

**MINISTRY OF HIGHER AND SPECIALISED
SECONDARY EDUCATION OF THE REPUBLIC OF
UZBEKISTAN**

FERGHANA STATE UNIVERSITY

**FOREIGN LANGUAGES FACULTY
ENGLISH LANGUAGE DEPARTMENT**

This is submitted for

**BACHELOR'S
DEGREE DIPLOMA
PAPER**

Theme: “Media as a modern way of teaching English”

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Ferghana-2019

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Abstract

This research work aimed at exploring the use of media in English language teaching (ELT). Research included a call to learn how digital media were introduced and exploited in Uzbek classrooms. In addition, the thesis aimed to find out how media in English lessons helped to achieve the goals of the English curriculum.

The main hypothesis was that teaching with media (especially with video materials) would develop pupils' communicative skills and, therefore, was appropriate for the communicative approach to ELT. The study addressed five research questions regarding the use of videos in English lessons in the case study school: why the teachers used videos in ELT, what kinds of videos were used in English lessons, how and how often videos were used, what was taught and learned through the use of media and, finally, what the teachers' and pupils' attitudes to lessons with media were.

The research was performed as a case study in a secondary school. The data for the research was obtained through the use of mixed methods: qualitative, in the form of interviews with an English teacher and observations of the interviewed teachers' lessons with videos, and quantitative, in the form of a pupil questionnaire answered by 25 pupils from 10th grade classes. The study showed that the lessons with video in the school were aimed at developing primarily oral and written communicative skills. Moreover, the teachers made use of videos in a meaning-based approach to ELT by providing the pupils with information on or more insight into the particular curriculum topic being taught, so that they could, for example, discuss it and produce written texts on it afterwards. The use of English subtitles while watching, seemed likely to contribute to the pupils' overall understanding of the video. It also seemed that the pupils' vocabulary growth benefited to a large extent from subtitled videos, where the subtitles were in English. Videos appeared to have a positive impact on the development of the pupils' four language skills and vocabulary growth, as well as to scaffold the process of acquiring the pragmatic use of the language and to teach about the target

language cultures. By and large, both the teachers and the pupils had positive attitudes to lessons with video. The findings of the study suggest that teaching with video can effectively promote communicative language teaching, bring variety into ELT classrooms, motivate pupils to learn a foreign language, benefit the development of the four language skills and vocabulary growth, supplement texts in textbooks, and approach the curriculum topics via a different medium.

The thesis has contributed to the knowledge on the use of one of the digital media, namely videos, in ELT in a secondary school and, to the best of the researcher's knowledge, has contributed to a gap in the research in this field.

I. INTRODUCTION

As Shavkat Miromonovich noted, one of the most important issues always worrying us, concern the moral image of our youth, their education and worldview. Today, time is rapidly changing. Who is most aware of these changes? Of course, the youth. Certainly, let the youth keep up with the time, explore new countries and learn foreign languages. However, at the same time, they should not lose their national identity. Let the idea, of who we are, the descendants of what great ancestors we are always echo in their hearts and call for being committed to national self-consciousness. How will we achieve this? Only through upbringing, upbringing and only upbringing. Education is considered to be precedence in the sphere of social development of the Republic of Uzbekistan. Nowadays in our republic a great attention is being paid to learning English language¹. Earlier English has been taught from the fifth grade in most secondary schools of Uzbekistan, but now a new decree was issued on 10 December 2012 concerning teaching of this language from the first grade of all secondary schools.

The decree runs that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program on training of personnel in the country, a comprehensive system of teaching foreign languages was established, aimed at creating harmoniously developed, highly educated, modern-thinking of the younger generation for further integration of our republic into the world community. During the years of independence, there were prepared over 51.7 thousand foreign language teachers, created multimedia tutorials in English, German and French for grades 5-9 of secondary schools, electronic resources for learning English in primary school, equipped with more than 5000 language laboratories in secondary schools, professional colleges and academic lyceums. Further development of a continuum of learning foreign languages at all levels of

¹ Mirziyoyev Sh,M, "Critical analysis, strict discipline and personal liability must be th daily principles of every leader's activities" 2017, p.29

education and work to improve the skills of teachers and the provision of modern teaching materials is required.

The first item of this decree says, to establish that, from 2017/2018 school year learning foreign languages, mainly English, gradually throughout the country begins with the first grades of secondary schools in the form of gaming and speaking lessons, and starting from the second grades - with learning the alphabet, reading and spelling;

teaching some special subjects in higher education, especially technical and international specialties is conducted in foreign languages; providing students and teachers of general secondary, secondary special and vocational education institutions with textbooks and teaching complexes in foreign languages is carried free of charge by the current assets of the National Book Trust Fund under the Ministry of Finance of the Republic of Uzbekistan meeting deadlines for their re-release.

This is the evidence of overwhelming interest in the English language and increase of its importance, value in our society. Certainly, it is a great step forward which will ensure a great future for our nation. Present time special attention is paid to education of harmoniously developed young generation. Activities on creating necessary conditions for youth in receiving modern education is being consistently continued. President of our country Sh.Mirziyoyev noted the need to strengthen relations between schools and colleges, in particular, reconstitution in the experimental order of the 11-year educational system in this school, establishment of avocational training under the school. Children are formed as individuals, unifying in a team in high school classes, said the head of our state. During this period, they should not be excommunicated from an adapted, habitual for them environment. This can negatively affect the psychology of youth, their attendance at school, and ultimately – on the level of education and upbringing. Therefore, it is necessary to ensure the continuity of the educational process, improve training programs.

Shavkat Mirziyoyev in his speech of June 15 in Tashkent conference that was dedicated to issues of ensuring social justice, preserving the true essence and significance of our sacred religion of Islam, drew special attention to issues of educating the younger generation. The President of Uzbekistan Shavkat Mirziyoyev signed a decree "On Uzbekistan's Development Strategy "The document has approved Uzbekistan's Five-Area Development Strategy for 2017-2021 which was developed following comprehensive study of topical issues, analysis of the current legislation, law enforcement practices, the best international practices, and following public discussion.

The Strategy is to be implemented in five stages, each of which provides for approval of a separate annual State program in accordance with a declared name of the year.

Five priority areas of Uzbekistan's Development strategy for 2017-2021:

I. Priority areas for improving the system of state and public construction

II. Priority areas for ensuring the rule of law and further reforming the judicial system

III. Priority areas of economic development and liberalization

IV. Priority areas of development of the social sphere

V. Priority areas in the field of security, inter-ethnic harmony and religious tolerance, and implementation of balanced, mutually beneficial and constructive foreign policy

Development of education and science:

- maintaining the policies aimed at further improving the system of continuous education, increasing access to quality education, training of qualified personnel in accordance with the demand of the labor market;
- implementing targeted measures aimed at strengthening the material-technical base of educational institutions through construction, reconstruction and repair, equipping with modern teaching and laboratory equipment, computers, teaching aids;

- increasing number of preschools and achieving major improvement of conditions in these facilities for comprehensive intellectual, aesthetic and physical development of children, ensuring affordability, and significantly increasing enrollment in preschools, raising the skills of teachers and specialists;
- achieving major improvement of in quality of general secondary education, facilitating in-depth study of foreign languages, computer science, and other important and popular disciplines, including mathematics, physics, chemistry, biology;
- construction of new, reconstruction of existing children's sports facilities and music and art schools with a view of engaging of children in mass sports, and to the world of music and arts;
- improving training and employment of students of professional colleges on specialties that meet the requirements of the market economy and the needs of employers;
- improving the quality and effectiveness of higher education institutions through introduction of international standards of training and assessment of the quality of teaching, gradual increase in admission quota;
- stimulating research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements into practice, creation of scientific and experimental specialized laboratories, high-tech centers, industrial parks at universities and research institutes.

There are many opportunities in our country for learning and teaching English, not only English, but also another foreign language. One of the great steps to improve English language teaching in secondary schools is the decree which declared on December 10, 2012 by the first president of Uzbekistan Islam Abduganiyevich Karimov. He resolves to improve learning language system with the decree about "On measures to improve further improve language learning system".

Its noted that in the framework of the Low of the Republic of Uzbekistan on education and the National Program for Training" in the country, a comprehensive

foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, for the integration of the country to the world community, has been created. During the years of independence, of over 51.7 thousand of teachers of foreign languages have graduated from universities, English, German, and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English primary schools.

Islam Abduganiyevich Karimov entrusted State Center on testing in cooperation with interested sides to submit proposal to the Cabinet of Minister on introduction of foreign language to university entrance exams from 2015/2016 academic year.

Uzbek president also provided additional payment to English teachers at the size of 15%-16%. **Islam Karimov** also entrusted ministers and department to develop a program on equipment of foreign language classes of educational establishments for 2013-2016 with modern ICT and technical equipment.

The program will be financed due to the State Budget and off-budget funds foreign loans and grants, as well as resources of sponsors.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year schooling in the form of the lesson games and speaking games and continuing learning the alphabet, reading and spelling in the second year (grade). Today language learning is not simply a passive response to instruction's "delivery." Rather, learning is an active, constructive, cognitive, and social process by which the learner strategically manages available cognitive, physical, and social resources to create new knowledge by interacting with information in the environment and integrating it with information stored in memory. From this prospective, Media creates unique opportunity for foreign languages learners to use authentic means (to listen and to communicate to the native speakers). Media implies television, radio, Internet, newspapers, magazines etc. According to these notions researches divided Media into many section and they learn the usefulness of them. We can show much usefulness of Media:

1. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.

2. A clear example are Power Point presentations which help students speak freely, eye contact, organize ideas. Through Media Presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive.

3. There is so much information available at the click of a mouse but at the same time you have the feeling that there is little memory space in the brain and students may forget everything, so, try to select the most important things and review and review till they are located in the long-term memory.

“The mass media are the most pervasive features of modern life. They inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched“(Biagi, 1996). Newspapers, magazines, books, Internet, records, radio and television, are all powerful and endless sources of information that can be easily compared to a library or an encyclopedia; primarily because they give to the reader the opportunity to extend knowledge and they facilitate self-education. Access to media is a crucial thing from a pedagogical point of view: the variety of subjects and topics that they cover make mass media interesting and motivating for the students to work with. Incorporating media, such as, movies, graphic novels and songs might prove to be successful in turning the traditional classrooms to communicative and student-centered classrooms.

We know that there are three primary modalities through which people take in information: visual, auditory and tactile. Silverman (2006) relates these three modalities to how students process information, deriving three basic learning styles: visual-spatial, auditorysequential and tactile-kinesthetic. The another great role of media is that we can choose appropriate media according to these learner's style. One of the greatest strengths of media is the ability to communicate with viewers on an emotional, as well as a cognitive, level. Because of this ability to reach viewers' emotions, media can have a strong positive effect on both

motivation and affective learning. Not only are these important learning components on their own, but they can also play an important role in creating the conditions through which greater cognitive learning can take place. Marshall (2002) details three theories that explain how learning may occur via well-selected video “based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information”.

