

## The Role of the Video Player in Language Learning

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**Abstract:** *The literature search has proved the importance of the use of video-player. A lot of scientists agree with this statement and express their ideas.*

*The current paper describes a mini experiment and its results with new methods and activities, which are made by the video player. These activities show that video is an effective teaching aid and teachers should use it in foreign language lessons.*

**Key words:** *teaching listening skills, teaching English with technologies, video production in teaching English, using video player in language learning, students' role, teachers' role, TFL (Teaching Foreign Language), authentic audio materials.*

### INTRODUCTION

The video player is a very effective technological tool for English language teaching. Most often a video film is used to present and practise communicative situations in context. The video is an important resource that may be used by teachers of English.

The video has four aspects. These are its motivational, communicative, visual and cross-cultural aspects.

Experience also shows that activities based on video materials encourage more communication among learners. When they watch a video, learners are able to understand that gestures, facial expression, posture and body language are generally as important for correct communication as verbal messages [3:298].

Lebedko (1999) mentions, that the advantages of using video in the EFL classroom are numerous and obvious. "Many studies find that videos increase oral production and motivation and can adapted for use with learners at all proficiency levels". Learners are also able to make cross-cultural comparisons. They can observe how people speak and behave in the language which they are learning [2:45].

According to Hemei (1997) in many English teaching situations, the teacher plays a key role in using such a video course effectively. She has the prime responsibility for creating a successful learning environment. It is necessary to prepare adequately to promote active viewing and facilitate successful language acquisition.

Hemei says that "This requires being familiar with the video materials before they are used in class" [1:46]. The teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, prepare viewing guides which are easy and related to the language level of students. It is very important to make a list of questions, which would be answered from the information. At least one follow-up activity should be designed for each lesson. In order to prepare students for active viewing students should be told what is to be learned and what will be expected of them before, after and during the viewing.

### EXPERIMENT SURVEY

The experiment was held in the Telavi State University, which began on 5<sup>th</sup> May 2010 and finished on 15<sup>th</sup> June 2010. The duration of this experiment was 6 weeks. 20 students were involved in this project. They were second year students from social sciences faculty. They were divided into two groups with the help of a questionnaire and a language test (to provide as equal groups as possible by age, gender, social-economic and ethnical composition, on the one hand, and language skill level, on the other. Ten students were in experimental group and ten – in control group. Before experiment both groups had to write tests and their results showed that they had approximately the same level of language skills. I used the same book in both groups – *Enterprise Pre-Intermediate*, with only one difference. In the experimental group I also used "authentic video materials". The learning time was the same in both groups. The lessons in the experimental group were very

interesting and enjoyable. I used different types of activities by DVD or Video. Both groups had to write 3 tests: before the experiment, as I mentioned above, in the middle of the experiment and one final test – after the experiment. The results are presented in Fig.1.

## DESCRIPTION OF ONE LESSON WHICH I HELD IN THE EXPERIMENTAL GROUP

### Before viewing:

- I introduced the topic to the students - "A sleep clinic"
- I found out what students knew about this topic and what they thought they might learn.
- Then I wrote key words on the board and students tried to guess the meaning. (For example: cranky, diagnosed, disastrous, exhausted, irritable, sleep apnea, snoring, tonsils, a good night's sleep.)

### While viewing:

- Students had to predict. I showed the short part of video, I used the pause control and stopped the video. Then I asked students, what they thought the rest of the segment would be about.
- Check comprehension. I showed the complete video segment. Students had to answer comprehension questions which I devised.

### After viewing:

They shared reactions and opinions about the topic. Students had to work in pairs to summarize the content of the video and then present their pair's ideas to the class. Then the whole class discussed about the video and their prediction, was it correct or not.

And at last I gave them a gapped version of the video text. They had to listen to the video again and fill in the gaps. For example:

### Fill the gaps:

**Narrator:** Sleep is an \_\_\_\_\_(essential) part of our lives. When we do not get enough \_\_\_\_\_(sleep), we do not feel rested during the day. We feel irritable and \_\_\_\_\_(cranky). Recent research by the National Sleep Foundation showed that millions of \_\_\_\_\_(people) in the USA are sleep deprived. A highly stressful lifestyle is the most common cause of sleep \_\_\_\_\_(deprivation).

