

*N. V. Meskeva, M. M. Pisarevskaya,
Donetsk National University*

VIDEO AS A TOOL FOR IMPROVING LISTENING COMPREHENSION

У статті мова йде про розвиток навичок аудіювання разом з відео матеріалами, які супроводжують аудіо тексти. Наведені засоби, як викладач може допомогти студентам на заняттях під час такої діяльності. Слід ураховувати підготовку студентів (рівень знань), тобто не заперечується індивідуальний підхід у аудіюванні.

Ключові слова: викладання мови, сприйняття аудіоматеріала, відео матеріали, навички аудіювання, англійська як друга мова, англійська як іноземна мова.

В статті мова йде про розвиток навичок аудіювання разом з відео матеріалами, супроводжуваними аудіо текстами. Приведені способи, як викладач може допомогти студентам на заняттях в час такої діяльності. Слід ураховувати підготовку студентів (рівень знань), т.е. не заперечується індивідуальний підхід в аудіюванні.

Ключевые слова: преподавание языка, восприятие аудиоматериала, видео материалы, навыки аудирования, английский как второй язык, английский как иностранный язык.

This article deals with developing listening skills accompanied by video materials. There given ways how teacher can help students while listening. We should take into account level of students' knowledge, i.e. individual approach can be considered.

Key words: Language teaching, listening comprehension, video materials, listening skills, ESL, EFL.

Nowadays our country is developing international relationships. There is globalization in many spheres of social life, a great number of multinational companies have entered our market – as a result it requires foreign-speaking specialists, English-speaking in particular. That is why a lot of universities have a goal to improve the quality of language teaching, to optimize this process. Alongside reduction on lessons, teachers have to prepare a specialist who could speak professional topics in English. It is quite often happens when students have such skills as reading, speaking, they are good at grammar, vocabulary but they cannot catch what their interlocutor says and it can break communication. So, one of the most important aims is training listening skills and abilities, the lack of which makes complete international collaboration impossible. In such circumstances there is a necessity to develop lexical listening skills which define if a person is able to understand a native speaker.

Every teacher's aim is to help every student to be good at English at the highest level possible. We always try to be sensitive to each student's capability for learning new material. However this is difficult when faced with a classroom full of mixed ability learners. The challenge we face is to pinpoint the differences and then teach accordingly. We have seen many students struggle with listening comprehension exercises. They don't seem to use the right strategies. Consequently, we found ourselves trying to analyze their difficulties, in order to facilitate their learning. We noticed that not every student handled listening comprehension activities in the same way. We were looking for a methodology that would help all of our students to succeed in this aspect of their studies.

First of all teachers should understand that listening is a skill which needs developing but not only assessment. All qualified English language teachers know that a listening activity consists of three stages and each stage has its own purpose. There are many different activities to use in each stage. The most important listening skills they should train the students to gain are listening for gist and listening for specific information. They help the students to focus on the information required to finish the listening tasks. What the majority of teachers do is only work well in the class where there are many good students.

How can we help our students? At first we should create calm and quiet atmosphere because for a lot of learners it is very nervous to have listening. We should also take into account the psychology of learning habits and skills. Certain psychological factors should be considered such as memory. We should consider their mental condition, their ability.

The second – students learn well if they are well-motivated. We can motivate even unmotivated students.

Then we should be tolerant to weak students who usually lack basic knowledge or skills, have difficulty in comprehension. Some teachers say that in the classroom such students often lack concentration. They are easily confused so in the classroom the teacher should give clear, step by step, instructions. The teacher should anticipate that weak students may need extra help, extra explanations.

What we do to help students in Listening.

1. At the pre-listening stage:

- Revise some challenging grammatical material.
- Create a gap-filling task or other tasks based on the tapescript.
- Give some listening tips.
- Revise vocabulary, but do not pre-teach all important vocabulary in the passage.
- Instead set the context and create motivation.
- Do this by activating students' prior knowledge through a cooperative learning activity.

2. At the while-listening stage:

- Remember to tell the aim of listening before you let the students listen to the CD.
- Write some simple question so that the students can answer after the first listening – to encourage them to listen, to make them have a feeling of success.
- Write more additional questions to the listening tasks to make them easy for the students.
- Ask the students to guess before they listening to the CD. (Do not say what they guess is wrong or right, ask why they guess so if necessary).
- Be flexible when getting the students to listen to the CD. Read the listening text if you find it helpful to your students.