Problem Statement

Media can expand the concept of what constitutes a “text” to include aural and visual messages. As defined by the Center for Media, media literacy is a 21st century approach to education that provides a framework to access, analyze, evaluate and create messages in a variety of forms. It builds an understanding of the role of media in society, as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. (Thoman&Jolls, 2005).In spite of increasing the role of English learning in Uzbekistan curriculum, there are many misunderstanding how organize the useful and contemporary English classes. Furthermore, it is somehow difficult to create appropriate media-based classes. For example, according to research, we can see that students are not performing at the same level as their international counterparts. The purpose of media using in English classes is gaining more attainable knowledge and to create authentic atmosphere in EFL curricula.

To design model lesson plans which will require the use of available modern technology and media (movies, songs and graphic novels, etc)., to enhance students’ communicative competence and motivate critical thinking is important in teaching process. In fact, the project will be constructed to implement the use of media in the Uzbek traditional classrooms. It will serve as a model for teachers to build their own lesson plans accordingly, using a communicative language teaching approach. Finally, it is hoped that with this research, Uzbek English language learners will develop critical thinking skills and enhance higher communicative competence in English. Through our research, we found many

recommendations for using media in English learning and teaching process, how selecting suitable media according to the needs of learners, the effects of media from early time of learners and etc. I believe if students are made aware of their misconceptions and have the opportunity to correct them on their media using in learning English, the learning will carry over to their performance on education as well as their overall performance. A prevalent type of study in the field of media using in teaching English research investigates how the design of media can effect student achievement. More specifically, whether media is selected for to end the boredom during English classes, or to create amusement.

The research paper attempts to answer the following **research questions**:

1. Why has Media essential role in teaching English?
2. How does using Media impact on teaching English for young learners?
3. How does authenticity of Media influence to improve learners communicative skill?
4. What are the teachers' and pupils' attitudes to lessons with Media?

The actuality of the work is conditioned by the following:

- The necessity of studying main features of using media in teaching and learning English;
- The importance of analyzing specific peculiarities of utilizing media techniques during ELT classes;
- Studying the ways of conducting media-based lessons;

The novelty of the work is The modern teaching process through media was observed and concluded during the period of practics.

The aim of the research is analyzing the impact of media in EFL and EYL classes;

The task of the work is to provide analysis of how using media during the English lessons from linguistic point of view and specify linguistic means used in media based lessons.

Investigation of the qualification paper: this problem was investigated by many scientists such as, Canning Wilson, Right, Wright, Li and Brand, Tafani, Jensen and so on.

The subject and the objects of research paper:the object of the research is methods of using media in teaching English and the subject of the work is thir analysis.

Methods of research:both qualitative and quantitative methods, comparative method, statistic-analysis methods, descriptive statics methods.

Novelty of the research: determined by the following: a) the main peculiarities of using media in education; b) the role of media-using in linguistic sphere.

The practical research: analyzing the effects of utilizing media during the English teaching process and measure of usefulness of using media techniques.

The result of study and analysis areuseful familiarizing and understanding the main issues of using media items in ELT and EFL classes;

The concrete statement and data can provide information about the high effect of media (especially, video type of media)in teaching and learning English language, furthermore in TEYL.

Definition of Key Terms

Foremost, we should know the definition of Media. **Media** is the plural form of medium, which (broadly speaking) describes any channel of communication. This can include anything from printed paper to digital data, and encompasses art, news, educational content and numerous other forms of information. Digital media, which makes up an increasingly vast portion of modern communications, is comprised of intricately encoded signals that are transmitted over various forms of physical and virtual media, such as fiber optic cable and computer networks. The term Media was first used to describe newspapers morethan two century ago today Media has several connotations. For instance, Mass Media, Print Media, Visual Media and Social Media. While Media can take on many different forms, the purpose of all Media is universally same Media is the channel of communication.

Media can be used in direct instruction, active learning teaching strategies and student projects.

Authenticity According to Mishan (2004: 15) the terms "authentic" and "authenticity", their definitions and their application to language learning have been rather controversial. Nowadays internet is considered to be the greatest innovation in Information Technology. The number of users of the Internet increases dramatically every day. The benefits and uses of the Internet for education are growing with every passing day. Internet can make education more attainable by more people. It can promote improved and new types of learning. Gilmore (2007: 97-118) points out that authenticity can refer to several different points. Authenticity relates for instance to: "the language produced by native speakers for native speakers in a particular language community" or "the language produced by a real speaker/writer for a real audience, conveying a real message". Mishan (2004: 30) emphasizes that "authenticity may be something that is realized in the act of interpretation, and may be judged in terms of the degree of participation of the learner".

Social media As defined by Andreas Kaplan and Michael Haenlein (2010), social media is 'a group of Internet-based applications that build on the ideological and technological foundations of Web and that allow the creation and exchange of user-generated content. Researchers argue that the impact of social media relies on the fact that they employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, create and co-create, discuss, and modify user-generated content (Ahlqvist, 2008). Mikolaj Jan Piskorski (2011) argues that the secret of successful ones – and here he refers to the business rather than the social success - is that they allow people to fulfill social needs that either cannot be met offline or can be met only at much greater cost. This insight provides another perspective on social media: it does help not only social communication, but also the business world. It implies that companies can leverage social platforms to create a sustainable competitive advantage.

Companies need to help people interact with each other before they will promote products to their friends or help companies in other ways.

II.Literature review

Utilization of Media in teaching English skills

Referring to Jensen ², interactive abstract learning that includes the use of various media, such as CD-ROMs, the Internet, distance learning, or virtual reality, utilizes the categorical memory and gives to learners great intrinsic motivation. We can exploit a piece of learning materials offered by various Media in several different ways through: analyzing a text in the book, reading and generating ideas from a text in the newspaper or magazine, watching and discussing a TV program or a movie, classroom presentations, exercises and activities using various kinds of Media, pair and group work, reconstructing the text based on the above information brought from different Media, engaging students in useful writing and revision activities, etc.

According to Wright many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means. One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson ³ reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programs on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play

²Gardner Robert and Wallace Lambert "attitudes and motivations in second language learning",1972,156p

³Chapple ,Lynda and Andy Curtis "Content – based instruction in Hong Kong: Student responses to film",2000,28p

back to learners their activities and achievements in a foreign language teaching. Moreover, in this issue Arthur claims that media can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability. It is an undeniable fact that media is one of the best materials that enables students to practice what they have learned through various techniques. As Canning-Wilson describes media, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. The students contextualize the language they have learnt. In other words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Prior to the usefulness degree of Media in teaching English, many scientists suggest kind of medium in curricula according to their research. Philipp Thompson pointed out that, incorporating multimedia, such as, movies, graphic novels and songs might prove to be successful in turning the traditional classrooms to communicative and student-centered classrooms. In a study done by Alfahad (2009), on English learners in the university level using technology, he concluded that technology enhances the communication skills, and it changes students from passive learners to more communicative learners. Therefore, media such as movies or documentaries are among the best means for providing authentic speech and conversations. As for music, Li & Brand conclude that using music and songs in EFL classrooms resulted in a better language learning experience and a better vocabulary acquisition. They also conclude that the students' attitude is positive towards the intensive use of songs. Lastly, in a study that investigated the effects of graphic novels on critical thinking. We can show newspapers as an important source in teaching English language, especially, in teaching vocabulary and increasing reading skill. They bring to students real life situations and can be easily

used as authentic materials. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading. Tafani pointed out that most newspapers are linguistically up-to-date and provide valuable linguistic data. Another great advantage of newspapers is that they can serve as a motivating medium in encouraging and stimulating students to read further and to engage themselves in the activities organized. They report real-life events that are of actual importance and emotional value to the students, and this arouses their curiosity. “People learn through reading, and reading about interesting new things in one’s interest subject, undoubtedly helps motivation”⁴. Gebherd stated that the genuine input helps the pupils to understand that there is a connection between the more traditional classroom teaching and the real world and that the foreign language is used in real everyday situations outside the classroom. Shirley Biagi claims, audio visual Media which has a lot of potential and if tapped correctly creates wonders. According to his research audio visual Media:

- News Bulletins
- Chat shows
- Movies
- Speeches
- Documentaries.

A major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence. Media has great aid to teach English skills. As for, listening skill, a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language as claimed Buck, (2001). This is because listening is a skill developed in the very beginning of a child’s learning of language. Listening is a natural process in acquiring a new language. Video materials can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation. Secules, Herron and Tomasello (1992 cited in

⁴Chen,Mei-Ling,”Effects of the order of reading text or viewing a film and L1\L2 captions on reading ”,2012,65p

Keihaniyan, 2013) mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input. We can widely use print media in reading skill in the English class. Newspapers, magazines and books comprise the three most important representatives of the printed media. Referring to Tafani said that newspapers bring English learners real life situations and can be easily used as authentic materials. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading. They usually reflect the culture of a certain community through the language they contain. Newspapers also reflect the changes in the language as well, and in doing so, help students and teachers keep up pace with such changes. Most newspapers are linguistically up-to-date and provide valuable linguistic data. What is more, newspapers provide a wide range of various text types and language styles, which are not always found in textbooks. This is one of the most important features of newspaper-based activities. This wide variety serves as an excellent tool in the hands of the teacher while organizing exercises dealing with phonology, morphology, lexicon, syntax or discourse. Newspapers are also a great source for ESP teachers. They can be used as teaching materials to develop students' language skills. They can be used effectively with a wide range of levels from Elementary to Advanced, either interpreting them or using them as they are. Some newspapers are easy to read, easy to use. The committed teachers can design exercises to develop reading comprehension, critical thinking skills, writing skills, grammar skills, vocabulary, map/chart reading skills, geography skills, social study skills and more. Having a lot of newspapers and information the teachers should be careful with the way how to organize a certain activity using them. So, they are particularly suitable for mixed-ability classes, depending on the activity, questions, etc. In planning a lesson using a newspaper, the teacher should take into consideration the length of the article, paragraph, the complexity of the language, the density of information, the subject-matter and content, the time available and the level of the students. To

quote from Sanderson ⁵(2004) people learn through reading, and reading about interesting new things in one's interest subject, undoubtedly helps motivation. In addition, we can use magazines in increasing reading skill. Their advantage is that they are much more colorful than newspapers and they offer many opportunities to the teachers to organize photograph activities that could stimulate verbal and/or written stories. For instance, they could be used to introduce colors, means of transport, fables and short stories and other stimulating activities as well. Nowadays, there are magazines suitable for every age group which makes the decision making much easier. In an article entitled 'Volume' makes the point that newspapers and magazines may be used for the wide variety of text types and language styles, not often found in textbooks. At the same time, newspapers provide a natural source of many of the varieties of written English that become very important to students, and valuable for language study as the English learners progress. So, they may be used as supplementary material and examples in Text Analysis, Academic Writing, Stylistics, Semantics, etc. while analyzing different types of texts. The variety of subjects and topics makes newspapers interesting and motivating for the students to work with. Newspapers report real-life events, and this arouses students' curiosity.