While some people have difficulty getting a good night's sleep because of \_\_\_\_\_(stress), others suffer from serious sleep disorders that require medical \_\_\_\_\_(treatment). These sleep disorders can be caused by physical or psychiatric problems.

Researchers have found that both sleeping disorders and sleep deprivation have a negative impact in our health.

Loud \_\_\_\_\_(snoring) accompanied by long pauses in breathing during sleep is known as sleep apnea, a sleeping disorder. People who have sleep \_\_\_\_\_(apnea) are often urged to see a doctor by an exhausted spouse who is kept awake each night by the light snoring. And, it's important to treat sleep apnea because of long-term health risks.

**Dr. Mark Atkins:** Sleep apnea is a condition that's present in about 4 percent of \_\_\_\_\_(middle-aged) men and 2 percent of middle-aged women-can be seen in children and can be seen in the elderly.

**Narrator:** If you are diagnosed with a sleep problem you might be referred to a sleep center. here, the doctor will go over medical and sleep \_\_\_\_\_(history) before a patient stays overnight for the study.

**Dr. Atkins:** What does your husband say about your breathing at night? Is it regular?

**Diana:** He says I pause when I sleep and then move and then I start breathing again.

**Dr. Atkins:** How do you feel in the morning when you get up?

**Diana:** Very tired. Very, very tired.

**Dr. Atkins:** When you are \_\_\_\_\_(driving), do you have problems staying awake driving? Do you find yourself rolling down the window in the winter?

**Narrator:** Diana is \_\_\_\_\_(diabetic) and overweight. Her neck is large compared to her total body size. Her tonsils are big. Since sleep apnea is always caused by problems at the back of the throat, Dr. Atkins says these conditions add to the likelihood that Diana has sleep apnea.

**Dr. Atkins:** The \_\_\_\_\_(technologist) is going to set you up with some recording electrodes. She's going to paste some electrodes on your scalp. It's not going to hurt. She's going to put some other sensors to record your breathing and your heart rhythm and \_\_\_\_\_(movement) you're going to be lying in the bed here. The technologist is a couple of doors away. There's a closed-circuit TV here. The technologist will be able to watch you \_\_\_\_\_(through) the night. If you need some assistance, just call out. There's a microphone here in the room. The technologist will come in and give you some assistance.

**Narrator:** Dr Atkins confirmed that Diana has sleep apnea and \_\_\_\_\_(recommended) the c-pap mask.

Sleep apnea is the most common problem seen in sleep centers today. And Dr. Atkins reports there is growing evidence that sleep apnea has a significant effect on people with hypertension, congestive heart failure, and stroke. So treatment of sleep apnea can go a long way to help patients with these cardiovascular diseases.

**Dr. Atkins:** In addition, if you are tired at a \_\_\_\_\_(critical) time, such as while driving a car, the adverse consequences of falling asleep at the wrong time can be disastrous to you and other people on the road.

**Narrator:** So, if you think you might have any of these \_\_\_\_\_(symptoms), perhaps you should consult your doctor about visiting a sleep center.

### STUDENTS' ACHIEVEMENTS

The statistic graph in Fig. 1 describes the students' achievements. The results presented are calculated by using the SPSS 16.0 for Windows programme. With its help are calculated the means and standard deviation.

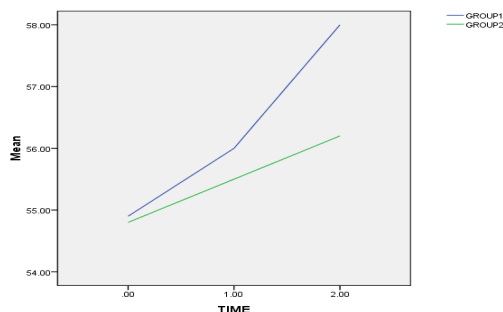


Fig. 1 Comparison of results in the experimental and control group

The figure shows that skill level is growing in both groups, but it is growing faster in experimental group. The above curve is for experimental group, it makes a little higher start and a noticeably higher finish.

### CONCLUSION

Thus, as we have seen video is an effective and successful authentic teaching aid, and teaching with video in a conversation class is exciting and stimulating. Effective methods and techniques as well as a wide variety of activities will ensure active viewing and participation from students. My students enjoyed the above activities because they

were prepared for what would be presented on the screen and ready to participate effectively through active viewing. I hope the methods suggested here will be of use to teachers dealing with a video course.

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**The paper is reviewed.**