willingness to implement this method of study.

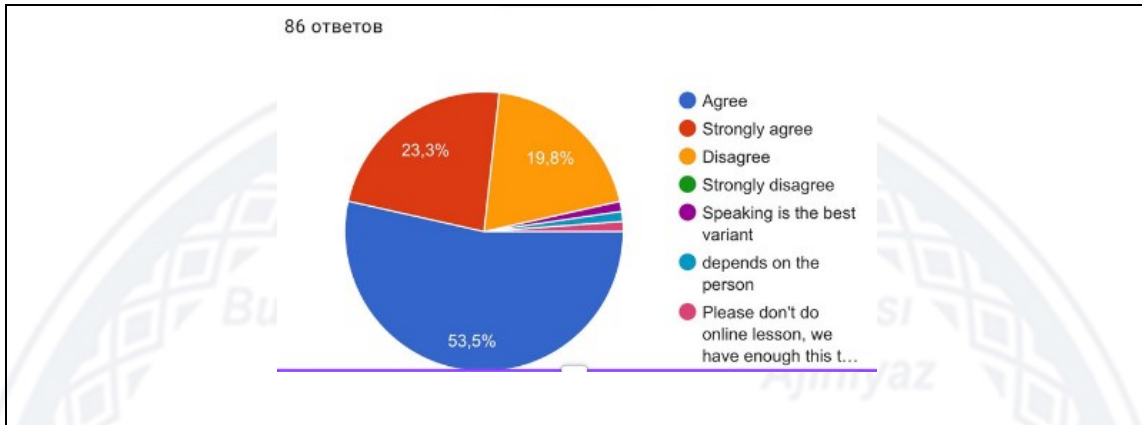


Diagram 1 – Video lessons are the most effective tool to study English

The next question that was targeted at determining was which of the four abilities that need to be taught—listening, speaking, reading, and writing—can be developed by watching videos while the student is in the process of learning the language.

The rate of the skills that were responded most frequently by participants is shown in diagram 2, which displays the data in descending order. According to what it reveals, the ability to listen comes in first, followed by the ability to speak. It is important to note that the same amount of people voted for reading and writing, but those votes only accounted for 8% of the total responses.

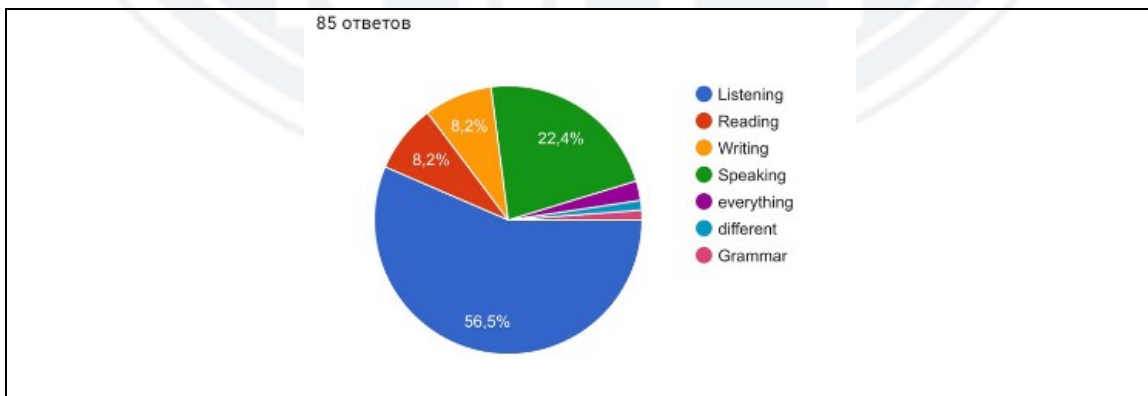


Diagram 2 – What skills can be developed by watching video?

The findings that were obtained allow one to draw the conclusion that the primary motivation to study foreign languages with the assistance of video film is to advance one's socio-cultural standing. Having said that, it is recommended that you also work on developing the other four abilities. In the context of a comparative examination of the responses, it is possible to point out that some educators believe that watching videos is more enjoyable than educational. The most important arguments in their favor are that they are not time consuming and provide relevant information. They are adamant that video should only be considered a supplementary source.

In light of the findings of the research, the ambiguity of opinions can be deduced from the responses. On the other hand, nobody has refuted the usefulness of audiovisual means up to this point.

The incorporation of video into modern-day English instruction has become an essential component of the overall learning experience as well as a significant aid to the work of the instructor. Not only does the employment of it help to increase students' interest in learning the language, but it also broadens their perspectives in other aspects of life. It is more convenient and pleasurable to watch videos, and this adds to improved assimilation and memorization of the material. It is possible to draw the following conclusions as a result: the use of video in the process of teaching students a foreign language helps to solve many problems, including the following: it contributes to the development of students' speaking skills; it gives students the opportunity to learn about the history, traditions, and customs of the people who inhabit the country whose language is being studied; it raises students' self-esteem and motivates them to study the subject; and it raises students' levels of activity. When it comes to mastering the culture of a foreign language, the use of video in a foreign language class as well as in extracurricular activities presents students and teachers with a number of opportunities that have never been available before. This is especially true in

terms of the formation of socio-cultural competence, which is one of the components of communicative competence in general.

It is also evident that the film can have a powerful emotional influence on students, that it can serve as a stimulus and reinforcement to create further motivation in subsequent educational, exploratory, and creative activities, and that these effects can be brought about by the students themselves.

### **Conclusion**

Because video materials not only present students with the live speech of native speakers, but also immerse them in a situation in which they get acquainted with the language of facial expressions and gestures, the style of relationships, and the realities of the country of the language being studied, the use of video is very effective in shaping the communicative culture of schoolchildren. This is due to the fact that video materials not only present students with the live speech of native speakers. The video material makes it possible, in addition to giving students comprehension exercises, to give them exercises for the interpretation of facial expressions and gestures ("body language"), for recognizing the style of relationships, etc., so that when the students are put in a situation where they have to communicate with native speakers of the language that they are learning, they are less likely to make embarrassing blunders [5]. The language is shown being used in a real-world setting in the accompanying video. It illustrates how the language is used in context and establishes a connection between the classroom and the outside world. This is an educational tool that enhances the other resources that are currently available to the instructor.

We came to the conclusion that the utilization of video recordings in English classes the language adds to the individualization of learning as well as the growth of trainees' motivation for engaging in speech activity. When it comes to learning English, the video is a fantastic piece of supplementary material because it is as true to the language as it is possible to get. When students watch authentic video resources, it helps them construct speech samples that may be

used as references for their own speech activities, which in turn contributes to the development of speaking abilities.

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