Another representative of Media is Radio. This type of Media has great influence to increasing listening and speaking skills of English language. A lot of radio programs contribute to language learning. Besides getting new information and entertainment, in language classes radio helps the pronunciation, the intonation, the pitch of voice, etc.

We can point that the one of the most popular types of Media is Television. In research entitled BBC English by Television (on secondment to Children's Television Workshop) films and television programs have been used for language learning and teaching since the 1930s, and in EFL for some twenty years. There are numerous claimants for the honor of being pioneers in this field, but probably the first EFL series to be seen widely on television screens (thus reaching a much

⁵Cook, Vivian "second language learning and language teaching", 1991, 215p

larger public than the classroom use of films permitted) was produced and screened in Sweden in the early 1960's. TV programs may be used as warming-up activities, pre-activities for the coming issue, as supplementary materials for a certain topic, for up-to-date information, to update the information in the textbooks, etc. Documentaries are also educational. Documentaries on Wildlife, on Civil War, on Discovery Channel, and others, have opened valuable windows for English learners. Through them students can learn about languages, cultures, science, etc. Some of these documentaries, if carefully selected may be used successfully in the classrooms and be a part of the curriculum. They may help students to better understand the subject. As we cannot use TV information when it is given, we can bring this information into the classroom through videotaping various TV programs for later use. Often activities using television, video and movies overlap, there is not a strict division among them. In 'Volume' Vilma Tafani wrote that students should be encouraged to see as many films as possible outside the classroom or parts of films in the classroom. Watching films is very important as it increases their visual and critical awareness. Watching films in the classroom can be realized through recording them. Teachers have tried to make the activity of film-watching an active rather than a passive one. This can be done in a variety of ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. Teachers may also stop the film from time to time and ask the students what has happened so far or guess what might happen next. Another way might be turning the sound down and asking the students to imagine or make up dialogue.

By using various kinds of Media in the classroom we can enhance students' understanding and promote it where necessary. Media helps teachers make teaching and learning visual (easy for visual learners). A picture not only tells a thousand words but it also helps students improve their thinking and observation skills, it promotes imagination, etc. Playing the video with or without the subtitles enhances visual learners. Radio (playing the audio) helps auditory learners learn better. Listening to the tape and then having the script is a clear combination that

helps visual and auditory learners. Print Media helps learners to increase their reading and writing skills. Correctly chosen Media has great role in learning and teaching English.

The authenticity of media in English education sphere: computer and social media.

Twenty first century is the age of globalization and information technology as Harry Samuels argues, "Much more recent developments in social media and information technology are taking foreign-language education in new directions". Social media is a fairly new concept since almost nobody heard or use social media 10- 15 years ago. Nevertheless, nowadays websites such as Facebook, Twitter, and LinkedIn have more than 1 billion users and account for almost 25 percent of Internet use. According to an article posted on Facebook, it appears that only Facebook's monthly active users now exceed 800 million and their daily active users, exceeds 400 million . It looks like almost overnight, social media has grown indispensable to our lives--from friendship and dating to news, weather forecasts and business issues. Social media is a phrase used to describe various websites or other forms of technology where people can connect and interact with one another and share information. After all, why are people attracted towards using social media? They satisfy two basic human needs: to meet new people and to strengthen existing relationships.

Social Media Language Learning (SMLL) is an innovative approach in teaching languages interactively, linking social media channels to language learning. Students are thus encouraged and supported to develop communication and language skills.

According to study conducted by Jackson et al. (2006), it has been found that students who used the internet more, got higher scores and grades. According to the research activities, the internet changes the interaction between learners and teachers (Kern, 1995): there is less teacher and more learner talk in computer classes. Furthermore, it changes teacher and students' roles (Peterson), 1997) and makes learning more students centered. (Warschauer, Turbee, and Roberts, 1996).

Vision and hearing are the two dominant senses that media technology can provide to the students and present greater opportunities for learning linguistic inputs. As Pope and Golub asserted, it is also important for English educators to model effective practices of teaching with technology. As students perform diverse task with the computer, they broaden their repertoire of metacognitive, cognitive and effective learning .As Kajder⁶ wrote, "Focus has to be placed on learning with the technology rather than learning from or about the technology". He further claims that with the help of hypermedia (e.g. World Wide Web), multimedia becomes a more powerful tool for language learning. He maintains that one of the advantages of using hypermedia for language teaching is that it provides learners with a more authentic learning environment, as, for example, listening can be combined with seeing. The second study ⁷focused on the potential of discussion forums to harness learners' argumentation skills – that is, to raise learners' awareness of their ability to present arguments in oral. Recent research in the field of first language literacy suggests that text messaging might improve students' reading and spelling abilities (Plester et al., 2009). Computer Mediated Communication (CMC) is the broad term for technologies which allows language learners to communicate with other learners or native speakers through text or audio including e-mail, discussion forums, text messaging, chat and conferencing. Authenticity and authentic materials have been a topic for discussion during the past decades, since using social media and ready-made exercises may give a distorted picture of what language is and how it should be learned. Students may get the idea that foreign language only exists inside the classroom and that they do not have to use it anywhere else. Authentic materials usually help them to notice, that knowing foreign language is very useful and that the language can be used every day in different contexts. Gebhard⁸(1996: 89-109) points out that for some teachers it may be difficult to let go of the media, since a teacher may be under a great pressure, in which case it is easier to use ready-made exercises and texts. For some teachers it

⁶Krashen,Stephen D "second language acquisition and second language learning",2002,106p

⁷ Chandrasegaran and Kong, 2006

⁸Gareis,Elizabeth "movies in the language classroom : Dealing with problematic content",1997.201p

is also mandatory to use at least some parts of the textbook, and it can be difficult to try to combine authentic materials with the textbook. However, using authentic materials has many advantages and it can bring variety and flexibility to the EFL classroom. It can motivate both the students and the teacher and make learning a foreign language enjoyable and fun. However, the terms authenticity and authentic materials can be rather confusing since they have several different definitions. Thus, these definitions need to be discussed. There are several different definitions of authenticity. For example, authenticity can mean that the material is made for native speakers and not for teaching purposes. Also Allan points out that authentic material is made for an audience of native speakers. Sufen, for one, gives two definitions for an authentic teaching material. The first is that the material has never been produced for language learning and language teaching purposes. The second is that the material has been produced in a real communication situation.

The impact of using Media in teaching English for young learners

The importance of English as a world language has made people to learn English as early as possible. In Uzbekistan, for example, English is taught even before the children enter the playgroup, there is a special class for children who are still around two or three years old. This is supported by the fact that the optimum age for children to learn a foreign language is when they are still in a very young age. This phenomenon has made Teaching English to Young Learners, TEYL become increasingly famous. There are many English courses and the publication of the course books.

Media is one of the most essential tool in English teaching for young learners. We take music an example the one representative of media, and we can observe the effects and several advantages of music and songs in TEYL. Music helps children develop cognitive skills, as well as enhances language skills, by singing song, children learn language appreciation, vocabulary and rhyme (Shipley,1998). Another thing is that songs and rhymes are learned by heart, and this may form part of a child's linguistic. Songs can rise English skills of young learners, such as listening, speaking and writing skills.

When the songs are introduced; the first skill that the children learn is listening. This section will focus on activities which will practice the skills of listening. The activities include detailed listening comprehension, listening for summarizing or writing, listening to isolated vocabulary and listening for word order⁹ by Griffée,1992. The first activity is listening comprehension, before being introduced to the songs, the children are given several questions, for example, “Is this song going to be happy or sad?” “Who do you think is the singer, a girl or a boy?” and “Do you think you will like the song?” After answering the questions, the teachers play the song, and followed by other questions. The teacher might ask these questions: “How do you feel when you listen to the songs?” “What words do you remember?” “Do you like this song?” “Why or why not?” The second activity is by providing the children a paraphrased version of the song before they listen it. This activity is especially good to introduce songs that tell stories because it gives children the story line before they listen to the actual song. The activity goes like this, the teachers read the paraphrased version of the song to the children.

The second skill that the children can learn through songs is speaking skills. Singing a song, however simple, is a pleasing achievement. After the children listen to the song, they would attempt to sing it. Moreover, since the words in the refrain are repeated several times, they are easily memorized. As Rixon says that one of the most popular formats for songs is that the refrain (a rhythmic section) is repeated many times, and has often been observed to result in spontaneous ‘joining in’ by the young audience. Teacher of young learners of a language experienced that this exposure to rhythmic utterances benefits retention of words in memory. Griffée¹⁰ also states that the children practice saying the words in the same way they sing the songs, the children can repeat the words in rhythmic word groups. Thus, the exposure and the repeated words from the songs make it easier for the children to remember the words as a result the children can produce or utter the words. Several activities that can be used to enhance the childrenspeakingskills,for

⁹Cassidy,Simon “Learning styles : An overview of theories,models and measures”,2004,205p

¹⁰Cavanaugh,M.P. “History of teaching as the second language”,1996,123p

example minimusicals. A mini musical is a performance that has some sort of theme, and contains some singing and some spoken dialogue. Songs can be grouped and be performed for the class. The teacher select a theme for the musical, three to five songs. The songs need to be singable, but the teacher can use only part of the songs, for example, one or two verses of the whole song. The teacher can also consider the children's songs and folk songs. The teachers then write all the spoken dialogues to introduce and connect the story line, and ask the children to perform in front of the class.

Apart from writing down the lyrics there are many ways to exploit songs for writing practice. According to Griffiee, songs that tell a story do not quite often suggest a narrative that can be written down, and many pieces of music without words convey dramatic narrative to the imagination 1992. Dictation is a good way to introduce a song, especially for singing. After listening to the song many times, children will have not only the words but also the melody. The children are given a short and slow songs, and then the teachers ask the children to write down the lyrics. The teachers play the tape until most of the children can complete the lyrics of the songs. When using dictation, any data you give to children helps them and makes their job easier.

Furthermore, another element of media that video materials are also very useful tool in TEYL. Movies and videos can be considered as authentic material and they provide the learners with genuine input (Mishan 2004: 216). The genuine input helps the young pupils to understand that there is a connection between the more traditional classroom teaching and the real world and that the foreign language is used in real everyday situations outside the classroom (Gebhard 1996: 89-109). Moreover, as Krashen¹¹²(1985: 4) points out, a natural input helps the young learners to acquire language without necessarily even noticing that they are hearing or reading a foreign language.