3. After listening:

Students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post-listening activities are just as important as those before and during. Some examples follow.

- Students can ask questions to clarify their understanding and confirm their assumptions.
- Students can summarize what they have heard orally or in written form or can role play the situation.
- Students can analyse and evaluate critically what they have heard, discuss given topics (for students of intermediate level and higher).

We want to consider implementing of video materials in a basic English level course as one of the most effective tool of activities, anything used in a class, is a meaningful tool to facilitate the learning of a language. The use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy.

Using television or videos in the classroom allows the learners to access to more information when listening. That is, the learners can listen and see what is happening at the same time. According to Miller, non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context. Many language learners watch movies outside the class time, but few of them consider this as an opportunity to develop their listening skills (perhaps because they get used to reading the sub-titles of English movies). Therefore, watching movies is an opportunity for students to increase their knowledge of the English language outside the classroom. But teachers should advise students to be aware of the listening practice instead of reading subtitles. Through visual materials students have the opportunity to become observers and participants. And learning will be more natural.

A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand – as long as the pictures illustrate what is being said. Unfortunately, our students have few opportunities to speak to native speakers in our country; they are not exposed to real English context. So, the use of video activities on lessons, where the students became aware of English language features and cultural aspects, is very productive not only from the point of view of language but its background knowledge too.

Video materials can be a learning alternative because they contain dialogues from highly proficient English speakers, that could contribute to an easier understanding of their pronunciation.

Selected English movies, advertising, interviews could increase students motivation. Students listen to relevant and interesting things for them which keep their motivation and attention high. Consequently, teachers should make a very good selection of video materials to expose learners to suitable materials that contribute to their learning. In addition, video materials adequately chosen, can promote the integration of language skills, and change the class routines.

Technology has now an important role in teaching because innovative tools and strategies have emerged, offering teachers different video sources to be implemented in EFL classrooms to develop students listening comprehension. A lot of English books have in their sets Supplementary Video materials to help teachers to diversify lessons and motivate their students, there are many sites where we can find materials which meet our requirements and correspond to the topic of our lesson. There are a lot of sites which provide a wide range of listening comprehension activities, there we can also find scripts and even developed exercises. They are:

britishcouncil.org; bbc.com; englishtips.org; listen-and-write.com; englisch-hilfen.de; saberingles.com; esl-lab.com etc.

However, few investigations have been done to study the video effects on listening comprehension. While watching a video, the person is exposed to both audio and visual inputs; for that reason, this project is based on videos to develop listening skills. Listening is an active process, which requires an analysis of sounds, obtaining the main idea according to what they hear. Listening helps learner to be «flexible listeners», to know how to listen in order to get the general idea or the specific information needed to understand video message.

It is important to recognize all of the language components that are required to understand the message, because it is a fact that students face those language

components when they are exposed to real and non-real contexts.

Moreover, listening skill is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved. For that reason, it is important to take into account the verbal communication characteristics established by the society that surrounds them. Therefore, the community requires processes by which second language learners are trained to be active listeners, and also to have a high role in an academic environment.

- According to Derrington & Groom there are five types of listening:
- Informative, which consists of information retained by the learner;
- Appreciative, when the learner listens according to his style and feels pleasure about it.
- Critical is based on retaining information and analyzing it deeply.

Discriminative in which the listener identifies emotions and inferences through the tone of voice.

Empathic consists in non verbal behavior of the listener that is attending to what is said.

All these types of listening help us to identify the kind of video material that can be used depending on the students' style of learning, and their listening needs. On the other hand, Van Duzer highlights that learners listen to achieve a goal and issues that interest them; for that reason, facilitators took into account students' interests in order to keep their motivation high.

Additionally, in the process of acquiring a second language, listening skills need to be more feasible than the other skills, taking into account students interests and features in order to develop it effectively.

Due to the difficulty to develop the listening skill, the teacher's duty is to create strategies that maintain students attention high in order to make the learning process easier. The content of the instruction should be interesting for the students, and the material should contain understandable vocabulary where the students can clearly identify all the listening components.

As a conclusion, listening encourages the learning of a second language because it provides input which is the main factor in the learning process. Materials are meaningful tools to contribute to the learning of a language, used by teachers. Materials are tools designed to teach English in order to master the English language, which can be applied for ESL, and EFL learners depending on the lesson and orientation of the course.

ESL – English as a second language

EFL – English as a Foreign Language

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