¹¹Borg, Simon "Teacher cognition and language education : research and practice", 2006, 265p

III. Research Methodology

Comparing media to young learners' achievement seems to lend itself to quantitative methods for a number of reasons. First, researchers need to use statistical measures to compare the effects of traditional English class and contemporary media-based English class. Most studies used correlations to do this and the results were clearly shown using these methods.

Secondly, in many studies, countries, school districts, or classes within a school were being compared and so looking at the mean and standard deviation were important quantitative aspects.

Conversely, some studies that compared the design of media-based lesson to learners' and teachers' achievement used more of a qualitative method or mixed-method approach. In these cases, researchers were using surveys, questionnaires or observation tools to look at media-based lesson, but then also looked at achievement scores and found possible correlations .

To find out the impact of media technology in EFL classes in general and in improving listening, reading, speaking and writing skills in particular on EFL learners at school N10, in Ferghana city, questionnaires for 10th grade pupils and observation tool for 5th and 11th grade pupils were conducted.

First and foremost a survey was undertaken to explore the general response of the students to the integration of media technology in EFL classes. Twenty 10th form pupils and pupils of primary level were chosen for the survey. Seven statements on the integration of media technology were given. The teachers were asked to check Strongly agree, Agree, Strongly disagree, Neither agree or disagree, and the seven statements on media technology.

The second survey is based on impact of media technology in improving pronunciation of individual words of young learners. This test was based on pre-test and post- test. Pre-test was conducted before the use of media technology. 15 learners comprising different sections were asked to pronounce 20 English words (Appendix 1). Their pronunciations were recorded. Afterwards the same students were given 10 days to practice the pronunciation of the given words with the help

of internet. At this juncture the students were given the post-test. The pre-test took 5 days. Every day each pupil was given 20 words to pronounce without the help of media technology. Their pronunciations were recorded. The correct pronunciation of each word received one point. The participants ranged in age from 11-12 were elementary users of English having a little prior exposure to the English language. The aim was to find out how Received Pronunciation ¹³(RP) available on internet helps learners identify their own mistakes in producing the accentual patterns of English words.

The effects of Media on young learners' achievement encompass an immense amount of research. Over time, public opinion about media has changed quite often. Research has given educators much insight into best practices, but there are still questions that remain unanswered and variables that still need to be addressed. In the race to keep up with other countries in our educational system, it seems that young learners' achievement has become a popular topic. Media is just one possible variable to consider in this issue. Although considering it has been controversial over the last century, it is crucial that we continue to evaluate its influence on pupils' achievement. More importantly, we must recognize how we can improve the effects of media during the English lessons, to maximize its effect on student achievement.

Participants

This research study was conducted with a group of tenth, ninth and fourth grade pupils at a school 49. The fourth class consists of 15 pupils: 8 girls and 7 boys. They were chosen for observation tool and tenth form pupils are attracted for the fulfilling questionnaire. And an English teacher was interviewed which theme was over the effects of using media in teaching and learning. The study is being conducted towards the end of the school year and learners are accustomed to the routines and procedures of the classroom. There is a set curriculum that all teachers follow and there is a textbook. During the observation time, survey divided into

¹³Cavanaugh, M.P. "History of teaching English as a second language", 1996, 147p

two parts. In the first part teachers were given traditional lesson plan which was prepared for fourth form and they gave the lesson in this approach,

Materials for Study

The materials used in this study included pre and post-surveys questioning 10th pupils about the importance of media, its effects on English learning and if they felt there was a relationship between media and their level on English learning process. There were seven statements on the post-survey. They consisted of questions, written response questions, and questions where pupils were asked to check all that applied. Observation tool was chosen during the survey. Observation was taken by ready lesson plan which was appropriate for fourth form. And 9th and 10th grade pupils are also observed. And an English teacher was interviewed after the media based lesson.

Data collection instruments

The instruments that were used in collecting data from the participants were questionnaires and observation tool, but secondary data was collected by looking at the documents. Data collected was analyzed by use descriptive statistics. This included the use of frequency counts, percentages, graphs and tables.

In order to answer the above questions, mixed methods research was used. Thus, the researcher employed qualitative methods of data collection, namely teacher interviews and lesson observations, and a quantitative method, namely a pupil questionnaire. Different methods of data collection increased the validity of the research. According to Dörnyei¹⁴, qualitative inquiry is very different from quantitative: while the latter can be easily divided into two distinct phases – data collection and data analysis – because they usually follow each other linearly, qualitative data collection and analysis, in their turn, are often circular and frequently overlap.

The popularity of questionnaires as a quantitative inquiry tool is mainly due to the fact that they are capable of gathering quick and compact information in general from a large number of respondents on the topic being investigated.

¹⁴Cassidy,Simon "Learning style : An overview of theories,models and measures",2004,145p

However, the questionnaire in the current research provides with both quantitative and qualitative data, since it contains both closed items and an open-ended question.

Observation is a major method of a case study. According to Cohen et al.¹⁵(2000:185), the case study researcher, as opposed to, for example, the experimenter, typically observes the characteristics of the case in order to probe it deeply and analyze it intensively. On the whole, a case study gives a 'thick' description of the issue being studied. Below is a detailed presentation of the methods employed in the current research.

In total, twentyfive English learners which are from 10th grade from school N#49 were asked to answer a questionnaire. The questionnaire was originally written in English in addition to this, questionnaires were also given in mother tongue that is Uzbek language because of to reinforce misunderstanding difficulties among pupils. The 10th grade pupils were asked to answer questionnaire, ticking off 7 statements on a scale from 'strongly disagree' to 'strongly agree' ('strongly disagree', 'disagree', 'agree', and 'strongly agree', "neither agree nor disagree"). The questionnaire included statements concerning the pupils' attitudes to lessons with media, as well as the effect of media on the development of oral, reading and writing skills, vocabulary growth, promoting cultural awareness, and the use of subtitles. Thus, the questionnaire contained, for example, statements, such as: 'Media in English lessons provide pupils with topics to communicate with other classmates' or 'Media in English lessons inspire pupils to read books that they may have previously had little interest in or that they did not know about before'. The questionnaire as a method of data collection was chosen because of the following advantages: time and effort. Firstly, it took the teachers only about 20-25 minutes to answer the questionnaire.

Lesson observation took place in lesson with media taught by three of the fulfilled questionnaire teachers from the case study school. Observation as a method of data collection in a case study implies the thorough examination of the

¹⁵Canning Wilson, Christine "Practical aspects of using video in the foreign language classroom", 2000, 128p

characteristics of the phenomena being studied. The main advantage of observation is that it provides direct access to the phenomena under examination. Instead of relying on collecting information from other people, the researcher has the opportunity to observe the case himself or herself. Observation as the third method in mixed methods research can simply complement the first two methods more effectively and efficiently by providing the researcher with more unbiased and objective data. The type of observation in the present case study is non-participant. Hence the researcher as an observer took the nonparticipant role by sitting at the back of the classroom and watching the educational process without taking any active participation in the tasks.

IV. Data Analysis.

The data analysis included use of qualitative and quantitative methods. The data obtained from interviews using semi-structured method, both basic descriptive statistics and qualitative techniques were used to demonstrate to readers the different groups of data, their characteristics, range and average. Similarly, qualitative data obtained from closed ended responses were analyzed using descriptive statistics such as frequencies, and percentages, tables and graphical presentation where necessary ¹⁶. All the research findings are presented in the following section.

To determine whether using media in teaching English had an effect on learners' achievement I compared a number of variables. First, using the pre-intervention unit data, I compared the percent of using media (especially, video type) and non-using media during the English lessons. For example, there was a media based lesson plan and traditional lesson plan, so I observed both lesson to compared the results of lessons that to the unit test score. I compared the same variables for the post-intervention unit.

Next, for the post-intervention unit, I compared the score of the completed assignments to the average score of those same completed assignments after questionnaire had been filled by pupils. I thought this would be an important comparison to see how many learners actually needed using media in their English lessons.

Lastly, I compared the scores from the pre-intervention and post-intervention tools. This comparison was most critical to the study because it focused on answering the research question of whether or not utilizing media techniques affected student achievement. By comparing each pupil's answer for the statements from both units, we can see patterns and make conclusions based on the data.

The methods I chose to collect and analyze the effects of media were the most appropriate methods to answer my research question. I felt that although only

¹⁶Burns Anne and Jack C.Richards "The Cambridge guide to pedagogic and practice in second language teaching",2012, 178p

a few comparisons were necessary to answer the research question, there were other important variables to analyze in order to make accurate conclusions. For that reason, I decided it was important to include analyses of not only the percent of effect of media using learners completed, but the answers they received on those statements both prior to corrections and after corrections were made. I thought this information would be very informative and help to draw important conclusions regarding the effect on pupils' achievement.

The methods I chose to collect and analyze the survey data made it easy to compile the responses and display them for easy learning. Since there were 25 pupils in the study, which is a fairly small number, it was manageable to sort through their responses in detail and categorize them accordingly.

V. Result and Discussion

To analyze the results of this study, I first looked at the pupils' scores on media and tests from the pre-intervention unit. Then, I focused on the teachers' scores during the post-intervention unit. I then discussed the teachers feedback from the surveys that were given prior to the study and at the end of the study.

This subsection presents the findings from the questionnaires answered by the twenty English pupils from the case study school, comprising 4 respondents in total. Each of the tables addresses one specific aspect concerning teaching with media. These aspects are the affective aspects of using media during the lesson, the general educational aspects, the frequency of media usage in relation to increasing critical thinking, the connection between utilizing media and the development of oral language skills, the connection between media-based lessons and the development of other language skills, the cultural and contextual aspects of using media.

Table 1 presents an overview of the questionnaire responses on the affective aspects of using media.

Table 1: Effective aspects of using media.

Statement N=25	Strongly agree	Agree	Strongly disagree	Disagree	Neither agree nor disagree
English lessons with media are fun and entertaining	8(31%)	12(49%)	1(5%)	2(11%)	2(11%)
It's uncomfortable using media during the	1(5%)	2(11%)	10(46%)	10(46%)	2(11%)

English lessons					
Media helps learners to gain confidence.	11(47%)	9(45%)	1(5%)	1(5%)	3(13%)
Media authenticity maintain learners' interest and concentration while English lessons	8(31%)	12(49%)	2(11%)	2(11%)	1(5%)

As Table 1 demonstrates, the large majority of the pupils (80%) agreed or strongly agreed that English lessons with media were successful, and entertaining and roughly four out of three indicated that they consider that English lessons with media is comfortable. The same tendency can be seen with regard to the statement that authenticity of media helped the pupils to maintain their interest and concentration while using media¹⁷(82% agreed or strongly agreed). There was, however, a greater spread in answers about whether media helped the pupils to gain confidence in speaking to their English classes: 43% agreed or strongly agreed, two out of twenty disagreed or strongly disagreed and roughly four out of twenty neither agreed nor disagreed.

Table 2 provides an overview of how the teachers perceived the educational benefits of lessons with videos.

Table 2: Educational benefits of watching videos

¹⁷Brown, James Dean "Using surveys in language programs",2001,198p

Statement=25	Strongly agree	Agree	Strongly disagree	Disagree	Neither agree nor disagree
Learning English lessons are more effectively with media	9(45%)	7(30%)	2(11%)	2(11%)	5(24%)
I learn in a more efficient way during English lessons with media	10(46%)	12(49%)	1(5%)	1(5%)	1(5%)

As Table 2 shows, approximately half of the learners agreed or strongly agreed that they study more English during English lessons with media, whilst one out of five disagreed or strongly disagreed. In addition, one out four of the pupils agreed or strongly agreed that they learned in a more efficient way during English lessons with media, whilst just under one in four disagreed or strongly disagreed and roughly one in four neither agreed nor disagreed with the statement.

Table 3 provides an overview of the teachers' responses to the frequency of using media in English lessons in relation to vocabulary growth.

Table 3: Frequency of using media in relation to vocabulary growth

Statement N=25	Strongly agree	Agree	Strongly disagree	Disagree	Neither disagree nor agree
Just a few lessons with videos do not help us to increase our vocabulary.	1(5%)	1(5%)	9(45%)	13(51%)	1(5%)

Regular lessons with media help pupils to increase their vocabulary a lot.	8(31%)	10(46%)	1(5%)	1(5%)	0(0%)
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As Table 3 shows, nearly half of the pupils (46%) disagreed or strongly disagreed that just a few lessons with media did not help them to increase their vocabulary, whilst roughly one in four neither agreed nor disagreed with the statement. In contrast, approximately eight out of 20, ten agreed or strongly agreed that regular lessons with videos helped them to increase their vocabulary considerably, while roughly one in ten disagreed or strongly disagreed.

Table 4 illustrates how the pupils evaluated the role of media on the development of their oral language skills.

Table 4: Effects of using media oral language skills

Statement N=25	Strongly agree	Agree	Strongly disagree	Disagree	Neither disagree or agree
Media in English lessons provide pupils with topics to communicate in English with each other.	12(49%)	10(46%)	1(5%)	1(5%)	1(5%)
Media in English lessons helps to improve pupils' pronunciation and intonation	11(47%)	11(47%)	1(5%)	2(11%)	0(0%)
Media in English classes helps to pupils to understand oral English better than other ordinary audio sound records (CD, etc.).	9(45%)	14(52%)	1(5%)	1(5%)	0(0%)

Media in English classes are a good source to make pupils familiar with and used to different ways pronunciation and intonation.	13(51%)	11(47%)	1(5%)	0(0%)	1(5%)
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As Table 4 shows, slightly less than half of the pupils agreed or strongly agreed that videos provided them with topics to communicate in English with their classmates, while three out of ten disagreed or strongly disagreed. Furthermore, the large majority ¹⁸(87%) agreed or strongly agreed that videos in English helped them to improve pronunciation and intonation, whilst very few (5%) disagreed or strongly disagreed. Another large majority, roughly four out of five of the pupils, agreed or strongly agreed that videos in English helped them to understand oral English better than just ordinary audio sound recordings, while 6% disagreed or strongly disagreed. Finally, as many as 91% of the pupils agreed or strongly agreed that videos in English were a good source to make them familiar with and used to different ways of pronunciation and intonation.

Table 5 demonstrates how the pupils evaluated the role of media in English on the development of the other language skills, namely reading and writing, and vocabulary growth.

Table 5: Effects of utilizing media on reading, writing and vocabulary

Statement N=25	Strongly agree	Agree	Strongly disagree	Disagree	Neither disagree nor agree
Using media inspire pupils to read books	7(29%)	7(29%)	2(11%)	3(13%)	6(27%)

¹⁸Blake, Robert J "the role of technology in second language learning", 1998, 256p

that they may had previously had little interest in or that they did not know before					
Media in English lessons make learners more interested in doing writing tasks	8(31%)	7(29%)	1(5%)	1(5%)	8(31%)
Using media during the lesson helps pupils to grow range of vocabulary	11(47%)	10(46%)	1(1%)	1(5%)	2(11%)

As Table 5 shows, one third of the pupils agreed or strongly agreed that videos in English lessons inspired them to read books, whilst roughly half of the pupils disagreed or strongly disagreed with the statement. As for writing skills, almost every second pupil agreed or strongly agreed that videos made them more interested in doing written tasks, as opposed to one third of the pupils who disagreed or strongly disagreed with the statement. Finally, the large majority ¹⁹(88%) agreed or strongly agreed that videos helped them to learn vocabulary, whilst only one in ten pupils disagreed or strongly disagreed with the statement.

Table 6 shows the pupils' responses about the cultural and contextual aspects of using media elements in English classes.

Table 6: Cultural and contextual aspects of media-based lessons.

Statement N=25	Strongly	Agree	Strongly	Disagree	Neither
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¹⁹Borg, Walter R. and Meredith D. Gall "Educational research and practice", 2006, 176p

	agree		disagree		disagree nor agree
Media in English lessons helps pupils to understand how certain words and expressions are used in real life	8(31%)	6(27%)	2(11%)	2(11%)	0(0%)
Media in English lessons are the best way to see how people communicate in real life and in different situations.	8(31%)	8(31%)	2(11%)	2(11%)	0(0%)
Real life contexts in media-based lessons help learners to learn about the English-speaking cultures	8(31%)	9(45%)	3(13%)	2(11%)	3(13%)

As table 6 presents, almost one out of four of the pupils agreed or strongly agreed that videos in English helped them to understand how certain words and expressions were used in real life, while just under one in ten disagreed or strongly disagreed. Roughly four out of five agreed or strongly agreed on videos being the best way to see how people communicate in real life and in different situations, while 13% disagreed or strongly disagreed. Finally, 85% of the pupils agreed or strongly agreed that real life contexts in videos helped them to learn about English speaking cultures, as opposed to every third pupil disagreeing or strongly disagreeing with the statement. The pupils who neither agreed nor disagreed with the statement accounted for 15% of the respondents.

Finally, Table 7 illustrates the pupils' attitudes to the use of subtitles in teaching English with videos.

Table7: Attitudes to subtitles in videos during media-based English lessons.

Statement N=25	Strongly agree	Agree	Strongly disagree	Disagree	Neither disagree nor agree
Pupils prefer subtitled videos to non-subtitled videos in media based lessons	7(29%)	10(46%)	3(13%)	2(11%)	3(13%)
Subtitled videos distract pupils.	6(27%)	6(27%)	5(24%)	7(29%)	1(5%)
Videos help learners to follow what is happening.	7(29%)	8(31%)	5(25%)	2(11%)	3(13%)
Subtitled videos help pupils to learn new vocabulary and idioms more quickly than others	7(29%)	6(27%)	2(11%)	4(22%)	6(27%)
They prefer media-based English lessons	8(31%)	9(45%)	3(13%)	2(11%)	3(13%)
Pupils learn English more by videos than other techniques	9(45%)	8(31%)	2(11%)	3(13%)	2(11%)
English media based lessons used in videos help	8(31%)	10(46%)	2(11%)	3(13%)	2(11%)

pupils to develop their communicative skills					
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As Table 7 shows, three out of five of the pupils preferred subtitled videos, as opposed to one fifth of the pupils preferring non-subtitled videos. Roughly one out of four of the pupils agreed or strongly agreed that subtitles distracted them, compared to roughly two thirds of the pupils disagreeing or strongly disagreeing with the statement. An equal number of pupils (41%) preferred Subtitles to those who did not. However, slightly more than two thirds of the pupils (69%) agreed or strongly agreed that they learned more from English subtitles than from another ones, whilst only one in ten pupils had the opposite view. Finally, 73% of the pupils agreed or strongly agreed that English subtitles helped pupils to develop their reading skills, as opposed to every fourth pupils who disagreed or strongly disagreed.

Last but not least, at the end of the questionnaire the pupils were asked to answer one open question on what English lesson with video they liked best of all and explain why. Most of the pupils (15 out of 25) came up with the name of a specific feature film that they had seen in an English lesson or lessons that they liked best of all. The following feature films were mentioned in the pupils' answers: 'Robin Hood' (6 pupils), 'Interpreter' (4 pupils), 'Pioneer' (4 pupils), 'Malificent' (three pupils), 'Oliver Twist' (one pupil), and 'the adventure of Tom Sawyer' (one pupil). Furthermore, 2 pupils liked episodes of approximately 30 minutes from the comedy sketch show 'Little Britain', while one mentioned a short YouTube video explaining the reasons for the start of the Second World War. As for the rest, 2 pupils gave a general description of English lessons with video and provided reasons why they usually liked these lessons, such as 'because they were fun', 'because they taught something about the foreign culture' and 'because they taught new vocabulary'. Two pupils wrote that they did not like any English

lessons with videos because the lessons or videos were boring or because they did not learn anything useful or interesting from those lessons or videos.

We can observe concluding statistics from this chart:

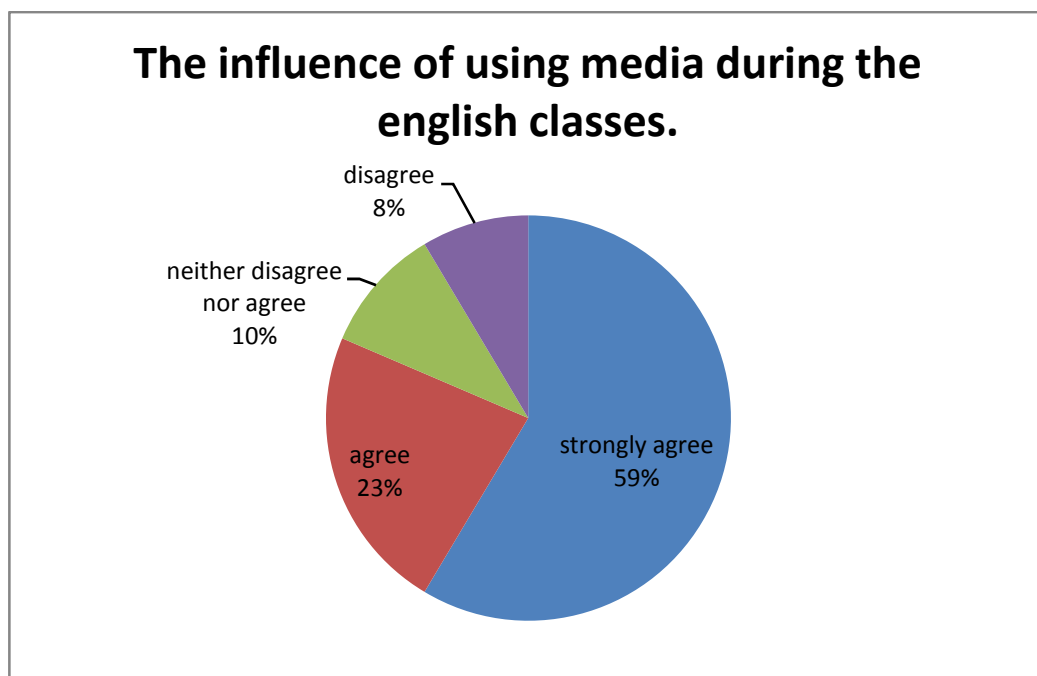


Figure-1

As we saw from the chart the major percentage (82%) of result is demonstrate that the most pupils prefer media based- lessons. According to the given chart only 10% and 8% of pupils selected the answer ‘Disagree‘ or ‘Neither disagree nor agree‘.

Lesson observations

Lesson observation1

It was took place in the 5th grade in Husnida’s class. The media based lesson plan was used during the English lesson. The lesson planwas made according to new non – traditional approach. The topic being studied by the pupils according to the curriculum at that time was ‘Friendship’. Two lessons was observed and first lesson was traditional and no using any type of media (Appendix

2). The second lesson was media based and non-traditional as mentioned below. I observed both lessons. During the first lesson, teacher write new words on the blackboard and then pupils write given vocabulary on their note books, then they translate a text which about 'Friendship' from English into Uzbek language. With these two activities, lesson was over. I have observed that this lesson was a little bit boring and they not achieve success which is aimed.

Next time this class was observed again as given new non-traditional, media-based lesson plan (See Appendix 3). Teacher used new approach during her English class. In while-stage of lesson she used video which was selected according to the theme "Friendship". And then 5th grade pupils did the task of the given video. Video was as the fairy tale and this about was two friends. This multimedia given with the English subtitles. In addition to this teacher gave Uzbek explanation of the each subtitles of the video. With the help of this given video pupils rise their communicative skills with vocabulary base. Furthermore they did not feel boredom as first traditional lesson.

Lesson observation 2

In the second lesson 9th grade class was chosen for the survey. They were observed during two lessons in the same day. It took all the class time, namely 45 minutes. Teacher used given contemporary given lesson plan which was made basing media especially, video type of media. The first lesson started with greetings and the teacher's explanation of the researcher's presence in the lesson. During the lesson, Shahribonu used both English and Uzbek subtitles in her video. Uzbek language was used in order to clarify something to the pupils. For example, before watching the video, Shahribonu explained to the pupils in English that they were going to write an essay based on the film. However, she did not advise the pupils to take notes. Shahribonu used Uzbek language to introduce the theme of the film so that the pupils could have an idea of what was going to be shown to them. She explained that the film was about a hero of English nations who was rescuer of poor from the rich. At the beginning of the first lesson, all the pupils took seats closer to the screen by moving their chairs forward. Shahribonu asked

the pupils to immediately raise their hands if they could not understand a word or expression so that she could explain the meaning. Although the pupils did not ask any questions, Shahribonu tried to predict herself what words might be unfamiliar to the pupils. That is why she stopped the video several times in order to ask if the pupils had understood certain words and, if they answered negatively, she explained the words either in English or Uzbek. While watching the film during the two lessons, the pupils were quite noisy and talked to each other, especially during the moments when there was only music in the film without any dialogue. For example, the episodes where the main character was dancing to music and no talking took place seemed to be the most uninteresting moments for the pupils and they immediately started to talk to their classmates. Thus, the pupils might have found the scenes without dialogues boring and hence seemed only slightly interested in the film and did not take any notes. As Shahribonu commented later in her interview, she believed that the pupils had not watched many films of this kind at home because they preferred more entertaining videos to the ones with some serious central problem to think about. However, teacher expressed her hope that the pupils would get used to watching, learning and benefiting from videos such as 'Robin Hood'. In fact, six pupils noted in the questionnaire this film as their favourite lesson with video at school. There was no pause between the two lessons. However, at the end of the first lesson Shahribonu stopped the video and told the pupils in Uzbek that they could leave the classroom if that was necessary for them. Then she continued to play the film. Approximately five pupils left the classroom during the break and came back at the beginning of the second lesson, while the rest of the class was still watching the film. During the second lesson the pupils still seemed to be little interested in the plot of the film and the actions and conversations taking place. By the end of the film in the second 81 lesson (approximately 20 minutes before the bell), although the film had not finished yet, the pupils had started to chat with each other even louder than before, as if they had become extremely tired of sitting and watching it. At the end of the second

lesson, Shahribonu reminded the pupils that they were to submit an essay with their impressions of the film a week later.

Lesson observation 3

Lesson observation 3 took place in the 10th grade in Nozima's class. It was the second lesson out of four planned lessons to watch the film 'Pianist'. The film was about a jews. The film was used in connection with the topic being studied by the pupils on the curriculum, 'Free characters', and hence involved the study of the struggle for human rights and freedom. The lesson started with greetings and the teacher's explanation of who the researcher was and why she was present in the lesson. Nozima spoke only English during the whole lesson. First, she gave the pupils a handout of a text on black history of the world during the World War II (see Appendix 4). As it was the second lesson of watching the film, the pupils had already watched part of the film (about ten minutes) in the previous lesson. The rest of the first lesson had been spent on making the pupils acquainted with.

Therefore, during the observed lesson, before showing more of the film, teacher asked the pupils some basic questions about the film, such as who was the main character of the film, in order to clarify if they had any questions about the plot. Subsequently, a brief discussion of approximately four minutes took place. The pupils seemed engaged and interested in the film and its plot. Before showing the rest of the film, the teacher asked the pupils to pay attention to some aspects, such as ideology, beliefs, as well as the aim, plot, setting, and characters of the film. Maria stressed that the pupils should make notes while watching because they were going to write an essay the following week.

Nozima encouraged the pupils to ask her to stop the video during the viewing if they had any questions, either on the plot or vocabulary of the film. Then she started showing the film from the episode at which the class had stopped watching the previous lesson. The class spent approximately 30 minutes on watching the film. While watching it, Nozima stopped the video several times in order to explain or comment on an episode (for example, she reminded the pupils that one of the characters was the man whom they had seen in the previous lesson)

or to explain some words or phrases (for example what words exactly stood for in the acronym). While watching the film, the pupils looked interested and absorbed in the plot, sometimes discussed it with their neighbors, and a few pupils made notes. Once when she stopped the video, she asked the pupils to pay attention to the Pianist investigators and his way of investigation because the pupils were going to discuss it at the beginning of the next lesson. Approximately five minutes before the end of the lesson, Nozimastopped the video in order to discuss the aspects of the film that she had asked the pupils to be aware of at the beginning. About three pupils were actively involved in the discussion, while the others listened to their peers. At the end of the lesson, the teacher reminded the pupils that their task for the next lesson was to prepare to discuss in class the two characters from the film.

Results of lesson observations

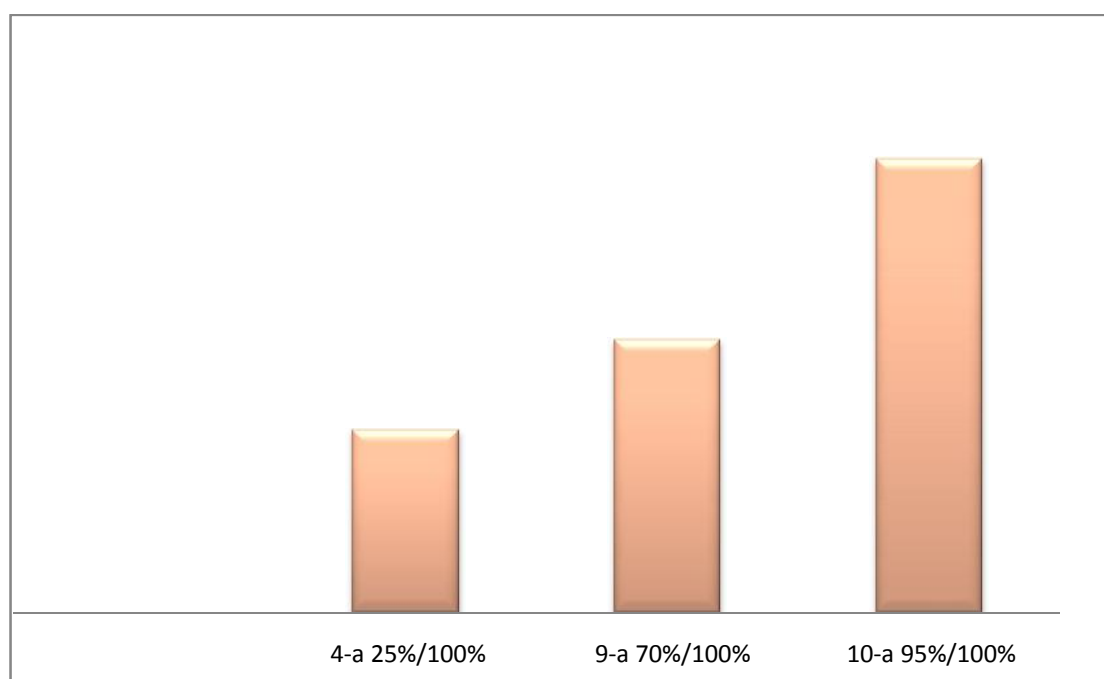


Figure-2

We can see the result of non-using and using media during the English lessons from the figure-2. The result of using traditional method during the lesson is presents that 25% from 100% and that express low effect of this method. In contrast, when the teacher given media-based lesson plan, she more success than previous traditional lesson. During this lesson I observed that pupils felt more

comfortable and more free. So, from this point of view we can conclude that media is the most useful type of techniques, especially, language learning classes. This lesson was more interesting, more successful and more understandable than the first lesson.

We can see the better result from the observation of 9th grade English lesson. In this lesson teacher used video lesson plan for the teaching theme. Why the result lower than expected? Hence teacher made some mistakes during the investigation of video lesson.

The third observation demonstrates that the result is sufficient. Teacher success 95% from 100% during her English video lesson. Because this teacher organized the lesson appropriately and she used successful and need methods during the English lesson, for instance first and foremost, she chose suitable film for the theme and class, moreover, she gave handouts according to the plot of film, and these can influence the interests of pupils.

Interview

Interview with Nozima (teaching English in the 9th grade)

At the time of the interview, Nozima had 8 years of English teaching experience. She had four years of experience of teaching with video. She preferred to use films, music videos (songs) and short YouTube clips. She started to use video because, in her opinion, videos helped her to illustrate what she was talking about:

When you talk about a person, it is very useful to show that actual person, to hear him or her speak like. They [pupils] get a face, they get a tune, they get a sound, they get a total picture of the subject. And in that way, I think, they will remember and learn more.

When Nozima was a pupil, and subsequently a student, there was not much video and, therefore, she was not exposed to being taught with videos. She said that collaboration with her colleagues, especially younger ones, helped her to learn how to make the most of videos in teaching.

The main benefit of teaching with video that Anna had experienced was the pupils' motivation to learn English. She also added:

“It is easier to discuss a film or a video piece from YouTube than just an article or a written text because I think many of those who are slow learners or pupils who do not read well remember more when they see a film and pictures.” Nozima was hesitant on commenting on the drawbacks of teaching with video: “It depends on how to use it [video]. If it is a part of what you are going to teach, there are not many drawbacks.” However, she pointed out that some practical aspects, such as electricity failure and technical flaws, might be seen as a disadvantage when teaching with video.

She used videos once a month in general. When showing films, she practiced both showing them in segments and as a whole unit. However, most of the time she preferred to stop a film between different scenes and discuss with pupils what they had seen in order to learn their reactions to it and answer their questions. She said: “I seldom show a film just to show a film. I use it together with other tasks, like writing a film review or article. I may have written questions they [pupils] are going to answer during the film.” Thus, she liked using while- and post-viewing activities. She was not focused on making pupils learn the vocabulary from the film beforehand. She used English subtitles in order to help pupils with the complicated vocabulary, but if she could see that pupils did not understand some words, she stopped the film and explained them. Before seeing the film, however, Nozima made her pupils read about the film and its topic. She said that she collaborated with and borrowed videos from her younger colleagues, who were also keen on using video in teaching. When discussing film selection criteria, Nozima said: “It has to be, first of all, a film that is acceptable for the age group, of course. And it has to be the film that they can learn something from. It has to illustrate the topic that we are dealing with. And I like to use high quality films.” Nozima remembered showing ‘Pianist’, dealing with World War II scenes and its effect for the every nations and hence illustrating the dangers of this war. The topic

that her pupils were studying according to the curriculum at that time was human rights and freedom.

Nozima found videos to be useful for her pupils' speaking skills: 'I find it very useful as a starting point for a discussion. It's, as I said earlier, easier for many students to discuss something that they have seen and not only have read about.' Nozima preferred to make her pupils sit in pairs and sometimes in groups of four in order to make them speak about the film and its main topic and share their impressions.

She also believed that videos helped her pupils to develop their intonation and pronunciation skills: 'You can hear some of them have, for example, an American accent. And they've learned it from films. And I encourage them. I think it's good that they are trying to speak real English.'

When asked to comment on the difference between a video and a sound recording, and their influence on the development of pupils' listening skills, Nozima suggested that it depended on the type of learner. Thus, some pupils might be distracted by visual aids in a video and hence might learn more and better from a recording. Others, on the other hand, might find visual cues helpful in developing listening skills and understanding the speech from the video.

When comparing videos with written texts, Nozima suggested that the latter would teach pupils more vocabulary and provide more sentences and examples to learn from than videos. On the other hand, she pointed out that her pupils remembered words better from videos than from the texts that they had read. She found videos to be influential on pupils' reading skills via primarily subtitles. She also stated that videos made some of her pupils motivated to read more about someone or something that they had watched about, for example the history of World War II and about Russian soldiers, German soldiers. She added that videos provided pupils with ideas to help them to write more and better: 'Their writing skills and speech will obviously profit from films. They hear the words, the correct sentences, the idioms, and the way of saying.'

As for cultural awareness, videos helped Nozima to acquaint her pupils with the target culture more easily:

If you read a text about the USA, you get only images in your head. But if you watch a video, you will see how it actually is. You may observe the clothing, you may listen to accents, and you see the environment. Well, you see people, and you see the actual places.

Nozima used subtitles mostly if the sound of the video was not good enough or if a dialect was spoken in the video. She preferred English subtitles to Uzbekones because, in her opinion, English subtitles supported learning better by showing the exact words that had been uttered in the same language, which she considered as the main advantage of subtitles. The disadvantage of subtitles was that pupils might lean back and keep reading rather than listening.

It is clear that from statistics, both pupils and teachers admit that videos motivated the pupils to learn English. These beliefs fit in with other educators' beliefs, such as Stempleski and Tomalin's²⁰(1990), that the pupils would feel their interest in language learning stimulated when language was experienced through media, especially video type of media. In fact, the researcher's expectation was that videos in the English lessons would make the pupils want to identify with the target culture and people. On the other hand, the multimedia played a considerable role in scaffolding the pupils to learn English and improve their language skills, which was acknowledged by both the teachers and the pupils when they evaluated their impact on different language skills.

To sum up, the research in the case study school revealed that the media that videos used in English lessons helped the pupils to practice the four language skills, as well as to acquaint them better with the topic being studied, increase vocabulary, introduce the target language cultures and, lastly, teach the pragmatic use of the language. Most of the pupils perceived that they had learned vocabulary and about the target language cultures, and developed oral skills through videos. In addition, half of the pupils acknowledged the role of the videos on the

²⁰Borg, Walter R and Meredith D. Gall "Educational research : An introduction", 1971, 148p

development of their writing skills. Slightly under half of the pupils could see the influence of videos on their motivation to read and speak in the classroom. In contrast, slightly fewer than half of the pupils believed that videos failed to inspire them to read afterwards and one third of the pupils stated that videos failed to motivate them to speak in class and do written tasks in the English lessons.

VI. Conclusion

This thesis aimed at exploring the use of media in ELT in a secondary school (grades 9 to 10). Thus, the research was performed in the form of a case study. The study addressed four research questions regarding the use of video in English lessons in the school: Why has Media essential role in teaching English, How does using Media impact on teaching English for young learners, and How does authenticity of Media influence to improve learners communicative skill and the last one What are the teachers' and pupils' attitudes to lessons with Media were.

The data for the research was obtained through the use of mixed methods, both qualitative and quantitative: teacher interviews and lesson observations, and a pupil questionnaire, respectively. The researcher interviewed an English teacher, observed three of the English teachers' lessons with video, and handed out a questionnaire consisting of 7 statements on the use of video to 25 pupils from 10th grade class.

In order to show how teaching with video can be supported by some mainstream theories of L2 acquisition, the research was grounded in Krashen's Monitor theory and Vygotsky's sociocultural theory.

One of the main findings of the research was that the teachers made use of media in a meaning-based approach to ELT. The teachers used, for example, media that videos in order to provide the pupils with certain information on the particular curriculum topic in focus so that they could discuss it and produce a written text on it afterwards. Consequently, the teachers did not focus the pupils' attention on linguistic forms in the lessons with videos. Since the tasks in connection with the multimedia was aimed at training, first and foremost, the pupils' oral and written communicative skills, communication was thus the focus of language teaching with video, confirming the hypothesis that teaching with video fits in with the communicative approach to ELT.

In addition to providing the pupils with information on or more insight into the particular curriculum topic being taught, multimedia were used to teach about

the target language cultures, to help the pupils to immerse in the target language environment and to scaffold the process of acquiring the pragmatic use of the language, which shows that the sociocultural theory of L2 acquisition was applied to these lessons. In brief, the processes important for the sociocultural theory, such as internalization, mediation, imitation, and scaffolding, took place along with watching and listening to the videos, as well as discussing them and producing written texts afterwards. The teachers also acknowledged the fact that media that in general had a positive impact on the development of the pupils' listening, speaking, reading and writing skills, as well as vocabulary growth, and found this factor to be an advantage of the use of media in class.

Media that videos in the case study school were used from three times a year up to every month by the different teachers. The most frequently used kinds of videos were feature films. The teachers practiced different ways of using feature films in class by showing them both as a whole unit and in segments. However, the most effective lessons seemed to be the ones with films shown in segments up to 35 minutes, as opposed to watching the whole film at once. One of the main conditions for the video to be efficient as a language teaching tool was its being only slightly beyond the pupils' comprehensible input according to Krashen's²¹(1982) input hypothesis. It was also found that it was important to make careful selections of videos to be used in class in terms of the pupils' age, schemata and interests. Otherwise, lessons with videos would be less efficient at motivating and stimulating the pupils to learn English.

Videos appeared to be extremely helpful for the pupils' vocabulary growth by providing them with context and visual aids, which was confirmed by both the teachers and pupils. The teachers did not generally practice vocabulary pre-teaching, which provided the pupils with the opportunity to acquire vocabulary in context. Since the pupils were not exposed to examples of decontextualised language, they listened to the speech of native speakers in context, which would promote language 'acquisition' instead of 'learning' according to Krashen's (1982)

²¹Harmer,Jeremy "The practice of English language teaching",2001,234p

acquisition-learning hypothesis. It also seems that the pupils' vocabulary growth benefited to a large extent from subtitled videos, where the subtitles were in English.

Both the teachers and pupils had on the whole positive attitudes to lessons with multimedia that video and acknowledged their influence on the development of the four language skills and vocabulary growth. Videos in English appeared to be favored to ordinary audio sound recordings in the development of the pupils' oral skills. Moreover, most pupils felt that they acquired new vocabulary through occasional lessons with video in addition to through regular ones. Finally, lessons with videos seemed to provide most pupils with a low-stress learning environment, which is essential for successful L2 acquisition according to Krashen's (1982) affective filter hypothesis.

Thus, the thesis fulfilled the 'Language Opens Doors' call for more foreign language research in Uzbekistan by studying how videos, as one of the most common digital media, were introduced and exploited in English classes in a Uzbek lower secondary school. To the best of the researcher's knowledge, there is no other research in Uzbekistan on foreign language teaching with the use of media that videos as digital language tools in secondary education, which means that the thesis has contributed to a gap in the research.

Moreover, since the digital world exerts such powerful influence on contemporary society, it is important that teachers nowadays should know how to use digital tools in education. Videos, being such a common feature of pupils' everyday lives, are one of the digital media that foreign language teachers are most likely to turn to. Consequently, the research on the use of videos in ELT is extremely relevant in the modern world saturated with technology.

Finally, the thesis has reflected on the possible outcomes, benefits and drawbacks of teaching with multimedia ²²(video) in the case study school, which could be useful for other teachers to be aware of in order to improve their methods of teaching. Given the fact that there are countries, such as Uzbekistan where the

²²Mowrer, Orval Hobart "Learning theory and personality dynamics", 1950, 119p

grammar-translation approach to ELT is still predominant, one may assume that there are teachers who have very little experience of using media especially, videos in English lessons in those countries. Thus, such teachers could benefit from reading about research on the use of videos in ELT classrooms.

One of the implications of the present research is that teachers may use videos in ELT for scaffolding the process of L2 acquisition in class. However, this process is efficient only when the videos shown in class correspond to the pupils' age, level of language knowledge and interests. The use of different pre-, while- and post-viewing activities can facilitate pupils' understanding of the video. Pre-viewing activities, such as class discussions about the video to be shown, are particularly important for pupils to be introduced to and become engaged in the video; otherwise they may not understand the video and hence become bored. On the other hand, decontextualized vocabulary pre-teaching may be less effective than vocabulary acquisition in context. Moreover, subtitles in the language of the video seem to contribute to pupils' overall understanding of the video, i.e. its plot and language, as well as L2 acquisition on the whole.

One of the limitations of the current research is that, since it is a case study, one cannot generalize the findings. On the other hand, the teachers and pupils participating in the project represented a typical lower secondary school in Uzbekistan, which gives no reason to question the representativeness of teaching with multimedia that video in this lower secondary school.

Another limitation of the research is the impossibility to establish to what extent the videos shown in the classroom influenced the pupils' language skills, as well as vocabulary growth, in comparison with the videos they watched outside of school.

Thus, one of the directions of further research could be research on pupils' video consumption outside of school. It is likely that acquisition of English through videos takes place to a large extent outside of school as well, where pupils can select videos of greater interest to them. One possibility would be a

questionnaire survey about what kinds of videos pupils nowadays watch outside of school, the frequency of watching and their perceived learning benefits.

Moreover, since the lesson observations were carried out only in the classrooms where teaching with feature films took place, it would be useful for further research to observe teaching with other kinds of videos, to see why and how they are used and compare the effects of different kinds of videos on pupils' motivation and learning of the second language. Finally, it would be helpful to conduct more research comprising teacher and/or pupil interview and questionnaire studies that would involve multiple schools instead of just one.

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VIII. Appendices

Appendix1

Pronounced words during the survey in order to check RP

Animals

Giraffe

Lion

Bear

Leopard

Sport

Soccer

BadmintonTulip

Football

Chess

Flowers

Rose

Lotus

Cactus

Emotions

Happiness

Anger

Love

Sadness

Vegetables

Cucumber

Tomato

Potato

Cabbage

Appendix2

Traditional lesson plan mode

Theme: ‘Friendship‘

Objectives:

Pupil will learn about friendship and parts of speech, understanding how to create dialogues and new sentences and provide examples own materials.

Anticipatory Set:

The teacher will bring new vocabulary for the pupils to learn by heart.

Input:

Learners will read the chapter in their English text book about two friends and translate into Uzbek language and end of chapter questions.

Modeling:

The teacher will walk around the room and point to examples of different new words written in the blackboard.

Check for understanding:

Pupils will verbally provide the teacher with their own examples which are made sentences with given new vocabulary.

Guided practice:

The teacher will answer the questions at the end of the chapter with the pupils.

Independent practice:

Learners will complete the workbook pages independently and write list of examples for each given new words. The teacher will provide the pupils with pictures to use in creating a small text about friendship.

Appendix 3: Given non-traditional lesson plan mode

Topic: ‘Friendship’

Level: Primary

Grade: 5th form

Time: 45min

The aims of the lesson:

Instructional:

- To instruct pupils to the theme and inspire them to learn new objects;
- To enable pupils to make sentences about friendship using different structures which they learnt;

Educational:

- To learn about friendship;
- To be able to identify new words;
- To improve pupils’ productive and non-productive skills;
- To enable pupils to use the new vocabulary: nouns, verb, adjectives;

Developing:

- To ameliorate pupils personal skills, English learning, motivational skills;
- Develop to report own ideas;
- To broaden pupils’ self-educational skills of knowledge;
- To raise awareness of saying and describing ‘friendship’.

Competence: linguistic competence, lexical competence and pragmatic competence.

The type of the lesson: Non-traditional

The method of the lesson: Interactive way of teaching, indirect method

Learning outcomes:

By the end of the lesson, pupils will be able to:

- Vocabulary of friendship;
- Pupils will be able to make sentences about friendship;

The equipments of the lesson:

Board, chalk, computer, handouts

Pre-lesson activities:

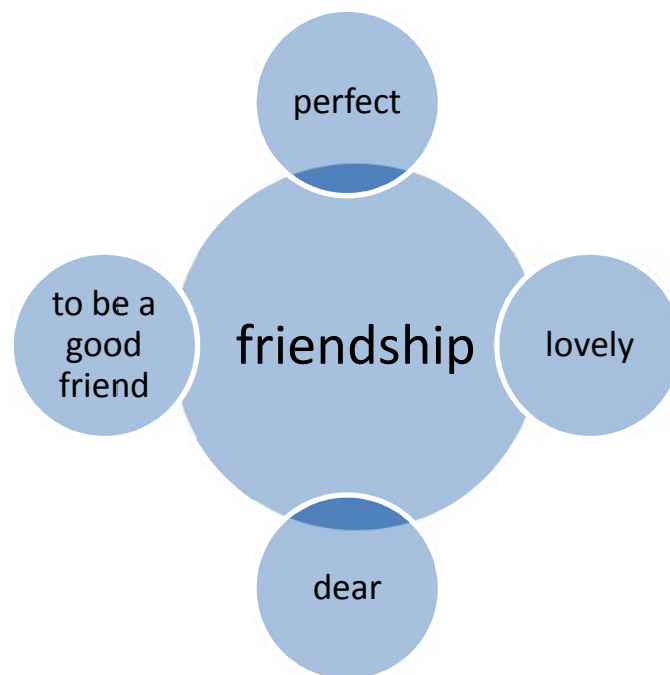
Activity1.

Time: 5min

Aim: to know learners background knowledge about friendship and listen their vocabulary which is relevant to the topic.

Brainstorming Teacher write the topic of the lesson on the board and ask pupils add their opinions and words (for ex, adjectives) which are germane to the topic.

Suggested answer



While

Activity2. (listening and vocabulary task) (whole group)

Time: 15min

Aim: to increase pupils' listening comprehension and vocabulary growth

Procedure:

Teacher shows pupils a video about friends which is appropriate their level. Video should be selected as story or as a fairy tale. Hence, such kind of videos can easily catch pupils' attention. It would be better if it given subtitles with video after watching video pupils find adjectives or nouns or verbs.

Activity3. (writing and reading task) (pair work)

Time: 20 min

Aim: to help learners to increase reading comprehension and writing skill.

Procedure:

In this task pupils work with their partner. Half of the class given text 1 and while reading they fill the gaps and another part of the class given text 2 and they after reading answer the question.

Post-lesson:

Activity4. Reading task (whole class)

Time: 5min.

Procedure:

Teacher gives a useful advice paper to pupils to read for pleasure and then give the homework that to prepare a small essay about friendship using new vocabulary.

Appendix4.

Handout:The history of World War II

The instability created in Europe by the World War I (1914-18) set the stage for another international conflict- World War II- which broke out two decade later and would prove even more devastating. Rising to power in an economically and politically unstable Germany, Adolf Hitler and his National Socialist (Nazi Party) rearmed the nation and signed strategic treaties with Italy and Japan to further his ambitions of world domination. Hitler's invasion of Poland in September 1939 drove Great Britain and France to declare war on Germany, and World War II had begun. Over the next six years, the conflict would take more lives and destroy more land and property around the globe more than another war. Among the estimated **45-60** million people killed were **6** million **Jews** murdered in Nazi concentration camps as part of Hitler's diabolical "Final Solution", now known as Holocaust.

Facts about World War II

World War II was a battle between two groups of countries: the "**Axis**" and "**Allies**". The major Allied Powers were Britain, France, Russia, China and United States. The major Axis Powers were Germany, Italy and Japan.

Before World War II began, Germany was ruled by a man named Adolf Hitler together with Nazi Party, he wanted Germany to rule Europe. To gain more land and power, on September 1, 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany- World War II had begun

During the course of the War, German forces advanced through Europe, by the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR.

Appendix 5: Teacher's interview guide

Opening remarks

The aim of the interview is to collect data for my Diploma thesis at Fergana state University. The names of the teacher interviewed will be kept confidential. I will be taking notes and recording the interview only for the practical purpose of keeping track of the information. There is no aim to judge the teachers' practices or experiences. I am going to be objective and open-minded in order to discover how teaching with video is practiced in English language classrooms in case- study school.

Background

How many years of English teaching experience do you have?

As I have already mentioned, I am interested in learning about teaching with media that especially, video in English language classrooms in Uzbekistan. All the information provided by you is valuable for my research, so I appreciate you sharing your experiences and views with me.

Opening questions

How many years have you been practicing teaching with video?

What benefits of teaching with video have you experienced?

What drawbacks of teaching with video have you experienced?

What are your experiences of using videos as a student? If you have these experiences, what was your attitude to such lessons? If you don't have these experiences, do you think it was a disadvantage for your English language education?

Have you learned how to teach English using videos? How?

How often do you use videos to teach English?

What are the pedagogical reasons for using a particular video in your classroom?

What do you practice first and foremost when teaching with video: listening comprehension, oral skills or something else

What types of videos do you usually use in your classroom? (feature films, cartoons, documentaries, sitcoms/situation comedies, YouTube clips, soap operas,

etc.) Could you comment on your choice (e.g. why do you prefer long feature films to short YouTube clips?).

Do you have a video library in the school? How many videos do you have? What are they? Where did they come from? Do you collaborate with your colleagues about using video?

Appendix 6: Observation schedule

Investigating the learner-centered approach in language teaching.

School:

Class:4

Class size:

Date:

Time:

Subject:

Activity:

Topic:

Strategies		Notes
Whole class working together (interpersonal)		
Group work or pairs (interpersonal)		
Work alone (intrapersonal)		
Pictures, art work, design drawing (visual spatial)		
Drama, simulation, role-play (body-kinesthetic)		
Games, puzzles (logical-mathematics)		
Songs, music (aural-musical)		
Cultural, naturalistic		
Roles, behavior of teacher		Notes
Ask questions of varying types		
Provide information		
Introduce and explain topics and ideas		
Listen and respond		
Facilitates the discussion		
Give feedbacks		
Guide the learners		
Provoke learners to explore further discussion		

Monitor the reasoning in arguments		
Moderate the reasoning process		
Support and encourage learners		
Link topic to past experience		
Address emerging issues		
Roles and behavior-learners' participation		Notes
Ask questions and seek clarification		
Respond to questions		
Help other learners		
Keep times		
Observe others		
Make choices and decisions		
Act in motivated way		
Take a lead in a given activity		
Interact within group		
Dependent on the group members		
Skills and knowledge addressed		Notes
Life skills		e.g. skills: cooperation, trust, caring, openness, decision-making
What life skills addressed?		
Life skills discussed/emphasized/done		

with awareness		
Already planned for or dealt with incidentally		
Communication skills		Notes
Reading: assigned work, reading for pleasure...		
Writing: creative writing, taking notes...		
Listening: to teacher, to groupmembers...		
Speaking: Presenting facts, ideas, opinions, plays, reporting, presenting home work...		